

Ōritetanga

Learner
Success

Tertiary Education
Commission
Te Amorangi Mātauranga Matua



A Guide for Tertiary Education Organisations on Supporting Care Experienced Learners

January 2023



Published by the Tertiary Education Commission Te Amorangi Mātauranga Matua

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Every effort is made to provide accurate and factual content. The TEC, however, cannot accept responsibility for any inadvertent errors or omissions that may occur.

January 2023 | ISBN 978-0-473-64941-8 (PDF)



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Foreword

Continuing education after high school is widely valued in Aotearoa and is a goal for many people. Unfortunately, access to such education is not certain for everyone. Many who have been in care – young people leaving school as well as young adults who have been out of school for longer – struggle to enter, progress and succeed in tertiary education. At VOYCE – Whakarongo Mai, we meet many care experienced young people whose recent education experiences were exclusionary and negative.

While data is scarce, it is clear from our care experienced partners that these young people are not getting the support they need to thrive in tertiary education. We do not believe this is intentional by tertiary education organisations (TEOs), but, rather, is the result of care experienced learners being out of sight and, therefore, out of mind. It is time for this invisibility to end.

Changing outcomes for care experienced learners will require effort and leadership; it requires TEOs to partner with care experienced learners. We warmly welcome this guide, as it provides practical tools for supporting care experienced learners and ensuring equitable outcomes for them. Care experienced young people have exciting ideas, experiences and solutions to offer, and this guidance must be followed and implemented in partnership with them.

We strongly encourage TEOs to use the Guide to improve the visibility, understanding and support of care experienced learners in their organisations. This will mean future generations of care experienced learners can speak of tertiary experiences that lifted them up and carried them into a bright future.



Tracie Shipton

Tumu Whakarae, Chief Executive

VOYCE – Whakarongo Mai

Executive summary

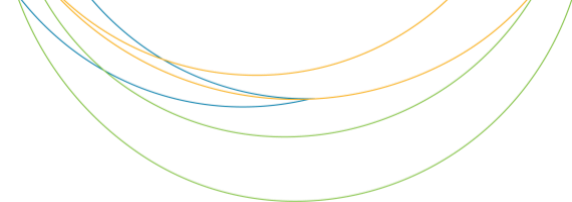
He aha te mea nui o te ao?

He tangata, he tangata, he tangata.

What is the most important thing in the world?

It is people, it is people, it is people.





Ko tā tēnei rauemi he whakarato i ngā tohutohu hou tonu, e āta aro ana ki Aotearoa, hei āwhina i ngā Whakahaere Mātauranga Matua (TEO) kia pai ake tā rātou tautoko i ngā ākonga kua tiakina e te kāwanatanga, kua tiakina i wāhi kē atu rānei i tō rātou anō kāinga.

Kua hoahoatia te Aratohu ki te hanga i te taiao ako mātauranga matua kauawhi, mana taurite anō hoki e puta ai te ihu o aua momo ākonga. Ka āwhina i ngā kaimahi TEO katoa kia māia ake tā rātou tautoko i ngā ākonga i tiaki pērātia i mua. Ka noho te whakapiki i te raukaha ki te tautoko i ngā ākonga kua tiakina i waho i te kāinga i roto i te horopaki whānui atu o te whakarite i te angitu ākonga e mahia nei e ngā TEO. Ka āwhina hoki ki te whakaea i ngā here i raro i Ngā Tikanga Mahi Mātauranga (Te Manaaki i Ngā Ākonga Mātauranga Matua me Ērā o Tāwāhi) 2021.

He rōpū whakaraerae ngā rangatahi e puta mai ana i te tiakinga i waho i te kāinga me ngā whare ture taiohi – e kīia ana he kaiwehe whare tiaki – kua kite wheako i ngā uauatanga i ō rātou ao. E whakataumahatia ana rātou e te whānuitanga o ngā tūāhuatanga. Kei roto i ēnei ko ngā wheako kino, tino ngaukino pea, i mua i te uru ki te tiakinga i waho i te kāinga, te kounga atawhai e taurangi ana ina tiakina i waho i te kāinga, me ngā whakawhitinga whakaterere, raungaiti mai i te tamarikitanga ki te nohonga motuhakenga i te ekenga ki te 18 tau te pakeke, i mua atu rānei. Pakeke haere ai te nuinga o ngā kaiwehe whare tiaki me te iti, te kore rānei, o ngā kōtuitui tautoko pāpori, ngā rawa pāpori rānei, ka whakamahia e te nuinga o ngā rangatahi hei whakangāwari i ō rātou ara ki roto i te mātauranga matua me te whiwhinga mahi.

E āhukahuka ana te kāwanatanga ko te whanaketanga ōhanga me ngā putanga pāpori pai ake i Aotearoa kei te āhua o te mana ōrite me ngā arawātea ōrite mō ngā ākonga katoa, tae atu ki ērā kua tiakina i waho i te kāinga. He mea waiwai ki te toitūtanga o te mātauranga matua ko tētahi pūnaha kauawhi katoa tērā ka whakanui me te uara i taua kanorautanga.

Huri noa i te ao ka kitea he huinga rangahau e tipu tonu ana e pā ana ki te whakaako tamariki me ngā taiohi e tiakina ana e te kāwanatanga. Kua pai ake tō mātou mārama ināianei ki ngā wero kei mua i te aroaro o aua tāngata, ki ngā whakamāhukihuki taupatupatu e noho tūāpapa ana, me ētahi o ngā kōkiri kaupapahere, ritenga hoki e whaihua ake ana tērā ka whakaputa painga.

Ahako te kī a ētahi ākonga kua tiakina i waho i te kāinga kua whiwhi āwhina kāmehameha rātou i ngā TEO, ka whakawhirinaki taua tautoko ki ētahi kaimahi takitahi, ā, e ngaro ana te māramatanga whānui atu o ngā matea o ngā ākonga kua tiakina i waho i te kāinga.

Mā tēnei aratohu e tuku te haepapa ki te whakarite i ngā ritenga papai ki ia tangata e whai wāhi ana, ahako te taumata, i ia taiao mātauranga matua. Kua whakawhanaketia mā te āwhina me te whāinga wāhi a ngā tāngata kua tiakina i waho i te kāinga, ā, me whakamahi e ngā TEO i te taha o ngā ākonga o ngā mātāwaka me ngā ahurea katoa kei Aotearoa.

Hei āwhina i ngā TEO ki te whakamahi ritenga papai puta noa i te ara ako o ia ākonga, ka kapi i te Aratohu ētahi wāhi e toru e noho waiwai ana te tautoko a te TEO: te toronga whakawaho (te

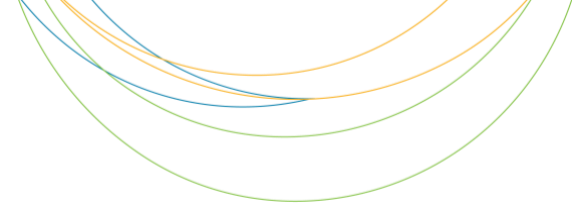
tautoko ākonga i mua i tā rātou whakaurunga ki te mātauranga matua, te kimi ākonga (te tautoko ākonga i tā rātou tīmatanga i te mātauranga matua) me te pupuri (te tautoko ākonga mō te roanga atu o tō rātou mātauranga matua). I ia wāhi, i ia wāhi kua tautohua ngā mahi mā ngā kaiako me ngā kaiwhakahaere.

E noho tūāpapa ana ētahi huarahi hira ki te hanga i te taiao mātauranga matua tino kauawhi mō ngā ākonga kua tiakina i waho i te kāinga. Me whakarite ngā TEO:

- › ka kitea te whakaute i ngā motika, te mana, te tūmataiti, te matatapu me te ōritenga o ngā ākonga kua tiakina i waho i te kāinga, i ngā tauwhitiwhiti katoa ki a rātou.
- › ka tautohu ngā pātuitanga ki aua ākonga i ō rātou hiahia tautoko me ngā tauārai whai wāhi, paetae anō hoki ka pā ki a rātou
- › ka tautokona ngā kaimahi kia whakatutuki i ngā hiahia ngā ākonga kua tiakina i waho i te kāinga, kia kōrerorero hoki i aua hiahia, ā,
- › ka hangaia he taiao haumaruru e taea ai e ngā ākonga kua tiakina i waho i te kāinga te whāki i ō rātou uauatanga me te tiritiri takohanga mō te whakariterite me te whakawhanake rongoā.

Ko te whāinga tukipū o te Aratohu he āwhina i ngā TEO me ō rātou kaimahi kia pai ake tō rātou māramatanga ki ngā ākonga kua tiakina i waho i te kāinga, me te tautoko i tēnā, i tēnā i runga i te māia.





This resource provides current, Aotearoa New Zealand-specific guidance to help tertiary education organisations (TEOs) better support care experienced learners – those who have been in state or out-of-home care.

The Guide is designed to achieve an inclusive and equitable tertiary learning environment in which care experienced learners can succeed. It will help all TEO staff become more confident in supporting care experienced learners. Increasing organisational capability to support care experienced learners will sit within the wider learner success work that TEOs are undertaking. It will also help meet obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

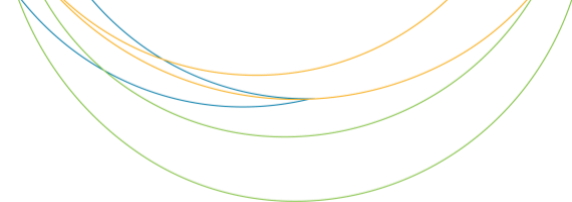
Young people transitioning from out-of-home care (OOHC) and youth justice facilities – sometimes known as care leavers – are a vulnerable group who experience difficult lives. Their disadvantage reflects a range of factors. These include adverse and often traumatic experiences before entering OOHC, varied quality and stability of placements while in OOHC, and accelerated and compressed transitions from childhood to so-called independent living at the age of 18 or earlier. Many care leavers transition to adulthood with few, if any, of the social support networks or social capital that most young people use to facilitate their pathways into tertiary education and employment.

