

March 2025

PRELIMINARY RESULTS

LITERATURE REVIEW

Factors, interventions and educational outcomes of children in care

Socio-educational research in the field of vulnerable children and youth

RESEARCH PLAN (2025-2030)

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Design, implementation, and evaluation of educational programmes for vulnerable children

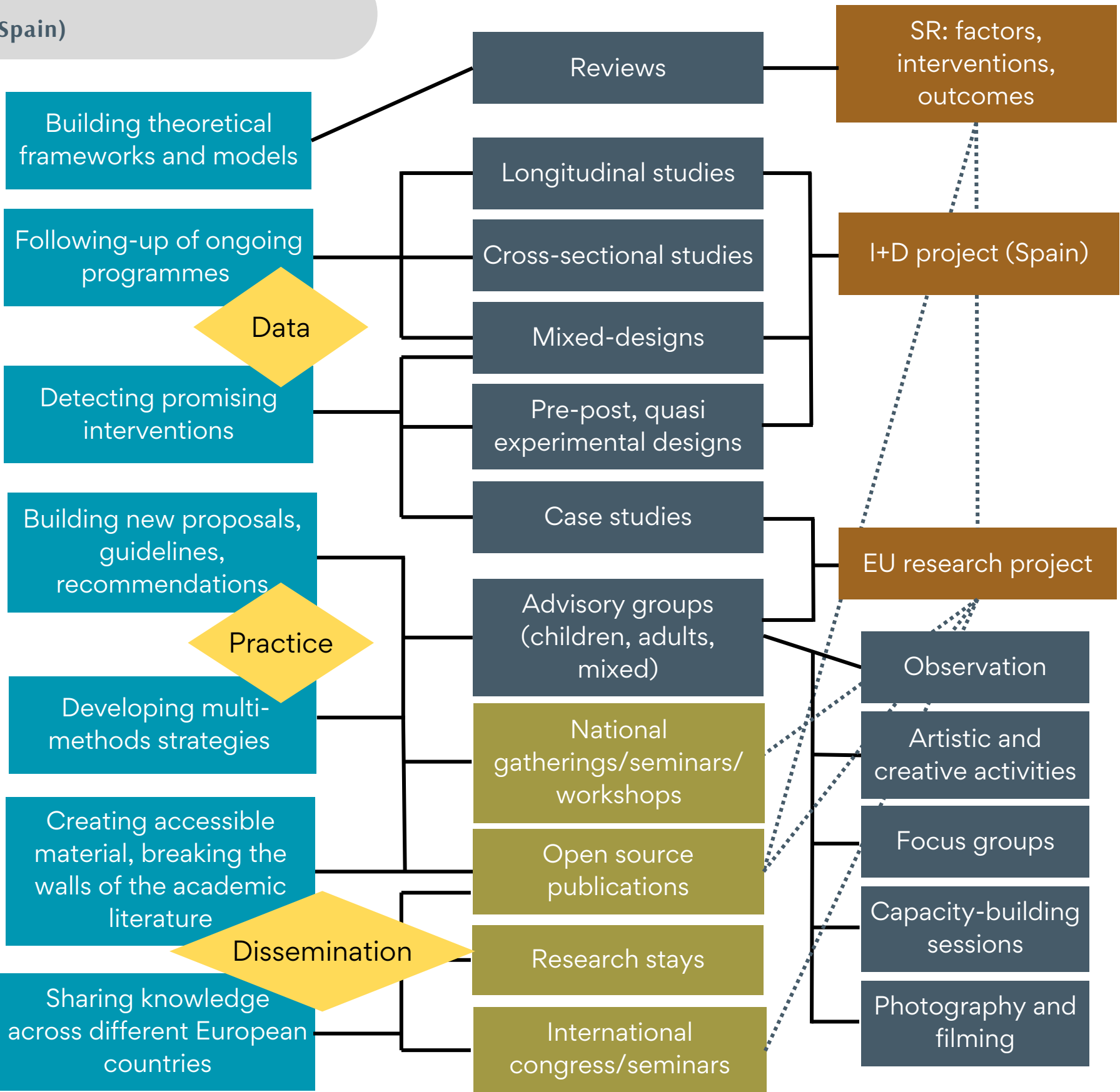
Inform policies and technical decisions to improve educational outcomes of children in need and in care

Contribute to linking academic knowledge to educational practice

Development of participatory research from a multi-methods strategies approach

Contribute to enhance the empowerment, meaningful participation, and strong knowledge-building of the stakeholders involved

Further develop children's rights as active and valid stakeholders informing political and technical decisions



What are the barriers to and facilitators for school success?

- Identify direct and indirect associations between factors, interventions and outcomes
- Show the interplay between them in a visual format



STEP 1: UMBRELLA REVIEW

Objective:

To compare and contrast published reviews and to provide an overall examination of the extent of literature available for the education of children in care.

