

Exploring the educational experiences of young homeless people.

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Abstract

The research explored the educational experiences of young homeless people. It is acknowledged that the outcomes and difficulties experienced within education, are different from those of the homeless population and their housed peers. 7 participants were recruited from Centrepoint, a UK based youth homeless charity, all aged 18-19. Interviews were used to capture the experiences of the young people, and Smith, Flowers & Larkin's IPA stages used to analyse them. Participants' individual experiences are presented within the research as well as overarching themes found within the participant group. These overarching themes were found to be: 1) needing additional support in school; 2) behavioural or academic failings at school; 3) avoiding failure and building a future; 4) motivation or change in motivation towards education; 5) lack of drive towards education; 6) support from professionals and external organisations; 6) support from teachers; 7) unsupportive educational settings/professionals; 8) challenges meeting basic needs and accessing resources. The findings are discussed within the context of youth homelessness in education, and alongside current research. The research encourages educational professionals to consider how these experiences might impact an individual's ability to access education, and what school settings can do to support the experience of homeless individuals. Limitations of the research are considered, and opportunities for future research are identified.

Table of Contents

Acknowledgements.....	i
Abstract.....	ii
Table of Contents.....	iii
Table of Tables	xii
Table of Figures	xii
Chapter 1. Introduction.....	1
<i>1.1 Homeless Context</i>	<i>1</i>
1.1.1 Definition.....	2
1.1.1.1 Governmental definitions	2
1.1.2 Subcategories.....	4
1.1.2.1 Different types of homeless individuals	4
1.1.2.2 How to access support	5
<i>1.2 Young and Homeless</i>	<i>6</i>
1.2.1 As a whole	6
1.2.1.1 Numbers and statistics	7
1.2.2 Compared to the wider youth population	8
1.2.2.1 Looking at health, mental health and other factors.....	8
1.2.3 Education	10
1.2.3.1 Role of education for young homeless people.....	10
1.2.3.2 Government expectations of education	11
1.2.3.3 Barriers to education for YHP	12
1.2.3.4 School support for homeless populations	14
1.2.4 YHP' different experiences and associated assumptions.	15

<i>1.3 Literature Review</i>	17
1.3.1 Search Databases for Literature.....	17
1.3.2 Organisation of the review.....	22
1.3.2.1 Aims of the Research.....	22
1.3.2.2 Methodology.....	24
1.3.2.3 Sample & Participants.....	24
1.3.2.4 Ethical Considerations.....	25
<i>1.4 Literature Review Findings</i>	26
1.4.1 School Experiences.....	27
1.4.1.1 Academic Studies.....	27
1.4.1.2 Changing Schools.....	30
1.4.1.3 School Absences.....	31
1.4.1.4 Other students and peers.....	32
1.4.1.5 Safe Space.....	33
1.4.1.6 Other.....	34
1.4.2 Resources and Skills.....	34
1.4.2.1 Adult support.....	34
1.4.2.2 Transport.....	37
1.4.2.3 Skills and Knowledge.....	37
1.4.3 Psychological Experience.....	38
1.4.3.1 Difficult Experiences.....	38
1.4.3.2 Positive Experiences.....	39
1.4.4 Accommodation.....	39
1.4.5 Other difficulties.....	41
1.4.6 Summary.....	41

<i>1.5 Summary of Chapter</i>	43
Chapter 2. Methodology	45
<i>2.1 Ontology and Epistemology</i>	45
<i>2.2 Research aim, question and purpose</i>	48
2.2.1 Purposes of the research	48
<i>2.3 Interpretative Phenomenological Analysis (IPA)</i>	49
2.3.1.1 Theoretical Understanding.....	49
2.3.1.2 Critique and Alternative Approaches	51
<i>2.4 Participants</i>	53
2.4.1 Number of participants	53
2.4.2 Exclusion and Inclusion criteria	53
2.4.2.1 Age.....	54
2.4.2.2 Education	55
2.4.2.3 Homelessness Status	55
2.4.2.4 Vulnerability	55
<i>2.5 Recruiting Participants</i>	56
2.5.1 Identification of potential participants.....	56
2.5.2 Initial Meetings	57
<i>2.6 Ethics</i>	59
2.6.1 Procedural	60
2.6.2 Vulnerability	64
2.6.3 Power	65
2.6.4 Role of the Research.....	66

<i>2.7 Data Collection</i>	67
2.7.1 Data Collection Method.....	67
2.7.2 Interview Schedule	69
2.7.3 Audio recording	72
2.7.4 Transcription.....	72
<i>2.8 Data Analysis</i>	73
2.8.1 Steps and Guidelines.....	73
2.8.1.1 Step 1: Immersion in the Data	73
2.8.1.2 Step 2: Making Notes	74
2.8.1.3 Step 3: Creating Emergent Themes	76
2.8.1.4 Step 4: Creating Sub-Ordinate and Super-Ordinate Themes.....	77
2.8.1.5 Step 5: Creating Overarching Themes.....	77
2.8.2 Bracketing Off	78
<i>2.9 Issues of Trustworthiness</i>	79
2.9.1 Sensitivity to Context	80
2.9.2 Commitment and Rigour	81
2.9.3 Transparency and Coherence.....	82
2.9.4 Impact and Importance	83
<i>2.10 Summary</i>	84
Chapter 3. Findings	85
<i>3.1 Participant 1: Omar</i>	85
3.1.1 Background of experiences	85
3.1.2 Sub-ordinate and Super-ordinate Themes	86
3.1.2.1 Relational Impact on Learning	87

3.1.2.2 Learning Style.....	87
3.1.2.3 Educational Experiences.....	88
3.1.2.4 Perception of Education.....	88
3.1.2.5 Personal Relationship to Education.....	89
3.1.2.6 Education System	90
3.1.2.7 Being Homeless in Education.....	90
3.1.2.8 Other	91
<i>3.2 Participant 2: Caden</i>	<i>91</i>
3.2.1 Background of experiences	91
3.2.2 Sub-ordinate and Super-ordinate Themes	91
3.2.2.1 Purpose of Education.....	92
3.2.2.2 Educational Mentality.....	93
3.2.2.3 Educational Experiences.....	94
3.2.2.4 Relational Impact.....	94
3.2.2.5 Others.....	95
<i>3.3 Participant 3: David.....</i>	<i>97</i>
3.3.1 Background of experiences	97
3.3.2 Sub-ordinate and Super-ordinate Themes	97
3.3.2.1 School Experiences.....	97
3.3.2.2 Supportive Educational Factors	98
3.3.2.3 Impact of Homelessness on Education	99
3.3.2.4 The Journey	99
3.3.2.5 Differences in Education	100
3.3.2.6 Gains for Education	100
3.3.2.7 Value of Education	101

3.3.2.8 Barriers to Education due to being Homeless	102
3.3.2.9 Other	103
<i>3.4 Participant 4: Ashantey</i>	<i>103</i>
3.4.1 Background of experiences	103
3.4.2 Sub-ordinate and Super-ordinate Themes	104
3.4.2.1 Desire to be Perceived as Responsible (not homeless).....	104
3.4.2.2 Positive Relationship to Education	105
3.4.2.3 Challenges with Educational Settings	106
3.4.2.4 Positive Support and Relationships	106
3.4.2.5 Other	107
<i>3.5 Participant 5: Kieran</i>	<i>107</i>
3.5.1 Background of experiences	107
3.5.2 Sub-ordinate and Super-ordinate Themes	108
3.5.2.1 Educational Experiences.....	109
3.5.2.2 Relationship with Education.....	109
3.5.2.3 Support or Lack of Support	110
3.5.2.4 Challenges with being Homeless and Education.....	111
3.5.2.5 Other	112
<i>3.6 Participant 6: Emma</i>	<i>112</i>
3.6.1 Background of experiences	112
3.6.2 Sub-ordinate and Super-ordinate Themes	113
3.6.2.1 Challenges with Living Situation	114
3.6.2.2 Challenges with Homelessness.....	114
3.6.2.3 Challenges with Education and Homelessness.....	115
3.6.2.4 Difficult relationship with Education	116

3.6.2.5 Disclosing her Homeless Status	116
3.6.2.6 Support or Lack of Support	117
<i>3.7 Participant 7: Lucas</i>	<i>118</i>
3.7.1 Background of experiences	118
3.7.2 Sub-ordinate and Super-ordinate Themes	118
3.7.2.1 Experiences with Education	118
3.7.2.2 Motivations and Insights into learning	120
3.7.2.3 Getting Support and Accessing Resources	120
3.7.2.4 Being Homeless and Telling People.....	121
3.7.2.5 Education in the Future.....	121
<i>3.8 Over-Arching Themes</i>	<i>122</i>
3.8.1 Needing Additional Support in School.....	122
3.8.2 Behavioural Challenges or Academic Failings at School.....	125
3.8.3 Avoiding Failure and Building a Future	126
3.8.4 Motivation or Change in Motivation Towards Education.....	127
3.8.5 Lack of drive towards education.....	129
3.8.6 Support from Professionals and External Organisations	130
3.8.7 Support from Teachers	131
3.8.8 Unsupportive Educational Setting/Professionals.....	132
3.8.9 Challenges Meeting Resources and Basic Needs	133
<i>3.9 Connections in Over-Arching Themes</i>	<i>134</i>
<i>3.10 Summary</i>	<i>134</i>
Chapter 4. Discussion	136
<i>4.1 Discussion of Findings</i>	<i>136</i>

4.1.1 Motivation towards education	137
4.1.1.1 Lack of motivation towards education	138
4.1.1.2 A change or shift in motivation towards education	138
4.1.1.3 Drive to engage in education	140
4.1.2 Factors influencing access to education	142
4.1.2.1 Accessibility of school.....	143
4.1.2.2 Having adult support through education.....	144
4.1.2.3 Homelessness, meeting basic needs and education	146
4.1.3 Self-Determination Theory and YHP experiences of education	148
4.1.4 Summary.....	151
<i>4.2 Implications for Educational Professionals</i>	<i>151</i>
4.2.1 Raising consciousness and competence in Educational Professionals.	152
4.2.2 Support for motivating YHP in education	154
4.2.3 Understanding the factors impacting on education	155
4.2.3.1 Accessibility of school.....	155
4.2.3.2 Adult support in education	156
4.2.3.3 Meeting basic needs and education	158
4.2.4 Summary of Implications	159
<i>Dissemination of this Research</i>	<i>160</i>
4.2.5 Direct dissemination with key education professionals.....	160
4.2.6 Publishing the results.....	161
<i>4.3 Strengths and Limitations of the Current Research</i>	<i>163</i>
<i>4.4 Possible future research into homelessness</i>	<i>164</i>
4.5 Summary.....	165

References.....	167
Appendices	180
Appendix A: Governments definition of Homelessness	180
Appendix B: Literature Review.....	181
Appendix C: Ethics approval from TREC.....	186
Appendix D: TREC form of Ethical Approval.....	187
Appendix E: Email approving research from Centrepont.....	202
Appendix F: Information Sheet and Consent Form	205
Appendix G: Interview Schedule.....	210
Appendix H: Demonstration of Step 2 of IPA Analysis.....	211
Appendix I: Demonstration of Step 3 of IPA Analysis.....	214
Appendix J: Demonstration of Step 4 of IPA Analysis.....	220
Appendix K: Step 5. Overarching Themes.....	224
Appendix L: Information on YHP for educational professionals tool	234

Table of Tables

Table 1: Definition of homeless according to the Housing Act 1996.....	3
Table 2: Step by Step process of finding literature for the review	18
Table 3: Inclusion and Exclusion Criteria	20
Table 4: Participant list including demographic informaiton	59
Table 5: Ethical considerations and corresponding actions	60

Table of Figures

Figure 1: Omar's Thematic Map	86
Figure 2: Caden's Thematic Map	92
Figure 3: David's Thematic Map	98
Figure 4: Ashantey's Thematic Map	104
Figure 5: Kieran's Thematic Map	108
Figure 6: Emma's Thematic Map.....	113
Figure 7: Lucas' Thematic Map	119
Figure 8: Over-arching Thematic Map	123
Figure 9: Visual representation of Self-Determination Theory Continuum.	148
Figure 10: Visual representation of Four Stages of Competence	153

Chapter 1. **Introduction**

1.1 **Homeless Context**

Homelessness has always been present in Britain. However, the understanding, perception and policies have been shaped and changed by influences from academics, government and society (Ravenhill, 2016). An example of this is the introduction of pivotal research (Greve, 1964, Glastonbury 1971, Bailey, Ruddock & Marsham 1972) looking at the causes of homelessness, moving the perception from individual choice to systemic and structural factors. With this research came the changing of governmental perceptions and consequently, in 1977, the Housing Act (Housing (Homeless Person) Act, 1977) was established. The introduction of this act placed expectations on the government to provide support for homeless individuals. This example of the relationship between research and policymaking and this change is one of many since 1977.

In the 1980s research focused on trying to better understand homelessness and resulted in a number of studies looking at either ‘within person’ or structural causes for homelessness (Sommerville, 2013). These positions attributed the cause and maintenance of homelessness to either a characteristic belonging to homeless individuals or a failure by the government, and society, to support the population. Charities also started conducting research. However, due to the position of the volunteer sector, this research needed to remain politically neutral, focusing on policies and promoting responsibility from the government (Jacobs, Kemeny, & Manzi, 1999). Since then, research in the field of homelessness has been a tool used to challenge perceptions, consider the cause of homelessness and enact political change.

As a consequence of research, the government has expanded their definition and hence increased the offered support. This resulted in research beginning to focus on subgroups of the homeless population, and identifying differences between them. However, this has been

criticised. By returning to attributing characteristics to specific groups, the emphasis was placed back on cause or maintaining factors of homelessness within the homeless population and consequently returned to a 'within person' model of understanding (Sommerville, 2013; Pleace & Quilgars, 2003; Jacobs, Kemeny, & Manzi, 1999).

1.1.1 *Definition*

The definition of homelessness is not fixed, nor is it perceived in one way by organisations, companies, academics or society; however, all of them influence our understanding and perceptions of homelessness (Pleace & Quilgars, 2003).

1.1.1.1 **Governmental definitions**

The UK government has a clear definition of homelessness in order to create specific policies to support their targeted population (Jacobs et al., 1999). This definition was created along with the Housing Act 1977 and the most up-to-date version being used is from the Housing Act 1996. This definition (Table 1), as well as other factors, determines who is offered support and advice by the local authority under the Homelessness Act 2002. This definition has been simplified by academics as an individual who has not got access, or will soon not have access, to an accommodation which is accessible, physically available or fit for purpose legally (Byrom & Peart, 2017).

Individuals who are considered statutory homeless under the Housing Act 1996, are entitled to more support from their local authority (LA); these individuals are both legally homeless and considered vulnerable. This involves households with dependent children, young people between the ages of 16-17, or young people who have previously been in care between the age of 18-20 (MHCLG, 2018c).

Table 1:

Definition of homeless according to the Housing Act 1996

Homelessness and threatened homelessness

1. A person is homeless if he has no accommodation available for his occupation, in the United Kingdom or elsewhere, which he—
 - a. is entitled to occupy by virtue of an interest in it or by virtue of an order of a court,
 - b. has an express or implied licence to occupy, or
 - c. occupies as a residence by virtue of any enactment or rule of law giving him the right to remain in occupation or restricting the right of another person to recover possession.
2. A person is also homeless if he has accommodation but—
 - a. he cannot secure entry to it, or
 - b. it consists of a moveable structure, vehicle or vessel designed or adapted for human habitation and there is no place where he is entitled or permitted both to place it and to reside in it.
3. A person shall not be treated as having accommodation unless it is accommodation which it would be reasonable for him to continue to occupy.
4. A person is threatened with homelessness if it is likely that he will become homeless within 56 days.

A person is also threatened with homelessness if—

- a) a valid notice has been given to the person under section 21 of the Housing Act 1988 (orders for possession on expiry or termination of assured shorthold tenancy) in respect of the only accommodation the person has that is available for the person's occupation, and
- b) that notice will expire within 56 days.

There are many critics of the way in which the government has defined homelessness.

Neale (1997) considers the term 'priority need' to be the government presenting a narrow group

of individuals as ‘vulnerable’, therefore underplaying the vulnerability of the whole population. Another looks at the government’s decision to tackle the most visible form of homelessness as a way to demonstrate effective policy making, whilst overlooking the larger population (Jacobs et al., 1999).

In the UK, during the first quarter of 2018, the LAs across England made a decision on 25,750 homeless applications: 52% were accepted by the government as statutory homeless, 24% did not meet the governments criteria of homelessness, 17% were found to be homeless but did not fall within the statutory homeless definition and 7% were decided to be intentionally homeless, meaning they were homeless voluntarily (MHCLG 2018c). These statistics demonstrate the level of support provided to the homeless population, and the percentage of homeless individuals (48%) not considered vulnerable enough to get the highest level of support.

1.1.2 *Subcategories*

1.1.2.1 **Different types of homeless individuals**

Based on the complexity of the homeless definition, and noticed similarities within specific groups, people have started to identify types of homeless individuals, as opposed to trying to encompass the whole population (Pleace & Quilgars, 2003; Ravenhill, 2016). This has been done in different ways: some researchers have used difference in household or different ways families, or components of families, are identified (single adults, families with children, and unaccompanied youth) (Murphy & Tobin, 2011), whilst others use degrees of homelessness including Primary (rough sleepers), Secondary (hostels and temporary accommodation) and Tertiary (precarious forms of housing) (Chamberlain, 2014). Shelter (Fitzpatrick, Pawson, Bramley, Wood, Watts, Stephens & Blenkinsopp, 2019) identify overlapping categories of homelessness: sleeping rough; statutory homelessness (as defined by the government); hidden homelessness (people at risk or in unmet housing needs) and core

homelessness (people in the ‘most extreme homeless situation’ (Bramley, 2017). Using types of homelessness allows for better statistical preciseness (Chamberlain, 2014) and can help identify needs specific to each group within research (Pleace & Quilgars, 2003).

Due to the focus on educational experiences within the homeless population, this research is going to concentrate on the subcategory of young homeless people. The young homeless participants, while being supported by Centrepoint, would have been referred to them by the government. Therefore, this research will be using the government’s definition of homeless.

1.1.2.2 How to access support

Regarding accessing support, subgroups are often used as a way of allocating resources to individuals. As mentioned above, the government use their own definition and have created their own subgroup of homelessness - statutory homelessness, which is identified based on vulnerability (Homelessness Act 1996). Whilst those defined as homeless, but not statutory, do get a level of support from the government, it is not as much as those perceived as vulnerable.

The voluntary sector: organisations, churches, day centres, campaigners and charities are also involved in supporting the homeless population, with most of them ‘specialising’ in specific subgroups of homelessness (Ravenhill, 2016) and/or in the type of support (Blake, Fradd, & Eleanor, 2012). Homeless organisations’ main operations include: hostels, day centres, issue-focused support, prevention of homelessness, development of the sector, lobbying and campaigning, and research (Blake et al., 2012). The UK currently has more than 900 organisations working with homeless people, most of which are funded by government funds or donations (Blake et al, 2012).

Ravenhill (2016) notes that whilst there is need for voluntary organisations to specialise and create inclusion and exclusion criteria within the services they offer for safety, it can result

in alienation. In addition, the risk of such a large number of organisations addressing homelessness impacts on the quality given by each service (Blake et al., 2012). Often this large number of organisations, avenues to accessing support and even norms within the population, results in the creation of a ‘homeless industry’, which causes individuals to become ‘lost’ (Ravenhill, 2016).

An example of a UK homeless organisation is Centrepoin, the UK’s leading youth homeless charity, established in 1969. They offer support to individuals between the ages of 16-25. Primarily Centrepoin supports young people, providing them with accommodation, supporting their physical and mental health, and providing opportunities to gain an education. In addition, Centrepoin conduct their own research into youth homelessness and support the development of local and national policies. Centrepoin currently support 15,000 young homeless people every year, and 88% move into their own homes, connect back with their families, gain employment, and/or go on to further education (Centrepoin, 2020).

1.2 Young and Homeless

1.2.1 *As a whole*

Parallel to homelessness, youth homelessness is also difficult to define. The term ‘youth’ is changeable among different societies and cultures. Avramov (1998) researched how youth homelessness is studied in different European countries, showing different countries used varying age brackets to define youth homelessness: Germany was using an age range of 14-18 years, while Italy and Greece identified individuals as old as early 30s (Quilgars, 2010). Despite this, youth homelessness is a popular subgroup amongst researchers looking into types of homeless (Klinker & Fitzpatrick, 2000).

Young homeless people (YHP) are one of the most vulnerable groups in society (Homeless Link, 2018). They account for nearly half of the number of people accessing the

homeless system (Homeless Link, 2018), though they report finding the system confusing, leaving them feeling powerless (Quilgars, Johnsen, & Pleace, 2008).

1.2.1.1 Numbers and statistics

Centrepoint run the ‘Youth and Homelessness Database’, which are statistics gathered by the charity from the LAs around the UK. The database focuses on YHP between the ages of 16-24. The most recent report estimates there were 103,000 YHP in the UK, who approached their local authority for support and, of this number, Centrepoint estimated only 48% received ‘meaningful’ support (Webster & Wairumbi, 2018). According to the governmental statistics, 33% of households that apply for statutory homelessness include at least one young person (MHCLG, 2018c).

Over time, however, the number of YHP asking the LA for support has decreased by 2% since the previous year, with early intervention and collaborative work with youth support organisations being the potential cause (Webster & Wairumbi, 2018). However, there are concerns that the decrease in number is a result of young people being dissuaded from applying as homeless due to LAs practicing ‘gatekeeping’, refusing support to homeless individuals, despite them meeting the criteria for support. (Watts, Johnsen, & Sosenko, 2015).