The government recognises that economic growth and improved social outcomes in Aotearoa New Zealand depend on equal access and equal opportunities for all learners, including those who have been in care. Fundamental to the sustainability of tertiary education is a fully inclusive system that recognises and values such diversity.

Internationally, there is a growing body of research on educating children and young people in state care. We now have a better understanding of the educational challenges these individuals face, the competing underlying explanations, and some of the more promising policy and practice initiatives that make a difference.

While some care experienced learners do report receiving invaluable assistance at TEOs, this support relies heavily on individual staff members, and wider understanding of the needs of care experienced learners is missing.

This guide places the responsibility for ensuring good practice with every person involved at every level of every tertiary learning environment. It was developed with the help and input of care experienced people, and it should be used by TEOs in collaboration with learners and tairā of all the ethnicities and cultures in Aotearoa New Zealand.



To help TEOs apply good practices throughout every care experienced learner's journey, the Guide covers three main areas where a TEO's support activities are key: outreach (supporting learners before they enter tertiary education), recruitment (supporting learners while they enter tertiary education) and retention (supporting learners during their tertiary education). In each area, activities for frontline and management staff are identified.

Some important approaches underpin the creation of a fully inclusive tertiary education environment for care experienced learners. TEOs need to ensure that:

- › all interactions with care experienced learners are characterised by respect for their rights, dignity, privacy, confidentiality and equality
- › partnerships with these learners identify their learning support needs and the barriers to participation and achievement they face
- › staff are supported to meet the needs of care experienced learners and to invite learners to discuss those needs, and
- › a safe environment is created in which care experienced learners can advise institutions of difficulties they encounter and share responsibility for negotiating and developing solutions.

Over all, the aim of the Guide is to help TEOs and their staff better understand the care experienced learner group and support individual care experienced learners with confidence.





Acknowledgements

First and foremost, the Tertiary Education Commission (TEC) would like to thank the 11 care experienced young people who attended an online workshop with us to discuss their tertiary education experiences. Their contribution was invaluable. Thank you also to VOYCE – Whakarongo Mai, the independent advocacy and connections service for children in care, for kindly facilitating this event, and for their ongoing support and contributions.

Thanks to Isaac Heron and Injy Johnstone, both care and tertiary experienced people from the New Zealand Tertiary Education for Care Leavers initiative, for generously sharing their ideas with us, reviewing the draft Guide, and giving permission to include their mock TEO webpage for care leavers (Appendix 1).

This guide was primarily authored by Iain Matheson of the Research Centre for Better Outcomes from Fostering and Residential Care. His wise support, networks and guidance have been integral to the production of this resource. We also thank the UK National Network for the Education of Care Leavers (NNECL), especially Arron Pile and Patricia Ambrose, who met with us and gave permission for us to reproduce material from Supporting Care Leavers in FE and HE: A Guide for those Taking on the Role of Care Leaver Contact (NNECL, 2016). A voluntary network of staff from many English tertiary education organisations, the NNECL is a world leader in educating and supporting care experienced tertiary students.

Last but not least, we acknowledge everyone who contributed to the workshop on sharing knowledge about this very underserved cohort of tertiary learners, which the TEC convened on 26 November 2020. At the workshop were representatives from the Ministry of Education, the Ministry of Social Development, Oranga Tamariki – Ministry for Children, the New Zealand Qualifications Authority, the TEC, Te Wānanga o Aotearoa, University of Auckland and VOYCE – Whakarongo Mai. The event's local and international in-person and online presentations included representatives from Oxford University, La Trobe University, Oranga Tamariki, the Ministry of Social Development, and – on behalf of the TEC – the Research Centre for Better Outcomes from Fostering and Residential Care. While improving the tertiary education of people who have been in care is a policy priority in many other jurisdictions, this was, as far as we know, the first gathering of its kind in Aotearoa New Zealand. Thanks also to individual workshop participants for meeting with us afterwards and sharing their insights. They included colleagues from the Ministry of Education, Oranga Tamariki and StudyLink, and many of them also helped to review the draft Guide.



Introduction

Young people transitioning from out-of-home care (OOHC), sometimes known as care leavers, are recognised globally as a vulnerable group who often experience difficult lives. Their disadvantage reflects a range of factors, including:

- › adverse and often traumatic experiences before entering OOHC
- › varied quality and stability of placements in OOHC
- › accelerated and compressed transitions from childhood to so-called independent living at 18 years old or younger.

Many transition to adulthood with few, if any, of the normative social support networks or social capital that most young people count on to facilitate their pathways into tertiary learning and employment.

Internationally, the body of research on educating children and young people in state care is growing. We now have a better understanding of the educational challenges individuals face, the competing underlying explanations, and some of the more promising policy and practice initiatives that are making a difference. Much of the international literature relates to universities, and, increasingly, other forms of tertiary education.

Drawing on learning from both Aotearoa Zealand and overseas, this guide has been developed for tertiary education organisations (TEOs) to support them to better meet the needs of this underserved group of learners. Increasing organisational capability to support care experienced learners will be part of the wider learner success work that TEOs are undertaking, and will also help meet obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

The Guide begins with a background section and a discussion of the challenges that care experienced young people may face, then focuses on three core TEO areas where care leavers need support:

- › outreach activities
- › recruitment activities
- › retention activities.

There are also five appendices. They include sample webpages, material on international initiatives, international resources, information on key Aotearoa New Zealand organisations, selected international evidence and further reading.



Background

Definitions

This guide is about young people who are or have been in what is often called out-of-home care (OOHC), that is, living away from home and in the care or custody of the government, an iwi social service, a cultural social service, or a child and family support service. Usually that means:

- › in a kin-foster care, non-kin foster care, or residential care placement, or
- › on remand or under a youth court supervision with a residence order in a youth justice facility.

Depending on the context, the Guide generally uses the terms:

- › care experienced learner/young person/person, or
- › care leaver.

In Aotearoa New Zealand, these terms have no specific legal meaning and are often used interchangeably. “Care experienced” is perhaps becoming more popular and tends to include those who have spent any time in care during their childhood, whereas “care leaver” is usually a subset who left care when older.

Both terms are widely used in Australian and European literature. In Aotearoa New Zealand, they are used, but less widely. Instead, the term “transitioning from care”, relating to the process rather than the young person, seems to be favoured.

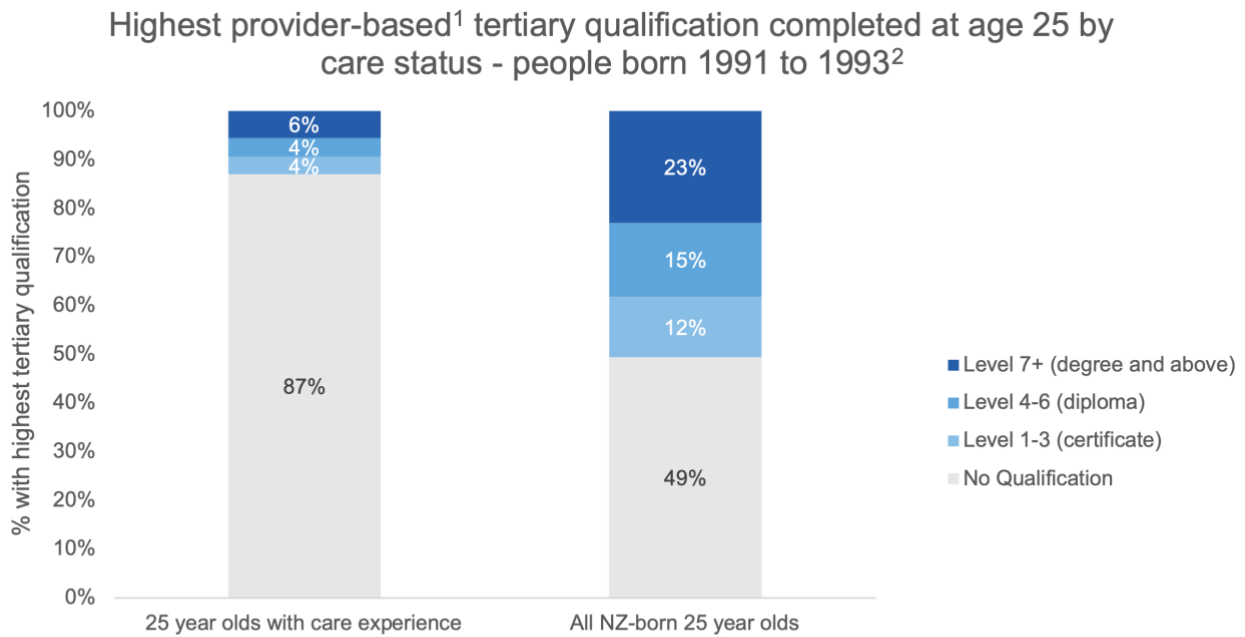
The “care experienced” or “care leaver” identity is proudly adopted by some (for example, some use #CEP on Twitter and other social media platforms to signal this identity to those who may also be care experienced), while others challenge the very notion that they might be labelled this way into young adulthood. At the same time, some may identify as “care survivors”.

Other terms people use include “moving to independence”, “moving to interdependence”, and “aging out of care”.

Statistics

Recent Oranga Tamariki (2021-a) figures have indicated that there are some 6,360 children in care in Aotearoa New Zealand, with 60 percent identifying as Māori, 6 percent as Pacific, 9 percent as Māori and Pacific, and 25 percent as “Other” including New Zealand European. There were also 170 young people in secure residential placements, with the highest proportion of those identifying as Māori.

In terms of tertiary education, figure 1 presents existing administrative data that was matched by the Tertiary Education Commission (TEC) in 2020, showing that only 14 percent of those who had ever been in the care of Oranga Tamariki predecessor organisations gained a tertiary qualification by the age of 25. This compares with 50 percent for the general population.