Research standards: JBI Manual for Evidence Synthesis on umbrella reviews <https://doi.org/10.46658/JBIMES-20-01>



METHODS



Search methods and selection criteria

- **Population:** children in care or transitioning from care
- **Outcomes:** any educational outcome (attainment, attendance, engagement, school satisfaction/experience)
- Any type of review
- Title and abstract in English
- Peer-reviewed article

Electronic databases (26): Scopus, Web of Science, ProQuest, Cochrane Library



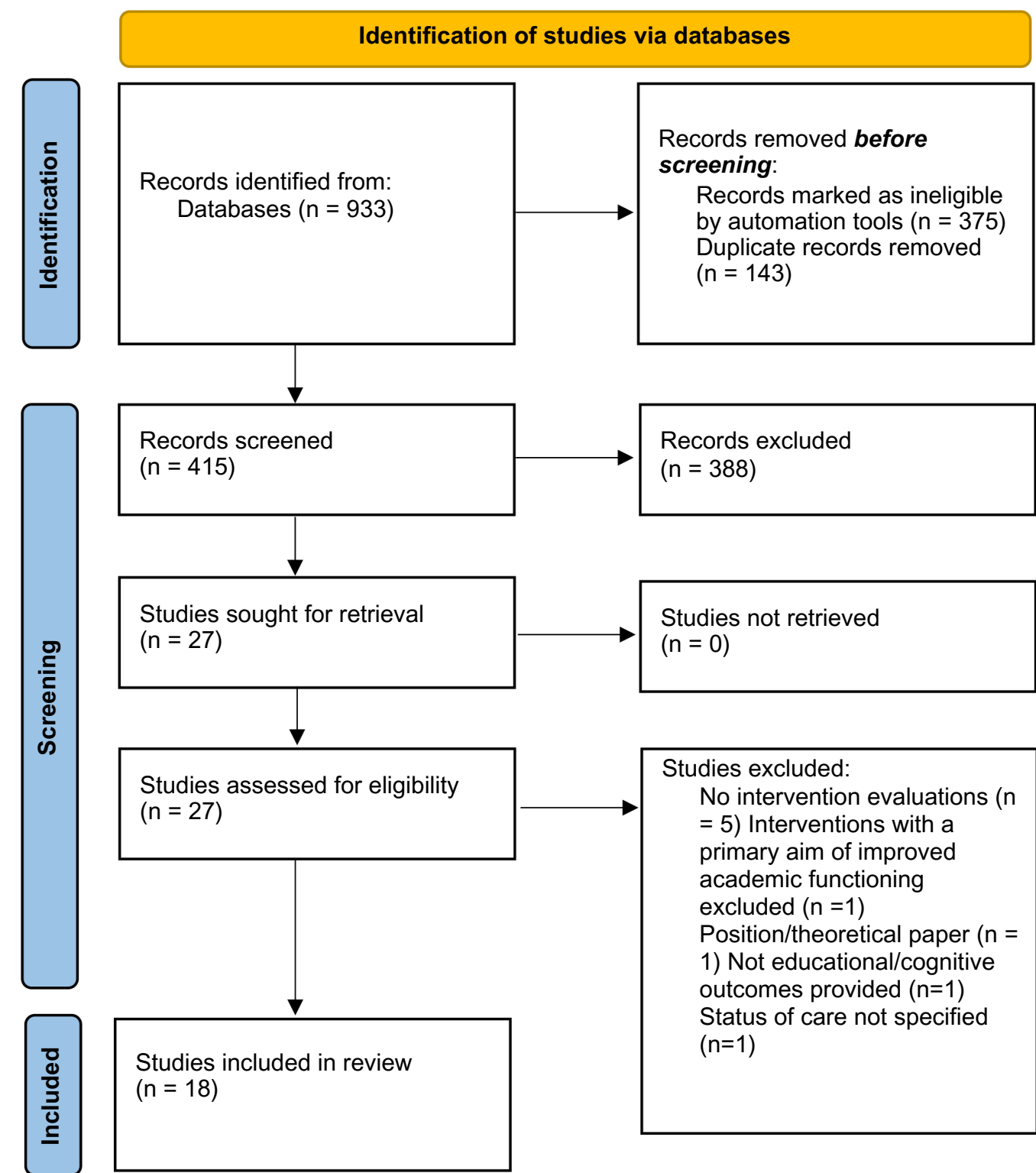
Data collection, analysis and synthesis

Selection process: PRISMA guidelines for the systematic search (Page et al., 2021).

Data extraction: retrieval of references and removal of duplicates (Zotero).

Data synthesis and analysis: Tabulated synthesis and critical appraisal (JBI guidelines)

Figure 1. PRISMA flow diagram (itnerventions)