Despite the Youth and Homelessness Database, calculating the scale of youth homelessness is challenging, given the limitations of available data and its ‘hidden’ nature (Watts et al., 2015). Research suggests that hidden homelessness is a dominant type of youth homelessness (Quilgars, 2010). These are individuals who are temporarily solving homelessness, commonly through sofa surfing with friends or relatives. The government estimates 6% of individuals sleeping rough are under the age of 25 (MHCLG, 2018). The report goes on to highlight that the number of YHP sleeping rough has risen by 19% in the past two years.

Reports suggest that the biggest cause of youth homelessness is being asked to leave the house by parents or others (Webster & Wairumbi, 2018). Furthermore, there are strong correlations between youth homelessness and subgroups. The proportion of YHP who also belong to BAME is 27%, have experienced the care system is 7% and identify as LGBTQ is 7% (Homeless Link, 2018).

1.2.2 *Compared to the wider youth population*

1.2.2.1 **Looking at health, mental health and other factors**

There are several factors that increase the likelihood of adverse outcomes for young people (Sameroff, Seifer, Baldwin, & Baldwin, 1993), with research suggesting that the more exposure to adversity and risk factors a YHP has, the more difficult it is to adapt in the future (Masten, Miliotis, Graham-Bermann, Ramirez, & Neemann, 1993). ‘A Place to Call Home’ (Small, Mulcahy, Bowen Viner, & Menzies, 2017) established seven main factors which impact homelessness: family breakdown, mental health issues, substance abuse, disruptive behaviour, bereavement, poverty and overcrowding, and being in care. With homelessness itself being a major stressor, it becomes another contributing factor in maintaining the difficulty (Buckner, 2008). This demonstrates the complexity of a causal relationship of homelessness: while other contributing factors might impact the initial experience of homelessness, once homeless, the stress of this experience becomes another causal and maintaining factor.

A theory which immediately highlights the differences between housed and homeless young people is Maslow’s Hierarchy of Need (Maslow, 1943). This theory is used to understand motivation in individuals by identifying different tiers of basic human needs and suggests that, lower tiers must be met before individuals can progress up the hierarchy. In particular, for YHP, tiers such as Physiological Need (shelter, water and food) might be unmet, unlike their housed counterparts. Therefore, making achieving other needs such as safety and self-actualisation more challenging.

Similarly, Bronfenbrenner's Ecological Systems theory (Bronfenbrenner, 1979) could be used to consider the impact homelessness has on YHP's development. The theory considers the influence that surrounding systems have on an individual's growth and development. Therefore, highlighting the importance of the relationships between the individual and their immediate systems. When considering the potentially vast difference in support systems experienced by YHP in comparison to their housed peers, it is possible to consider the impact this might have on them.

Mental health is commonly reported to have a relationship to homelessness. Researchers suggest that homeless youths have worse mental health than their housed peers, with depression and substance misuse being particularly prevalent within this population (Quilgar et al., 2008). Reports state that 35% of YHP have mental health problems and 28% have substance misuse issues (Homeless Link, 2018).

Challenges such as mental health issues come at a time in YHP's lives where they do not have the experience or skills to overcome them (Byrom & Peart, 2017). In addition, due to the likelihood of experiencing poverty (Courtney & Dworsky, 2006), the care system (Fowler, Toro, & Miles, 2009) and foster care (Patterson, Moniruzzaman, & Somers, 2015), YHP are likely to have reduced access to social resources and opportunities to support them. Consequently, this puts the population at higher risk of exploitation and developing other problems such as unemployment (Byrom & Peart, 2017).

Homeless Link (2018) found that, amongst YHP aged between 16-24, engagement in education and employment opportunities is considerably low, with 44% of the population not in education, employment or training (NEET) (Arnold & Baker, 2013). Research suggests that once individuals leave a settled home, this actively impedes their access to work and education (Quilgars et al., 2008).

In addition, YHP also lack critical skills needed to access educational and employment opportunities, such as relationship skills, (20%) and literacy and numeracy skills (16%) (Homeless Link, 2018). In turn, the situation is further complicated by a lack of educational and employment opportunities, preventing YHP from accessing more resources needed to support them in the future, thus perpetuating the problem.

1.2.3 *Education*

1.2.3.1 **Role of education for young homeless people**

Byrom and Peart (2017) mentioned that ‘There is an intrinsic, complex relationship between education and homelessness’. Education is an area which is impacted directly by youth homelessness and, in turn, difficulties in education can be a causal or maintaining factor in homelessness. It has been suggested that the education of YHP is profoundly affected by the factors associated with youth homelessness (Small et al., 2017); consequently this is an area which will be impacted more for them than their housed peers.

Education is associated with gaining knowledge and opportunities through acquiring grades in formal examinations such as GCSEs or A-Levels. It provides people with the skills and knowledge which will, in the future, support them in employment and economic opportunities (Byrom & Peart, 2017). Therefore, a disrupted education might lead to difficulties in the future with regard to employment.

In addition to academic grades, education also provides young people with an additional purpose. Educational settings have long been considered to provide opportunities beyond learning academic subjects, providing students with a ‘hidden curriculum’. That is, ‘unspoken values, behaviours, procedures and norms’ (Alsubaie, 2015). School is an extension of the family, which impacts on an individual’s standards of morality and behaviour (Byrom & Peart, 2017). These beliefs expand into other settings, teaching an individual how to behave in social

and work-related contexts (Byrom & Peart, 2017); without them, YHP are left without the right resources to navigate these situations.

1.2.3.2 **Government expectations of education**

As for the government, they expect that young people aged 18 and under will be present in full-time education. This is monitored and managed by the LAs, by contacting young people's parents and supporting them to ensure their child is attending education. LA's protocol is to charge the parents of young people, to punish and therefore incentivise the attendance of their child in education. When this system is applied to the situation of YHP there is a problem: for those children estranged from their parents, there is no-one to hold them accountable. This is one instance where YHP can go missing in education without a broader system supporting them.

It is typical for homeless households to move between different temporary accommodations, and this can disrupt a child's schooling experience. There is an increased risk of them being forgotten about in times of transition (Byrom & Peart, 2017). The lack of a fixed abode and/or reliable point of contact could result in LA's not being able to make contact with the parents of YHP, ultimately leaving them without a secondary school place. Reports suggest almost half of parents of YHP have reported to have either unhelpful or no support in getting their child into schooling, despite government enforcing the need for children to be in fulltime education (Crisis, 2012).

College and sixth-form protocols pose new threats to the homeless population gaining access to educational opportunities. Ordinarily, colleges and sixth forms expect applications on an individual basis and, during this process, they require individuals to provide them with a fixed address and signature from a parent or guardian (Byrom & Peart, 2017). These are two

barriers preventing YHP from accessing these educational settings, in ways which might not be a problem for their housed peers.

Above are examples of barriers which YHP experience while attempting to access education. They demonstrate ways in which the educational system is more challenging, and can result in their experience of it being dismissed. Below will explore how, when in education, there are further challenges within this population.

1.2.3.3 Barriers to education for YHP

Research suggests that YHP are less equipped for education than their housed counterparts. This is apparent in two areas - academic or cognitive skills, and social-emotional functioning; both of which have been highlighted as being factors for school readiness (Ramakrishnan & Masten, 2019; Sullivan-Walker, Rock, & Popp, 2017).

Academically, YHP are at heightened risk of failing school (Sullivan-Walker et al., 2017), and achieve less than their housed peers and children from low-income families (Buckner, 2008). This is evident in the slower progress made in numeracy and reading (Masten, Burt, & Coatsworth, 2015), lower scoring in standardised assessments (Obradović, Long, Cutuli, Chan, Hinz, Heistad & Masten, 2009), and significantly lower attendance (Masten et al., 2015; Sullivan-Walker et al., 2017).

Research shows there is a higher proportion of YHP with disabilities than the average population. In the UK, 11% of YHP had a Statement of Special Educational Need (SEN) in 2004, compared to 3% of the national average (Mitchell, 2004), unfortunately more recent information regarding Educational Health Care Plans (EHCP) is not available. US national data concluded that the number of YHP with learning disabilities is double that of the general population (Sullivan-Walker et al., 2017). With a higher rate of SEN within the young homeless

(YH) population, more support is needed to help young people achieve academically. However, with an increasing level of absenteeism, this becomes challenging.

YHP are more likely to exhibit social, emotional and behavioural difficulties than their housed or low-income counterparts (Aratani, 2009). Crisis (2012) estimates that 51% of YHP have been excluded from schools, with emotional disorders and drug and alcohol abuse being higher in their population (Aratani, 2009). School suspension or exclusion in this population is likely to come from difficulties in accessing academic work, due to SEN difficulties or lack of attendance (Barwick & Siegel, 1996; Toro, 2007).

Despite the high level of emotional difficulties due to homelessness, few school staff involved in supporting the wellbeing of this population know the context around homelessness (Havlik & Bryan, 2015).

One area of explanation of the academic struggles of YHP is a deficit in executive functioning (EF). EF is associated with memory, attention, verbal abilities and higher-order thinking. Research suggests that the EF in YHP is lower than that of their housed counterparts (Fry, Langley, & Shelton, 2017, 2019), and there is a link between cognitive skills and academic competence (Sternberg, Forsythe, Hedlund, Wagner, Horvath, Williams & Grigorenko, 2000).

EF skills are associated with enabling disadvantaged people to adapt and make effective use of resources available to them (Masten & Coatsworth, 1998). This might help to explain why, socially and emotionally, YHP struggle in school and other settings. Research suggests that lower EF can reduce an individual's independence, and prevent them from accessing support (Backer & Howard, 2007); when an EF intervention was used with YHP, this led to significantly higher academic achievement (Holmes & Gathercole, 2014). There are, however, barriers to implementing this intervention in educational settings such as: identifying the YHP

in school; attempting regular intervention with a profoundly absent population; and availability of EF interventions within educational settings.

Despite the academic barriers facing YHP, low academic achievement is not inevitable for these pupils, with some individuals adjusting to their homelessness and attaining good results (Masten et al., 2015). Research has often considered the underlying processes that allow for academic achievement, such as resilience (Ramakrishnan & Masten, 2019). Therefore, the story of this population is different from person to person and generalising statistics cannot identify the lived experience of YHP through their schooling.

1.2.3.4 School support for homeless populations

Schools are often the location where homelessness is identified and where individuals get information, support and resources (Hill, Mirakhur, & New York University, 2019). This can be supported through early intervention (Small et al., 2017), and allocating large amounts of time and resources to support this population by giving them personalised attention and care (Hill et al., 2019).

Despite the challenges faced in accessing and attending educational settings, YHP value school as a safe and holding environment with staff who care (Moore, McArthur & Noble-Carr, 2011). This relationship aspect of support is noted between teaching staff and parents in homeless households; this relationship can support the disclosure of information around housing status and develop a useful connection to improve attendance (Hill et al., 2019). In addition, schools need to make resources available to many individuals and families experiencing homelessness such as providing after school clubs (Hill et al., 2019).

Support for homelessness within schools should not be exclusively applied at an individual level. For example, intervention into absenteeism in the homeless population is more effective if implemented as a multi-layered approach (National Center for Homeless Education,

2017). Another method is to support professionals' access to the homeless population, to help raise awareness and reduce stigma within the system (Kim, 2013; Nwokah, Becerril, Hardee, & Brito, 2017). In this way the homeless population, when interacting with the school system, feel understood, accepted and supported.

Educational psychologists (EP) can be useful for schools considering how to support vulnerable groups and individuals. A primary role of an EP is to help schools with assessment, intervention, research, consultation and training. This work with individuals identified as having Special Educational Needs (SEN) and/or belonging to vulnerable populations. This extends, therefore, to the homeless population; yet, despite this, there is little to no research on EPs working directly with schools, to support them in working with YHP.

In addition, EPs, in recent times, have been more involved in providing support to vulnerable young people aged between 16 – 25 years old (Apter, Arnold & Hardy, 2018). As charities such as Centrepoint and Homeless Link identify the YH population within this age range, EPs are in the ideal position to support this population.

Research suggests the best way to reduce youth homelessness is to prevent it, and this can be done through the role of schools (Small et al., 2017). It is therefore vital - with school offering a supportive physical space, staff, professionals, and academic opportunities - that YHP have access to these educational settings (Sullivan-Walker et al., 2017). Therefore, those young people feeling unable to access school are also missing out on an opportunity to receive support and possibly alleviate their homelessness.

1.2.4 YHP' different experiences and associated assumptions.

Previously, homelessness research has been critiqued for focusing on a subgroup and/or using a study with simplistic methodology and generalising the findings to the wider diverse homeless population (Neale, 1997; Watson, 1984). More recently, research has started to focus

on the cultural and personal experiences of the homeless (Ravenhill, 2016; Somerville, 2013). This shifted from trying to pathologise or explain homelessness, instead investigating why individuals in the same subgroup of homelessness have different outcomes (Watson, 1984), and allowed the general public, policymakers and academics to explore what homelessness is to the homeless population, rather than trying to ‘imagine’ it (Somerville, 2013).

The literature in the area of homelessness focuses on quite general statistics, and this research aims to provide insight primarily on the experiences of the individuals within the population. The next section utilises a systematic literature review to explore what research is available on the educational experience. The researcher then presents their methodological design to accomplish this, followed by the results and discussion section of the research.

1.3 Literature Review

In the previous section, the context around youth homelessness and education was explored and the rationale for research in this area was justified. This research aims to explore the educational experience of the young homeless population. This is to support education professionals to consider the impact homelessness might have on school-aged children. Their stories will hopefully support individuals to better know and understand their journey. As part of this process, the research will explore the current literature to consider what is known about the experiences of YHP in education. By examining what is already established in this area, gaps will be identified in the literature that this research will be able to fill.

A literature review question was used to support the process of conducting a literature search, and to structure and inform the review itself. This question was “What are the experiences of young homeless people in education?”

1.3.1 *Search Databases for Literature*

For the literature review, several relevant databases were identified and can be found in table 2. Due to the breadth of professions involved with homelessness, it was essential to cover three relevant professional areas: psychologists, educational staff and social workers. These professions were selected as they are potentially involved with YHP at the age they access education, and therefore, more likely to produce research in their area.

The search terms were established based on the questions the literature review proposed to answer. Table 2 demonstrates the process of determining the important themes of the literature review question, and the terms used consequently, putting restrictions on the search terms so as to only provide the most relevant research, and the required amount of pertinent literature at each stage of the search.

Table 2:

Step by Step process of finding literature for the review.

	Theme from Question	Search terms/phase of literature review	Field of search	Number of results
All searches were completed in PsycINFO, PsycARTICLES, PsycBOOKS, Psychology and Behavioural Sciences Collection, PEP Archive, Education Source, ERIC (Education Resource Information Centre) & SocINDEX				
1	Experience	narrative* OR story OR stories OR experience* OR experiencing OR journey OR journeys OR “qualitative” OR “phenomenology” OR “grounded theory” OR “case study” OR “ethnography” OR “ethnographic” OR “narrative”	Title	475,337
2	Young	“young people” OR “youth” OR child* OR minor* OR “young person” OR student* OR pupil*	Title	1,663,726
3	Homeless	homeless* OR houseless* OR runaway* OR “rough sleep” OR “sleeping rough” OR “sleep rough” OR “rough sleeping” OR “temporary accommodation” OR “temporary accommodations” OR “temporary house” OR “temporary housing”	Title	17,642
4	Education	education* OR school* OR “college” OR “FE” OR lean*	Title	1,338,570
5	N/A	1 AND 2 AND 3 AND 4	No further restrictions	106 (68 when duplicates were deleted)
6	N/A	Application of inclusion and exclusion criteria		

An asterisk has been used at the end of certain search terms to allow for words containing the same prefix to be captured. For example, homeless* would capture the terms homeless and homelessness.

During the process of conducting this search, a meta-synthesis was revealed, looking into the lived experience of being a homeless college student (Bowers & O'Neill, 2019). In Bowers & O'Neill's research (2019), they identified literature which was not identified in the search terms. Therefore, it was necessary to analyse some of their search terms and integrate them into the literature search - in particular, the ones focusing on different types of qualitative research. These terms were, therefore, added in the 'experience' theme and can be seen in bold in table 2.

As a consequence, the amended search identified the research from Bowers & O'Neill's study that was previously missed. Not all the research used in Bowers & O'Neill's study was relevant to this research's literature review due to the rest of the research being unpublished. Apart from those items of research, there was no additional relevant literature from the amended search.

The abstracts for each of the 68 results were read, and the inclusion and exclusion criteria were applied based on parameters highlighted in table 3.

The review did not consider any unpublished literature. This decision was made based on the importance of the literature being a specific standard. It was important to consider how quality and standard could be filtered. While excluding non-peer reviewed literature was a possibility, this was not utilised due to the acknowledgement that research in books would meet a level of quality based on their published status. Therefore, this review set the bar at research being published.

Table 3:

Inclusion and Exclusion Criteria

Inclusion Criteria	<ol style="list-style-type: none"> 1. Research explored the experiences of young homeless people 2. The research investigated their experience of education, either past or present 3. The culture of the research's origin is similar to that of the UK (see in text) 4. Qualitative research
Exclusion Criteria	<ol style="list-style-type: none"> 1. The research needed to be published either as a journal, book or report. Therefore, thesis, dissertation and other unpublished material were not included. 2. Quantitative data was not included

In addition, based on the stance of the research, it was critical to acknowledge that there is a shared understanding of the term 'homeless', which falls close to the UK governmental definition. Western European or North American countries, or Australia and New Zealand, which share a similar culture and have way of living to the UK, were considered. Other countries which were outside this would require further exploration. The research would then investigate their understanding of homelessness and if the criteria used were not similar to those of the UK government's definition, the literature would not be used.

In addition to the inclusion and exclusion criteria stated above, other parameters such as date range and location of research (schools, charities, etc.) were not considered due to the acknowledgement of the limited research in this area, and not wanting to restrict the amount of literature. The choice of inclusion and exclusion criteria above were deemed more necessary in gathering relevant literature.

Due to the added complexity of personal judgement when applying the inclusion criteria and exclusion criteria, anything that elicited doubt was considered relevant and added to the next stage of screening; at this stage, fourteen results were deemed appropriate. In the next stage, the methodology of the literature was read and applied to the same exclusion and inclusion criteria. During this process, five results were excluded. After completing this stage of the literature review, nine results were identified.

Despite meeting the research criteria, Bowers & O'Neill's meta-synthesis was excluded due to addition of the relevant literature found within this study. It was however used later as a reference for themes in section 1.4. This left eight pieces of literature to be included in the review.

To support the research in reviewing the data, a framework was used to consider different aspects of the literature. Rees and Holland's (2010) was selected for several reasons. Firstly, the framework focuses primarily on qualitative research. Secondly, the structure of the framework allows for flexibility when reviewing the literature, something that was deemed valuable during the review process. Thirdly, the researcher has previously used this framework and therefore was familiar with the process, allowing for a more considered approach. The literature was reviewed and placed in a table according to the template (appendix B).

I completed the analysis of the findings separately by nominally grouping key findings based on areas of similarity. This process was supported through the use of a mind mapping programme, Inspiration 9 IE. From this, natural themes emerged from the findings of the literature. When two journals had been read and added, key points were placed together under a theme and built upon when appropriate. As a general rule of thumb, if three findings appeared to have a similarly broader point, this became a theme. The strategy was useful in conceptualising such a breadth of information, while identifying overarching occurrences.

Within each theme there are smaller themes, which will be discussed within the literature review.

1.3.2 *Organisation of the review*

To support with the structure of the review, the themes found from the literature will come after an initial review of the current literature. The initial component of the review will explore areas of interest during the review stage. Using Rees and Holland's the research considered how literature capturing the YHP experience of education is undertaken and the differences within the literature. The literature review findings will then be presented within their themes, and a comment will be made on the similarities or differences with the already established meta-synthesis on the findings of both review processes.

1.3.2.1 **Aims of the Research**

Research into the educational experiences of YHP primarily aims to support educational professionals or institutions. Of the 8 pieces of literature, 4 of them focused mainly on helping education professionals in either their understanding, or equipping them with tools on how to work with this population (Gupton, 2017; Hallett & Freas, 2018; Mendez, Dickinson, Esposito, Connolly, & Bonilla, 2018; Walsh & Buckley, 1994). One piece of literature looked at supporting counsellors who work with YHP (Walsh & Buckley, 1994); two studies focused on supporting YHP in college or post-secondary school settings (Gupton, 2017; Hallett & Freas, 2018); and the last journal looked at how schools can help young people based on previous narratives from successful YH students (Mendez et al., 2018). This demonstrates a focus on supporting institutions or individuals who work with YHP, and considering what they should or should not know about them.

Some studies had a particular area of interest when researching YHP in education. Two studies targeted resilience within YHP as their topic area, showing an increase in this (Gupton,

2017; Mendez et al., 2018). The focus on resilience might indicate a desire to strengthen the individuals rather than to equip institutions with more of a support structure. However, by focusing on a specific area of the educational experience, these papers are unable to provide a complete understanding of the educational experiences of their participants.

The remaining research looked into influencing policies and law (Aviles de Bradley, 2011); supporting homeless services, with either information or measuring impact (Byrom & Peart, 2017; Moore, McArthur, & Noble-Carr, 2011); or creating a framework to better understand YHP in education (Begg, Levitt, & Hayden, 2017). The aims and reason for research might differ for these studies. However, the method of gathering the YHP's educational experiences remains the same. Therefore, the way the phenomena that YHP experience education and homelessness will be interpreted differently, based on the lens of the researcher and the overarching agenda of the research.

Also, the introduction suggested there was a considerable amount of literature focusing on policy change and charity impact. This was supported in this search with 25% of the relevant research exploring these areas (Aviles de Bradley, 2011; Byrom & Peart, 2017).