1: Tertiary education outside of a school excluding industry training

2: Data sourced from linked data from Ministry of Education (tertiary completions), Oranga Tamariki (children in care) and Department of Internal Affairs (births)



The law

A range of legislation affects young people, both in care and leaving care, including:

- › Oranga Tamariki Act 1989, as amended by section 127 of the Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017 (2017 No 31)
- › Oranga Tamariki (Residential Care) Regulations 1996
- › Care of Children Act 2004
- › Oranga Tamariki (National Care Standards and Related Matters) Regulations 2018.

Research on Aotearoa New Zealand care experienced learners

Research on care experienced learners' educational outcomes in Aotearoa New Zealand is limited to the following identified sources:

- › Sutherland A. 2008. Classroom to prison cell (doctoral research-based book)
- › Matheson I. 2014. Education provision for learners in Child, Youth and Family Residences (unpublished report for the Ministry of Education)
- › Matheson I. 2015. Slipping down ladders and climbing up snakes (unpublished doctoral thesis on experiences care leavers at university)
- › Treasury. 2015. Using integrated administrative data to understand children at risk of poor outcomes as young adults (published research report)
- › Oranga Tamariki – Ministry for Children. 2019. The educational experiences of children in care (published research report which includes some material on education outcomes)
- › Education Review Office. 2021. Learning in residential care: They knew that I wanted to learn (Education Review Office report).



Oranga Tamariki support for care leavers

Before reforms enacted in 2019, almost all Aotearoa New Zealand young people had to transition from OOHC on or before their 17th birthday. The reforms extended the leaving-care age to 18. On the recommendation of the Expert Panel on the Modernisation of Child, Youth and Family, a range of new statutory entitlements were also introduced (Martin, 2019) to support care leavers.

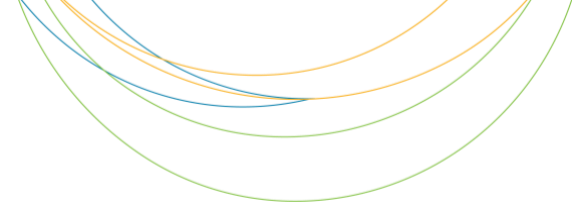
It's estimated that approximately 600 eligible young people in care turn 18 each year. Young people who left care between their 15th and 18th birthdays are also eligible for entitlements. Of the eligible young people, 57 percent are Māori, 8 percent are Pacific, 8 percent are both Māori and Pacific, and 27 percent are "Other" including New Zealand European (Oranga Tamariki, 2021-a). Importantly, while the eligibility thresholds include a requirement for young people to have been in care for a continuous period of three months since the age of 14 years and 9 months (for more details see eligibility tree, Oranga Tamariki, n.d.), these supports are not limited to those following an "independent living" pathway. They are also available to those who return to live with their families.

Transition-support partners

More than 80 local transition-support service-delivery partner agencies support eligible young people with a transition worker who will walk alongside them until they are 21. Transition workers support young people to meet immediate needs such as health, housing and food security, and to stay in contact with whānau and support networks. They can also support young people to find and take up opportunities for growth, such as connecting with whānau, identity and community; financial planning; education and training; employment and support with parenting. (For transition-support service-delivery partner agencies' contact details, see Oranga Tamariki, s2021-b.)

Transition Support Helpline

Advice and support are provided to care leavers up to the age of 25 by experienced youth workers on a dedicated helpline. The helpline can assist care leavers to access services and may provide some financial assistance.



Supported accommodation placements

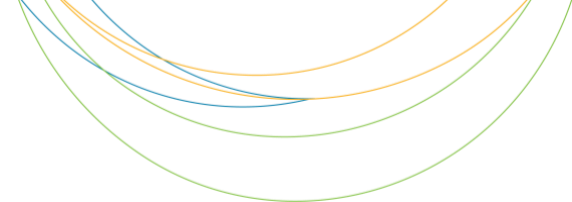
Some other local transition-support service-delivery partner agencies support young people to build independent living skills. (Supported accommodation is delivered by community partners so young people can:

- › increase their knowledge and skills for living independently (eg, managing a tenancy, cooking and housekeeping)
- › get opportunities to try, test and learn new skills in a safe environment, and
- › set goals and identify the skills they need to develop or build on.

Remaining or returning to live with a caregiver

Where agreed, care leavers up to 21 years old can live with a caregiver. Oranga Tamariki facilitates these arrangements and provides help and financial support (noting that young people over the age of 18 also make a financial contribution to their board). This enables a more gradual move to independence and, in other countries, has been associated with a better take-up of education and training.





Challenges that care experienced young people may face

Care experienced young people are not a homogeneous group and have a range of backgrounds; their experiences of both care and education are unique to them. While some may have had very positive experiences, the following issues may have arisen for many care experienced young people who are involved with your tertiary education organisation (TEO).





Stigma about having been in the care of the state

There are some care experienced people who feel their care experience is an important part of their identity and, in some circumstances, they may readily identify themselves. However, in relation to tertiary education, none of the care experienced young people that we spoke with had wanted to disclose their care status to the education provider they were studying with, even when it was affecting their study.

While often proud of their achievements and their experiences of overcoming adversity, many have a sense of shame and embarrassment about being in the care of the state and don't want lecturers, tutors or classmates to know this personal information. Importantly, some don't disclose because they don't think it would result in anything useful happening anyway. Nor do they want or need anyone's pity.

Care experienced learners want, and are entitled to, the same level of privacy as other learners, and, having had their lives picked over in meetings with government officials and the courts, they may understandably want privacy more than others.

Secondary schooling may have been unstable

Most learners attend a single secondary school. For care experienced learners that's the exception rather than the norm. A residential or foster care placement, whether with kin or not, may be some distance from home and so a change of school may be necessary when a child comes into care, or in instances where they return to live temporarily (or permanently) with their parents.

The ideal is for a child to be in any permanent care placement as early as possible and remain there. However, for many, the reality is different. One care experienced young person told us that they had experienced over 20 different care placements, and, while the Independent Children's Monitor (2021) found that most children in care at 30 June 2021 were in their first placement, the average was four placements – with the highest number of placements being 36. When, for whatever reason, care placements change, it often requires a school change as well, with all the associated educational and social disruptions. As one care experienced young person told us, "Disruption at school is a killer." Such educational disruption also limits the likelihood of gaining sufficient credits, meeting education expectations, and accessing opportunities for tertiary preparation.



Finances

While care experienced young people are not the only students who have to work their way through tertiary education, few manage to get through without doing so, and many must work 20 or more hours a week. That's a huge commitment on top of a full-time study/training workload. Scholarships are usually for the most academically able, and although some care experienced young people do very well at school, in reality most scholarships are not available to them. Furthermore, scholarships often only cover fees that could otherwise be borrowed and paid back later. Even when a plan is in place to cover fees, care experienced students may fear or be subject to unexpected course-related costs. Some may also lack sufficient money for food, accommodation and transport to classes, let alone necessary books and equipment.

Offer and availability of support

Beyond finance and the demands of study /training, the reality is that for most care leavers, life is more complex and uncertain than for many other tertiary students. For example, some experience temporary or unsafe accommodation, being a parent at a young age, sudden care responsibilities for younger siblings who are leaving care, an abusive or unstable relationship, or poor physical or mental health.

As one care experienced person told us, a large scholarship covering fees alone, and trusting to “good luck” for everything else, is of far less value to a care experienced learner than a smaller scholarship for costs and a good, solid support person to walk alongside them for their study years – “That would be awesome!”

Compounding inequality

As with other learners, those with a care background are likely to have multiple descriptors to their identity. Care experienced people are more likely than the broad learner group to be Māori, from a low socio-economic background, and living with a disability or physical or mental health challenges. Each experience of inequity can compound the others, and this needs to be considered in support plans and arrangements.

Low expectations

International research suggests that the greatest challenge for care experienced learners is that, all too often, social workers, teachers and foster carers assume that children in care will not do well educationally. The situation is likely the same in Aotearoa New Zealand, so developing some understanding of care leavers – and their potential challenges and strengths – is an important first step for any TEO. Care experienced learners can be an asset to your organisation, and anecdotally, many demonstrate maturity and independence, along with abundant skills in coping, problem-solving and relationship-management. While some will be highly successful learners without support, in Aotearoa New Zealand there is now an opportunity for so many more to succeed, if TEOs use the tools in this guide.

In the next three sections we present ideas, examples and tips for working with care experienced learners. These are based on Aotearoa New Zealand research, the work of the UK National Network on the Education of Care Leavers, and consultation with Aotearoa New Zealand care experienced people.





Outreach activities to support care experienced people

There are a variety of ways that tertiary education organisations (TEOs) can support young people in care and care leavers. Below are two examples of programmes in overseas tertiary organisations, which have a strong focus on outreach to care leavers.

The University of Leicester (n.d.) outreach team in England prioritises the inclusion of young people in care by running post-16 progression programmes aimed at Year 12 students from disadvantaged backgrounds. They offer different programmes for those considering medicine, law, maths or STEM. Their programmes are 18 months long and offer a range of supports and benefits. These may include application support, lower entry criteria, a guaranteed interview, attending conferences, attending a summer school, and/or a mock interview.

At Griffith University (n.d.), Australia, Steps to Success is specifically for young people in out-of-home care (OOHC) who are considering university. This student equity outreach event includes hands-on activities, a campus tour, morning tea and lunch, and information about the various tertiary education pathways and study support available.

While this section focuses on outreach and raising aspirations, with subsequent sections on recruitment and retention, the lines between these three phases can be blurred.

It's also important to recognise that care leavers may need to have their aspirations raised at any age: pre-16, post-16 and post-21. Overseas, we often see care experienced students entering further or higher education post-21, as mature learners. For a range of reasons, many don't go straight from school to tertiary education, even when they have the school qualifications to do so. Some will gain employment experience before further study, and when they do enter tertiary education, they may do more than one course. It's likely to be the same in Aotearoa New Zealand.

Perhaps the greatest challenge is to find young people to attend your outreach activities. It's key to manage your (and management's) expectations, particularly for first events. Numbers are often in single figures.