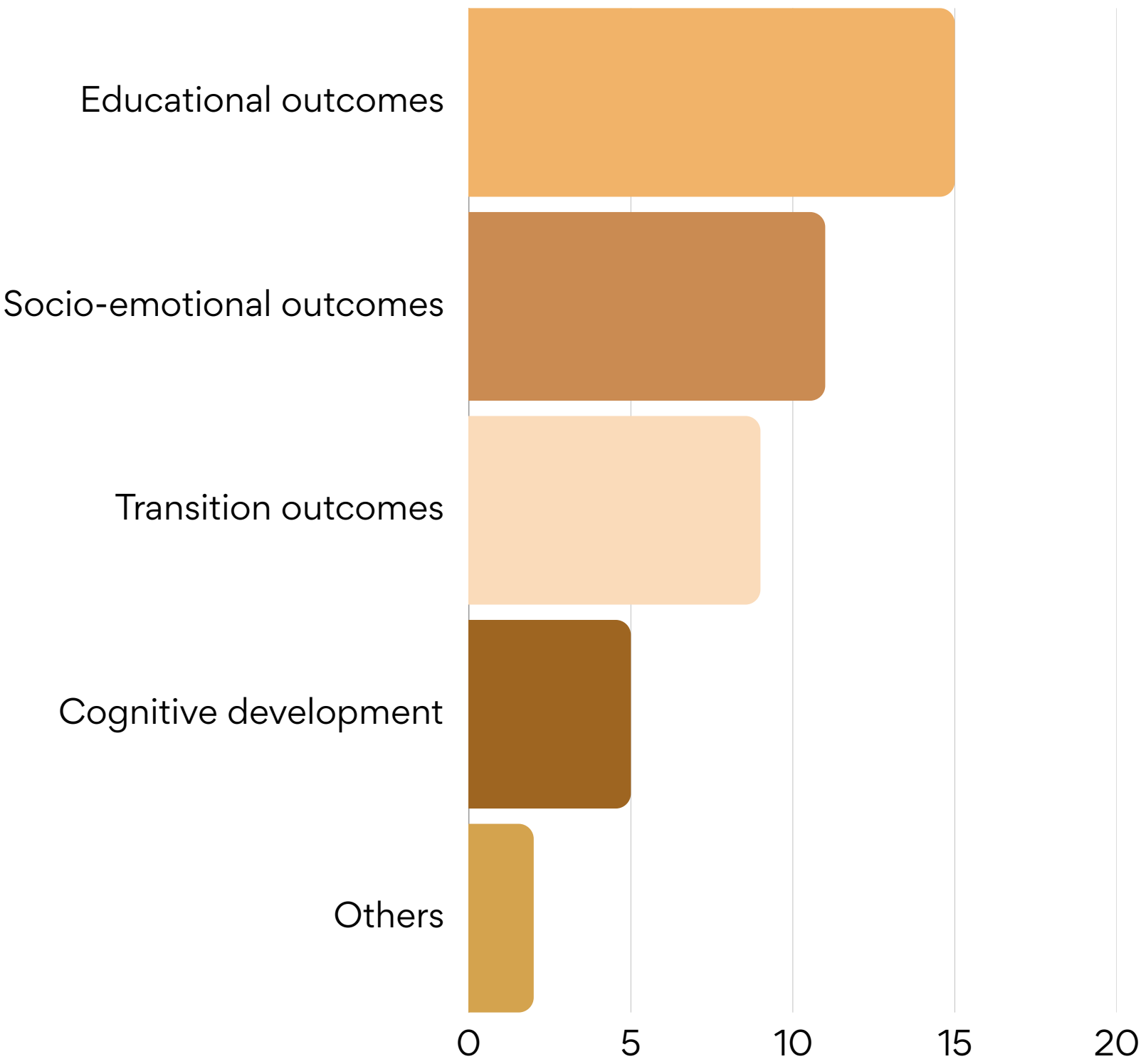
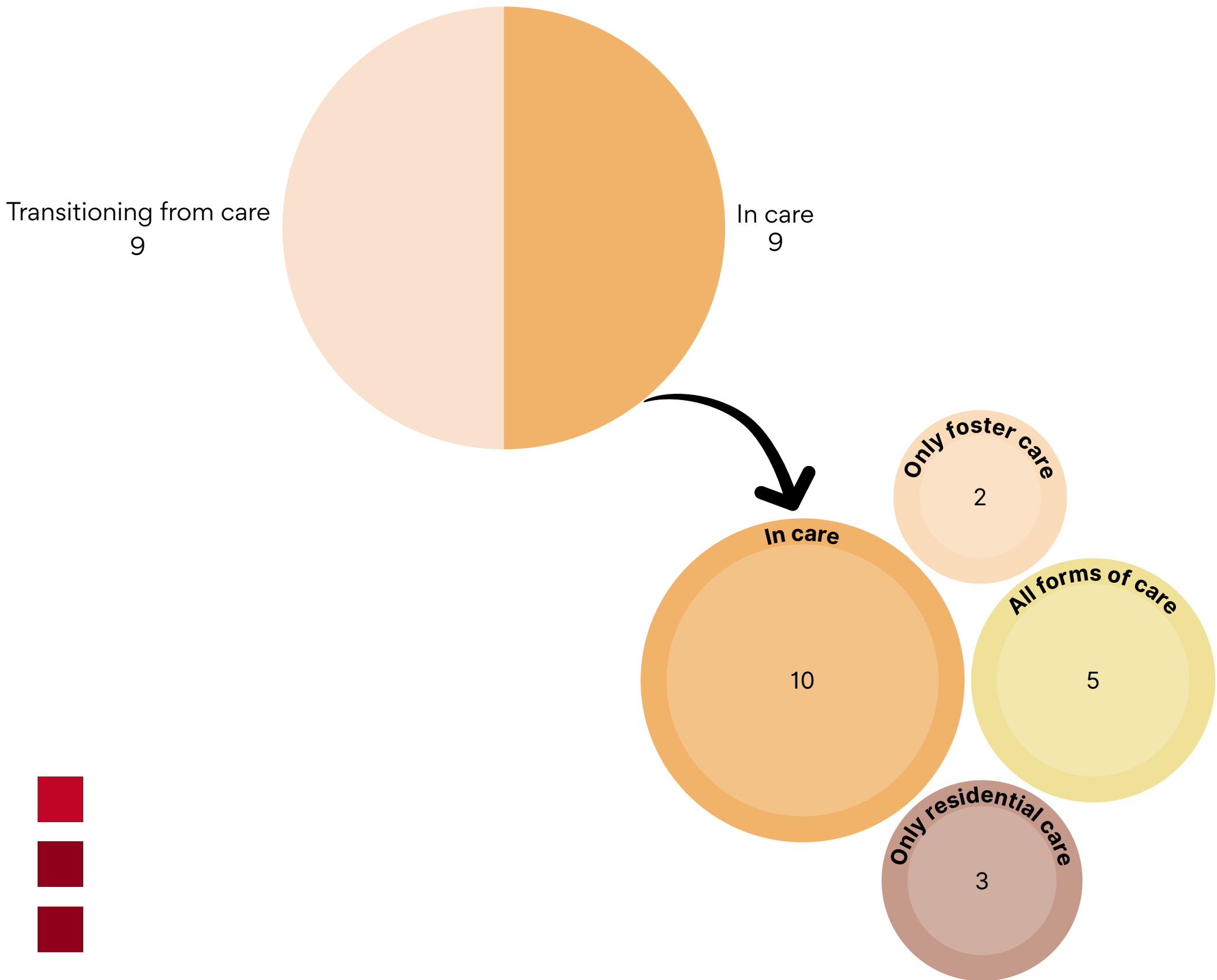