It is important to review the aim of each piece of research in the literature review, as it provides an understanding of the area of interest of the researchers. The desired aim of the research can highlight how comprehensively the study captured the educational experiences; therefore, highlighting how useful to this literature review the findings are. Hallett & Freas (2018), Begg, Levitt, & Hayden, (2017), Walsh & Buckley, (1994), Aviles de Bradley (2011) all primarily aim to capture the educational experiences of YHP to broaden their understanding. Consequently, they provide more comprehensive and useful information to the literature review. While the experiences captured by the remaining research (Byrom & Peart, 2017;

Moore, McArthur, & Noble-Carr, 2011; Gupton, 2017; Mendez et al., 2018) are focused on specific areas of YHP's educational experience; leaving the information fragmented or biased.

1.3.2.2 Methodology

The favoured method of data collection was interviewing. However, there was variation in the number, types of interview, and if the research used additional information gathering techniques. While all eight pieces of research used interviews, four were explicit in using semi-structured interviews (Begg, Levitt, & Hayden, 2017; Byrom & Peart, 2017; Hallett & Freas, 2018; Moore, McArthur, & Noble-Carr, 2011). The remaining four did not rule out the use of this method. Three pieces of research acknowledged the development of their interview questions either with the help of a charity (Byrom & Peart, 2017), from previous pilot interviews (Begg et al., 2017), or from the process of interviewing their participants (Hallett & Freas, 2018), suggesting careful consideration into the questions being used. Begg et al. (2017) commented on not using the term 'homeless', but instead saying 'children who have moved or changed school frequently'; this was due to them being worried about the effect of using the word 'homeless' on their performance in the interviews.

Two pieces of research did additional data collection: one used observation data (Gupton, 2017) and the other used art activities and group work (Moore et al., 2011). In the latter instance, this was done to support the participants to open up, and maximise engagement. Other research engages participants in a follow-up session, to share their findings and as a way to ensure they captured participants' views accurately (Moore et al., 2011). The inconsistent method of working with this population might suggest there is not an established approach.

1.3.2.3 Sample & Participants

Based on the inclusion and exclusion criteria, all the research involved YHP. As discussed previously, it could include a breadth of individuals, with lots of categories and

subcategories of homelessness. In the literature, five studies interviewed YHP who were unaccompanied (Aviles de Bradley, 2011; Byrom & Peart, 2017; Gupton, 2017; Hallett & Freas, 2018; Mendez, Dickinson, Esposito, Connolly, & Bonilla, 2018); another two interviewed YHP who were living with their families (Begg, Levitt, & Hayden, 2017; Walsh & Buckley, 1994); and in one there was a mixture of both (Moore, McArthur, & Noble-Carr, 2011).

The age of the participants across the studies ranged from 4-31, with three studies involving a potential age gap of 8 years or more (Gupton, 2017; Hallett & Freas, 2018; Walsh & Buckley, 1994). These studies are, therefore, lacking homogeneity in their participant group. Consequently, it is not clear if the experiences described in the studies are from a specific age group or all of them. The results from these studies lose specificity and therefore are less useful when trying to identify differences within the YH population.

While there are a number of studies focusing on YHP experience of education, the range in participants used demonstrates the diverse nature of the studied population; each study can focus on their population, though we should be mindful not to generalise the findings across groups, as mentioned by Begg et al. (2017) and Hallett & Freas (2018). In compiling the results of the literature review, it was noted there was a significant level of crossover of themes between the studies. While some experiences of education were exclusive within a particular study or population, these themes will still be noted within the literature review.

1.3.2.4 Ethical Considerations

Due to the vulnerable and hidden nature of YHP, ethics are a fundamental component of working with this population. While all the studies made a note of their ethical approval before conducting their studies, there was no consensus on how people viewed or approached the research into this population. Some research commented on the vulnerable nature of the

population (Aviles de Bradley, 2011; Mendez et al., 2018); another piece considered the best and most truthful way possible for the voices of the young people to be heard (Gupton, 2017). Other studies dedicate a substantial section to just thinking about YHP and ethics (Byrom & Peart, 2017; Moore et al., 2011), including issues such as power imbalances; giving control to the YHP; the research being a positive experience; the role of the researcher and being accepting of the potentially legal past/experiences.

The ethical consideration for one piece of research looked at the trauma of the population, due to the lens of the study being trauma-informed (Hallett & Freas, 2018).

Neither Begg et al. (2017) nor Walsh & Buckley (1994) evidenced considering ethical issues regarding the YH population further than procedural issues such as consent, right to withdraw and confidentiality. Due to the vulnerable nature of this population, this lack of consideration might have influenced the approach taken by the researchers and, therefore, the manner or nature in which the information was gathered. Therefore, impacting on the validity of the findings.

1.4 Literature Review Findings

As mentioned above, the literature review revealed a meta-synthesis study, which looked into the educational experience of YHP, and consolidated their findings (Bowers & O'Neill, 2019). It is therefore important to consider whether the same themes emerge from their study as in this review.

This study used several databases unavailable to the author of this literature review, therefore it was not possible to acquire the same literature. In addition, the inclusion and exclusion criteria were different; namely, Bowers & O'Neill used unpublished literature, including four dissertations and one master's degree thesis.

The findings of the research highlighted four areas including trauma, priority hierarchy, homeless (situational) identity and resilience (Bowers & O'Neill, 2019). Whilst this literature review did establish these key areas, they were not as dominant as was found in Bowers & O'Neill's literature analysis.

A potential reason for this is that the literature search only established 2 of the 7 studies in Bowers & O'Neill's. In addition, I was reviewing 8 pieces of literature, and therefore the two pieces only contribute to a quarter of the findings. Furthermore, the additional six studies in the literature, but not in the Bowers & O'Neill study, were not specifically looking at YHP in American colleges. Therefore, the findings in these studies might not be as explicit about the four areas found in Bowers & O'Neill's study.

Ultimately, whilst it is useful to consider the similarities and differences between this study and that of Bowers & O'Neill, the different overarching themes are a reflection of the inclusion of different studies. It is, however, reassuring to note that the four main areas in Bowers & O'Neill's study are present in this review too.

1.4.1 *School Experiences*

The first theme looked at the school experiences of YHP; this considered positive and negative findings found in the literature when assessing schools, colleges or universities. Hallett & Freas (2018) found that, within their research, there was a wide range of experiences in education within the young homeless population.

1.4.1.1 *Academic Studies*

Something found within the literature review was a sub-theme of academia. YHP mentioned that, while at school, they struggled to achieve academically (Hallett & Freas, 2018). It was acknowledged that the engagement of YHP was lacking (Byrom & Peart, 2017); the literature described times when YHP were unable to focus in class (Hallett & Freas, 2018) and

found it hard to engage in coursework (Hallett & Freas, 2018). YHP reported that they felt 'helpless' in pursuing academia (Begg et al., 2017), and this is demonstrated in the number of experiences of young people dropping out (Byrom & Peart, 2017; Hallett & Freas, 2018).

Although it was not the same for every individual, it was noted that, depending on when the YHP was accessing education, their ability to cope with being homeless and going to school was impacted differently (Byrom & Peart, 2017). In addition, YHP shared their experience of seeking academic support from agencies outside of school to support improvement of their education (Gupton, 2017).

One piece of literature highlighted SEN needs within the experience of YHP. Byrom and Peart (2017) mentioned that unmet SEN difficulties led to a disruptive schooling experience; they found that YHP had needs such as dyspraxia, ADHD and organisational difficulties, a lot of which were not supported appropriately. There was a more dominant area of SEMH needs, with emotional regulation difficulties, social challenges and identification issues being present in the YHP experiences. They found that, due to the lack of support from the school, YHP found their own strategies to support their needs.

Byrom and Peart's (2017) research was the only piece of literature that identified SEN. However it was also the only UK based piece of research; it is therefore possible that this focus was due to the cultural emphasis on SEN within the UK, and that additional needs were present in others' samples of young people, but not spoken about. An example of this is the American research of Walsh & Buckley; this research looked into YHP who might need to see a counsellor, yet SEN was not mentioned in detail. It is therefore important to acknowledge how the researchers and participants are influenced by their culture, and what is important to talk about.

Within the literature, a commonality was found in the experience of YHP viewing school and academia as a way to gain opportunities for work, and/or progress to more education. The research found that YHP saw their future as being dependent on their schooling experience, but some recognised this later than others (Byrom & Peart, 2017). Despite this, YHP had to decide if they were going to focus on the long term on doing well in school, or meet their short terms needs (Hallett & Freas, 2018).

YHP found that education supported them in exploring different careers (Begg et al., 2017; Gupton, 2017) and, in contrast, that doing badly in education would result in losing career opportunities (Begg et al., 2017). The research noted that it was important to think about the future to succeed, to have a clear idea of what you wanted to do and be able to search for different supportive opportunities at the time (Byrom & Peart, 2017).

Education was also perceived as a way out of poverty, and was valued as a way to rise above current circumstances, access higher education, job opportunities and a better life (Begg et al., 2017). The research found this population experienced a focus on money: the young people believed that money would lead to happiness and help them move forwards. Some of these beliefs were unrealistic. However, they reflected the poverty young people felt they were experiencing at that time (Begg et al., 2017).

It is important to highlight that Begg et al.'s (2017) participants were African-American homeless children and, therefore, the focus on money and finances might be a reflection of the American culture and the 'American Dream'. This mentality was not highlighted in Byrom and Peart's (2017) UK study, and hence further research is needed to see if a focus on finances is applicable to the UK YH population.

1.4.1.2 Changing Schools

Another common experience of YHP was an increased frequency of moving from school to school. One experience in the research commented on moving schools twenty-five times in her educational experience (Mendez et al., 2018).

Constantly moving school raised detrimental issues within the young people's educational experiences. One problem was differences in teaching, such as how reading was taught, either using rote, or phonetically (Walsh & Buckley, 1994). This was a particular issue for individuals with SEN (Walsh & Buckley, 1994), and also resulted in gaps or overlap in teaching (Begg et al., 2017). Another problem was the differences in routine, procedures and rules. YHP were more scared of breaking the rules, because they were unfamiliar with them. They felt disrupted and bewildered when adapting to new school expectations (Begg et al., 2017).

As well as the difference between schools, YHP also experience being placed in educational settings which were inappropriate. There are incidents of YHP with specific needs being placed in a school that cannot meet those needs. In addition, the records which help the school identify what support is needed for the young people can go missing in the transition and, with the parent often struggling to find a place to live, the child has no adults to advocate for them getting the appropriate support.

Moving school also meant that YHP missed out on opportunities. A pertinent study saw a number of 'saving graces' identified, with young people discussing hobbies which, or people who, were considered life changing (Mendez et al., 2018). One tale spoke of football coaching, which was available as part of school, which the young person was invested in. However, due to their hypermobility, they were unable to capitalise on this (Mendez et al., 2018).

The recurrent changing of schools results in the YHP having little attachment to the schools. This comes from the multiple loss of friends and teaching staff and results in the YHP longing to return (Begg et al., 2017).

While moving schools was something that was highlighted in the literature search, this appeared to be mostly in research outside the UK, which could be due to subtle cultural differences. The United States (US) for example, ensure children have ‘immediate school enrolment’ through the McKinney-Vento Homeless Assistance Act (2004). Therefore, when homeless individuals and families move to different locations, schooling is guaranteed. There is no such provision for YHP in the UK; this might explain the lack of narrative around changing schools in this population and might explain why school absences are spoken about more, as seen in the subtheme below.

1.4.1.3 School Absences

Another theme comes from being absent from school. This topic was prominent in one piece of research looking into YHP of an age to be attending community college. However, it does also have some relevance when looking at high school or secondary school age; an example being when YHP change school they tend to be absent from education during these times of transition (Walsh & Buckley, 1994).

The research identified a theme of truancy. Often absence from school started with a few days of truancy (Walsh & Buckley, 1994). There were two studies which highlighted that YHP tend to not go to school consistently (Byrom & Peart, 2017; Hallett & Freas, 2018). This tends to be due to YHP feeling inadequate academically (Walsh & Buckley, 1994), or not seeing the value in education (Byrom & Peart, 2017).

Byrom and Peart (2017) commented on YHP being excluded from school due to behavioural difficulties. Other YHP mentioned that they were unable to access certain things like attending graduation due to their absence and homeless status (Hallett & Freas, 2018).

Hallett & Freas (2018), looking into the experiences of community college students, noted that dropping out of college happens at high rates in the YH population. This is something that happens at different periods of time, as living situations get worse. It starts ordinarily with certain classes, and progresses. YHP will often fully leave college when they feel they are doing badly.

In contrast, some YHP are absent from education due to being unable to access it. Hallett & Freas (2018) also found, at the college level, young people's homeless status means they struggle to enrol onto courses.

1.4.1.4 **Other students and peers**

YHP described their experience of wanting to make friends whilst they attended schools (Begg et al., 2017). They mentioned that they found it important to make friends, as this symbolises acceptance (Begg et al., 2017). However in some cases this attempt to fit in was unsuccessful (Byrom & Peart, 2017). In addition to this, whilst trying to make new friends they also missed their old friends, which can lead to frustration (Begg et al., 2017).

The theme of acceptance was noted when joining college for some students. There was one incident of a YHP wanting to join a campus which was populated by his own ethnicity (Gupton, 2017). This could perhaps suggest there is an importance in needing to be accepted. However, this could benefit from being explored further.

During young people's educational experience, there was a desire to keep their homeless identity unknown (Walsh & Buckley, 1994). This was done through either making up stories or by maintaining distance between the young person and their peers (Walsh &

Buckley, 1994). In addition to not wanting their peers to know they were homeless, the research highlighted the YHP feeling embarrassed about other children thinking they were 'dumb' or needing to catch up (Walsh & Buckley, 1994). This highlights a need to keep the difficulties associated with homelessness relatively hidden.

1.4.1.5 Safe Space

Another subtheme emerging with regards to experiences of school is viewing the educational setting as holding or safe. It was mentioned in the literature review that school gave some YHP a feeling of stability (Byrom & Peart, 2017). There was something helpful in knowing the layout of the day (Hallett & Freas, 2018). The level of routine and stability in school, was a supporting factor that they missed outside of it. This was often a place to provide security for the YHP (Byrom & Peart, 2017) and, in some cases, was the only consistent aspect of their lives (Hallett & Freas, 2018).

In other studies, young people described school as being like a sanctuary. Hallett & Freas' study (2018) revealed that some YHP experienced college as a place where they felt free and were able to have some fun. It removed them from the toxic environment of shelters and homes, which, as homeless individuals, they were staying in. The thought of college was a relief and a safe haven.

As well as providing YHP with a feeling of consistency and sanctuary, it was also a place for YHP to disappear and become invisible. College students mentioned how their housing status was unknown to a lot of people, and college became an environment in which to not feel stigmatised. They were able to blend in and, in doing so, were able to reduce the amount of stress they felt from the outside world.

In contrast, school was described by others to be dangerous. Begg et al. (2017), investigated African American YHP students' experiences of homelessness, who felt school

was often the opposite of a safe space. They found YHP had experienced fear of violence at school, therefore resulting in a lack of learning, due to focusing on their safety. They reported being unable to tell people that they felt unsafe and often when they did, teachers did not listen. They were exposed to drugs, alcohol, weapons and crime at school. This danger made it difficult to concentrate and focus on schooling.

1.4.1.6 Other

Likewise, other young people did not view school as a safe place but as another stress or burden in an already difficult situation (Byrom & Peart, 2017). They found the school system to be rigid and inflexible to their needs (Byrom & Peart, 2017). These findings, however, were in the UK study, and therefore might reflect the experience of UK based students rather than YHP from other countries.

1.4.2 Resources and Skills

Within the literature review, themes appeared, which illuminated challenges for YHP in accessing resources or skills; this impacted on them during their education. In this section, the areas impacted have been identified as adult support; transportation; skills and knowledge.

1.4.2.1 Adult support

YHP's experience with adults, was suggested to be as important as learning, in terms of the educational experience, with adults acting as role models to the YHP (Begg et al., 2017).

Something highlighted was how well adults were able to recognise that the YHP were having difficulties, and were able to meet the needs of the young people (Hallett & Freas, 2018). These individuals were described as saving graces (Mendez et al., 2018), and were often around for the YHP when their parents were too busy to support them (Walsh & Buckley, 1994). Often parents were absent when they were managing the transition of a recent move (Begg et al., 2017); they were intoxicated, or struggling with their vices and desires (Mendez

et al., 2018); or couldn't attend important school meetings such as parents evening (Walsh & Buckley, 1994).

Adult support was found helpful when individuals would support YHP with their thoughts and feelings (Aviles de Bradley, 2011). The YHP found having someone listen to them helped them to validate their experiences (Moore et al., 2011). However, there are times when YHP are wary of sharing all of their thoughts and feelings, because they do not want to burden that adult, are worried about what the adult will do with the information (Moore et al., 2011), or are worried about feeling judged (Gupton, 2017). This was particularly pertinent for YHP who experienced abuse (Mendez et al., 2018). This means YHP are more conscious of the members of staff they choose to share with (Hallett & Freas, 2018).

As well as emotional support, adults support with the physical needs of the YHP. The research found experiences of school staff providing clothing (Aviles de Bradley, 2011), learning equipment (Walsh & Buckley, 1994, Begg et al., 2017) and even food (Moore et al., 2011). Colleges would often provide YHP with access to computers (Hallett & Freas, 2018), which they do not have in hostels or hotels. As well as educational institutions and their staff, some YHP picked classes with peers, because they knew they would be able to borrow books from them (Hallett & Freas, 2018).

With two pieces of research, exploring unaccompanied YHP at high school age (Aviles de Bradley, 2011; Moore et al., 2011), advocacy was seen as an important role which adults could play to support them. YHP would often want staff to intervene on their behalf when they were experiencing difficulties at home (Aviles de Bradley, 2011). Namely, when relationships between YHP and their families got bad, they felt they needed the schools help to mend this relationship (Aviles de Bradley, 2011; Moore et al., 2011). Moore et al (2011) found that YHP wanted adults to support them when they needed support, their lives were perceived to be

breaking down and they needed to discuss sensitive issues. Often this was done with the YHP knowing the adult might break confidentiality, and it was understood why this needed to happen.

Experiences with adults were also fundamental for academic progression (Gupton, 2017). YHP were motivated by adults to accomplish more at school (Gupton, 2017). This was often provided, not only by parents and teachers, but by friends also (Begg et al., 2017). In addition, adults were acting as sources of academic support and information (Gupton, 2017). While not every adult has the necessary academic knowledge (Gupton, 2017), some staff, such as keyworkers, were seen to be reliable for this information (Byrom & Peart, 2017). Adults were also important in helping YHP understand the importance and value of education (Byrom & Peart, 2017).

While some YHP commented on adult support being positive, this was not always the case (Hallett & Freas, 2018). Some YHP did not want the support of adults, as they did not want them to 'feel sorry for them' (Walsh & Buckley, 1994). Others mentioned that the support was not in place to access (Hallett & Freas, 2018). Lastly, some YHP felt that if adults knew more about their situation, YHP would be offered and provided more help (Moore et al., 2011).

A commonality running through the types of support adults provide, was the importance of the relationship with the adults. YHP noticed that the familiarity of the adults could impact on the educational experience; this is why some YHP turned to school staff (Aviles de Bradley, 2011). Others commented on how important it is to have adults that build a trusting relationship (Moore et al., 2011), are around for the long haul (Moore et al., 2011), and are focused on supporting the YHP reach their goals (Hallett & Freas, 2018).

Reflecting on the Adult Support subtheme, Byrom and Peart's (2017) research of unaccompanied YHP in the UK, identified keyworkers as supportive adults, however, not

teachers or other educational professionals. In the UK schools do not require YHP to declare their homeless status, nor is it spoken about in the schooling system. This might be a reason for lack of adult support within the educational setting, unlike in other cultures.

1.4.2.2 **Transport**

The YHP in the research highlighted transport to be distinctive within their experiences of education. Related to transport, YHP found that their academic setting being far away from the place they live impacted their education, with living far away impacting on the amount of time they can study (Begg et al., 2017). Two individuals commented on experiences of travelling more than ninety minutes on a bus to attend the college (Gupton, 2017). Another YHP mentioned that he would stay in so many places he would find it difficult to know how to get to campus from where he was (Hallett & Freas, 2018). Research also highlighted that poor or unreliable transport resulted in attending education being difficult (Walsh & Buckley, 199, Moore et al., 2011), with one student missing a year of schooling due to transportation issues (Moore et al., 2011).

1.4.2.3 **Skills and Knowledge**

A subtheme from the results of the literature was YHP needing, having or being without the necessary skills. YHP found that in their experience of education, they lacked agency to seek out members of staff (Aviles de Bradley, 2011), potentially due to a lack of social confidence (Begg et al., 2017). Similarly, YHP found that a lack of communication skills hindered them in resolving their homelessness (Aviles de Bradley, 2011). It was also commented on that they found they had little self-awareness of needs (Aviles de Bradley, 2011) and lacked strategies to deal with their emotions (Begg et al., 2017). YHP mentioned how not having the appropriate skills often worsened their homelessness and educational experiences (Aviles de Bradley, 2011).

Knowledge was essential for YHP in education. Byrom (2017) found that knowing what support was available from places such as charities and organisations can help provide critical information and support, and provide some with a second chance at gaining an education.

1.4.3 *Psychological Experience*

Throughout the findings, something that occurred frequently was the psychological effect homelessness has on YHP and its impact on their educational experiences. They spoke about issues such as feeling on edge (Byrom & Peart, 2017), and needing to feel assured that their living situation was not their fault (Moore et al., 2011).