For most outreach activities, schools are a safe bet for bringing in young people, but this isn't necessarily so with young people in care. Only certain teachers will likely know which pupils are in care, and your usual outreach contact may not be able to help.

You will need to understand your audience through reading and/or meeting with some care experienced people who have been through tertiary education. For example, you may have a colleague who is care experienced.





Recommendations for encouraging young people in care to attend your activities

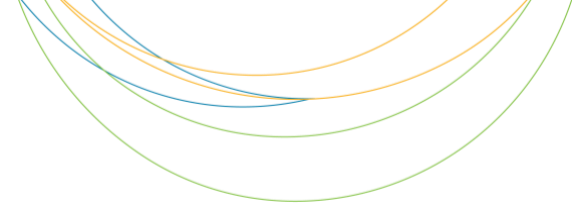
Identifying potential learners

What to do	How to do it
Tell everybody	Use multiple channels to promote your activity. Include head teachers, Oranga Tamariki site managers, caregiver recruitment and support managers, and foster carer networks. The more people who can help you access young people in care the better.
Send direct invitations	Work with local schools, other TEOs, and Oranga Tamariki sites, to identify and reach the individual young people in care who would most benefit from this type of activity. You could ask your local Oranga Tamariki site, care provider or transitioning-from-care provider if they would consider sending information letters for you.
Prioritise young people in care in existing activities	Reserve places in existing outreach activities for young people in care and encourage schools to include these young people in addition to any other allocation. Note that this doesn't necessarily guarantee you will have young people in care attending your events.
Collaborate	Collaborating with one or more other TEOs can be a great way to share resources and workload, increasing attendee numbers and geographical reach while using budget effectively. Be mindful that most of those in care are Māori and consider how this might best shape outreach activities.
Advertise	Many organisations have newsletters that go out to workers, carers or young people. They may welcome articles or advertisements and may include them for free.

Activities to raise aspirations

Once you have found your cohort, what are you going to do with them? Here are some broad ideas.

Activity	How you can do it
Attend and contribute to existing activities delivered by Oranga Tamariki and other organisations	These activities can be difficult to access but they will provide you with a prime audience. The organisers may be happy to include your talks, workshops or activities within an away day or planned activity for young people and/or those supporting them.
Offer your institution as a host venue for Oranga Tamariki and other organisations	By hosting an event on campus that is aimed at relevant groups such as foster carers or social workers, you will have a great opportunity to engage with them. Local transition-support service-delivery partner agencies including Oranga Tamariki, VOYCE – Whakarongo Mai (the independent advocacy and connections service for children in care), and Caring Families (the national foster carer organisation) may be interested in co-hosting or supporting your events. Building local relationships will also help you to understand other forms of support that are available for care experienced people.
Deliver an on-campus activity for young people in care	You can provide a purpose-built activity for young people in care, whether it's a one-off event like a taster day or residential stay, or a series of events. There may also be opportunities to align with existing initiatives.
Deliver a series of on-campus events in partnership with other organisations	Working in partnership often increases geographical reach and opportunities. A series of events will keep young people's aspirations raised over time and provide them with more opportunities to get involved in education after high school.
Foster family fun days	By delivering activities for the whole family, you can inspire carers and other family members to engage in the educational aspirations of young people in care.
Develop cases studies	With their permission, develop and share written or videoed case studies of individual care experienced students who have successfully studied at your TEO.
Mentor care experienced learners	This can be part of an existing mentoring system or a standalone programme. It can be delivered face to face, online, or using a combination of both. Without the support of trusted adults who have been through or understand tertiary education, young people in care may have little understanding of the systems and processes, or the opportunities and choices available to them. However, note that mentors will require training and support.



Hints and tips for developing, designing and delivering activities for young people in care

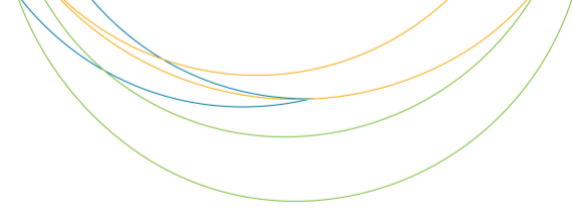
Developing activities

- › “Reaching potential” is a long-term goal. Encourage all young people in care to be involved in your activity regardless of what their current “potential” is seen as. Your activity may inspire them to turn their education achievements around, or to reconnect later, after some of their other barriers to tertiary education (eg, no housing, money or support) have lessened and the timing is better for them. Encouraging all to attend will also ensure that learners aren’t ostracised from activities because someone else (such as a teacher or carer) doesn’t think they could go on to tertiary education.
- › Consider the value of discrete activities specifically for young people in care so that similar experiences can be shared, but temper this, and don’t highlight individuals as different or special. Some UK organisations choose not to externally label activities as being specifically for young people in care.
- › Try to establish senior managers’ unequivocal commitment to support for young people in care and care leavers. Where this is not possible, ensure aims are proportionate to the support available.
- › Be prepared for how much time it takes when dealing with multiple agencies, Oranga Tamariki teams or schools. You may have to send everything numerous times.
- › If developing a new activity, prepare long lead times and have contacts in place to help spread the word.
- › Include social workers, residential staff and foster carers in any parent activities that you run.
- › Aim to develop clear, transparent and jargon-free information that is made readily available through Oranga Tamariki, schools and other agencies. This way, individuals don’t have to ask for information but receive it automatically.
- › Build in the means to evaluate your activities from the start, seeking support from relevant internal and external staff.
- › Be assured that many colleagues across the TEO sector are happy to share even the most basic knowledge and experience with you. Just ask!

Designing activities

- › Have realistic expectations of attendee numbers.
- › Consider inviting a variety of ages so you get a bigger group.
- › Be aware of which students are likely to progress to tertiary education soon and which are likely to return later in life so you can adapt your delivery appropriately.
- › Ensure the right safety and wellbeing measures are in place.
- › Be prepared for parental/guardian consent to take longer than you might expect. Depending on the learner, paperwork may need to be signed by the foster carer, social worker or parent.
- › Deliver activities outside of school hours. Your cohort is likely to come from several schools so negotiating time off for all may be difficult. Doing this also means that young people in care won't miss essential classroom time or be treated differently to their classmates.
- › Know that coordinating transport can take time. Sometimes, due to placement changes, young people in care need to get taxis to and from school. You can't rely on carers, who are likely to have multiple demands on their time.

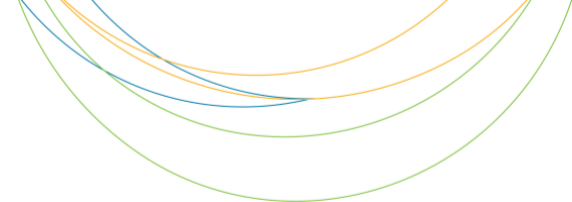




Recruitment activities to support care experienced people

Once aspirations are raised, the next step is to encourage care leavers to apply for a place in your tertiary education organisation (TEO) and to make the process of applying and transitioning to tertiary education as straightforward as possible.

Examples of overseas tertiary education organisations that have programmes with a strong focus on recruiting care leavers.



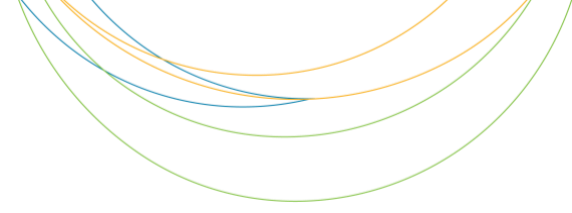
In 2019, 93 care experienced students at the University of British Columbia in Canada had their tuition and other mandatory fees waived as part of the British Columbia Ministry of Advanced Education, Skills and Training (2019) provincial tuition waiver programme for care experienced youth aged 19 to 26.

West Suffolk College in England has developed a set of internal organisational procedures in relation to children in care and care leavers. These cover pre-arrival, on arrival, reviews and reports. They include identifying contact person for children in care, as well as a senior leader with overall responsibility. Their supports include a bursary that can be used to assist care leavers with lunches, stationery, course equipment, uniforms and travel expenses.

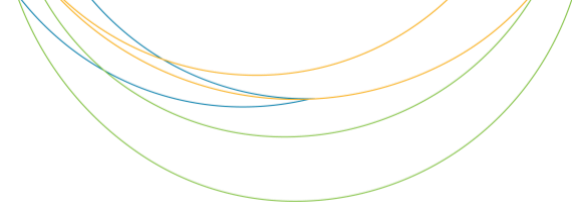
One part of the University of Cambridge programme to attract and support care leavers is the offer of year-round accommodation, if needed, throughout their course and for up to 10 weeks after graduation. The University of Oxford and many other English universities (Become, 2022) also offer year-round accommodation for care leavers.

Recommendations for encouraging engagement with your organisation

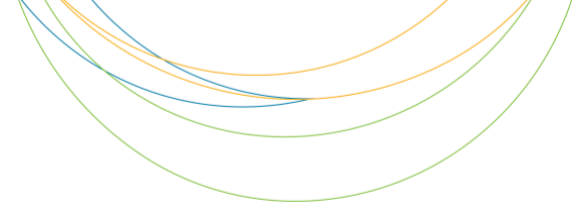
What to do	How to do it
Have information available on your website	Make sure your website and other appropriate information sources specifically state that you welcome and support care experienced learners, and clearly set out what support they can expect to have available to them. Consider developing a specific webpage for care leavers. Provided by the New Zealand Tertiary Education for Care Leavers (TE4CL) initiative, here's a fictitious example of a TEO webpage with tailored information for care leavers . The material is also shown in the form of screenshots in Appendix 1.
Identify a point of contact	Ensure there is a clearly visible named contact for prospective care experienced learners and any supporting staff. Identifying someone specific, who has an understanding of what it's like to be care experienced, can be very valuable.
Encourage self-declaration on forms	Consider incorporating a tick box on your course application form to encourage young people in care and care leavers to self-identify. Make it clear in the applicant information that ticking the box will not influence their application but can trigger additional guidance and support during the application process and after arrival. Note that some young people in care and care leavers will not want to be identified and so treated differently to other students and will not tick it. That is their right and needs to be respected.
Invite self-declaration at enrolment	Consider asking all students if they are care leavers during your internal enrolment/registration process. This can take some coordination with student records or your data management team. However, while this may pick up some additional learners, it is likely to be seen by some care leavers as an invasive question so should be handled carefully.
Publicise support to all learners	Remember the value of communicating your support offers to all learners, eg, through email or posters across campus and in student accommodation. This should be part of your general learner success work.



