



What have we done?

- Semi structured interviews - young people and teachers
- Follow ethical protocol - Adhere to BERA guidelines
- Thematic analysis
- CPD for staff
- Contributed findings to development of new structure

Why?

Care leavers are a marginalised group in society

Disengagement is prevalent

Many care leavers have experienced instability at home and in education

Only 6% of care leavers go to university

30% of homeless people have been in the care system

45% of care leavers have a mental health condition

COBC LEARNER VOICE

"I contact my engagement worker when I have a problem."

"I would tell someone coming to college: engage completely because if it is help you want, it is going to be there."

"Meeting with an engagement worker has helped me to improve my organisation with a timetable to do my work."

Themes

- Listening and collaborating enables our learners to develop their own solutions
- Young people feel their voice is being heard and reported the benefit of accessing a consistent, designated worker
- Need for earlier identification and timely interventions

The Project

COMMUNICATION

- Working with learners:
- Overcome barriers to learning
- Raise awareness and aspirations
- Timely interventions - attendance, engagement and behaviour
- Celebrate success
- Promote lifelong learning

- Challenge stereotypes
- Facilitate learning and participation
- Engage, empower and support
- Coaching style
- Inclusive educational framework
- Multi agency working

ENSURING EDUCATION MATTERS EXPLORING THE IMPACT OF AN ENGAGEMENT PROJECT FOR CARELEAVERS IN POST 16 EDUCATION

Outcomes - Impact

- Profile of care leavers has been raised
- Specific, tailored support provided
- Guaranteed bursary identification

100% retention in over 19yrs

91% retention in Yr 12

Where are we going?

Everyone is part of the puzzle

- Continue to liaise with teachers, social workers and foster carers to ensure successful outcomes
- Capture information at application and interview
- Involvement in transition process
- Targeted guidance and training to teachers for these learners
- New roles created specifically with care leavers
- Learning Assistant roles
- Learning Coach roles
- Ensure a quality learning journey
- Further capture learners voice
- Improve educational aspirations and outcomes for care leavers

COBC TEACHER VOICE

"I think that most tutors don't understand the issues involved that affects this group so communication can really help with that."

"It feels like you are part of a group of people working with the students, not on your own - so you feel supported."

"Sometimes people's expectations of you can seem overwhelming."

OFSTED Areas of Improvement Identified: Bristol Strategy

- Improve % in education, training, employment outcomes
- Close the education gap quicker
- Improve progression, achievement and retention



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Finding out more:
The Who Cares? Trust www.thewhocaresttrust.org.uk
National Network for the Education of Care leavers

References: The Who Cares? Trust
Education.gov.uk RPA Strategy Group - Jan 2015
Care leavers into education, training employment

GET IN TOUCH

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