1.4.3.1 **Difficult Experiences**

During their experience of education, YHP described times when their self-esteem was damaged (Walsh & Buckley, 1994). Some YHP placed feeling important or worthy on the experience of being heard (Moore et al., 2011), while others felt that there was little evidence that they were valued (Walsh & Buckley, 1994). Some YHP found their identities were being affected by their situation (Byrom & Peart, 2017). The research suggests that as students, YHP were aware of the stereotypes associated with them and some felt embarrassed (Walsh & Buckley, 1994), judged (Begg et al., 2017), and that people would not like them because of it (Walsh & Buckley, 1994) & (Begg et al., 2017).

YHP often feel alienated during their time in education. Byrom (2017) found that individuals would think teachers did not care for them, or would become difficult due to their situation. This led to them having difficult situations with staff. Also, they felt they did not belong to the school, either because they were not 'right' for it, or they needed a more specialist provision due to behavioural or learning difficulties.

In addition, there were instances of YHP feeling that their situation was unique, and assuming they were the only people experiencing this; YHP being pushed to the margins of school due to the lack of support; and one student, whilst learning about sociology, being told that there is little hope for the homeless population, which added to their experience of feeling ‘out of place’ (Hallett & Freas, 2018).

1.4.3.2 **Positive Experiences**

As well as difficulties associated with being homeless and in education, the research found positive mind-sets adopted by the YHP they studied. Moore et al. (2011) found that YHP would often demonstrate mature thinking, adaptive coping strategies, and high rates of self-belief and determination, which allowed them to focus and engage in their education. In addition, two pieces of research investigated the resilience of YHP (Gupton, 2017, Mendez et al., 2018), with one highlighting how educational settings providing a safe place, can influence the resilience of their students. Some YHP were found to consider their current situation as not permanent, and, so, were determined to rise above their current living situation (Hallett & Freas, 2018).

Due to the large number of YHP involved in the studies, each with their own experience and journey, it is evident that the findings are broad and, at times, contradictory. Consequently, a learning point should be that the emotional or psychological experiences of YHP will differ based on the perspective and previous experiences of the individual. Begg et al. (2017) pointed out how individuals were either optimistic or pessimistic about their past, present or future learning experiences.

1.4.4 **Accommodation**

Throughout a year spent in education, YHP commented on their living situations; some mentioned that, even though they might have had a physical shelter, this was not always fixed,

regular or appropriate (Aviles de Bradley, 2011). Often YHP moved around a lot (Mendez et al., 2018), which exhausted the YHP (Hallett & Freas, 2018) and continuously changed their distance from their educational settings (Aviles de Bradley, 2011). The moving was often a result of not wanting to be burdensome on one person (Hallett & Freas, 2018). However, once their accommodation was more stable, this allowed them to return to school (Hallett & Freas, 2018). Consequently, the housing of these young people impacted on their perception of education and permeated throughout their school lives (Hallett & Freas, 2018).

Through the experiences of YHP, it was highlighted they would have stayed in multiple settings such as with family and friends, in youth shelters and hostels or BnBs (Aviles de Bradley, 2011). These places were often: uncomfortable, overcrowded (Mendez et al., 2018), noisy, and limited in space and privacy (Walsh & Buckley, 1994). YHP reported being ashamed and frustrated at these living situations, and would try to keep it a secret from people at school (Walsh & Buckley, 1994). Safety was also often a problem with YHP experiencing violence from neighbours (Mendez et al., 2018), or living somewhere they did not feel safe (Aviles de Bradley, 2011).

There was also an issue with the immediacy in the change of accommodation. Some YHP were not informed they were being made homeless or moving (Moore et al., 2011), and others mentioned their 'homework' for the night was to find a place to sleep (Hallett & Freas, 2018). This meant they were not able to think about school when they left it, but instead tried to seek out a warm place (Begg et al., 2017).

Some individuals chose to stay in their educational setting, such as on campus, noting the importance of feeling safe in their environment (Hallett & Freas, 2018). This was a theme in other studies, commenting on the psychological concept of 'home'. Not only did the place

they stayed in not feel like ‘home’ (Aviles de Bradley, 2011), but often there would be a constant shift in caregiver too (Mendez et al., 2018).

1.4.5 *Other difficulties*

Additional situations had an impact on the educational experiences of YHP. The research highlighted that some of the participants were experiencing mental health difficulties (Moore et al., 2011). They were challenged with needing to manage and receive support for their mental health (Mendez et al., 2018), which impacted their ability to access academic work (Hallett & Freas, 2018).

Some YHP were also experiencing crisis during their schooling years (Moore et al., 2011); they were often not aware of the impact crisis had on them at the time (Moore et al., 2011), however, it prevented them from looking to the future such as attending university (Byrom & Peart, 2017). Similarly, there were experiences of living in unsafe places (Moore et al., 2011). Mendez et al (2018) found that most men in their research had experienced a form of abuse in their lives, and all female participants had experienced sexual abuse. In this research, one young person commented that it wasn’t until they were out of the situation that they realised it was not typical to be abused.

Research highlighted that many YHP were expected to take on other responsibilities during the schooling years (Mendez et al., 2018). This included looking after siblings and other children (Mendez et al., 2018); having a child (Byrom & Peart, 2017); and needing to get a job to provide money (Mendez et al., 2018) & (Hallett & Freas, 2018). It was commented that these issues were all more of a priority than schooling (Hallett & Freas, 2018).

1.4.6 *Summary*

The literature review demonstrated a number of interesting key findings. There was a focus on the challenges experienced within education, including experiences of failure and

struggling to access schoolwork; difficulty with changing school and large amounts of absenteeism as well as social factors within school and difficulties managing relationships with peers. The literature considers how these events impact on YHP within the educational environment, experiences which housed people might not have.

In addition, the literature highlights challenges with resources and skills. A key component is the importance of adult support for YHP. Adults played several key roles in supporting YHP. However this was not always the case, with some people feeling let down by adults. In addition, more practically, transport was often a barrier to education. YHP would often need to travel to and from educational settings, which was difficult with limited resources. The YHP also found they lacked essential skills to support themselves within their situation. This lack of skills often prevented them from resolving or managing their difficulties.

Within the literature there were recurring experiences of feeling worthless, alienated or alone, but also, in contrast, positive and driven, perhaps demonstrating the varied mentalities of the YH population. The literature also highlighted YHP experiencing mental health issues, crises, and heightened levels of responsibility. Lastly there were prevailing themes of accommodation, with not having a stable, secure or appropriate place to stay often being a factor which impacted on their education.

While the literature gives a comprehensive overview of young homeless experiences, there are a number of factors which highlight the importance of the current research. Firstly, only one piece of research looked at a UK population (Byrom & Peart, 2017), and, from this, issues such as SEN were highlighted. This might highlight how experiences of YHP might be unique to specific populations and therefore, experience of UK YHP might bring additional insight.

In contrast, the findings might also reflect struggles experienced by YHP from other cultures, which might not be shared by YHP from the UK. In order for professionals within the UK to have a better understanding of the experiences of the YH population, research must look specifically within this population.

Secondly, while a significant percentage of the literature captured the experiences of YHP, their primary focus was often on a specific component, on education and/or with an agenda, or reason to conduct the research, as seen in section 1.3.2.2. This section also highlights the risk of researchers bringing their own lens to research, and the possibility of the experiences being perceived in a way which suits the focus of the researcher. Therefore the findings of the literature review not only highlight the experiences of YHP but also the political and social agendas of its researchers.

1.5 Summary of Chapter

This chapter's purpose was to give a comparatively brief and overarching understanding of the landscape of youth homelessness within the wider national context. By focusing on the shifting political and social perception of homelessness in the UK, it is possible to establish how the challenges facing homelessness have developed and evolved over time. With both government, charities and research playing a role in the culture of homelessness, specifically within the UK. Further we see the magnitude of youth homelessness and the barriers that they face, both in comparison to their housed peers, and in trying to navigate a difficult system for support. Essential and universal givens, such as education are illuminated as challenges for this population, and demonstrate the current level of support to help them with this issue.

This chapter goes on to explore what current literature exists around the experiences of YHP in education. A systematic literature review was completed to specifically look at the

experience of YHP in education. The review highlighted themes around difficult school experiences within settings, a lack of resources and skills within the population, and the impact of psychological experiences and mentalities. Due to the amount of research in this area, the review focused on different nations which appear to have a similar definition of homelessness and research which was more generally exploring experiences of YHP within education, though not exclusively about education.

In considering both sections of the introductory chapter, a gap is identified within the wider knowledge on this population. The unique history and context of the homeless landscape in the UK, brings about challenges and barriers experienced by its young homeless residents, which may not be experienced within other societies or cultures. The literature review illuminates challenges faced by YHP in education across the world. However, with only one piece of literature focusing on the UK population, it is difficult to know what difficulties are faced more broadly by YHP or specifically within each context. Therefore, research which aims to look specifically at the educational experiences of YHP, within the unique and historic UK landscape, will help establish what the specific experiences of this population are.

Chapter 2. Methodology

This section will describe the method selected in conducting this research. It will be divided into two parts. The first will explore the ontological and epistemological positioning of the research. It will look at the purpose and rationale for this study, and settle on a research question. Lastly, the first part will consider the methodological approach of IPA and how this is appropriate to fulfil the purpose of the research. The second part will explain how the research was conducted in order to meet doctoral standards while remaining valid, reliable and ethical.

2.1 Ontology and Epistemology

The ontology of the research can be described as the way the researcher sees the nature of reality. In this chapter, the author will endeavour to explain their chosen approach and methodology, based on their ontological beliefs and epistemological assumptions. Two popular ontological positions are realism and relativism (Breakwell, Wright, & Smith, 2012), both being at either end of the same spectrum (Lau & Morgan, 2014). While the author's position does not fall within either of these, they make useful reference points as to the rationale of the ontological positioning of this research.

Realism considers the world, and therefore phenomena, as something independent of people's reality, and something that can be objectively measured and observed. Research positioned in realism will be positivist, and seek to measure and represent reality in truths. In contrast, relativism considers reality and phenomena as existing within each individual's ideas and perceptions, deeming then that it is not possible to attribute a singular reality to everybody. This ontology typically utilises a qualitative methodology, as a way to capture each individual's reality.

In their extreme forms, both realist and relativist positions present with fundamental issues. Realism or 'naive realism', suggests that the world we perceive around us is the exact and objective reality (Parker, 1998). Therefore, even without someone to perceive a phenomenon, it is still objectively measurable. It does not consider the impact human perception has on an event, or on our understanding of it. It would also argue that more dynamic and flexible phenomena can be measured, such as memory.

In contrast, the term 'relativism nihilism' is used to describe the more extreme version of relativism (Parker, 1998). This position suggests that, due to reality being perceived differently by each person, one person's truth is fundamentally different from another's. Therefore, capturing one person's reality would ultimately be valueless as it cannot be used to understand another person's reality. With this viewpoint, there is no way to conclude or capture a version of phenomena which can apply to the wider population, therefore making the ability to utilise or learning from the research to understand other situations minimal. Although there are a number of middle positions such as idealism and constructionism, one of these positions, and the position of the researcher, is Critical Realism.

The critical realist position developed primarily from the work of Harre (1984) and Bhaskar (1975); it came from individuals feeling discontented with the realist position. The ontological position asserted that there are several levels of reality, with different layers influencing each other. Bhaskar (1975) hypothesised that you could differentiate between the observable event that is experienced, and an individual's perception of the event. The perception and understanding of the event are altered when we understand the 'mechanisms' that led to it.

In the example of YHP, some people would be considered young, and can be defined under the definition of homelessness; this is an event occurring, which can be observed.

However, the way we perceive this event comes from understanding the circumstances that have led to it. The mechanism behind homelessness might be around domestic abuse and family breakdown or seeking asylum, and the organisations which either relieve or maintain the homelessness problem. There is a difference between people's experience of youth homelessness, as understanding of the mechanisms leading to it varies. In addition, each experience of youth homelessness will have multiple factors affecting the event at different levels; therefore, how we experience one young homeless person will be uniquely different from how we experience another.

Reality is therefore made up of the observable event that occurs and our understanding of the underlying mechanisms that have generated it. The experience of a phenomenon will therefore be unique from person to person. The way to understand the critical realist stance is to consider how physical and social reality merge within an open causal system (Morton, 2006).

Using the example of youth homelessness again, a positivist approach to research would only focus on the event of youth homelessness. This could be by looking at statistics of the number of youth homeless or concentrating on the most common cause of youth homelessness. These are measuring the observable event. However, according to critical realism, this is only one side of reality.

The researcher holds a critical realist epistemology suggesting that to find the truth of the reality of youth homelessness, research needs to focus on the experiences of YHP. This would be in part focusing on the event that occurred but also exploring the perspective and understanding that forms their subjective reality. By capturing their experience of the phenomena, we could understand the reality of youth homelessness for each individual. As well as this, we could also get a glimpse into the causal mechanisms contributing to it. This

would help to get a fuller understanding of youth homelessness and consequently alter the social reality of youth homelessness.

2.2 Research aim, question and purposes.

This research has two purposes, firstly, to explore the experiences of YHP and education in the UK. Secondly, to be emancipatory by providing the population with an opportunity to present their voice in the literature, empowering the population.

In the introduction section, there is an indication that YHP's experience of education is different from that of young people living in homes. This difference is something which should be considered and understood by educational professionals to help them in working with this population in the future.

2.2.1 Purposes of the research

This research has two purposes, firstly, to explore the experiences of YHP and education in the UK. Secondly, purpose is to be emancipatory by providing the population with an opportunity to present their voice in the literature, empower the population.

In regards to the first purpose, the study will use a critical realist lens to explore the subjective phenomenon of young people trying to access education and being homeless. It will support the understanding of this experience from the perspective of a population under-researched and often forgotten. By gathering these experiences, it hopes to fill a gap within the literature.

The research's emancipatory purpose is offering the YH population a voice in the literature and giving them control over what is said and not said with the hopes to provide YHP with more power over the narrative around them. They therefore can express the areas of education and homelessness which they consider fundamental; using a broad research question will allow for this to happen.

Research commonly recognises power imbalances between participants and the researcher (Jupp, 2006). Within research into homelessness, the population is often reported about rather than being involved in the research themselves. Consequently, this prevents the YHP having control over what is being published about them and reinforces their powerlessness.

The researcher has previously considered different types of study, such as action research. This research seeks to support social status through the process of collaboration between participant and researcher (Jupp, 2006). This would aim to empower the population by involving them in the design and implementation of the research. However, as mentioned by Jupp (2006), it is wrong to assume that YHP want to be part of this process. This assumption could result in a more powerless population having the agenda and goals of the privileged researcher being pushed upon them with the researcher attempting to recruit a co-researcher to be involved in their study rather than considering what is wanted or needed by them.

Based on the aims and purpose of the study, the research question is:

“What are the educational experiences of young homeless people in the UK?”

In line with the ontological positioning and purpose of the research, the methodology naturally appeared more appropriate for a qualitative approach. A quantitative methodology was not considered due to the gap in the research being identified as the experiences of YHP. This required a flexible and open approach to the research; something a quantitative approach did not offer.

2.3 Interpretative Phenomenological Analysis (IPA)

2.3.1.1 Theoretical Understanding

Smith, Flowers and Larkin (2009) produced an essential book looking into the theory and method of IPA research. This seminal text comments on contributing theoretical

approaches which help to develop the IPA approach; phenomenology, hermeneutics and idiography.

Phenomenology looks to study the understanding and analysis of experiences. It considers how experiences are analysed and reflected upon at different levels. If a phenomenon is the event, phenomenology is the experience of the event and phenomenological analysis is the reflection of the experience or event. Husserl (1982) said that there are different layers of reflection, each describing a level of reflection.

The fourth, and most appropriate layer of phenomenological analysis to this research, is described as “deliberate control reflection”. In this stage, individuals purposefully reanalyse an event, engaging all the previous layers of both conscious and unconscious memories, fantasies and judgements. This theoretical approach is important as, when interviewing participants, the researcher is often asking them to reflect on their experiences and therefore engaging in the deeper layers described in phenomenological analysis.

However, in addition to individuals being able to reflect and report on their experiences, IPA incorporates the focus on the meaning that individuals make of their experiences as well; this is the second theoretical approach called hermeneutics. This is the interpretation and understanding of an event or stimulus. It considers humans as meaning-making creatures who attempt to understand experiences. Hermeneutics takes into consideration that each individual’s ability to make sense of an event will be uniquely based on their previous understanding, something that is shared with the critical realist ontology.

Hermeneutics can also be applied to the researcher’s interpretation and understanding of the experience described by the participants. The researcher is not exempt from reflecting and meaning making. This therefore engages the researcher in double hermeneutics which is the researcher interpreting the participant’s interpretation of a phenomenon. The researcher

therefore must consider their role as a professional trying to extract experience from a participant and their role as a human being who interprets and makes sense of what is being said to them through the use of their own previous understanding.

It is therefore important to establish the intersubjective space between the phenomenon, the experience of the participant and the researcher's interpretation of the experience of the participant. This can be done through the researcher engaging in self-reflective and self-conscious strategies which help them to better understand their influence on the interpretation. This can be done through bracketing off any thoughts and feelings from the researcher thus making any personal influence transparent through the research process.

The last theoretical contribution is idiography. This is the focus on the detail of individual experiences and moves away from the aim of making generalising claims across populations. It considers the person within a context and values this perspective independently. However, idiography within IPA appreciates that individuals are interacting with phenomena within the same world but it continues to value each individual's experience as a singular entity.

Idiography does not limit the research from exploring generalisable data but takes another approach. Post-interpreting each participant's experiences separately, there is a chance to consider similarities across participants. Therefore, the function of research is not to find generalisations but instead, to notice naturally occurring ones from the idiographical approach.

Both phenomenology, hermeneutics and idiography are combined together to form IPA. Smith, Flowers and Larkin (2009) stated "without the phenomenology, there would be nothing to interpret; without the hermeneutics, the phenomenal would not be seen".

2.3.1.2 Critique and Alternative Approaches

One critique of IPA is that its focus on perceptions of experiences is problematic in helping individuals understand phenomena. IPA does not take steps to explore or explain why

phenomena occur (Tuffour, 2017). In trying to understand the full experience of its participants, research should also go further in identifying the conditions located in past events and histories that triggered the phenomena.

Therefore, a narrative approach might be considered suitable. Some narrative researchers aim to explore the content within people's lives looking at specific events, whereas others look at the structures of people's stories and explore the opportunities provided by the structures. Narrative research focuses on the stories of individuals and considers that the way they are told provides an insight into how narratives relate to the individual's sense-making (Willig, 2013). This approach would allow readers to gain insight into the stories of YHP and the lead up to a specific event or time.

Despite this being helpful in understanding an individual's journey, IPA works to consider overarching experiences through the use of individual perspectives. The homogenous nature of IPA allows overarching themes to emerge within a shared culture of the participants. Adopting the critical realist ontology, reality for each individual is the subjective experience of an event and their underlying mechanisms that triggered it. Using IPA, the research is able to gain knowledge on the perspective of a culture and consequently gain insight into the mechanisms influencing this phenomenon.

Grounded Theory (GT), typically using larger samples, utilises individual experiences to support the development of a conceptual explanation of a phenomenon (Smith et al., 2009). Through the use of a structured, systematic and multi-staged approach GT research provides a general theory of an experience grounded within the perspectives of its participants (Creswell, 2014), providing its readers with a generalised and succinct understanding of the topic.

This research topic arguably requires a more idiographic approach. While GT does stem from the experiences of the participants, it is fundamentally focused on the goal of providing a

generalising understanding, therefore each participant is considered a part of the whole picture. This researcher acknowledged in Chapter 1 that there are significant differences in the experiences of each YHP and that while they are homeless, their paths and perception could differ significantly. By utilising GT, the researcher would assume there is generalisable information available, but this is not known. Therefore, using a pure idiographic, explorative stance the individual experience will be at the forefront while any generalisable data might be cause for further GT research to pursue.

2.4 Participants

2.4.1 *Number of participants*

The research involved seven YH participants. While Smith, Flowers and Larkin (2009) suggest using three to six participants for a student doctoral project, they also emphasise the importance of getting quality data. The researcher therefore aimed for a minimum of six participants and up to a maximum of nine depending on the quality of data. However, during the data collection stage, a couple of interviews were judged to be lacking quality content and so another interview was sought and completed. This decision was made not on the quantity of interviews but by consideration of the themes which could be identified and the two interviews remained a part of the study and analysis.

2.4.2 *Exclusion and Inclusion criteria*

The research utilised a purposeful sampling technique, which is when the research identifies a selection of individuals who have experience of a particular phenomenon (Palinkas, Horwitz, Green, Wisdom, Duansmith & Hoagwood, 2015). This was important for this research as the phenomenon which it aimed to explore is only experienced by a small group of individuals. Therefore, several exclusion and inclusion criterion were implemented to ensure this experience would be captured.

In addition, the inclusion and exclusion criterion also ensured the participants were a homogenous group. Homogenous groups help to reduce variation within the group and allowed the research to explore this particular experience in greater depth (Palinkas, Horwitz, Green, Wisdom & Hoagwood, 2015). As well as experiencing education during homelessness, the educational experiences were current, the participants were also approximately the same age and all received support from Centrepont.

2.4.2.1 Age

The first inclusion criterion considered the age of the participants. The recruitment strategy applied on this research, was to recruit participants using a charity called Centrepont, which offers housing, educational and health support to YHP. Centrepont supports individuals with a minimum age of 16, therefore this exclusion criterion was used. As well as being more convenient for the researcher, this was important as the research required participants who are able to engage in the reflective process to speak to and about their educational experience. It was felt that a minimum age of sixteen increased the likelihood of the participants being able to engage in this. Despite the above, the youngest participant who took part was eighteen years old.