What to do	How to do it
Reach out to staff and internal support services and groups	Promote the available support internally throughout the university and ensure that academics, tutors and other support staff know to signpost relevant learners to you. Specifically reach out to, or link in with, existing support services and groups for Māori and Pacific learners, mature learners and disabled learners, as well as the student health service.
Publicise relevant provisions (if available)	What does your TEO offer that might be especially useful to care experienced learners? For example, does your TEO operate a free student health service? If so, does that include free eye-tests, dental check-ups or hearing tests? For parents, is subsidised childcare available on campus? Is high-quality course planning, postgraduate study, or careers advice available? (With less room for course-planning errors than many others, some care experienced learners could find this particularly important.) Publicise these provisions widely.
Ensure regular communication	Send letters and emails to learners throughout the entire application process, as care experienced young people may move between placements and miss important information and available support.
Offer supported visits	Support staff can offer to attend an open day, applicant day or tour with care leavers. They may be put off coming on their own and may not visit at all before they arrive.
Offer one-to-one meetings	If care leavers don't want to attend a full event with a support staff member, offer to meet with them informally to introduce yourself. Try and time meetings for when they are already on campus, at an applicant day or open day.
Increase awareness within admissions	Some care leavers struggle to provide relevant ID and paperwork which can delay the admissions process or lead to avoidable rejections. Parts of your organisation will be experienced in supporting learners in this position, so ensure any care experienced people you are working with have access to the right teams for support.
Offer interview support	Offer preparatory sessions for any study placements or courses that require interviews, as interviews are widely reported as a stumbling block for care leavers.



What to do	How to do it
Support the application process	Many or most young people in care and care leavers will not have anyone in their family who has gone into tertiary education. It can't be assumed that all foster carers will necessarily understand the application process either. Reading through a care experienced person's personal statement for them, or supporting them to complete relevant paperwork or apply for student finance can make a significant positive difference.
Ensure scholarship information is available and consider new scholarships	Keep care experienced learners informed of any institution-specific scholarships or bursaries that they might be eligible for. While your organisation may not have specific support for care experienced learners, are there other categories that may be particularly relevant? Creating new scholarships, or broadening criteria for existing ones to include care experience, could also be a good way of signalling tangible support.
Liaise with Oranga Tamariki or NGO transition workers	With each learner's consent, work with Oranga Tamariki or their NGO transition worker to outline the support the learner will receive from the TEO, and other organisations they may be involved in. (This applies to learners who are under 21).
Attend a planning meeting	All care leavers should have a family group conference to plan the level of support they will receive before they come to tertiary education. While attendance at this meeting may not be appropriate for a representative from your TEO, there may be another opportunity to meet with those who are directly involved in supporting the young person so as everyone is clear on the supports available and what's needed for the course they are starting.
Prioritise care leavers for summer schools	Summer school preparation can really help with transition for vulnerable students. Ensure you promote opportunities to any young people in care or care leavers you work with.



Hints and tips for encouraging engagement from young people in care

- › Ensure there is a clearly visible, named contact for prospective care experienced learners and staff to get in touch with.
- › Ideally, offer impartial pre-entry advice and guidance to all care leavers.
- › Ensure the Oranga Tamariki sites in your area are aware of the support available from your TEO.
- › If a policy exists on additional considerations during application, such as a lower academic entry point for a particular group, make it clear to prospective care leaver applicants how to trigger recognition that they are eligible.
- › Be aware that care experienced learners don't necessarily want to meet other care experienced learners (and may avoid it all costs).
- › Keep things informal and friendly.

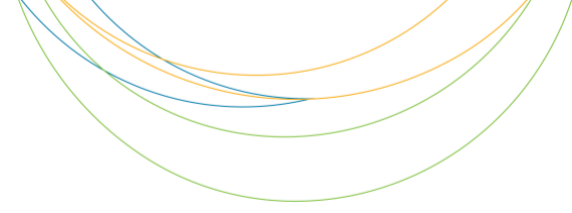
Some young people in care and care leavers are highly articulate and very engaging; they have often had to manage high-stakes relationships with professionals for many years. However, accept that learners may be unwilling/unreliable or untrusting. Remain positive and don't interpret it as a reflection of your own skills.

- › Be aware that care leavers have often experienced a plethora of supporters and workers throughout their lives and may have felt let down by some of them. While they may consider you to be just one more relationship, doing what you say you will is particularly important.
- › Be flexible and be prepared to deal with ad hoc concerns or queries from care experienced learners that may take a little time to resolve.
- › Determine the levels of support available, and to who, on arrival to campus. (For example, is 24/7 support available during the first week?) Communicate this in general welcome packs along with other relevant information such as any additional financial support and accommodation services. Include a reminder of the contact person for care experienced learners.
- › Remember that many care leavers may approach you to access initial support and then not want further contact with you for some time, as they want to get along like any other learner. It is important they are allowed to decide this for themselves. Be mindful that they may need support in later years, or when they transition out of your TEO.

Retention activities to support care experienced people

This section looks at who exactly you might support, what types of support you might offer, and what to watch for. Here are two examples of overseas tertiary organisations who have a strong focus on retaining care leavers.





Established in 2015, the University of Newcastle’s Live, Learn, Grow programme supports care experienced young people to access and actively participate in higher education (University of Newcastle Centre of Excellence for Equity in Higher Education, 2021, 2022). With a dedicated facilitator and a consultative group made up of key child welfare agencies, a wide variety of supports are available to care experienced students and prospective students¹.

Based on a programme developed by the Research and Training Center for Pathways to Positive (Geenan et al., 2015; Phillips et al., 2015), FUTURES looks to enhance self-determination in care experienced students with mental health concerns at Portland State University and Portland Community College (Blakeslee et al., 2020). Near-peer coaches offer support around relationships, communication skills, careers and academic issues, and connect their students to Campus Champions, who serve as resources within the different departments. Additionally, students and their mentors participate in leadership and community building workshops twice a term.

¹ <https://policies.newcastle.edu.au/download.php?id=326&version=2&associated>



Who to support

The Oranga Tamariki Act 1989 outlines the department's statutory support obligations to those who have been in the care and custody of the Chief Executive of Oranga Tamariki. To be entitled to this support, young people need to have been in care for at least three months since they were 15 years and 9 months old. However, the term "care experienced" can include those who have spent time in care at any point in their lives. It may also encompass those who have not necessarily been in care but are estranged from their families. Overseas, many tertiary organisations have developed their own definitions and eligibility criteria for who can receive support. These vary widely.

It's useful to have an indication of how many care experienced learners you have at your tertiary education organisation (TEO), however it is defined. This will help you plan your own supports for them.

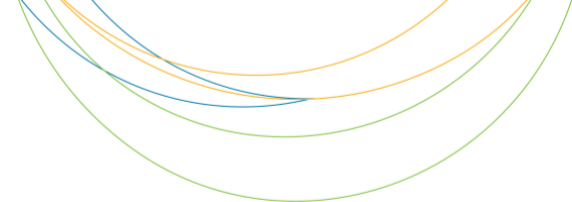
Types of support

Once you've identified care experienced learners, the next steps are to contact them, identify how and if they meet your support eligibility criteria, and tell them about the support available. Consider flexible mechanisms for communication and support that are relevant to care leavers today – web and text-based services are often far more accessible than phone-based services.

Conversations in Aotearoa New Zealand with care leavers, as well as a variety of UK research projects, have identified several key areas of support that can be invaluable for care leavers. If your institution is just starting to consider supporting young people in and leaving care, then the following areas are a good place to start.

Supporting learners in your organisation

What to do	How to do it
Consider funding help	Do you have the capacity to provide additional funds or a scholarship for care experienced learners? Or can you provide advice on how learners can access extra funding as a care leaver?
Ensure support is available	Ensure that relevant support, whether a key contact, buddy scheme or centralised student support, is available for care experienced learners as and when they need it. You may also look to develop more specific supports.
Arrange welcome meetings	Invite care leavers to one-to-one support meetings at the start of each course or term, to build rapport and check that everything is okay. Make it clear that if they'd prefer not to meet, they can contact you any time they need support.
Arrange follow-up meetings	Touch base after the first couple of weeks to ensure learners are fully registered on the right course, have received a full timetable for all their current modules, have completed all necessary administrative details, and have been entered into relevant examinations or assessments.
Provide welcome packs	Provide a welcome card, pack and/or voucher for care experienced learners when they enrol in your organisation.
Set up disclosure agreements	Set up an agreement with each learner to clearly identify who can be informed of their circumstances and to ensure confidentiality. Disability support teams are well practised at this and will have a process/policy you could use as a starting point.
Referrals	Know the range of student services and support groups that are available and who to refer learners to when needed.
Communicate regularly	Continue to communicate with learners throughout their course, even if you don't get anything back. In many cases, learners don't come forward for support until later in their studies or when they're transitioning out of the TEO.
Offer support for moving	Can the organisation offer help when learners move into or out of accommodation? Moving house can be overwhelming for care experienced learners, who are often bringing all their worldly belongings with them. Support could include transport, boxes or physical help.



What to do	How to do it
Offer summer storage	Learners sometimes need somewhere secure to leave their belongings over the summer, especially if they're visiting, holidaying or working away. In the UK, some organisations provide space or pay for self-storage.
Promote belonging	Ensure learners receive invitations to campus events and consider gestures such as giving cards for special occasions and holidays.
Be there	Take the time to listen and be a learner's advocate as and when needed.
Encourage involvement	Invite care experienced learners to become student reps or ambassadors. This can help immerse them in student life and develop life skills that could help their employability at the end of their studies.
Offer buddy or mentoring schemes	Offer guaranteed places to care experienced learners on any existing schemes aimed at new learners on campus, or set up a scheme for current care experienced learners to mentor incoming learners.
Celebrate graduation	If you've worked closely with and supported a care experienced learner, you might like to attend their graduation to celebrate with them. Some organisations overseas contribute to the costs of gown hire, photographs and even travel.