Alves et al. (2024)
Bakermans-Kranenburg et al. (2008)
Doucet et al. (2022)
Evans et al. (2017)
Everson-Hock et al. (2011)
Forsman & Vinnerljung (2012)
Geiger & Beltran (2017)
Goulet et al. (2024)
Greeson et al. (2020)
Heerde et al. (2018)
Hermenau et al. (2017)
Kirby et al. (2024)
Leve et al. (2012)
Liabo et al. (2013)
Männistö & Pirttimaa (2018)
Montgomery et al. (2006)
Starr et al. (2024)
Taylor et al. (2024)

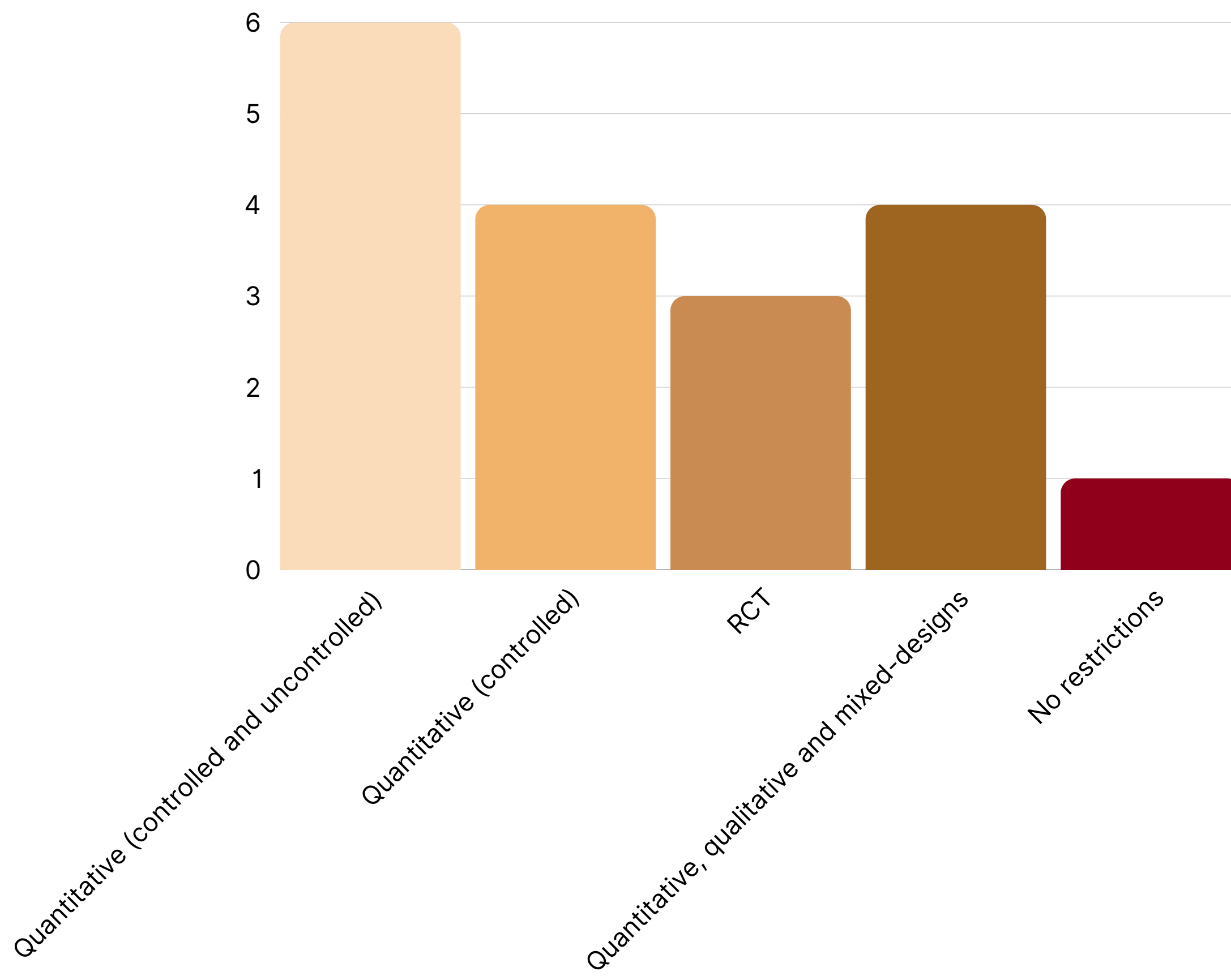
Overview

- Any review of evaluations of **interventions** related to any educational outcome
- 18 studies met the inclusion criteria
- Current interest in the subject: from 2020 (n = 7) (5 in 2024)
- Systematic reviews (n = 11) (+ meta-analysis n = 4)
- Critical Appraisal: mean 6.4/11 (min 2, max 10)