With regard to the ceiling of participant age, the research identified a maximum age of nineteen. This was done on the consideration that, within the UK, it is mandatory for all young people to be in education up to the age of eighteen. By selecting individuals nineteen or younger, it was expected they would be in education, or would have left within the last year. This allowed the participants to reflect on recent experiences. The age bracket of sixteen to nineteen was supportive in gathering a more homogenous group as suggested by Smith, Flowers & Larkin (2009) and therefore there were not any inclusion or exclusion criteria for gender, culture or ethnicity.

2.4.2.2 Education

Due to the difficulty in recruiting within this population the criteria needed to be flexible to avoid excluding those YHP who were not in education at the point of the interview. However, it was necessary for potential participants to have spent a minimum of a year of education while being homeless to be able to talk about their experience. The researcher did not specify the types of education. Therefore, students who had attended part-time and full-time placements were considered, taking into account individuals in secondary school, sixth form, college, apprenticeships and so on.

2.4.2.3 Homelessness Status

Although it is not essential for someone to be homeless at the point of reflection on their experiences of accessing education whilst homeless, the participants for this study were gathered through a homeless charity, meaning all participants were homeless according to the government's definition of homelessness. This became an inclusion criterion to maintain a homogenous participant group.

2.4.2.4 Vulnerability

It was important to make sure that the participants were kept safe during the research. A way of doing this was to place an exclusion criterion around those who we did not have consent for, either through the local authority acting as their legal guardians (in some cases giving permission) or with themselves, as long as they were considered able to make this decision.

The safeguarding team at Centrepont was consulted around the issue of a YHP having the capacity to give consent themselves. It was suggested that if their staff felt they met the 'Gillick Competencies', then they had capacity to decide if they wanted to be involved in the research. The Gillick Competencies are a group of competencies, specifically used by doctors,

to explore whether a young person (under the age of 18) can make their own decision about contraception (Griffith, 2016). These guidelines have since been used to support the process of determining whether someone has the maturity to make decisions and understand the implications. Therefore, the researcher would exclude participants who did not have permission from their local authority or who the Centrepoint staff did not feel met the Gillick Competencies.

2.5 Recruiting Participants

2.5.1 Identification of potential participants

As mentioned above, the recruitment strategy was done through the charity Centrepoint. Centrepoint were pivotal in accessing this elusive and vulnerable population as they provided a realistic and safe way of approaching them. The charity provides educational support in the form of educational support workers and their own educational programs. The staff at Centrepoint within the educational support were essential for finding and recruiting participants based on their knowledge and prior relationships with the young people.

It is important to recognise that the participants were gathered based on both the exclusion and inclusion criteria, but also through the staff at Centrepoint. The participants therefore must have been known to specific members of staff and it is unclear if Centrepoint used a process to identify the participants. While there is a risk that Centrepoint only identified a specific group of YHP, working through them allowed for a safe, realistic and supported method of recruiting participants. In addition, while it cannot be ensured, the emancipatory purpose of the research was shared with the charity organisation.

Prior to Centrepont agreeing to support the recruitment of participants, there were meetings with key individuals at in the organisation, including a Policy and Research Manager and Head of Operations, to discuss the purpose of the research and consider the most effective way to recruit participants.

Researcher's Reflections: Difference

Whilst gathering the data, there appeared to be varied experiences amongst the YHP despite the homogeneity of the group. This made me reflect on the desire to find more similarities within the group, focusing on an even smaller population within the already small group. It was important to embrace rather than desire to quash difference.

I noticed that during my recruitment strategy I was accessing a very specific group of YHPs. I was considering the unheard voices of the other participants and wondered about the validity in just accessing participants who were supported within a charity. I was aware that the participants were found by the charity and their staff.

It was important to acknowledge this as I reminded myself that homelessness has many faces and the shared experiences of accessing a charity do not nullify the diverse stories of the participants. This bracketing allowed me to follow on the story of each individual without considering the voices not interviewed and heard.

2.5.2 *Initial Meetings*

Once individuals met the inclusion and exclusion criteria, they were invited to an initial meeting with the researcher to enable them to better understand and identify the purpose of the research. This allowed them to make an informed decision as to whether they wished to be involved.

Initially the meetings were to be held with a number of YHP who could express their interest in the research and arrange a time to engage. However, this changed to one to one meetings in which the young person was given an opportunity to take part directly afterwards. This was due to participants showing interest in the larger meetings but not actually attending once a time and place had been arranged for the interview.

Researcher's Reflections: Cancellations

It was especially important for me to bracket off during the recruitment stage of the research process. Initially, in the first three interviews set up for the young people the participants did not show up or cancelled. This was despite all three young people sharing a desire to be involved in the research. I started thinking about the impact not turning up has on the population's education and their access to it.

I needed to remind myself that my internal reflections on the difficulty recruiting participants were not a reflection on each individual but an overarching assumption on the population. And my assumption and judgement on the difficulty of getting participants was not relevant to the experiences of education these individuals had had.

While it was acknowledged that individuals might not be attending because they did not want to take part in the research, after discussing the reasons with Centrepoint staff, the issue appeared to be primarily logistical. It was a challenge to find YHP interested in both giving up time to attend an initial meeting and time for an interview. This new process allowed participants to be fully informed before agreeing to the interview, withdraw before the interview had begun or complete the interview straight away. Since changing this system, the recruitment process was significantly more successful and although there were cases of YHP not attending the initial meetings and interviews, these were more easily rearranged. It was

noted that approximately twenty meetings were planned with seven participants attending them, demonstrating a large amount of cancellation despite the new streamlined system. A list of the seven participants and demographic information can be seen in Table 4.

Table 4:
Participant list including demographic information

Participant Number	Gender	Age	Ethnicity	Educational Setting (College, Sixth Form, Apprenticeships etc)
1	Female	18	Black British (Caribbean)	Sixth Form
2	Female	18	Black British (Caribbean)	College
3	Male	19	Black British (Caribbean)	College
4	Male	19	Arab British	Apprenticeship
5	Male	19	Black (African)	College
6	Male	19	Arab	Apprenticeship
7	Male	19	Black British (Caribbean)	Apprenticeship

2.6 Ethics

The ethical consideration of research is primarily focused around the procedural element of research, ensuring that participants and their data are kept safe. In addition to this, the literature review highlighted additional ethical considerations such as power, vulnerability and the role research plays in wider society. Therefore, both the procedural and wider ethical consideration will be explored.

2.6.1 *Procedural*

To ensure that this study is following ethical guidelines it was important to gain ethical approval from the Tavistock Research Ethics Committee (TREC). This can be found in appendix C and D.

In addition, Centrepoint have their own ethical considerations to support their clients' safety. Therefore, it was important to consult with their Policy and Research Manager to confirm approval to carry out the research alongside them. This can be found in appendix E.

Below, in Table 5, are technical decisions made throughout the process of the thesis planning. These are around issues which are common and reoccurring in all research involving 'human participants' such as consent, confidentiality, right to withdraw and data protection.

Table 5:

Ethical considerations and corresponding actions

Ethical Considerations	Actions to support ethical practice
<p>Consent</p> <p>The researcher considered the capacity of the population to be able to agree to take part in the research project.</p> <p>In addition, some of the young people may be looked after and therefore special consent would be needed.</p>	<p>Inclusion and exclusion criteria to ensure that Centrepoint would only recruit participants which met Gillick Competencies according to Fraser Guidelines.</p> <p>For those young people who were looked after, consent would be sought from their local authorities by Centrepoint.</p>

<p>Information on the study would need to be made as accessible as possible to ensure the YHP knew about the research prior to agreeing to take part.</p>	<p>Initial Meetings would be held for YHP to attend prior to taking part. This was to support their understanding of the purpose of the research and to be fully aware of what their involvement would entail. The meeting would be provided to support YHP with the chance to discuss any questions or issues they had in a more casual forum.</p> <p>In addition, an information sheet (appendix F) was created and given to each YHP. This sheet was designed to be as accessible as possible, free from jargon and academic language.</p>
<p>Anonymity</p> <p>It has been highlighted by other researchers that confidentiality, telling participants that their data will not be seen, is something which cannot be promised. However, studies should aim to provide anonymity (Smith et al., 2009).</p>	<p>The research would follow procedures to keep the identity of the young homeless person as anonymous as possible. This would be done by not sharing any data or information with identifiable information on it.</p>

<p>Due to the unique experiences of some of the YHP in the research, it was important to acknowledge that some individuals in society would be able to identify the YHP based on specific bits of data.</p>	<p>During the initial meeting stage, potential participants were told that, whilst the research would aim to make them as anonymous as possible, if they shared specific information which resulted in someone who knew their story being able to identify them, there would be little the researcher could do.</p> <p>Following this it was important to inform the YHP that the results would be published as a thesis project and potentially as an academic journal in the future.</p> <p>Where possible the researcher would write up the findings in a more general way without providing very specific details which might make it easier to identify the individual participants.</p>
<p>Right to withdraw</p> <p>Participants who did not want to take part in research were able to withdraw from the study at any point. This could be done despite initially agreeing to take part.</p>	<p>Participants would be informed by the information sheet (appendix F) and during the initial meeting that they were free to withdraw from the research</p>

<p>Once the data was collected and analysed the experience of the participants would be enmeshed with other data, therefore making the withdrawing of individuals' data impossible.</p>	<p>process up to the point of analysis. This included walking out of the interview midway through.</p> <p>The researcher would give them a chance to withdraw after the initial meeting and provide them with an interview slot directly afterwards.</p> <p>They would be informed at the point of analysis they could not withdraw their data but could email the researcher or contact Centrepont staff to have their data deleted before this point. They were informed data analysis would occur towards the end of December 2019.</p>
<p>Data protection and security</p> <p>The information and data gathered during the research would need to be kept safe and not accessible by people outside of the researcher and participants.</p>	<p>In line with the 1998 UK Data Protection Act and 2016 EU General Data Protection Regulation (GDPR), the information gathered as part of the research would be anonymised and stored on a password protected device.</p>

	<p>Any identifiable information would be kept away from the recordings and/or transcripts and would only be known to the researcher. The audio recording of the data would be deleted after the point of analysis and any other data would be stored for a minimum of 10 years as suggested by Data Protection Act (Data Protection Act, 2018; General Data Protection Regulation, 2016).</p>
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2.6.2 *Vulnerability*

When working with a population such as YHP, it is important to consider how asking questions about their experiences might involve them remembering sensitive issues. While some research reminds researchers to be aware that they are engaging with individuals not sources of information (Pittaway, Bartolomei, & Hugman, 2010), Smith, Flowers & Larkin (2009) question the extent to which talking about sensitive issues might constitute harm and mention that it is important for this to be evaluated by the individual.

The researcher therefore felt it was important to discuss with YHP prior to interview their choice to bring up sensitive issues and to state that if they felt upset or distressed, they would be allowed to stop or leave whenever they felt necessary. The researcher also provided the young person with potential support by allowing time after the interview for the YHP to speak about anything and Centrepoint staff were available to speak to the YHP if they needed.

As part of the approval from Centrepoint it was important for them to keep the YHP in their care safe. I consulted with their Head of Safeguarding to consider what procedures needed to be put in place. These were identified as obtaining a Disclosure and Barring Service (DBS), to ensure I had no prior criminal charges and that I posed no risk to a vulnerable population; and conducting all interviews in a communal environment or somewhere Centrepoint staff had access to.

Researcher's Reflections: Vulnerability

During the course of the interview stage of the research, I had concerns that the participants were going to disclose some sensitive experiences regarding their past. This was a presumption which developed based on statistics and background reading to the research project.

It was important to remind myself where these discourses and perceptions hang in the narrative of YHPs and that trauma or distressing experiences are not universal within the population. It was important to explore each individual experience with no presumption of even a difficult schooling life.

2.6.3 *Power*

Power is a fundamental component in all research relationships (Jupp, 2006). There is a tradition for research to objectify its participants and 'do' research to them. Karnieli-Miller, Strier & Pessach (2009) discuss the hierarchical power dynamics in research. They highlight that in some cases the researcher can be seen as an authoritative figure and the participant takes the role of being a respondent or informant. The positioning of researcher and participant places each individual at an automatic advantage or disadvantage.

It was important for the researcher to acknowledge and consider the power and authority (or lack of them) that YHP have (Neale, 1997) and to strive to make the dynamic more equitable. Research methodology provides an opportunity to restore this imbalance with experience-based research being more relationship or person-centred thus allowing the participants to have more control over the outcome of the research (Karnieli-Miller et al., 2009).

Generally research attempts to address a level of power by providing the participant with an opportunity to consent and withdraw, but this research went further in making the participants feel more comfortable (Karnieli-Miller et al., 2009). Considerations were made to try and resolve power imbalances right down to seating arrangements, what the researcher was wearing (avoiding suits or professional attire) and locating the interviews in a Centrepoin building (somewhere they would feel safer).

The initial meeting was to support the YHP understand the emancipatory purpose of the research and, consequently, to shift the perspective from having research done to them to engaging in research for change.

Fundamentally, while the researcher aimed to address the power imbalance found within research it is not possible to know if this was, or can be achieved, as power is not something that is born from one encounter: it stems from years of tradition and expectations.

2.6.4 *Role of the Research*

In the past, research has had an impact on the social understanding and political impact of homelessness (Ravenhill, 2016). Psychological science is used to support professionals and society to better understand human behaviour and is often more aligned to morals and values than the natural sciences (Harré, 1984). It is therefore important to consider the role of research into an area of homelessness and consider its purpose from an ethical stance.

Neale (1997) stresses that research is often around the statistics of homelessness and instead should be aimed to support the understanding of the population. It was therefore important that this research did not aim to explain homelessness but instead to give a view into the experiences of YHP.

Researcher's Reflections: Negative or Positive Research

When reading research into youth homelessness, I noticed there was often an agenda into presenting research which stresses difficulties and issues YHP face, or discussing the strengths and positive factors which support YHP.

Over time I have shifted in my own desires for this research to tell the world of either the positive attributes or difficult lives that YHPs experience. It was important for me to put this to one side as this is not my story to tell. In the interviews it was essential not to assume that content was positive or negative despite naturally wanting to attribute it to either.

Furthermore, the value of the research needed to be considered. The research needed to be of some prior value and worth to engage the YH population, otherwise the participant would have engaged in a process for minimum consequence. For this research to remain ethical, it would have to aim to provide the academic and professional community information worthy of effort required by participants to complete the research. This was something judged by TREC at the point of ethical submission.

2.7 Data Collection

2.7.1 *Data Collection Method*

The methodology of data collection, either interviews or focus groups, was considered during the design of the study, with interviews ultimately being preferred.

Interviews are used to gather information from participants using a social and personal dialogue or conversation. Interviews are not used to find answers to hypotheses or evaluate but to understand individuals' lived experience (Seidman, 2019). The method, type and style of interview can vary greatly based on the purpose and needs of the research (Jupp, 2006). In addition, the style and delivery of the interview can vary from person to person. This was an important factor as the needs of the participants could not be known prior to meeting them. In addition, interviews would allow the researcher to explore in greater depth the individual experiences of each participant.

Focus groups are a good way of exploring the voice of a population, gathering a representative sample and having an open discussion around particular subjects. Using focus groups would establish differences between the participants' experiences in the moment instead of post-hoc (Morgan, 1997). Focus groups are often less structured than interviews allowing for rich data and for the facilitator to minimise their input and therefore influence. Consequently they have less control and cannot ensure each individual is heard or every subject covered (Morgan, 1997).

Ultimately, whilst both techniques have benefits, the purpose of the research was to capture the individual experiences within the YH population. Whilst focus groups allow researchers to capture the culture of youth homelessness within a discussion between participants, this researcher's ontological position did not assume there was a shared culture or experience that was being explored, but instead considered each individual's experience and looked to see if there were overarching themes. Similarities across these participants would be considered after the interview, but this was not the focus of the outcomes.

Semi-structured interviews are used to seek the views on a specific area or topic. The interviews aim to explore information or a perspective more generally and therefore flexibility

is needed to pursue different areas to adapt to subjects brought by the interviewee (Hammarberg, Kirkman, & de Lacey, 2016). The ontological assumption was that each individual's experience of education while being homeless would be different and therefore using set questions would have limited the flexibility for the research to explore any subjects brought by the participant. Set questions might have led the participant to talk about something unrelated to them, and therefore move away from capturing their perception on phenomena.

The location of the interviews was something that needed to be carefully considered. While qualitative research thrives in participants feeling comfortable and confident in their space, due to the nature of the research there needed to be consideration of the safety of the participants and the researcher. Centrepoint also had influence around the location, to keep the YHP as safe as possible. It was concluded that the interviews would take place in a Centrepoint building in a communal room which was accessible by staff, either by being able to see in or to enter at any moment. This allowed Centrepoint to know the young people were safe and, it was hoped, comfortable, as most were in a building which they were staying in with staff they knew nearby.

2.7.2 Interview Schedule

It was necessary for the questions to be flexible or adaptable. As mentioned previously, the semi-structured nature of the interviews allows for more exploration on specific areas. However, there needed to be set questions aimed to reveal experiences the researcher hoped to learn about.

Smith, Flowers and Larkin (2009) highlight the importance of in-depth interviews being more similar to conversations whereby the participant gives a representation of their experiences. Therefore, the purpose of the questions is to facilitate the participants speaking whilst the researcher remains attentive and listening. The questions are not designed to be so

direct as to steer participants into talking about particular issues and not so abstract that they become helpful. The questions need to look into subjects which the researcher is interested in and is looking to explore.

An interview schedule was used to help prepare the interviewer to cover topics which were likely to be explored. The phrasing and ordering of the questions was considered in a way which would help frame the content of the interview and structure the exploration of the YHP's experience.

Despite this, the schedule was often changed or altered based on the participant once the interview had begun. The flexibility of the schedule was essential in supporting the gathering of content. Each area of questioning had several prompts alongside it to support the researcher with alternative reframing of questions while still remaining open. In addition, the ordering of the questions was flexible with the researcher moving through them in an order to facilitate the conversation with each participant.

Appendix G includes the interview schedule used in the research. The questions were formed to be supportive to the interview process, thoughtful in what they were asking and helpful in gathering data. The questions were open and expansive to support participants in talking about their experience in a free and undirected way. The researcher selected four questions knowing that they may need to follow up each one with a potential prompt. In addition, the explorative nature of the interview style allowed the researcher to ask follow-up questions about what the participant brought in their responses.

As suggested by Smith, Flowers and Larkin (2009) the questions were ordered and considered based on how they would engage the participants to consider this experience. Question one was used to support participants to be descriptive. This helped the participants feel relaxed in speaking whilst the researcher listened. Once this was done, question two aimed

to help them evaluate their experience whilst questions three and four allowed them to compare and contrast their experiences. Question four in particular, required a level of reflection which would not be possible without engaging in reflective processes in the previous questions.

Prompts were used as a way to redirect participants back to the topic the researcher wanted to explore. In addition, they were used to support participants in understanding what the researcher was asking as participants would often be unsure what was required. Sometimes a selection of concrete examples was used to help the participant consider the types of response appropriate, but this was not done initially due to their more leading nature.

Researcher's Reflections: Questions being used

During the interviews it was important for me to use the interview schedule. As I completed more interviews, I found that I was often drawn towards an area which was interesting in a previous interview. I did consider adding interview questions to the schedule, but felt it was important that the schedule remained the same, allowing for a plethora of responses, and the follow-up questions could chase any topic brought by the YHP.

I noticed that when participants were struggling to notice the type of experience the questions were referring to (despite prompt questions) I used concrete examples from previous participants. This highlighted the impact several interviews had on my developing understanding and perception of this population.

More general prompts and follow up questions were used more regularly with the researcher aiming to explore the YHP experiences further.

The questions and prompts were also used to support data saturation. Data saturation in qualitative research refers to the quality and quantity of the data and the point in which there is no new information to be gathered (Fusch & Ness, 2015). Fusch & Ness highlight that data

saturation is not about the amount of information per se, but the depth of information. Therefore questions, follow up questions and prompts were all utilised to explore each participant's experience of education and reach a point of data saturation.

2.7.3 Audio recording

The interviews were recorded on an audio device. Interviews can have the added value of taking into account additional information, other than the answers given (Jupp, 2006). Audio recording allows for the addition of pauses, repetition and other information which might get lost during a transcription. In addition, tone, pitch and speed of speech can be considered when interpreting the answers.

It is important to note that video recording could have been adopted to support further non-verbal communication during the analysis stage, but it would have increased the likelihood and therefore the risk, of the individual being identifiable. In addition, video recording might have deterred individuals from taking part in the research with a population which is ordinarily difficult to recruit from. Therefore, it was decided that the advantages of video recording did not offset the negatives.

2.7.4 Transcription

During the transcription stage, the interviews were transcribed as suggested by key literature (Smith et al., 2009). This was done by having the conversation copied into written format verbatim. It used a semantic record, writing down all the words that were spoken during the interview and adding in any noticeable non-verbal communication. This might be laughter or long-pauses. It did not offer length of pauses as this is deemed unnecessary (Smith et al., 2009).

Due to the nature of the analysis stage, it is important that the semantic record is accurate as use of language is considered in the interpretation of the interview itself. The

researcher therefore made a decision to have the interview transcribed by a professional company. There were for two reasons for this. Firstly, the researcher's specific learning disabilities, which often lead to words being misspelt or misinterpreted. It was therefore important to gain a more accurate transcription of the interview. Secondly, the researcher was aware of the time it would take to complete the transcription process and, whilst it would impact on the researcher's ability to 'immerse' themselves in the data, the researcher would have struggled to give the appropriate time needed to complete this task effectively.

As mentioned previously it is important for the researcher to immerse themselves in the data prior to and during the analysis stage of the task. This was done by making sure all the interview transcriptions were correct and accurate. In this stage, certain terminologies or phrases, which were either misheard or deemed illegible were noted by the researcher.