What to watch for when supporting learners in your organisation

“Self-sabotage” and “situational sabotage” are behaviours and circumstances that interfere with, and eventually disrupt, a person’s long-term goals. Research shows that care leavers in particular may experience one or both.

Self-sabotage can be caused by self-doubt, fear of change, a sense of not fitting in, distrust that any good things could last and, worst of all, a belief that one doesn’t deserve success.

Situational sabotage, which may present as self-sabotage, relates to personal living situations and circumstances. As stated previously, for most care leavers, life is more complex and uncertain than for many other tertiary students. While care leavers tend to manage such complexity and uncertainty better than most – and may not want to disclose the nature of any such events – self-sabotage and situational sabotage in the form of mental health issues can be a particularly potent combination, completely undermining a learner’s ability to learn.

The signs to watch for include:

- › failure to attend meetings
- › missing assignment deadlines
- › not attending classes
- › emotional breakdown
- › inappropriate behaviour in class
- › exacerbation of mental ill health, and
- › simple procrastination.

It takes a certain amount of self-motivation to get through these spates of self-sabotage but there are things that can be done to help.

- › Know the signs and be in contact with learners often enough to recognise when they might need help.
- › Take a full-team approach to supporting each learner and, if necessary, get everyone involved including Oranga Tamariki or the Transitions Support Service and, if appropriate, family. The learner’s tutor or programme leader can help if catching up is needed.
- › Consider including your organisation’s counsellors (if available). They regularly see learners in similar situations and will have advice and expertise.
- › Talk about the reason the learner entered the course and their end goal, whatever it may be, then set out the small steps needed to get there. From then on, work on the small steps, one lecture, assignment or semester at a time.
- › Set up frequent meetings and stick to them. Utilise the wider student support processes at your organisation. Make sure the care leaver feels supported and secure.

Making sure the learner knows your TEO believes in them will increase their belief in themselves and their motivation to help themselves.

Hints and tips for supporting learners

- › Be alert and sensitive to the possibility that care leavers may not have the same networks of support as other learners for handling difficulties. Always try to work with the care leaver towards the outcome they desire.
- › Ensure that care experienced learners are aware of the supports available to them throughout their studies, but without applying pressure to use those services. Contact them at relevant points during the year to remind them of available support.
- › Make sure a private space is available where care leavers can speak openly and in confidence. Ideally, meetings should always be with the same person/people to help develop rapport and open communication channels.
- › Take the time to address issues and, where necessary, act as an advocate, speaking on behalf of the care leaver to alleviate their stress.
- › Develop strong relationships with providers of student services to facilitate onward referral when necessary.
- › Don't make assumptions about a learner's experience, or current situation.
- › Build your self-resilience so you can support learners confidently. Some care leavers have experienced awful things so often that they become almost blasé about them. Aim to show understanding and support but avoid shock or horror.

Finally – remember you are not alone. Ensure your work to support care experienced learners is done in partnership with your TEO's student support services, and within your wider learner success programmes.





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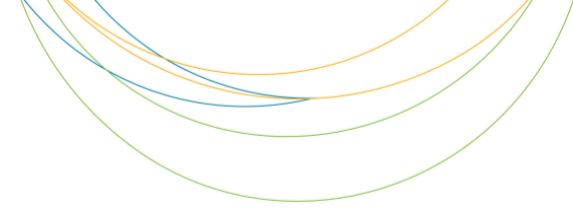
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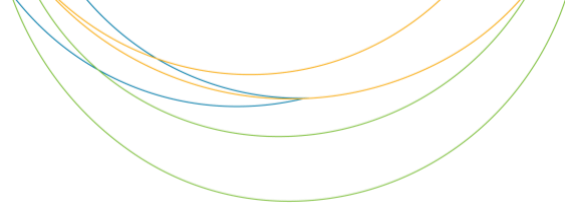
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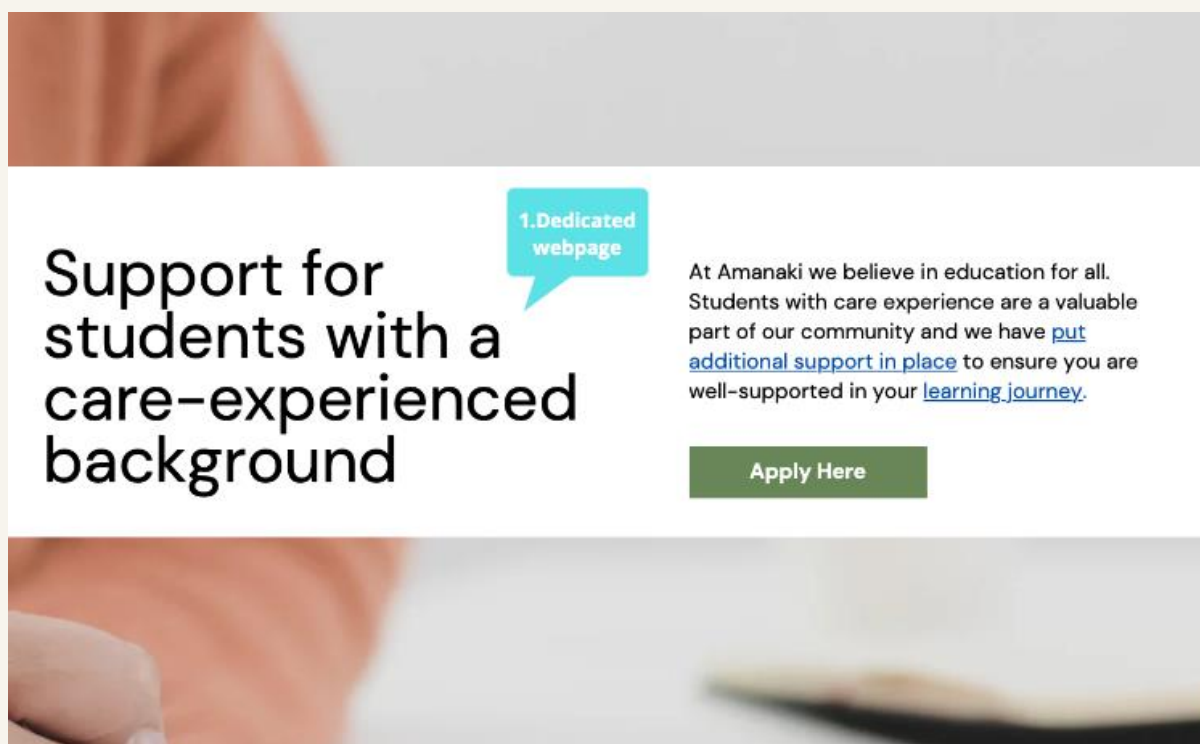
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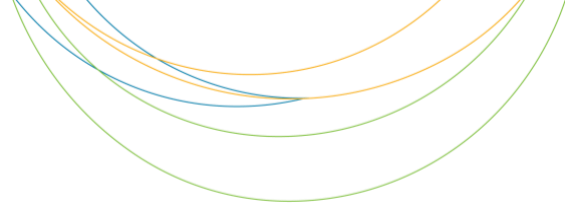
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Appendix 1

Sample New Zealand Tertiary Education for Care Leavers (TE4CL) webpages





Nau mai, haere mai – Welcome

Congratulations on taking your first steps to explore educational pathways ahead of you! Embarking on a new course of study is an exciting yet challenging time for all students. If you are in foster care currently, or have been through foster care at any point in the past, we want to ensure you have all the support you need. This information is designed to make the process of applying for and attending tertiary study a little easier, and provide you with the support you need to enjoy this next stage in your life to the fullest.



What we offer



Course Advice

Our advisors are here to help match your interests to our full range of programs- including postgraduate options- and can work alongside the Transitions Support Service.



Student Support

Amanaki have a range of academic and pastoral support services specifically designed to support care leavers at Amanaki to help you flourish.

2. Tailored Support



Scholarships

Amanaki wants to recognise and reward the talents of students with care-experienced backgrounds- [click here to explore a full range of available scholarships.](#)

3. Scholarship Offering

Meet Tiana– Our care-experienced student advisor

2. Dedicated
Support

Kia ora–

My role is to support care-experienced whānau through their journey of applying and studying at Amanaki.

It brings me great joy to see care-experienced students flourish at Amanaki. I do all I can to help care-experienced students throughout their studies at Amanaki– including the application process and transition to tertiary study.

My support is completely confidential between you and me, and is arranged a time that's convenient for you.

Kōrero mai by:

- Calling on: **123-456-7890 (M-F, 9am-5pm)**
- Emailing on: tiana@amanaki.ac.nz



Our students



98 care-experienced students in Amanaki's 2022 cohort

1000+ care-experienced Amanaki alumni



4. Care-Experienced Student & Alumni Profiles

We are proud that our students bring with them a wide range of experiences to studying at Amanaki. Not everyone chooses to identify as care leavers.

In 2022 our whānau who identified as having experienced care was **98**. They will join our wider pool of care-experienced alumni who now number in the **1000's**.

Care-experienced students at Amanaki have pursued a range of courses and have had helped change the world. Here you can read [Henare's story about how he found her experience at Amanaki](#).

Applying for Amanaki

One of the first steps in deciding to embark upon tertiary education is deciding which course or courses you are interested in. You can explore our [full course catalogue here](#). Often courses are a mix of core and elective subjects so you can gain a qualification while exploring broader course options.

The application process for courses may differ depending on what course you are applying for and where. Some courses have minimum entry requirements. Others may look for the experience you have throughout life and how that is relevant to your course. [Check out this link where Jasmine talks through her experience of choosing her course and applying.](#)

Once you are ready [you can begin your application here](#).