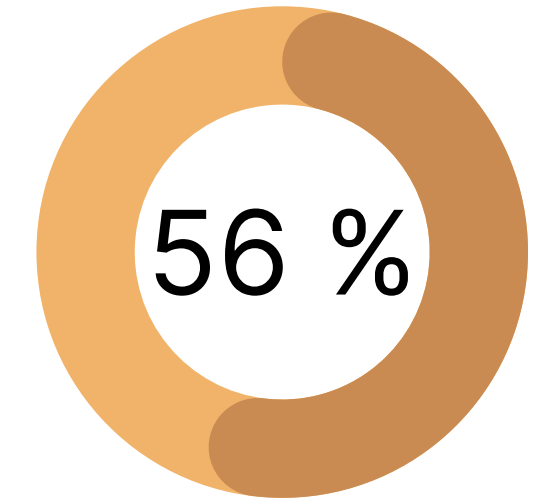
REVIEWS SCOPE



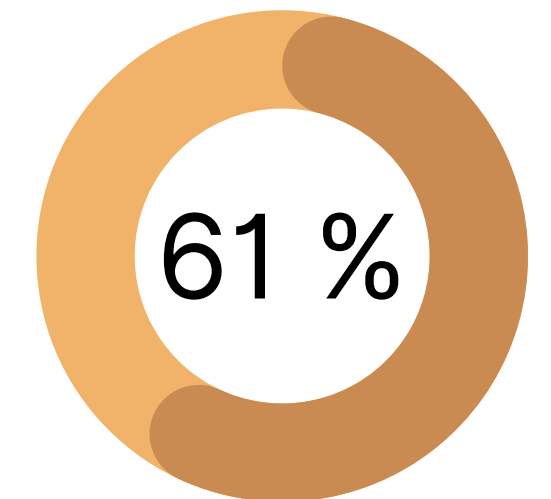
INCLUSION CRITERIA



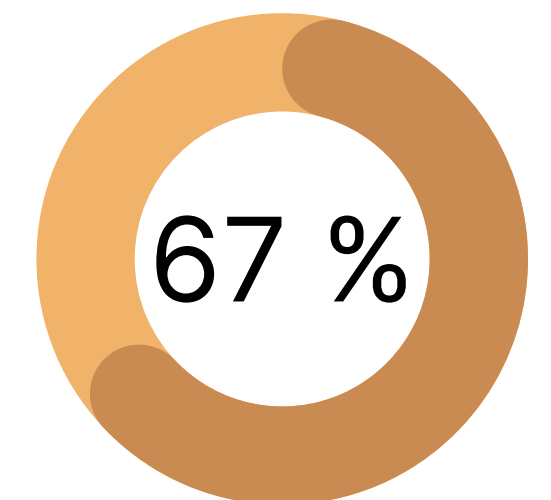
Publication type