2.8 Data Analysis

2.8.1 *Steps and Guidelines*

The steps used to analyse the data gathered was influenced heavily by Smith, Flowers and Larkin (2009). This book supports research by guiding it through the stages of IPA and encouraging flexibility in the approach. The steps of the analysis were broadly structured on this approach; however, occasionally, an alternative approach was taken when reacting to the content of the data. This is described and justified within the next section.

2.8.1.1 Step 1: Immersion in the Data

An essential step is that the researcher immerses themselves in the data of each participant. This is necessary for the research to remain focused on the experience of the participants through their perceptions (Smith et al., 2009). Therefore, before analysing or interpreting the data, it was crucial to understanding the entirety of the data.

By being immersed in the participant's data, it helped to reduce the research's interpretation being too far from the participant's perceived experience. However, it was essential to accept that while the interpretation can be close to the participant's experience, it will never be absolute.

Due to the transcription task being completed by an external company, the researcher needed to be immersed in the data; this was done by listening to the interviews, following the transcript. During this task a chronological journey of the participants was pieced together, identifying their educational paths and places in their lives they were homeless. Also, this allowed the checking of the accuracy of the transcript.

2.8.1.2 Step 2: Making Notes

Once immersed, the next step is to make introductory notes; this achieved through noting interesting content while remaining open-minded. This stage aims to review the interview data and make detailed notes of its content. The process requires the researcher to focus on the descriptive, linguistic and conceptual nature of the data.

Descriptive notes focused on the content of the phenomena as they presented in the interviews. The researcher used notes with key words and phrases to describe what was stated by the participant. At this stage, the data was taken at face value, and therefore, the interpretation was at a minimum; however, a level of interpretation will always be present.

Linguistic notes focused on the presentation of the experience through the use of language; this was achieved by focusing on the way the perspectives of an event were captured through the use of specific words or phrases. Further, the use of pauses, laughs or repetition was considered to elicit meaning. This stage required a level of interpretation as the language used gave an indication of the perceived feelings towards a specific experience. An example of the use of interpretation was when participants used metaphors; the researcher needed to

explore the meaning and purpose of the metaphor alongside the descriptive data and context of the participant.

The conceptual notes moved away from the explicit and explored the implicit meaning of the data. Utilising an overarching understanding of the perception of the participant, it allowed the interpretation of meaning within the data. It was essential the interpretation was grounded in previous experience and knowledge of the participant and not from the researcher; therefore, an attempt was made to bracket off previously held assumptions, as seen in section 2.7.3. Consequently, the conceptual notes were explorative to several different meanings and often produced further questions.

As with the descriptive and linguistic notes, the content drives the conceptual notes. It was critical that the broader thinking emerged from the interaction and interpretation of what was brought by the participant. The concepts are reflecting and originating within the data and stem from the participant's lived experiences.

Practically, Step 2 was completed through the use of a Word document with the transcript down one side of the page and three columns, which allowed me to make notes descriptive, linguistic and conceptual notes, down the other. This method allowed notes to be directly parallel with the corresponding data, as seen in appendix H.

During this stage, the three types of notes were made simultaneously. Through the competition of the descriptive and linguistic notes, conceptual notes often developed; therefore, it felt natural to make all the initial notes together. This is a demonstration of when to be flexible with the IPA approach; implementing and developing based on the organic process of the analysis.

The researcher completed both steps 1 and 2 of all the interviews before moving onto step 3 for any; this was decided for practical reasons. The researcher had not engaged in IPA

analysis before and the repetition of the first two steps supported the acquisition and mastery of the necessary skills. Due to this, it was critical to consider the leaking of information from participant to participant, and the researcher remained vigilant when moving on to the next interview. Therefore, no two interviews were analysed on the same day; this meant the researcher was able to stay immersed in each interview, before sleeping and starting with the next participant.

2.8.1.3 Step 3: Creating Emergent Themes

The next step was to create emerging themes; a word or phrase created from initial notes encompassing the meaning of a small chunk of transcript (Smiths, Flowers & Larkin (2009). This aimed to reduce the broader data set, the combination of the transcript and initial notes, and create a list of themes which captures the participants experiences. Emergent themes originated from the consideration of the conceptual, linguistic and descriptive notes and the transcript itself; creating a short phrase or a couple of words to represent the section of data.

Practically, the document seen in appendix H was used to complete this task, by numbering alongside the data, this corresponded to an emergent theme; which was then placed on a separate document with its original quote from the interview as seen in appendix I. By keeping the emergent theme with the original quote reduced the risk of fragmenting the themes from the overall experience of the participant, and also provided transparency of their origin. The emergent theme document, therefore, captures the developed theme born from the researcher's interpretation of the participant's experience, alongside the grounded data from the raw interview.

2.8.1.4 Step 4: Creating Sub-Ordinate and Super-Ordinate Themes

The list of emergent themes was then organised into sub-ordinate themes. This task aimed to further reduce the level of data by identifying broader super-ordinate themes to capture more general concepts which represent the participant's experiences.

Smith, Flowers and Larkin (2009) described several ways of completing this step; however, this research suited the process of 'abstraction'. This involved identifying common sub-ordinate themes to organise several similar emergent themes. When a sub-ordinate theme contained a large number of emergent themes, they were reviewed in order to extract smaller more specific sub-ordinate themes.

Smith, Flowers & Larkin (2009) note emergent themes can be discarded if not related to the overall research question. During this phase, some emergent themes did not fall under a sub-ordinate theme, in which case they were discarded. This decision was made as an unrelated emergent theme might be caused by a singular statement brought by the participant, and therefore not something less significant to their experience, or due to the miss interpretation of the researcher.

The next step was grouping together sub-ordinate themes with similarities to create super-ordinate themes (see appendix J). If sub-ordinate themes did not fall under a broader super-ordinate theme, then it was kept. The rationale for this was for the sub-ordinate theme to be identified, there must have been numerous examples of data on this. Therefore, this might represent a small but significant component of their experience. It was consequently kept and placed separately; this way it can still be referenced to individually.

2.8.1.5 Step 5: Creating Overarching Themes

When creating overarching themes, Smith, Flowers and Larkin (2009) mention the importance of considering each individual's experience as something unique to them, but also

as representative of a larger shared concept. Consequently, the collective sub-ordinate themes of the participants were analysed, to explore if there were any shared concepts or experiences; this was achieved by sorting the sub-ordinate themes into groups according to their relevance to each other. These collections of sub-ordinate themes led to the identification of an overarching theme (appendix K).

The rationale for using sub-ordinate themes, as opposed to super-ordinate themes, was to ground the overarching themes in the specific experiences of each participant, rather than the more conceptual super-ordinate themes. For example, if some participants have a super-ordinate theme relating to 'Mentality towards education' this is not descriptive of much specific information. However, if many participants have sub-ordinate themes related to feeling unmotivated towards education, the overarching theme is more specific.

During the process, it was critical to identify the number of participants needed in order to identify a similar topic in sub-ordinate themes, before it became an overarching theme; Smith, Flowers and Larkin (2009) leave this decision to the researcher. Consequently, the researcher decided that if five participants experienced similar sub-ordinate themes, it would be considered an over-arching theme.

The rationale for this was developed on two premises. It was important that a majority of participants referred to a phenomenon and, to have a strong majority, five appeared an appropriate number. The second premise was around the relevance of the over-arching themes. When five or more participants shared a similar experience, it seemed to have more relevance to the specific experiences of YHP, rather than those of young people in general.

2.8.2 *Bracketing Off*

The purpose of IPA research is to explore the experiences of the participants and acknowledges the process's implementation of the interpretation of the researcher. Therefore,

the findings of the analysis are a combination of the participants' and the researcher's interpretation. The process encourages the researcher to remain as open to the participants' experiences as possible and be aware of the content or perceptions brought by the researcher. It is noteworthy that the researcher cannot prevent themselves from bringing perceptions or opinions when interpreting, as this is human, but they can be vigilant to the content they bring.

Being aware and explicit about that information brought by the researcher allowed for more focus on the information brought by the participants. During the process of designing the methodology, implementing the interviewing and engaging in the analysis, the researcher used a technique called 'Bracketing Off'. This involved the researcher making a note of any perceptions which came from them, rather than the data. This process then allowed the researcher to reflect critically on whether the participant explicitly brought content or if the researcher assumed the content.

The notes on these perceptions can be seen throughout the thesis document, in boxes headed 'Researcher's Reflection'. These are the predominant reflections of the researcher, and they aim to give an insight into the bracketing off process.

2.9 Issues of Trustworthiness

'Objectivity and trustfulness are critical to both research traditions. However, the criteria for judging a qualitative study differ from quantitative research' (Creswell, 2014).

Creswell stresses the necessity for research to be trustworthy. However, the methods in which this is measured differ between each type of research. Within qualitative research Yardley (2000) tackled this issue of what standards research should be held to. Yardley (2000) established four dimensions against which qualitative research can be assessed: sensitivity to context, commitment and rigour, transparency and coherence, and impact and importance. By following these dimensions, this research aimed to remain both trustworthy and reliable.

By utilising using these four dimensions, the research aimed to make the results and findings more trustworthy. Research needs to be of a high standard for the results to have an impact and therefore produce benefit for the YH population, achieving the aim of the research.

2.9.1 *Sensitivity to Context*

It is imperative to have an extensive understanding of the context in which the researcher is looking to explore. Understanding the background into youth homelessness and considering the previous research provides this research grounding and rationale as to the approach taken.

This research attempts to accurately capture and present the complex and challenging subject of youth homelessness in the UK. The introduction chapter gives an overview of homelessness in the UK looking specifically at youth homelessness. Due to the magnitude of the subject, it is not possible to encapsulate the whole picture within the limits of this thesis. However, after reading extensively in this area, the researcher would make decisions on the direction of the research based on their more comprehensive understanding of the context.

Similarly, by conducting a systematic literature review, it is possible to explore what previous research has been undertaken. Within the literature review, an attempt was made to produce a rationale for the purpose and approach the researcher has taken. Consequently, the research presents further information which is both helpful and unique to understanding the context of youth homelessness in the UK.

The sensitivity to context also provides the researcher with a greater understanding of youth homelessness before interpreting. The background allows phrases, language and issues to be understood both at a personal level for participants but also within context. This is essential when interpreting the experiences of the participants as specific words might mean

different things for YHP than for those outside of it. By having this understanding of context, it is possible to understand the experiences of YHP with greater depth and clarity.

2.9.2 *Commitment and Rigour*

Commitment considers the researcher's own motives and purpose in focusing on the area of research. The research was fundamentally part of a thesis requirement of a Professional Doctorate course into Child, Community and Educational Psychology which provided, in part, motivation for starting and completing the research. In addition, the researcher's commitment to focusing on the area of youth homelessness was established by curiosity about the population and driven by the desire to illuminate an area which has previously been neglected.

The developed passion for the population and the practical pressures meant that, while the thesis needed to be completed from a personal career perspective, it needed to be in homelessness based on a personal enthusiasm for the topic. In discussion with professionals within the educational system, the subject of YHP was identified to be unknown, which enforced the need for research to be completed.

Over time, the necessity to complete a thesis was superseded by the desire to publish and disseminate the findings. Therefore, the commitment to be immersed in the research grew significantly and remained a fundamental component of the duty to this research.

The commitment to complete the research has encouraged a level of rigour. By conducting the research entirely, both data collection and analysis, the research remains trustworthy. Once IPA was the established methodology, the use of Smith, Flowers and Larkin (2009) ensured a structured, step-by-step method which is both comprehensive and well regarded.

As well as being structured, the methodology allowed for flexibility based on the needs of the research. The decisions made to be flexible and to move away from the procedural

process of IPA was conducted with a rationale to improve the rigour of the research. The purpose and aims of the research were considered when any analytical stages were conducted. Therefore, if the normative method of analysis did not complement the investigation into the educational experiences of YHP, an alternative approach was taken.

2.9.3 Transparency and Coherence

Transparency was an important aspect of research when using flexibility and deviating from the normative methods. This involved describing details of the process of every stage and including a rationale for the deviation used, as presented in section 2.7, but also providing examples of the stages in which it occurred.

IPA emphasises the interpretive nature of the analysis. This interpretation can be different from individual to individual, and while, strategies such as immersing into the data, having extensive knowledge of the context and following more systematic processes can make the interpretation more standardised, it was also influenced by the researcher. However, transparency allows others to critically explore the process and consider whether the interpretations made were sourced within the data.

Bracketing off was therefore fundamental in supportive transparency within IPA research. Other researchers can check the finalised interpretations alongside the material originating from within the researcher.

Finding a methodology which supported the production of findings which align closely with the participants' experience can help improve the trustworthiness of the research. IPA fundamentally keeps the participants' experiences at its forefront. By capturing the experiences of its participants through methods/questions which are open and expansive, and directly acknowledging of use of interpretation of the researcher as a tool for methodology, this analysis aimed to gain findings which are as coherent with the participants as possible.

The participants should be able to identify their own experiences within the findings section of the research, and while they will be tinted with the perceptual colour of the researcher, they should remain close to their lived experiences. The themes should, therefore, be able to point to poignant and distinctive components within their experiences accurately.

2.9.4 *Impact and Importance*

Yardley (2000) argued that the most decisive aspect research could be judged against is its impact and utility. The aims of the research, what it was planned for and the population which will find it useful or relevant all contribute to the level of impact and importance the research has. This research had a purpose focused on identifying socio-cultural implications. It hopes to bring information to educational professionals and provide them with knowledge around experiences of a population they may not have known before. As mentioned previously in section 2.8.2, the commitment to this research extends beyond the doctoral thesis and hopes to have a more substantial impact by being disseminated to educational professionals.

While quantitative research often finds value in remaining politically neutral, qualitative research takes a political stance and works to support social change (Yardley, 2000). As mentioned previously, the research held an emancipatory function to help capture and disseminate a voice which is rarely heard. By showing curiosity and desire to work with this population and illuminate an unknown area, the research functioned to empower and change social understanding towards the YH population.

Further to this, Clarke & Braun (2018) critically reflected on how thematic analysis has been used and developed over time. They highlighted how themes and findings from qualitative research often become descriptive summaries of experiences which are void of tying together patterns established in the data. They mentioned how themes should be useful in telling key

aspects of experiences and stories, with the themes collectively telling the broader essence of the experiences.

Using Yardley's standards of qualitative research (2000) the research aimed to maximise the trustworthiness of the research. To achieve this, a thorough investigation into youth homelessness in the UK ensured an understanding of the context of the research area. In addition, commitment to the research was made, and strategies such as bracketing off were used, to encourage transparency. Lastly, a rigorous methodology was utilised, with the aim of increasing the reliability and trustworthiness of the findings in the hope that this would enhance the potential impact of the research.

2.10 Summary

This chapter aimed to justify the method which was used, to fulfil the purpose and aim of the research. It considered the ontological and epistemological stances, which guide the use of semi-structured interviews, and IPA, as an analysis style. Knowledge around the context of the population was essential, in terms of making practical decisions regarding recruitment of participants, and inclusion and exclusion criteria. Additionally, important issues such as ethics and trustworthiness were covered in the chapter, to ensure that the research is working from a safe moral position, as well as meeting the standards of quality research. The research methodology aimed to provide the foundation necessary to represent the educational experiences of the YHP.

Chapter 3. Findings

This chapter will present the findings from the analysis of the participants' interviews, relating them to the YHP's understanding of the meaning and reflections of the experiences themselves.

Due to the epistemological positioning of the research, as well as the use of IPA, the participants' experiences are considered unique and subjective. Therefore, the data will be presented independently of each other, so as to demonstrate the individualism of each experience.

The research will then present overarching themes which emerged from the qualitative data as a whole. This section will consider whether, despite the individual nature of each participant's journey, there are some shared experiences or perceptions.

3.1 Participant 1: Omar

3.1.1 *Background of experiences*

Omar is a young man who spent a large amount of his life in the care system. This impacted his educational experience as, during his time in school, he felt judged and pitied by other people. His school disclosed his care status to the whole school, which left him feeling isolated from his peers. Due to this, his relationship with adults in education was limited, and his relationship with learning was affected too. Omar's peers, and their parents, judged him for being in care, which led to further social isolation.

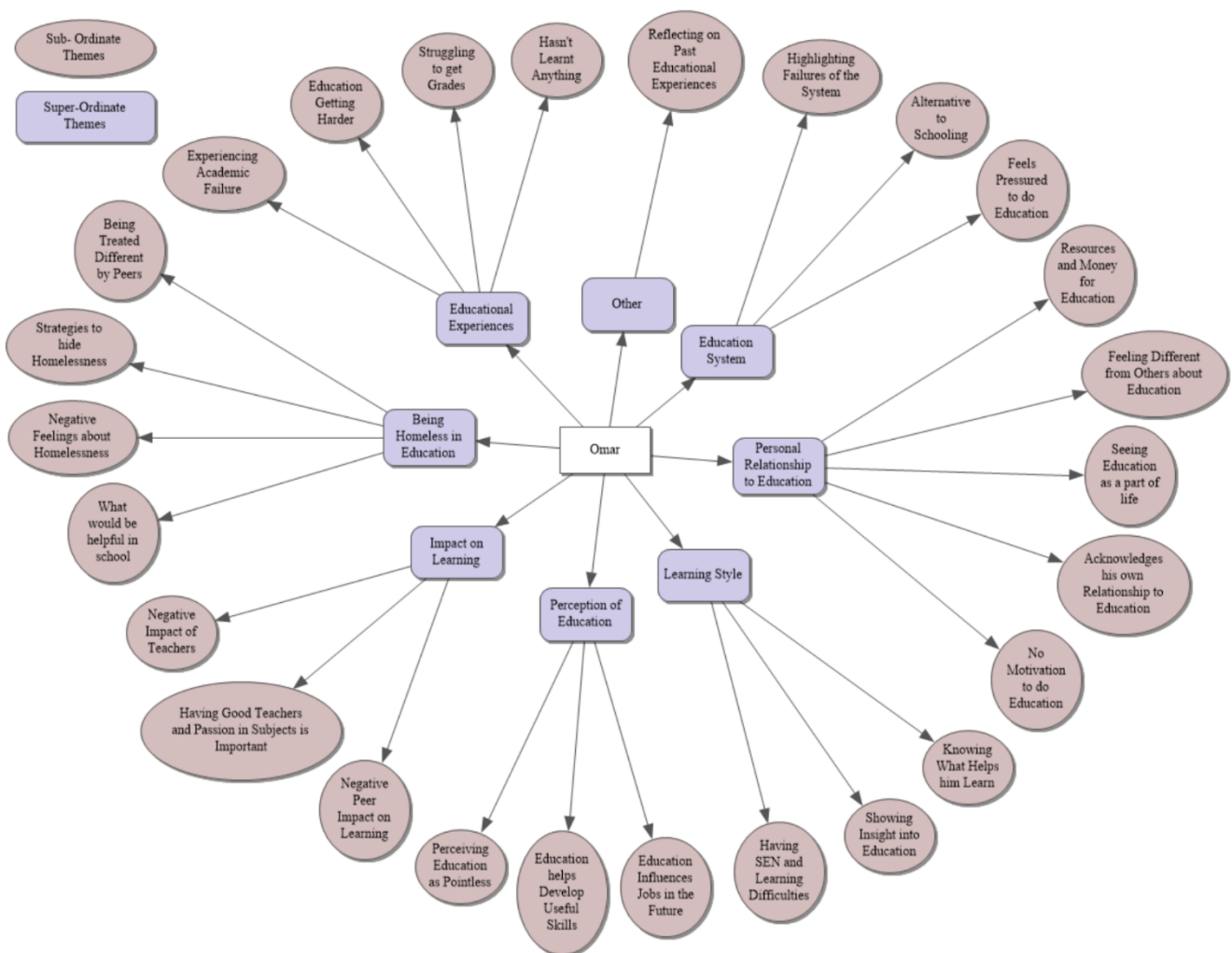
Consequently, Omar got in trouble regularly during his earlier educational experiences. He was absent from school a lot, either by choice, or due to exclusions. His behaviour was often a challenge for him, leading to fights. However, he found it easier to be disruptive than to focus on class.

Omar has SEN, and this was a learning barrier for him. He experienced failure regularly during school and, due to this, and to the above, he developed a deeply negative perception of school. Shortly after turning 18 Omar came out of the care system and became homeless, joining Centrepont.

3.1.2 Sub-ordinate and Super-ordinate Themes

Figure 1 show Omar’s super-ordinate themes and the corresponding sub-ordinate themes. Each sub-ordinate theme can be further divided into emergent themes, and a specific quote from the data, as seen in an example on appendix J.

Figure 1:
Omar's Thematic Map



3.1.2.1 Relational Impact on Learning

During the interview, Omar identified themes which impacted his ability to learn; relationships were an important aspect of this, including relationships with teachers and peers. Teachers were often experienced by Omar as negative, and a hindrance to his learning. One component of this was finding the authoritative nature of teaching staff difficult.

“Because I don't like sitting in a chair waiting for the teacher to be like, “Okay, you can leave now.”

However, he spoke about how teachers were also positive influences, especially when they are passionate, supportive, conscientious about students’ needs, and make the learning relevant.

As well as teachers, peers have an impact on learning: Omar found group learning difficult, would often find the peer judgement hard, and would prefer to learn by himself.

“Because there's no one actually physically there to say, “Oh, you're doing it wrong.” Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.”

3.1.2.2 Learning Style

As well the relational components of learning, Omar spoke about his own learning style. Throughout the interview process, he demonstrated self-awareness of what makes learning easier for him.

“Well, with me, um, things like that is a bit easier, with like visual learning.”

Omar also showed awareness of methods he finds more challenging, highlighting that he has SEN, and that this impacts his ability to read.

“I can go through reading chapter books and all that crap but while I'm reading, say I have to reread a sentence- because like I'm reading something and then I lose concentration and forget where I am”

Moving beyond just identifying his needs, Omar demonstrated knowledge around what helps, in terms of solo learning, and getting help from a tutor.