Remember! [Tiana](#) and our [general student support team](#) are here for you every step of the application process so feel free to reach out via webchat, phone or email if you have any questions.

5. Mainstreaming of care experience in general outreach materials



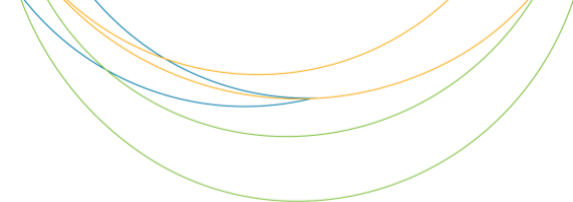
Funding your studies

Money can be a major concern when starting tertiary education for any student. Fortunately there are a range of funding options available:

- The New Zealand Government currently offers a '**Fees-Free**' option for the first and second years of some Tertiary Education courses. [Check out your eligibility here](#).
- **Studylink** offers **Student Loans** to cover the cost of course fees, expenses and offers a weekly grant for living costs (up to **\$272** from April 1st 2022). While getting a loan is a commitment which you have to ultimately pay off, the loan stays free while you are living in New Zealand and you only have to start repaying after you earn over \$20,280.
- Students who may not have financial support from their whānau often also qualify for a weekly **Student Allowance** (up to **\$262** from April 1st 2022) which does not have to be paid back. Some care-experienced students may also be eligible for an **independent circumstances allowance**.
- Scholarships- there are a range of scholarships available to students, [check out our full list here](#) and reach out to Student Support if you have any queries around eligibility. If you are currently in care you may also be eligible to [apply for a Prime Minister's Oranga Tamariki Award](#) designed to celebrate care leavers and support their future plans.

For any of the above [our advisors](#) or the [Transitions Support Service](#) can be sources of help in completing the forms and gathering the documents for the above.

1. Tailored Information



Accommodation options

Students live in a range of accommodation options when starting their studies:

- If you already live nearby in a flat or with whānau, friends or caregivers, staying where you are can be a great option.
- **Halls of Residence**, where first year students live together and have a programme of social activities, are another option.
- Most students end up **flatting** together in their second and later years of their studies and it's a great way to make friends and enjoy your studies.

1. Tailored Information

If you are starting tertiary study and wanting to join a **Hall of Residence** it's important to note that **different halls have different dates** you have to apply by.



Good to know

1. Tailored Information



Te reo Māori

Amanaki students are welcome to apply in te reo Māori. Most courses also offer an option to undertake exams in te reo Māori. If you have any questions about this reach out to our **Kaitakawaenga Māori**



Students with Access Needs

We have a **dedicated support service for prospective and current students with access needs**. Feel free to reach out to them with any questions.



Whānau Friendly Environment

We strive to be a **whānau friendly environment**. There are childcare facilities available on campus and spaces throughout the institution are whānau friendly. There are also support groups made up of other parents who are studying which can provide additional support.

Reach out



Everyone's situation is unique coming to tertiary study, **our student advisors** are trained to assist you with any questions or worries you may have regarding a choice to study with Amanaki and Tiana is our dedicated student advisor.

Our careers team also offers free advice as to the range of future options you have - reach out to them at careers@amanaki.ac.nz to kōrero.

2. Dedicated Support

Care-Experienced Student Advisor -
Tiana Stone
123-456-7890 (M-F, 9am-5pm)
tiana@amanaki.ac.nz

General Student Support:
0800-123-74567 (M-S, 9am-6pm)
studentsupport@amanaki.ac.nz

Web Chat



Appendix 2

Key Aotearoa New Zealand organisations

NOTE: For the latest list of 80+ local Oranga Tamariki transition support service delivery partner agencies (provision of transition worker or supported accommodation services for eligible young people who are or have been in care, see the Oranga Tamariki website at <https://www.orangatamariki.govt.nz/children-in-our-care/transition-support-service>

Aotearoa New Zealand Association of Social Workers <https://anzasw.nz>

Professional membership association for social workers.

Ata Taiohi <https://arataiohi.org.nz>

Peak body for youth development workers.

Barnardos New Zealand <https://www.barnardos.org.nz>

Residential and foster care provider.

Caring Families Aotearoa <https://www.caringfamilies.org.nz>

National organisation for foster carer support and training, also facilitating local networks.

Dingwall Trust <https://dingwall.co.nz>

Provider of residential care, transitioning from care services and education scholarships.

Independent Children's Monitor <https://www.icm.org.nz>

Body for statutory oversight of Oranga Tamariki including national care standards which include some provisions on education.



Key Assets New Zealand <https://www.keyassets.co.nz>

National foster care provider.

Kingslea School www.kingslea.school.nz

Special, composite state school, delivering education in most Oranga Tamariki secure residences.

Ministry of Education <https://www.education.govt.nz>

The Ministry of Education is the Government's lead advisor on the New Zealand education system.

Office of the Children's Commissioner <https://www.occ.org.nz>

Office with roles that include monitoring and investigating Oranga Tamariki and contracted organisations

Open Homes Foundation

National foster care provider <https://ohf.org.nz>

Oranga Tamariki – Ministry for Children <https://www.orangatamariki.govt.nz>

Provider of most residential care, foster care, and extended foster care (18 to 21 years), which contracts with multiple other large and small care providers, manages transitioning from care.

Research Centre for Better Outcomes from Fostering and Residential Care

www.betteroutcomes.org.nz

New Zealand-based research centre and social enterprise to help organisations in New Zealand, Australia and internationally, to generate and use evidence and learning so that children and young people in or leaving out-of-home care can thrive.

Social Services Providers Aotearoa <https://www.sspa.org.nz>

National body for social services providers

StudyLink <https://www.studylink.govt.nz>

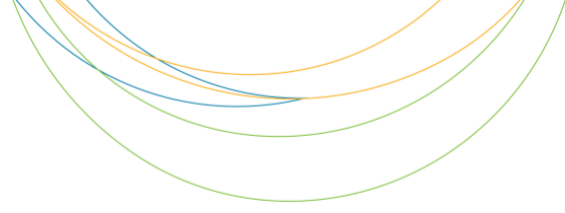
Government organisation which provides financial support for eligible learners in tertiary education.

Tangata Whenua Social Workers Association <https://www.tswa.org.nz>

Professional membership association for tangata whenua social workers

Te Kahui Atawhai O Te Motu Inc <http://www.tekahuiatawhai.com>

National body for Iwi and Māori social service providers



Tertiary Education Commission <https://www.tec.govt.nz>

The Tertiary Education Commission funds the provision of tertiary education in New Zealand and is responsible for ensuring the system works for all learners.

VOYCE – Whakarongo Mai <https://voyce.org.nz>

Advocacy and connections service for children and young people in care, with offices across the country in **Auckland, Christchurch, Hamilton, Kaikohe, Napier, Tauranga, Whangārei and Wellington.**

Youth Horizons Trust <https://www.youthorizons.org.nz>

Provider of foster care, residential care, and transitioning-from-care support.



Appendix 3

International initiatives

England: The National Network for the Education of Care Leavers

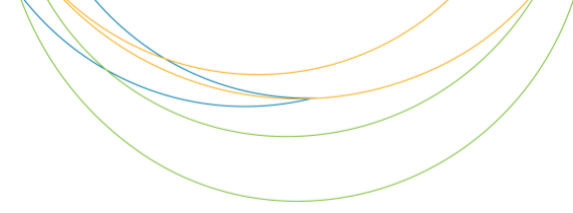
<https://www.nnecl.org>

The National Network for the Education of Care Leavers (NNECL) is a community of education and other professionals working together for care experienced people. Its mission is to support, connect and empower its community, with the ultimate goal of more care-experienced people accessing and progressing through further and higher education into fulfilling careers.

NNECL grew from a volunteer network to become a registered charity in England and Wales in 2018, with the following charitable objects:

- › providing advice, guidance, support and other services so care leavers can fulfil their potential
- › educating the public, service providers and the media by providing information and advice on issues affecting the welfare of people in care and care leavers, and reducing negative stereotyping and social exclusion
- › encouraging improvement of services for care leavers and those still in care, in order to transform their progression into and through further and higher education, so that they thrive throughout their lives and careers.

NNECL is governed by a Board of Trustees and supported by a National Strategy Group and a network of regional and local groups. Practitioners sit at the heart of the National Strategy Group, which comprises nominated representatives from the regional groups as well as other national organisations committed to the progression and support of care experienced students. There are currently 89 organisations in active membership, including universities and colleges, foster agencies, local authority leaving care teams, charities and virtual schools.



The aim of NNECL is to transform the opportunities available to care leavers by championing continuous improvement of local practice, multi-agency partnerships and national collaboration. It does this by celebrating and sharing effective practice; advocating with policymakers and other sector organisations in higher and further education; commissioning and disseminating research; providing training, events and guidance materials; and working collaboratively with other relevant charities and sector organisations.

A major new initiative has been the development of the NNECL Quality Mark to support further and higher education organisations to achieve the best outcomes for their care experienced students. It builds on the legacy of an earlier quality mark developed by the charity Buttle UK, which significantly raised awareness of care experienced students in further and higher education but was discontinued in 2015.

England: Propel

<https://propel.org.uk>

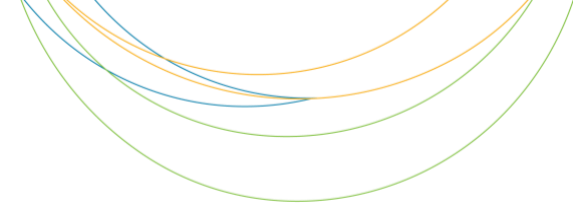
The Propel website is developed and maintained by Become, the English charity and advocacy organisation for children in care and young care leavers. This charity was formerly known as The Who Cares? Trust, and is the English equivalent of VOYCE – Whakarongo Mai here in Aotearoa New Zealand. Propel aims to:

- › inspire more care experienced young people to see that they could further their ambitions by going to university or college
- › enable them to make a more informed choice about the right course and institution for them
- › ensure that they access all the support to which they are entitled, and
- › reduce the numbers of care leavers forced to drop out.