not limited



Time frame
not limited



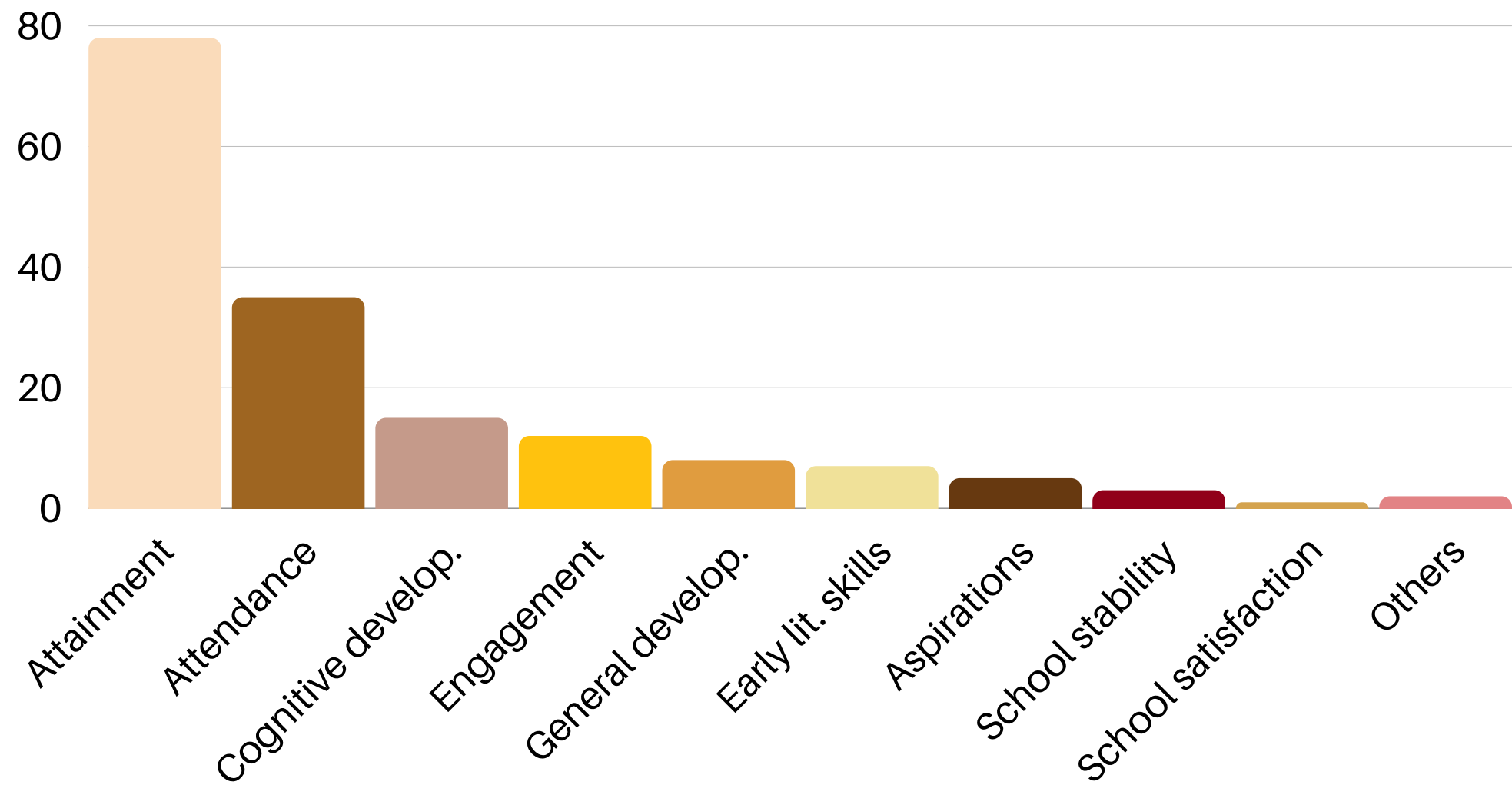
English
and other language/s



INCLUDED STUDIES

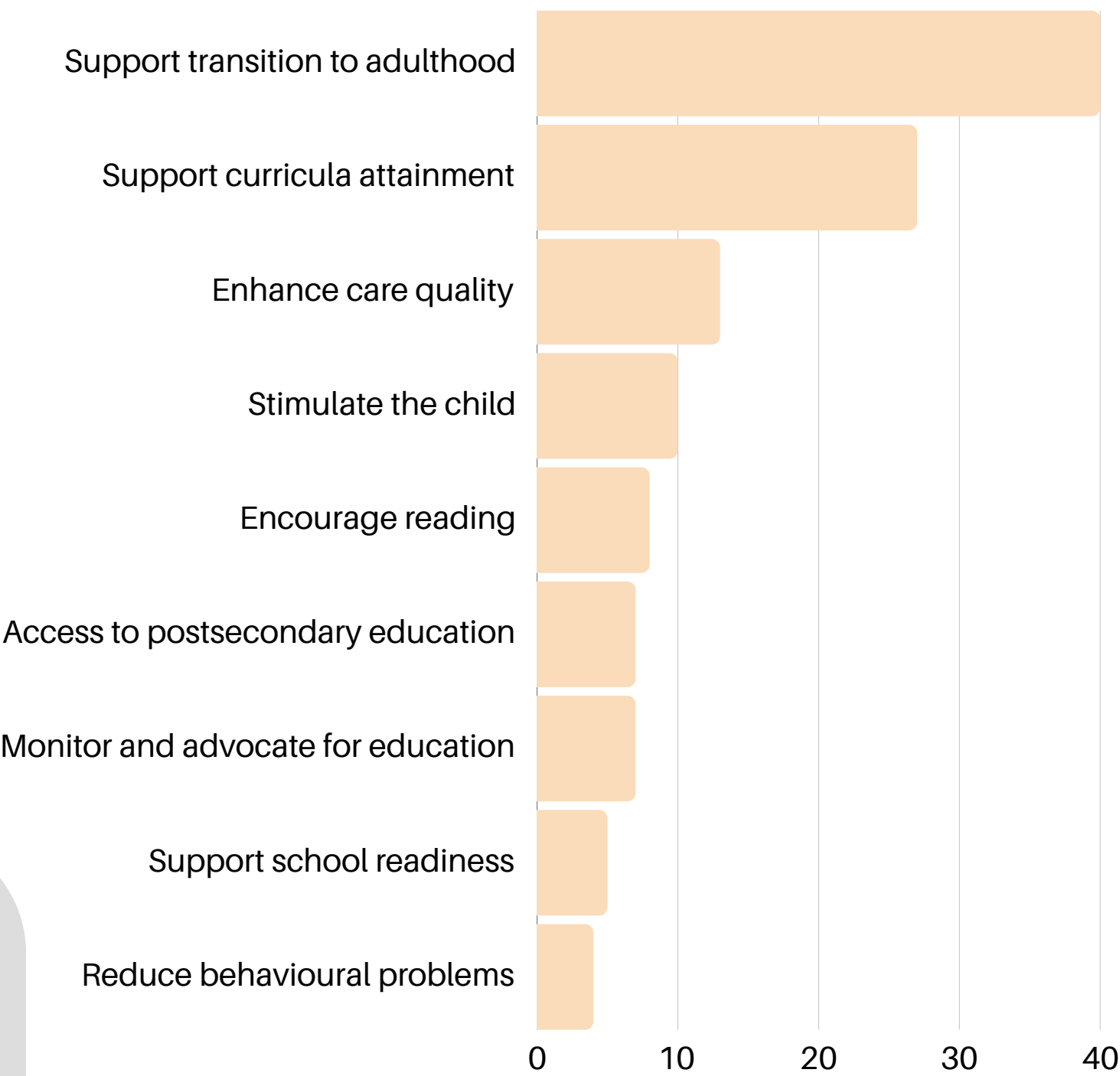


