

What impact on education and employment has school exclusion had on care experienced adults who left care in the 1970's and 1980's?

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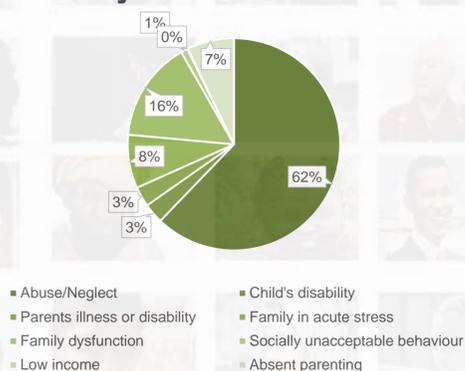
Context

Reasons for entering the care system in the 1970's and 1980's



Not tracked pre Children's Act 1989

Reasons Children entered the care system 2017 - DFE 2017



Key Facts

Little research exists that tracks the outcomes of those with care experience pre Children's Act 1989.

Tracking post Children's Act 1989 concentrates on educational and work outcomes of young adults.

Emotional and longitudinal impact is not well researched in either time period

Viner and Taylor reported the adult outcomes for the cohort population 1970 who spent time in public care (n=343) compared with the rest of the cohort (n=9,214).

Men with experience of care were significantly more likely

- to have been homeless (odds ratio (OR) 2.0; 95% confidence interval (CI) 1.1-3.8)
- have a conviction (OR 2.3; 95% CI 1.5-3.4)
- have psychological morbidity (OR 1.8; 95% CI 1.1-3.0)
- be in poor general health (OR 1.6; 95% CI 1.1-2.6)
- less likely to attain high social class (OR 0.6; 95% CI 0.4-0.9)

Similar associations were identified for women.

- Men, but not women, with a history of care were more likely to be unemployed (OR 2.6; 95% CI 1.4-5.0)
- less likely to attain a higher degree (OR 0.4; 95% CI 0.2-0.7).

Aims

1

Increase understanding of impact

To advance the understanding of the impact on school exclusion upon employment and education across the life course for care experienced adults who left care in the 1970's and 1980's.

2

Gather longitudinal experiences

Participants are a purposive sample of eight care experienced adults who identify as leaving care in the 1970's and 1980's and self-assess as having been excluded from school. Gathering their experiences will help close the data gap for the time period.

3

Provide 'alternative' narrative

To gather different long term narratives than the current context that exists about poor outcomes for looked after children within education and employment.

4

Improve current practice

Gathering reflective experiences will provide knowledge about what missing protective factors there may have been that promote resilience to being excluded from an educational setting.

Research Paradigm

Theoretical perspective
Interpretivism

Research Methodology
Grounded theory



1 Epistemology
Constructivism

3 Research Approach
Inductive

5 Data collection methods
Mixed methods study
Purposive Sampling
Interviews
Questionnaires

Reasoning

Unravelling the impact of "excluding the excluded" across the life course is motivated in part by my professional career in working with vulnerable children and their families in a multitude of settings over the past few decades but also from my personal experience of being a looked after child in the 1980's who was excluded from two Secondary Schools.

I make this explicit for transparency about my motivations, my desire and my attachment to wanting the subject to receive far more attention than I believe it has.

Referencing

- Gray, D. E. (2018). Doing research in the real world. Los Angeles: SAGE.
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 Viner, R. M., & Taylor, B. (2005). Adult Health and Social Outcomes of Children Who Have Been in Public Care: Population-Based Study. *Pediatrics*, 115(4), 894-899.