3.1.2.3 Educational Experiences

Omar mentioned that, throughout his educational experience, he has not learnt anything, attributing the phenomenon to a within person problem.

“Cause, every time I'm in that classroom, I don't feel like I learn anything. 'Cause as soon as I leave, everything I've just heard is gone.”

As well as being unable to retain information, Omar perceives education as getting harder, and comments on feeling overwhelmed, and needing to do more. Omar highlights that he also struggles to obtain pass grades, speaking mostly about his GCSEs, and about repeating qualifications several times.

“Yeah. From the beginning, all I was focused on getting was Maths and English. But it just never seemed to happen. It's like every year it just got harder and harder”

This reinforces a sense of failure for Omar, and the idea that this is something he locates within himself. There was a distinct tone, throughout the interview, of the hopelessness of education for Omar.

3.1.2.4 Perception of Education

Omar's perception of education is that aspects of it are pointless. During the interview, he expressed strong feelings, as to the unnecessary nature of qualifications, such as GCSEs,

asserting that there was “literally no change” (emergent theme 22), in terms of GCSE qualifications impacting his life.

Omar did, however, reflect on the usefulness of functional learning. He saw the aspects of education, which directly influence and support everyday life, as meaningful. He developed skills, which appeared to reflect the courses he enrolled on, such as cooking. In addition, Omar took a wider glance at education, and identified its benefits, in terms of attaining jobs, and generally as a tool for improving one’s future.

“It wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.”

3.1.2.5 Personal Relationship to Education

On a personal level, Omar lost his motivation to engage in education. He engages with education because he feels he should; he sees it as a component of life, and as a necessity, but he does not want to pursue education at university, or in further education (FE). He spoke about FE not being worth the resources or investment.

However, Omar acknowledges his opinions on education will differ to those of others. He tackles the complexity of his own aspirations, and the perceived pointlessness of education, but sees the value in education for others.

“Well, it really depends on where you want to go. Like, some people actually need the formal education so they could do what they need to do. Like lawyers, they need a formal education. Doctors, they need a formal education. Like, if-- a doctor that was trained didn't have a formal education, I wouldn't want them to treat me, if I'm being honest.”

3.1.2.6 Education System

Within the discussion of his experiences, Omar talked about the wider education system. He spoke about the pressure, from teachers, parents and the collective world narrative, to engage in education, noting how accessible education is for him, but how he does not want it.

“But to some people, they don't even have education and they want it. For me, it's too much.”

However, Omar maintained a critical perception of the education system, highlighting its failings and flaws: commenting on a hierarchy of qualification, and on its non-individualised nature. He mentioned how there are alternative methods of learning, outside of schooling systems, such as libraries and apps, which he values greatly.

“you can even just go out to the library and learn stuff, read books, go on their computers and do all that.”

3.1.2.7 Being Homeless in Education

Omar commented on aspects of homelessness that impacted his educational experience. He spoke about wanting to hide his homelessness, not because he felt it was negative, but because he did not want to be pitied, or to be treated differently from other people.

“Cause the more people that feel sorry for you, the more you think, “Oh, why do they feel sorry for me?”

He considered the narrative around being homeless to be generally negative, and did not want people to think negatively about him. Therefore, by not disclosing the fact that he was homeless to his peers, Omar, “didn't have to care about what people were thinking” (emergent theme 164).

Omar reflected on how systems of education could better support YHP, particularly by promoting an open dialogue in schools, and providing support, for YHP, to discuss their experiences, and feel less isolated.

“and I feel like knowing that other people are going through it and have been through it-makes me feel a bit better.”

3.1.2.8 **Other**

Lastly, Omar reflected on his previous experiences of education. He asserted that his journey from care, to being homeless, has not affected the challenges or experiences he has faced in education, stating that, “to me there’s really no difference”.

3.2 **Participant 2: Caden**

3.2.1 *Background of experiences*

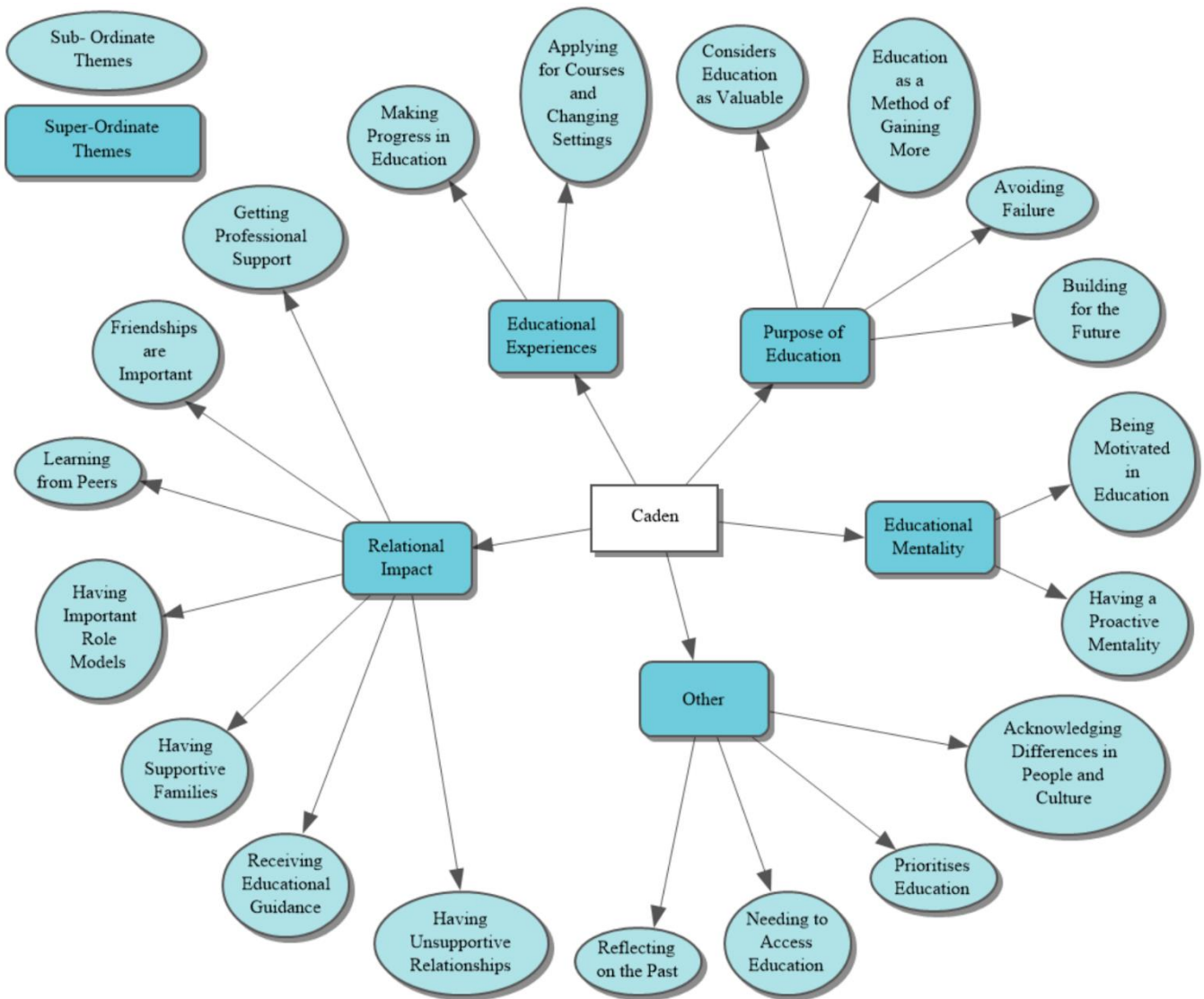
Caden is a young man who has been homeless since moving to the UK when he was 17 years old. Caden moved from his country of birth in North Eastern Africa, where he was surrounded by his friends and family, to the UK to begin a new life. Aged approximately 15, prior to coming to the UK, Caden had finished his studies in an Islamic school. In Caden’s country of birth, he told me, getting an education was not easy: it was necessary to commute to the nearest city to access this. Caden also mentioned that he would previously have been expected to study, finish school, go to work and get married.

3.2.2 *Sub-ordinate and Super-ordinate Themes*

Figure 2 shows Caden’s super-ordinate themes, and the corresponding sub-ordinate themes.

Figure 2:

Caden's Thematic Map



3.2.2.1 Purpose of Education

During the interview with Caden, there was a heavy focus on the purpose and reason to engage in education. He clearly saw education as a way of positively impacting his life, and as something he was committed to engaging in. For Caden, education supported him in building a future and achieving a dream:

“...So, like maybe dreaming about something. So, when you were a child or a baby. So, when I-when I grow up, I will do this job. I will be like engineer, or I will be like doctor, or I'll be like police officer- so, without this education, you can't do it.”

Education was also important to him to help him avoid failing: he mentioned on several occasions that the consequence of a lack of education might be ending up in dire situations.

“...And you see people in different side without education- sleeping in the street, like using drugs and the stuff.”

Education was perceived as the catalyst for attending higher education, getting a job, gaining higher salaries and being able to support family. Caden stated that, without education, these achievements would be unattainable and, therefore, he experienced education as valuable or the, “most important thing in the world...”

3.2.2.2 Educational Mentality

Throughout Caden’s interview, there was a strong sense of motivation towards education. He spoke several times about the importance of remaining strong, working hard and focusing on success. This was his proactive mentality, something that shaped the way he responded and reacted to his environments and experiences.

“So, you have to be smart, you have to study hard, you have to be- you have- obviously you have to build your future in UK.”

Not only did Caden see the purpose of education (section 3.2.2.1), but he was motivated to engage with, and succeed in it.

This however, was not always the case, as a theme from Caden’s interview was a shift in his mentality towards education. Caden’s perception around education shifted when he moved to the UK, which triggered him to feel more driven.

“So completely I changed like my mind, my-my-my choices like I have to do that, I have to do this.”

3.2.2.3 Educational Experiences

In addition to Caden reporting experience of change in educational systems, he explained how he later needed to change college settings, and apply for more practical courses in the UK. He spoke about moving colleges during his course, before returning again to the original setting. During his time in education, Caden has been pursuing his GCSEs and has now, alongside completing his Maths GCSE, started to engage in the more practical course of engineering.

Despite moving colleges and engaging in new academic ventures, Caden was able to acknowledge improvement in his academic performance, and is looking forward to the future. He often reflected on when he first started education, shortly after coming to the UK, and how he found it inaccessible.

“So, the first time when I was college the first day, I can't understand nothing.”

3.2.2.4 Relational Impact

The most prevalent themes from Caden’s interview included his experiences of relating to others, with regards to his education. Caden also spoke about having his family as a support within his educational experience. He reflected on how his dad helped him to understand the value of education.

He spoke about getting support from professionals around him, in particular, his keyworker from Centrepont and his social worker. They were essential in guiding, mentoring and generally looking out for him. At times he described these professionals to be like family to him.

“Because my key worker, he was closer to me like friends to friends, brother. Brother to brother. Like, he always sit down with me, and speaking to me a lot about the education, about the future.”

Caden also spoke about making new friends and the importance of having people who support and listen to you. Similarly, Caden mentioned the benefit of being able to learn from individuals who had experienced similar situations to him. He spoke about gaining experience and ideas from other people.

Caden had also begun to surround himself with individuals who had previously been homeless, whom were now at university, seeing them as role models and people to aspire to. On a few occasions Caden met with these individuals, and this helped him with his educational drive.

“‘Cause he-he knew the rules, he study hard, he study, he-he start from-he start from zero to 100 now. So, he's always giving me advice like, "Together-together-together-together-together." Like build me up.”

Caden was often supported by professionals to access further education, through guidance and support. He recalled a time when a key worker supported him to prioritise his language development, before pursuing other avenues of education. However, Caden also experienced unsupportive relationships; these were mostly with those who did not have time to support Caden, during his educational journey.

3.2.2.5 Others

Throughout the interview, Caden often reflected on his past, when talking about his current experiences in education. This was often around needing to do things alone, and feeling lost.

“So, for me because my family is far away from me- because, so every day, every night I feel like,” Oh, where's my mom? Where's my dad? Where's my brother? Where's my sisters?”

Something more specific to Caden’s background was his need to learn English before accessing education - this was a predominant theme throughout his interview. He mentioned how language was a barrier to his learning, and that the necessity to learn English was critical.

“...so I can't speak English, I can't understand people. So, all the people around me, they speak English. So, this was like to push me up to speak English.”

As well as a change in language, Caden also noticed a cultural difference in terms of priorities, between the UK and North-Western Africa. He mentioned that he noticed how important education is in the UK, and how he needed to embrace this. Similarly, Caden noticed other differences between the education systems in North-Western Africa and the UK; in particular, the difference between engaging in Islamic schools, and the predominantly non-religious schooling system of the UK.

Caden, however, did not acknowledge a difference between himself, as a YHP, and his housed counterparts; he spoke about having access to the same education. However, he later spoke about there being differences in individual mentalities: Caden felt that his mentality was positive, but could see other YHP struggling.

“Yeah. Nothing different with people is the same, but what's happening in your mind is that big change.”

3.3 Participant 3: David

3.3.1 *Background of experiences*

David is a young man who came to the UK as an asylum seeker. He arrived in the UK when he was 16 years old, and started secondary school. Since arriving, David has needed to learn English, as well as studying basic subjects. He did his GCSEs, as well as practical courses, in order to train as an electrician, and work in construction. Previously, David attended school in his birth country, however, he highlights cultural differences with regard to education.

David spoke a lot about his transition to the UK, and how difficult it was. He spoke about how much he learnt throughout this experience. Shortly after he arrived in the UK, David joined Centrepont.

3.3.2 *Sub-ordinate and Super-ordinate Themes*

Figure 3 shows David's super-ordinate themes, and the corresponding sub-ordinate themes.

3.3.2.1 **School Experiences**

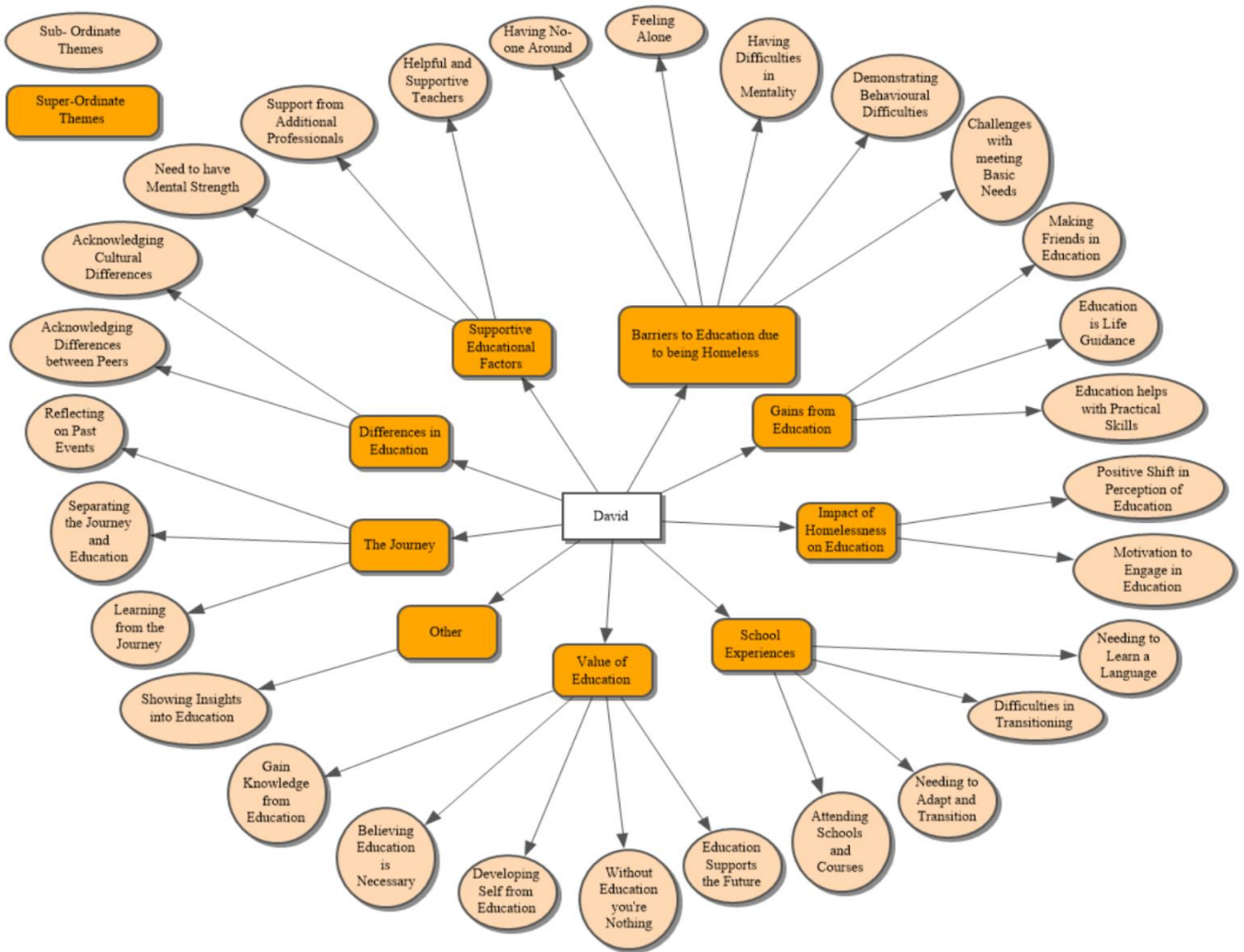
David has attended school, and a few different courses; he needed to adapt, in the transition to his new school. This transition was sometimes difficult: David experienced feeling lost. He spoke about being inappropriately placed when starting school in the UK, and how, due to a different education system, he could not determine his own ability, in comparison to his peers. Education staff needed to work to ascertain David's ability, and this resulted in him feeling like he wasted, "too many years".

"...you can't go like in the class you were supposed to go in your country because here it's different. You have to learn the language. Start maybe start everything zero. Maybe you-you can be good in Math and some - stuff like that, but your base is what? English the language. So, if you don't understand very well the language. It's not worth it"

An additional difficulty in ascertaining his ability in class, was David’s lack of understanding of English. He spoke about language being a barrier to education, and about feeling frustrated, that it was not a barrier previously, but was now a significant one.

Figure 3:

David's Thematic Map



3.3.2.2 Supportive Educational Factors

As well as challenges to his learning, David identified supportive factors also. He mentioned how helpful and supportive teachers were. In particular, he mentioned that when he was learning English, teachers were supportive in helping him to understand the learning content.

David also received support from other professionals, such as those at Centrepoint. He spoke about them being a resource for information, when he did not understand something. The staff at Centrepoint would often help him with college work, or with advice regarding education.

The biggest supportive factor David mentioned was his own mental strength. He spoke about needing courage, strength, determination, a strong will, positivity and motivation. These became necessary, when times were hard for David, such as when he did not have food, or when he doubted the reason for education. He spoke about not blaming anyone for the past, but moving forward.

“But some-some got hard experience, some got easy experience, some are in the middle, so you know. But if you're still alive, it's not going to affect all..., but just the hard thing you have in your life. So, try to, you know, to-to focus and be present-“

3.3.2.3 Impact of Homelessness on Education

Following on from mental strength, David referred, throughout the interview, to how homelessness has impacted his perception of education. He spoke about how being homeless makes him more motivated to engage in education.

“To, you know, to do what I have to do. To focus on my studies. Because you know sometimes when I think like, "Yeah, I've got no family," so-so I have to play, but you know, I don't have to play with some important thing...”

This, however, was not always the case; David was able to recognise how his experiences, and coming to the UK, helped him shift his perception of education.

3.3.2.4 The Journey

David often reflected on his past, as an asylum, seeker and how tough it has been, getting to where he is now. He feels his, ‘journey’ is distinct from his education, asserting that

they are different, and one does not need to impact the other. He spoke how everybody has their own journey.

“...both are valuable because, you know one-one teach you life, then one teach you, uh, one teach you about everything basically.”

He described both as being valuable, and as a learning opportunity. He was exposed to life lessons, and specific experiences throughout his journey, whereas his education teaches him about “everything”.

3.3.2.5 Differences in Education

David’s experiences of education, also include noticing differences between cultures and individuals. David mentioned that he acknowledges and recognises the difference between his previous educational experiences, in his birth country, and those of the UK system. He spoke about how, “back home, we don’t really study serious”, suggesting an increased sense of importance of education in the UK.

In addition, he talked about his experience of education being different from that of his peers. During the interview, he highlighted differences in learning styles, difficulties people face, and amount of support available. He returned to a focus on mentality, when alluding to individuals’ varied motivations towards education.

“Because some people doesn't like education at all, you know. But we know how important it is education, you know, you should push yourself you know to go up.”

3.3.2.6 Gains for Education

David spoke about what he hopes to get out of engaging with education. He mentioned that education can support him in acquiring practical skills, such as communicating, reading, and writing. In addition, David made several friends at college; he mentioned that he sees

education as a forum, within which to build these friendships and support networks, for the rest of his life.

He also commented on education giving him life guidance, particularly in terms of learning about right and wrong, human rights, and equality. He therefore sees education as something that influences and supports personal ethics and values.

“Yeah. Education is not only about job. Education, you'll learn about life as well. You know, you'll learn about human rights, You'll learn about many things different.”

3.3.2.7 Value of Education

Throughout the interview, David referred to the value of education coming from people gaining knowledge, developing themselves, and supporting their future. David was passionate in his belief that people who engage in education, should do so in order to learn something and gain knowledge; he referred to subjects such as English, maths and science. He also made reference to education being helpful for personal growth and development. In addition, David spoke about education being important in terms of improving your future; for example, education may support you in getting a new job.