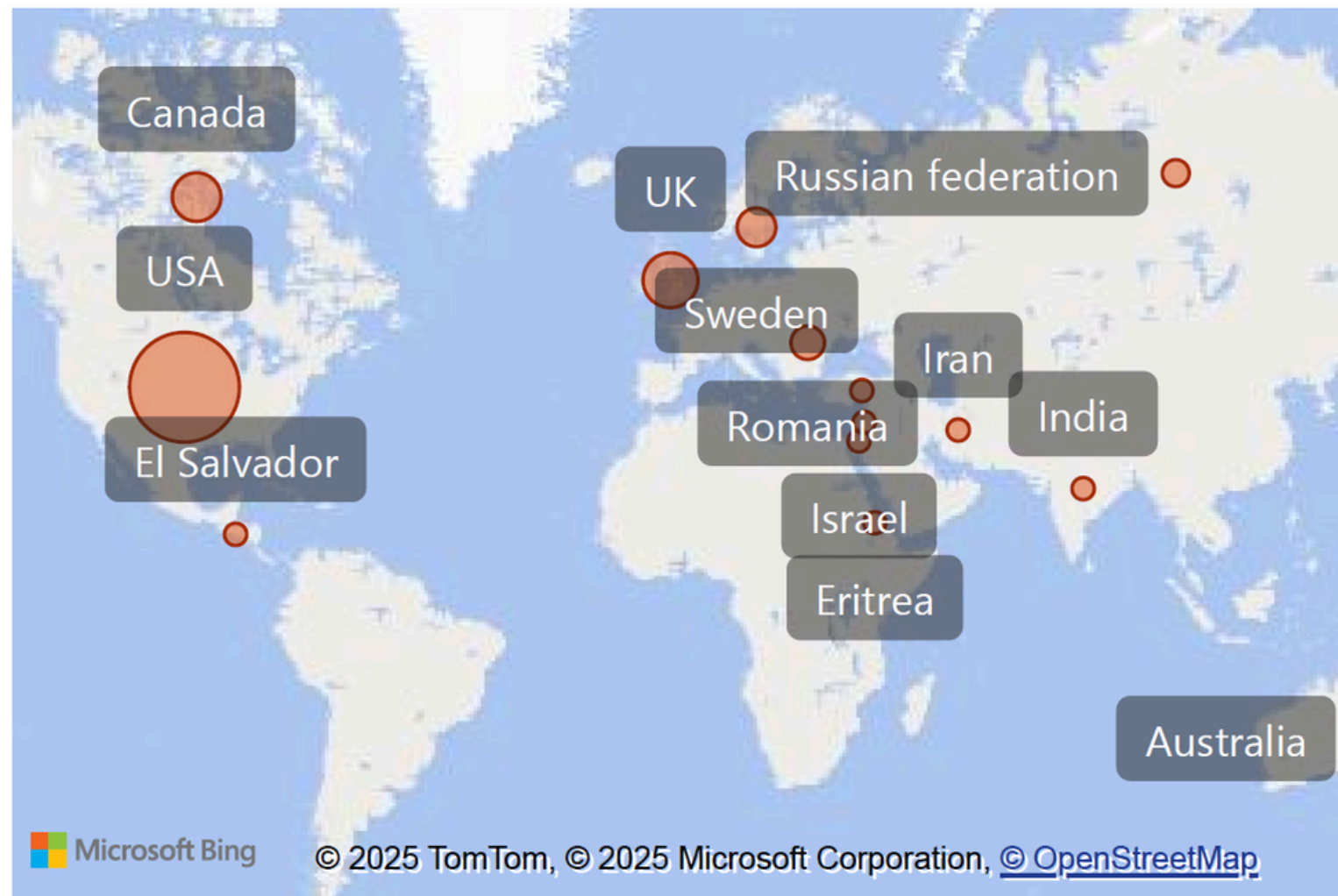
Outcomes



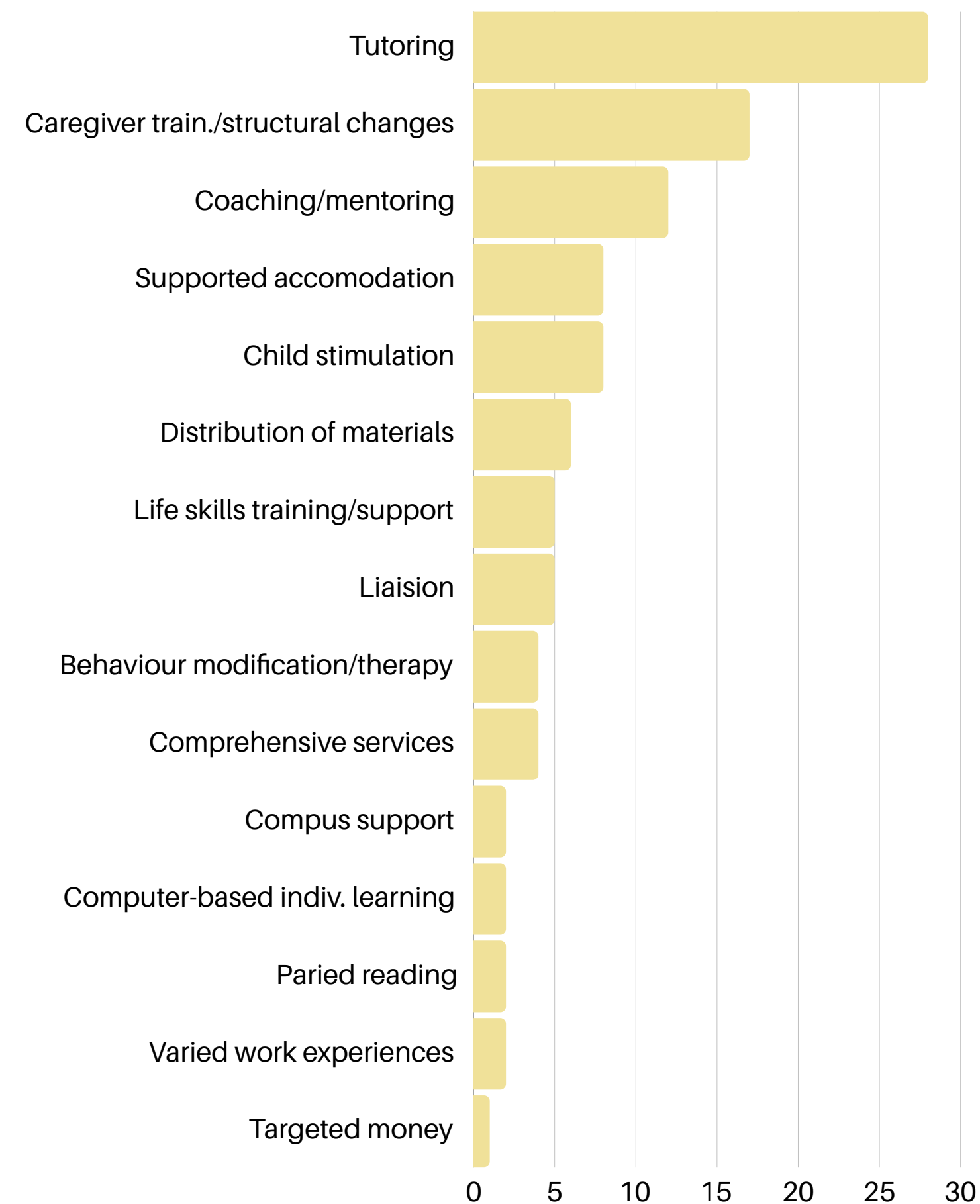
Retained evaluations that reported educational/cognitive outcomes (n= 122)

