

# CELCIS Education Forum Highlights, June 2022



## Notes from the break-out discussions

- Introductions highlighted change is happening and being felt
- Wanting “the best” and inclusion isn’t mutually exclusive – ethos of support
- More working in the community – relationship with work coaches in the community – right support in right place
- We have our principles, but implementation needs front line staff to understand what care experience and corporate parenting is, what it means for them and their role, how they can embed it
- There are practicalities to consider in different settings – higher, further education, etc. We need a champion with influence and decision-making power to be able to think about policies, procedures, etc.
- Powerful voice, passion – ongoing participation of listening to young people – how are they experiencing the change
- Joined up thinking approach – how can we bring our shared knowledge and experience together so that it’s not isolated. Wider message of this being everyone’s responsibility – get The Promise out there to everyone and what it means for people in their own roles.
- Agreement that change is happening and being felt in lots of areas and that it’s an exciting and interesting space to be in.
- Acknowledgement that careers advice, information and guidance has really developed and the new model and recommendations provide a sharper focus
- Agreement that there is potential for the recommendations to impact positively on the ethos of organisations. A flag that this can be a slow process and wouldn’t want any ‘waiting’ on implementation to hinder progress in this area.

- The focus on bespoke individual level support (eg job coach) is really important for people with care experience.
- Any model needs to hold on to working with a person where they are rather than at the often arbitrary chronological or 'systemic' cut off points that are imposed by process or policy.
- The need to incorporate, involve and listen to care experienced young people so we understand how they are experiencing the support and the implementation of the recommendations
- It's important not to see 'groups' of people as homogenous and remember that inequality can exist within groups of people that share similar characteristics. For example, a child who is looked after at home might have different needs than a child living in foster care.
- Lots of the supports that were put in place during lockdown have been really progressive and supportive and met the needs of people in a way that it wasn't always possible to do before. How do we make sure we keep the things that worked and we aren't 'pulled' back to old ways of working. A lot of the circumstances that these supports were put in to help with didn't arise for people purely because of covid. Most things were there already and either exacerbated or exposed.
- We need to start viewing time as a resource in the same way we do with money/programmes other supports. We don't often think of time as a resource which means that it can be undervalued or overlooked when planning how we deliver a service to people.
- What work is being done behind the scenes with employers to remind them about their corporate parenting duties? Some of this had to stop during lockdown but it shouldn't be overlooked as part of the recover as it's really important.
- Our messaging and communication around our work, and the importance of it is something that it would be good to be able to spend more time on. How do we make sure that everyone has a real understanding of care experience and the impact this might have on career journeys, rather than the often 'sensationalist' narrative that can exist in the media.
- Are all the definitions clear in the recommendations. E.g. would everyone have a shared understanding of equity groups or fair work.

Footnotes or a definition alongside these things would make sure that everyone was holding the same definition in mind when reading them.

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