Initially developed for England, but now covering the whole of the UK, Propel is a fully searchable website providing care leavers with comprehensive information on the support available to them from colleges and universities offering higher education (usually undergraduate or postgraduate) courses. Young people considering applying for a higher education course at college or university – and the professionals supporting them – can access information about each institution’s pastoral and financial provision for care leavers including:

- › whether year-round accommodation is available
- › what bursaries and grants are on offer
- › what help and support care leavers can expect, and
- › who they should get in touch with at each institution.

It also presents inspiring real-life stories from care experienced students.



Most, if not all, UK colleges and universities offering higher education courses have chosen to be featured on the website and to provide information on their supports for care leavers. As well as newer organisations, this includes prestigious traditional research-intensive organisations such as the University of Oxford and the University of Cambridge, which offer care leavers:

- › a named contact
- › outreach sessions or activities
- › pre-application help
- › guidance for offer holders (Oxford only)
- › a webpage for care leavers
- › careers advice and support after graduation
- › a place to live all year round
- › additional funding (such as bursaries and grants)
- › funding specifically for care leavers (Cambridge only)
- › financial advice (Oxford only)

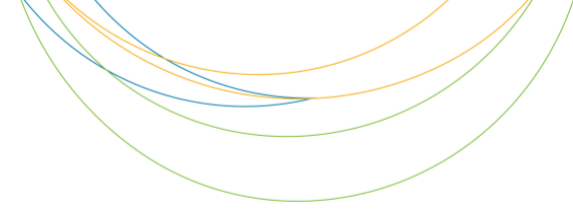
Care leavers are recognised as a priority group by the Office for Students (OfS), the independent regulator of higher education in England. The OfS expects all organisations to provide support to care leavers in all access, retention and progression activities.

Propel has been independently evaluated by the University of Northampton (Alexander & Callaghan 2017). Based on interviews and surveys with young people, carers and professionals who used the site, the research found that Propel was valued as a tool “not only for raising awareness of higher education support for care-experienced young people, but also for challenging dominant messages of low expectation and low achievement.”

Australia: Raising Expectations

<https://www.raisingexpectations.com.au>

Established in 2015 with a philanthropic grant, and now funded by the Victorian Department of Education and Training, Raising Expectations is a Victorian cross-sectoral collaboration between the Centre for Excellence in Child and Family Welfare (Victoria’s peak body for Child and Family Services), La Trobe University and Federation University Australia. Swinburne University of Technology joined the collaboration in late 2019. Notably, Federation University Australia and Swinburne University of Technology are two of Australia’s six dual-sector universities, providing vocational further education courses alongside conventional university courses.



Raising Expectations aims to increase the number of care experienced young people going on to tertiary education by:

- › lifting the educational aspirations and expectations of and for young people in care
- › improving the knowledge and skills of carers and professionals to better support the educational needs of young people in care and after care
- › implementing awareness-raising programmes and outreach services for students, carers, educators and other professionals to encourage participation in tertiary education
- › providing wraparound support at university.

Individually, the three universities may also offer scholarships that are specific to care experienced young people.

Across the three organisations, Raising Expectations is supporting approximately 700 care experienced students in some way.

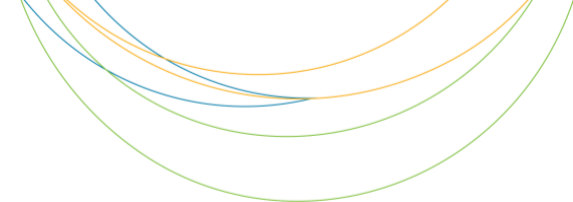
United States: Fostering Success Coach Model

<http://www.cebc4cw.org/program/fostering-success-coach-model>

Developed by West Michigan University, Fostering Success is a holistic campus-based training and certification programme. It's aimed at students in post-secondary education who are care experienced, have experienced homelessness or identify as independent. As well as education, the programme covers housing, health, relationships, identity, life skills, finance and employment. Offered at 14 campuses across Michigan, Fostering Success coaches students during and after their courses, and helps them to prepare and successfully enter post-secondary education.

International: Yippee Project

Led by Sonia Jackson at the University of London Institute of Education, the Young People from a Public care background: Pathways to Education in Europe (YiPPEE) project was a large research project across Denmark, England, Hungary, Spain (Catalonia) and Sweden (Jackson & Cameron, 2012). With a research team in each country, this major multi-phased research project sought to explore the educational circumstances of young people in care and formerly in care, and to identify how more young people with a care background could be encouraged to remain at school longer and then enabled to access tertiary education. In the final report, 16 recommendations were made on how the education of young people in care, and the transition to tertiary education in particular, could be improved.



Recommendations included:

- › governments collecting and publishing more reliable information on the education of children in care
- › social work agencies giving education much more attention in relation to those in care and formerly in care
- › education organisations providing individual tuition and mentoring support to compensate for gaps in schooling, and
- › encouraging children and young people to defer entry into the labour market for as long as possible.

Another recommendation of interest was that education should feature more prominently in recruitment, selection and training of foster carers.

International: Journal special issues on education and out-of-home care

- › Adoption & Fostering (Jackson, 2007)
- › Children and Youth Services Review (Dill & Flynn, 2012)
- › European Journal of Social Work (Jackson & Höjer, 2013)
- › Developing Practice (Matheson, 2016-a, 2016-b).

International: Key researchers overseas

- › Andrew Harvey in Australia
- › David Berridge, Claire Cameron, Graham Connelly, Neil Harrison Sonia Jackson and Judy Sebba in the UK
- › Ingrid Höjer and Bo Vinnerljung in Sweden
- › Ferran Casas and Carme Montserrat in Catalonia, Spain
- › Peter Pecora and Andrea Zetlin in the US
- › Bob Flynn in Canada.

International: selected systematic reviews

- › Trout, Hagman, Casey, Reid & Epstein (2008)
- › Liabo, Gray & Mulcahy (2012)
- › O'Higgins, Sebba & Luke (2015)
- › Evans, Brown, Rees & Smith (2017)
- › O'Higgins, Sebba & Gardner (2017)



Appendix 4

International resources

Care Leaver Covenant (England)

<https://mycovenant.org.uk>

The Care Leaver Covenant is an English inclusion programme that supports care leavers aged 16 to 25 to live independently. (Scotland also has its own Care Leaver Covenant with a slightly different focus.) At the time of writing, 86 English further and higher education institutions had signed up to the covenant alongside companies, charities, local authorities and government departments. The covenant is a pledge to provide support for care leavers aged 16 to 25 and creates opportunities across five key areas including education, training and employment.

Child Welfare Political Action Committee (Canada)

<https://www.childwelfarepac.com>

Canada's Child Welfare Political Action Committee is a charity with hundreds of engaged volunteers; half have direct lived experience in the foster care system and half are allies. Volunteers span the whole country and come from a variety of sectors including academia, research, consulting, business, medicine, advocacy, the arts, law and politics. Tuition-free post-secondary education for those with a foster-care background is one of the organisation's four campaigning priorities, working in partnership with committed tertiary organisations.

National Network for the Education of Care Leavers (NNECL) Quality Mark (England)

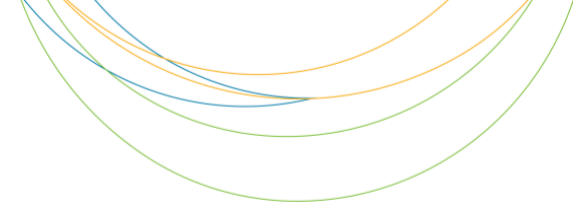
<https://www.nnecl.org/pages/195-nnecl-quality-mark>

Building on the initial work of the Buttle Trust Quality Mark, the NNECL Quality Mark self-assessment, review and award process supports higher and further education organisations to achieve the best outcomes for their care experienced students.

International Research Network on Transitions to Adulthood from Care (INTRAC)

<https://globalintrac.com>

Promoting national and international research on the transition from residential and foster care to adulthood, INTRAC is a long-established global organisation for academic researchers. Many member publications can be accessed from the INTRAC website, and organisation activities include a thematic interest group on care leavers and higher education.



University of Oxford Rees Centre (UK)

<http://www.education.ox.ac.uk/rees-centre>

Established in 2012, originally as the Rees Centre for Research in Fostering and Education, Oxford University's Reece Centre has published a number of major research reports and articles about education (including tertiary) of children in or formerly in residential or foster care.

Why Not You Project? (Australia)

<https://www.whynotyouproject.com>

This Australian website, developed by a care experienced person, offers information for young people in care on getting into and attending university.



Appendix 5

Selected research and further reading

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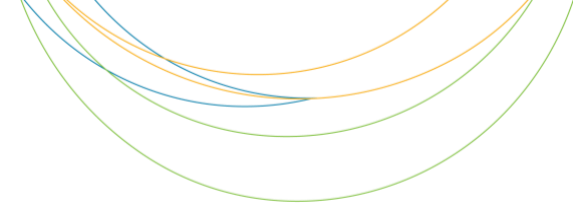
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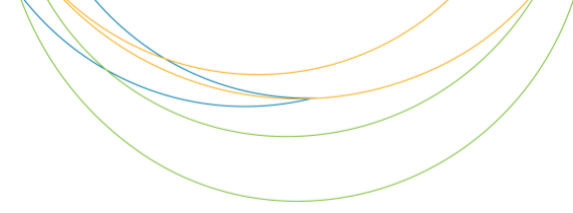
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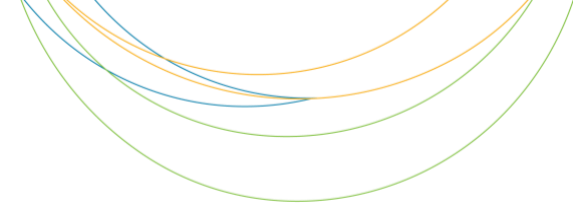
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