

Pathways through education for young people in care

Ideas from research and practice

Edited by Sonia Jackson

School is a vital part of children's everyday life. It is essential that they feel happy and valued there as well as in their care placements. But for children in care that is not enough. Only 13 per cent of children looked after by local authorities in England achieve the currently "expected" standard of five GCSE passes at Grade A* – C including Maths and English, compared with 59 per cent of those not in care. So what helps young people in care to do well and what gets in their way? Why doesn't coming in to care, which is intended to change their lives for the better, have a more positive effect on their educational attainment?

Edited by one of the world's leading experts on education and looked after children, *Pathways through education for young people in care* argues that education, in its broadest sense, should be at the centre of care and care at the centre of education. By bringing together up-to-date evidence from interdisciplinary research with innovations in practice that have been shown to make a real difference – both in the UK and overseas – this anthology helps pave the way for long lasting improvements to the educational aspirations and attainments of young people both in and beyond care.

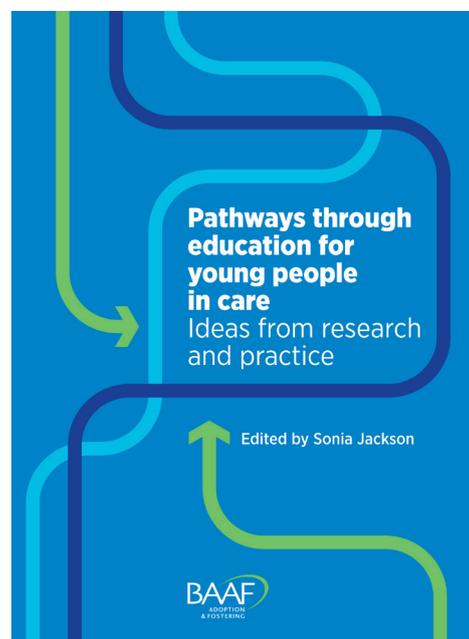
Young people in the general population are six times more likely to go to university than those who spent most of their childhood in care. Lack of qualifications puts these young men and women at a huge disadvantage in the increasingly competitive world of work.

The contributors to this compelling collection all share the conviction that we can and must do far more to give children and young people in or leaving care better chances to succeed.

This book is an essential reference resource for researchers, policy makers, managers of children's services, teachers, social workers, education support workers and all those concerned with this critically important area of policy and practice.

The editor

Professor Sonia Jackson has over 30 years' experience of working with children and young people in care as a psychologist, teacher, social worker and researcher. She has written or contributed to over 80 publications and directed many major research projects on the health and education of looked after children and young people.



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