Main objective of the intervention

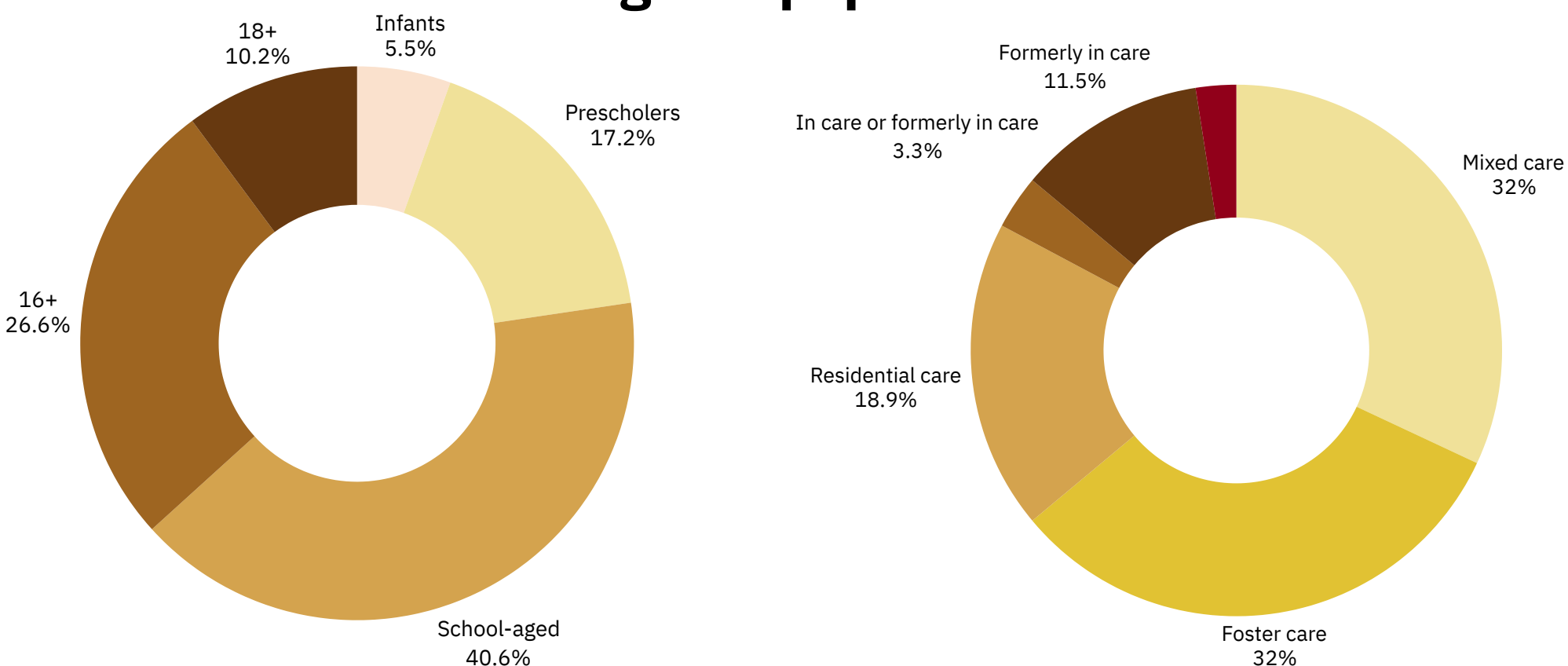




Main component of the intervention



Targeted population



MAIN FINDINGS



MAIN FINDINGS



- Positive/promising results of focused interventions
 - Tutoring have a larger empirical support
 - Institutional-based early stimulation



- Limited evidence (quantity)
- Concerns about the validity and generalisability of the results (quality)
- Long-term outcomes unknown



RECOMMENDATIONS



- Further evaluation is needed
- Improve quality
 - Lessons from former evaluations
 - Views of professionals, researchers, policy makers and children in care
 - Detailed and rigorous research



IDENTIFIED GAPS



Country

- Absence of many areas/countries



Population

- Unaccompanied migrant children
- Specific difficulties (SEN, disabilities,...)



Educational outcomes

- School engagement
- School experience, satisfaction



Intervention component

- Leisure time/extra-curricula activities
- Access to culture
- Homeschooling

REFLECTIONS

01

ARE WE IDENTIFYING ALL THE AVAILABLE EVIDENCE?

02

ARE WE PROVIDING SIGNIFICANT INFORMATION TO PRACTITIONERS/POLITICIANS?

- Contextualise reviews in a particular area/country
- Provide more information about each intervention
- Comprehensive analysis and identification of key elements (rather than ranking)
- Further efforts to incorporate qualitative evaluations data
- Reflect on what is a “good” evaluation
- Reflect on what is a “good” intervention





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THANK YOU

For Your Attention