“yeah, of course. Because you go to-you go to college or you study for a reason, you study maybe to become something tomorrow, or maybe to get-to get a certificate, get a better job.”

David also mentioned that, as well as helping people have a more positive future, education supports you to avoid being ‘nothing’, and adds significant value to you as an individual. This was one of the re-occurring themes throughout David’s interview. He spoke about how without an education you are valueless, and that it is a troublesome place to be.

“- so that's trouble for you. You- you're out of education. What are you gonna do now? That's another more trouble for-for yourself too”

Lastly, David experiences education as necessary. He talks about attending educational settings such as college. This might, therefore, indicate a belief in education as a part of life, and one that should be engaged with.

3.3.2.8 Barriers to Education due to being Homeless

During the interview, David mentioned how challenges related to homelessness impacted his educational experiences. He spoke about difficulty, in terms of his basic needs being met, and his responsibility to meet them. In particular, he spoke about food and money being an issue, and how hunger can be challenging when studying.

As well as struggling to meet his basic needs, David also experiences being alone and needing to do everything for himself: he talked about often not having anyone around. Similarly, David highlighted the difference between having professionals around, rather than family: he mentioned that family means having people that look out for you, and motivate you in education.

"I mean everyone leave, nobody would ask you, "Why did you stop?" "Why did you do that?" But you know that's a trouble for you because you're gonna stay home, just nothing to do."

He also spoke about the difficulty in maintaining a positive mentality. He spoke about needing to remain vigilant, despite homelessness. He spoke about his situation being too difficult at times. Leading on from this, David said he sometimes feels lazy about education, resulting in being late or disobedient in college. Despite this, he has always been conscious of not getting excluded from his educational setting.

"Maybe sometime naughty, sometime I'm doing some, I'm making some trouble like because of my late, uh, my lateness, because I was you know I'm sometimes late, but I probably make sure you know to don't not be kicked from the college, though."

3.3.2.9 Other

During the interview, David showed good insight into education. He spoke about how accessible education is for him and how, years ago, young, black, homeless men would not have had the same opportunities as he does.

David spoke about how education is not the only aspect of life to find worth in. He spoke about how some individuals are more academic, but that this does not mean they are any better than he is.

“Maybe, you know, like if it- maybe you can't say you're better than me or maybe you are- and you're highly than what I'm- your level is higher than mine. Then you can say, "Yeah, I'm a bit better than him" or you know, but- that does not mean like you're really, really better than me.”

3.4 Participant 4: Ashantey

3.4.1 *Background of experiences*

Ashantey experienced challenges in her secondary school education when she was excluded in year eight. This was due to absence, and engaging in activities with her older friends. Consequently, Ashantey spent year 9 in a pupil referral unit (PRU). However, she was removed from this setting in the following year due to her ‘bad temper’. At the age of 16, Ashantey had experienced some of her older friends getting arrested, which was a pivotal moment for her. During this time, Ashantey spent time living with her cousin, where she supported her with taking her children to school.

Since joining Centrepont, Ashantey is going to college, and is pursuing a career in health and social care.

3.4.2 Sub-ordinate and Super-ordinate Themes

Figure 4 shows Ashantey's super-ordinate themes, and the corresponding sub-ordinate themes.

Figure 4:

Ashantey's Thematic Map



3.4.2.1 Desire to be Perceived as Responsible (not homeless)

How people perceive Ashantey is an area of importance for her. Ashantey mentioned throughout the interview that she enjoys being responsible. She spoke about times when she has looked after her young family, and supported them; this has led her to wish to pursue a job with responsibility and purpose.

Ashantey mentioned numerous times, that she does not consider herself homeless. For Ashantey, homelessness has negative connotations. While she can acknowledge her sofa surfing, for her, being homeless refers to living on the street.

“Because I still would have gone to education somehow. I wasn't exactly homeless, I was just sofa surfing.”

3.4.2.2 Positive Relationship to Education

As Ashantey has got older, she has gained a new perspective on education. Her personal experience of ‘reality hitting’ her, and spending time with family was key to her decision to return to education. She mentions experiencing a new approach, and a better understanding of education and how she relates to it.

Education for Ashantey is about support for the future. She showed insight into how further education can support a career, and how criminal records might hinder educational and vocational opportunities. She has aspirations for the future, and considers education to play a role in this.

“Because we're in the real world, I can't get a job if I don't have any education, you need qualifications, you need experience, you need DBS check, you need all of these things and you can't get them without education.”

Her perception of education is positive - she is enjoying it, and is now engaging in lessons with which she previously struggled.

Another of her motivations for education is her desire to be a role model: she is mindful of her younger sister, and wants to be a good example for her as she grows up.

“so I figure like my little sister means everything to me. I need to be the best role model for her. So that's what- that's what motivates me to go to education.”

3.4.2.3 Challenges with Educational Settings

Ashantey has experience of being excluded from educational settings, and being absent from education for prolonged periods of time, during periods of sofa surfing. She spoke about being absent for a year of her schooling, but still missing lessons when she was re-enrolled.

“From like year nine because formerly I got kicked out of mainstream school. I got kicked out in year eight and then I wasn't in school for a year, I wasn't in school. Then year nine I went to the PRU and then that was that and I got kicked out of there, for disruptive behaviour and stuff like that. I had a bad temper.”

Ashantey has experience of a specialist educational setting, a PRU, and being excluded from it. She spoke about how the PRU could have been better but that, despite its ‘wild’ reputation, she found some parts helpful.

Ashantey spoke about having behavioural difficulties: getting restless in class, difficulties with her temper and anger, and being unable to adhere to strict boundaries.

“So you can imagine and that was- I used to get angry a lot I didn't like the word no. You know what I mean?”

Ashantey mentioned that, despite experiencing sofa surfing, issues such as transport, or finding places to stay, were not an issue for her. In her experience, relying on family members worked effectively.

3.4.2.4 Positive Support and Relationships

Ashantey experiences homelessness as a situation that requires support. She asserted that teachers and schools should support individuals based on their needs. She disclosed her living status to school staff, and she feels that they are, as a result, more supportive to her with regard to what she needs.

“So, that's where they come in, they support me in my own that I need to, and everybody, how they're supposed to. It's helpful, like it's very helpful.”

She goes on to say how teachers and staff at Centrepont have been a great support to her. She mentioned Centrepont staff prompting, motivating and guiding her throughout education. She later likened the support she received from Centrepont, to that which she would receive from family. This highlights the importance of organisations such as Centrepont in her educational experience.

“Because the same, how my family moves, Centrepont moves as well, they act the same way, like they motivate me, both of them, and only family would spend their time and do that.”

3.4.2.5 Other

Ashantey also regards other experiences, which occurred prior to being homeless, as impacting her current experience of education. She acknowledges the past as a contributor to her current education. In particular, this is around her interaction with the police, and watching her older friends getting arrested, which made her realise how important her future is.

“because I was 16 I didn't. So, I think that's when reality hit me because I could have been that two years older on that age and be doing what they doing”

3.5 Participant 5: Kieran

3.5.1 Background of experiences

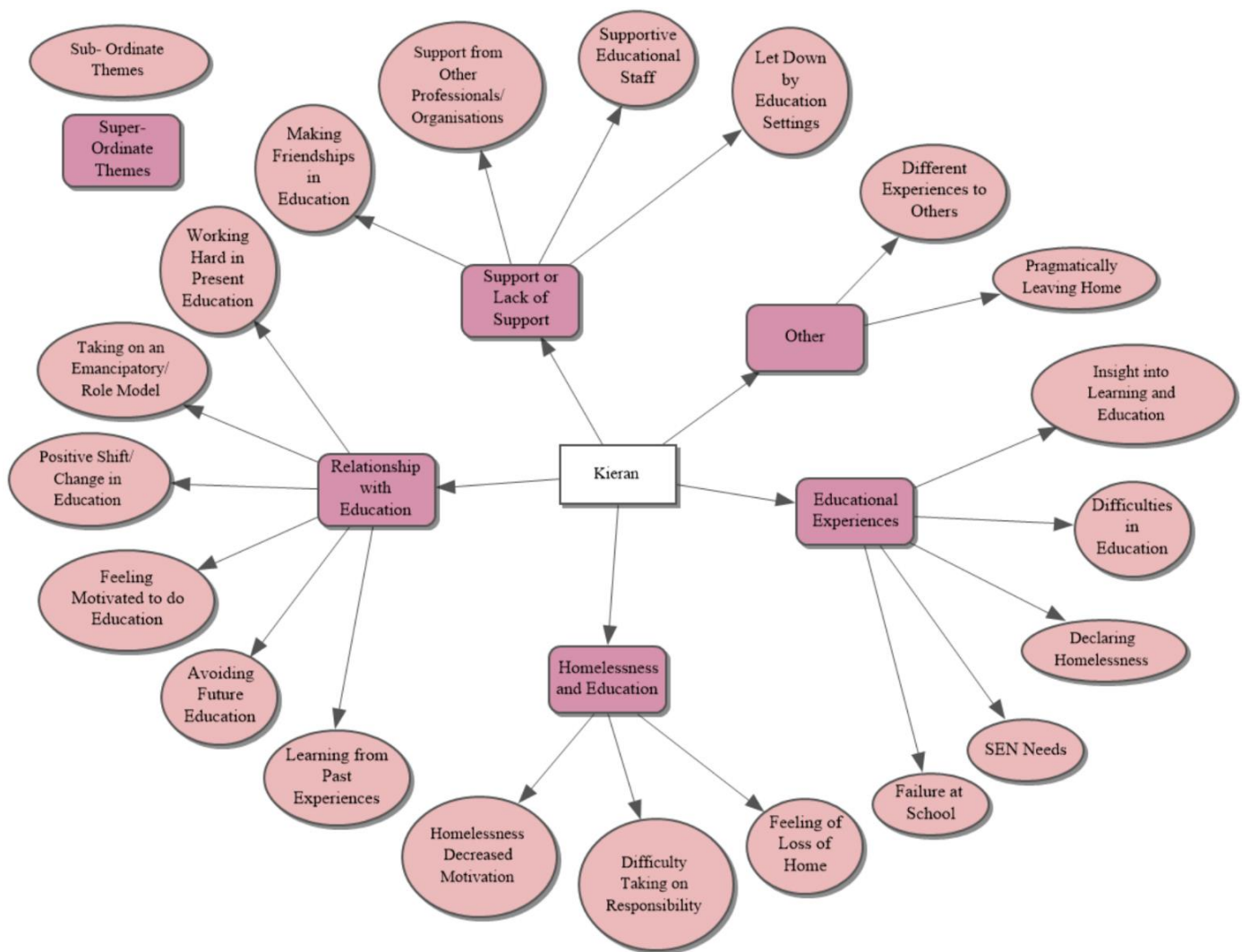
Kieran grew up living with his Nan, from being a year old, when his birth mother was deemed unsuitable. At this point social care were involved in supporting Kieran. He lived with his Nan until he was 13/14, when he went to live with his aunt. At the age of 18, he decided to leave his aunt's house and move to Centrepont.

Kieran attended primary and secondary school. He experienced exclusions throughout his time in school. He also has SEN difficulties around his literacy; he was diagnosed with ADHD, but this diagnosis was retracted. He went to a local college, and moved to Centrepont during this time. Since then, Kieran has started an apprenticeship, moving away from the more formal college education.

3.5.2 Sub-ordinate and Super-ordinate Themes

Figure 5 shows Kieran’s super-ordinate themes and the corresponding sub-ordinate themes.

Figure 5:
Kieran's Thematic Map



3.5.2.1 Educational Experiences

During Kieran's educational life, he experienced difficulties with having SEN. He had an EHCP and was identified as having barriers to literacy. Due to these needs not always being met, Kieran experienced failure, and needed to do his GCSEs multiple times.

Kieran did not enjoy college, and considered how his time there could have been better for him; he mentioned at times he would rather be at home than attend college.

"like I lost, uh, like my attitude towards it and my, um, energy towards college which was just like, "No, I don't wanna be there, I'd rather be a home chilling and things like that.""

Since becoming homeless, Kieran's homeless status has been declared to his college. However, he mentioned that this was outside of his control, due to the EHCP documentation. Despite this, Kieran did not feel his homelessness was anything that needed to be hidden.

"And only differences, they will go back to their parents or their carers allows you to go back to my-my bedroom, my hostel, which I didn't have a problem with, obviously,"

Kieran spoke about how his educational experiences, and those of his peers are the same, but that their home life is different. In addition, he had other insights into his own leaning and education, commenting on how he learns best through trial and error, or needing to experience something before he fully understands it.

3.5.2.2 Relationship with Education

Kieran mentioned that he often looks back at his previous experience of education, and feels he has learnt from it. He spoke openly about how his previous pursuit of, and failure at, GCSEs, helped him to understand what was important to him. He reflects that GCSEs are not necessary now. Similarly, during the interview, Kieran commented on the positive shift in his

perception of education, when he moved from a more typical, academic college path, to an apprenticeship and a career driven path.

“Now I'm doing an internship, slash apprenticeship which, um, in youth work, which, um, before I left college-- And also, yeah, another reason why my attitude towards college went bad was 'cause I changed my career path, and I wanted to change my career path into youth work.”

Kieran is currently motivated to engage in his apprenticeship. He feels determined and passionate about what he does. He is also enjoying being more responsible, having flexibility, and working hard to do something that he loves.

“So that's the whole reason I'm doing the youth work internship, slash apprenticeship now and I love it, um, I don't think-- I don't think if-if I was doing anything else now”

He enjoys the emancipatory role of his current apprenticeship. He enjoys empowering, and acting as a role model to, the young people he works with.

However, due to his focus on this career, he is not seeking further education. On further exploration of this, Kieran feels it would be a waste of money, and thinks he would drop out if he tried.

3.5.2.3 Support or Lack of Support

Kieran has experienced being let down by his educational setting. He mentioned that, at college, he felt uncared for; this impression was especially around his SEN, and having his needs met. Kieran spoke about needing additional support during an exam, but not being provided with any. In addition, he struggled with having no-one to advocate for him.

“...two years ago when I re-did them, my English, um, the college tried not giving me a scribe and that made me really-really upset. I was distraught. I was so angry. I came here but crying...”

Furthermore, Kieran acknowledged that, while some educational staff were supportive, some staff were frustrating. He often felt that they did not want to repeat themselves. Despite this, Kieran received support from other professionals and organisations. He spoke about getting help from virtual school, Centrepoint, social workers, and youth club. He noted how these professionals helped him practically, with education, but also provided him with guidance.

“Right, so the youth club was the-- was they've always been there for me. So if I've ever needed them, I've asked them if supporting me as much as I needed support.”

He also commented on the helpful nature of friendships, mentioning often that they were a source of motivation for him, and he never felt different from friends. He went further, stating that sometimes he would speak to them about being homeless.

3.5.2.4 Challenges with being Homeless and Education

Kieran highlighted some specific components about being homeless, which made his education more challenging. He spoke about how homelessness often decreased his motivation to attend school. He spoke about feeling more laid back, and needing to be autonomous, which was challenging for him.

Parallel to this, Kieran needed to take up more responsibility. He struggled with the independence of being homeless - lacking a routine, and not being able to prioritise what was needed. He spoke about being responsible for his own actions, and dealing with the consequences.

“if I wake up at like... late-- if I wake up and I start having a late day, I take longer to do things and it's just-- it's bad. But other than that same time, it's nice. I can relax and everything, but then I'd prefer to start early because I know I've got something to get there on time.”

The last challenge with being homeless in education for Kieran, is feeling as if he hasn't got a 'home'. Kieran mentioned that the hostel he stays in does not feel like home to him. He explains that when he finishes education each day, he comes back to his room, and is surrounded by individuals he does not know well.

3.5.2.5 Other

Kieran spoke about leaving his aunt's house, being a pragmatic and thought-through decision. Therefore, the impact of being homeless is, for him, a product of his own choices. In addition, he believes that his way of perceiving homelessness, and experiencing it, might be different from that of others. In particular, he feels he has a different perception of his experience than his brother, who went through a similar journey.

“but then I have my older brother which is- not everyone is the same person- I'm not too sure what his view is but I think he doesn't like to talk about it.”

3.6 Participant 6: Emma

3.6.1 Background of experiences

Emma is a young lady who has needed to navigate the care system, before becoming homeless at the age of 18, and joining Centrepont. Over her time in the care system she had numerous relationship breakdowns with foster parents, resulting in her moving away from city life, to a rural setting, before returning to the city. She has had difficulties with reoccurring moves, health problems, and challenges with maintaining relationships.

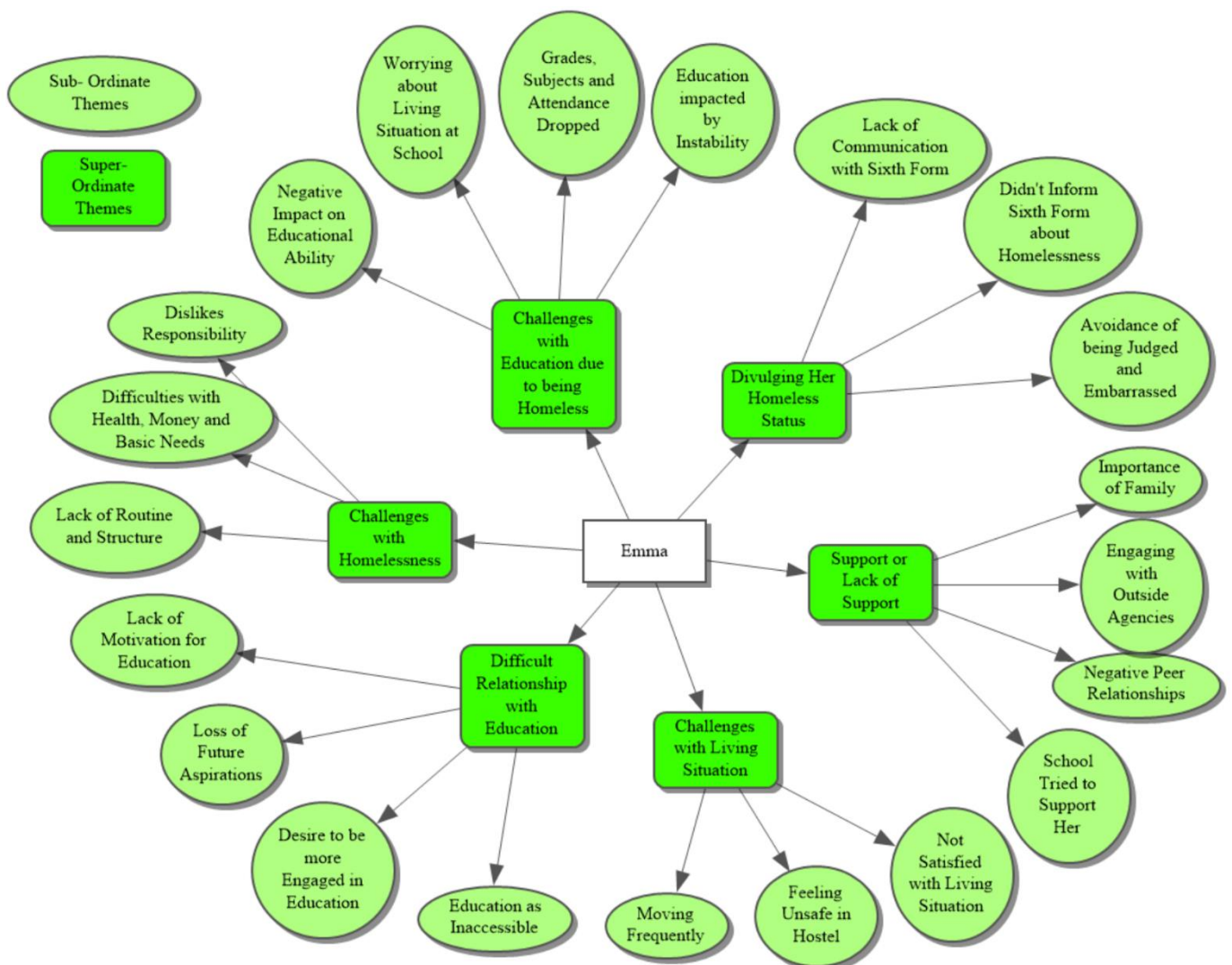
Consequently, Emma’s educational experiences growing up, have been tough: she was excluded from school, as well as briefly attending a PRU, and being home schooled due to being between schools. She has experienced bullying, and discrimination from peers and professionals. When Emma became homeless and joined Centrepont, she was attending college.

3.6.2 *Sub-ordinate and Super-ordinate Themes*

Figure 6 shows Emma’s super-ordinate themes and the corresponding sub-ordinate themes.

Figure 6:

Emma's Thematic Map



3.6.2.1 Challenges with Living Situation

Emma mentioned that she has moved a couple of times since becoming homeless, and spoke about the differences in living environments. She identified what she liked, but also what she struggled with. Emma currently does not feel safe living in a hostel, due to sharing a living environment with ‘strangers’, and spoke about instances in which she felt scared.

Overall, Emma has struggled with her living environment, and wanting to move on. She spoke about talking to her social worker about finding a more permanent place, which is her own, such as a flat.

“And also, being the homeless part. Because I was there as well is what I'm thinking "I can't stay here for long." So, I had to get my social worker to be like, "Come on like, can you please get me somewhere else?"”

3.6.2.2 Challenges with Homelessness

Emma also spoke about how difficult it is to have more responsibility: she mentioned she is struggling with the transition from having support with life admin tasks, to now being responsible for doing this. As well as life tasks, she spoke about taking responsibility for her education, and how challenging that has been for her.

“And now being there was like if I didn't get up, there's no one stopping me. There's no one telling me not to go. Um, because I had that in my idea it was like I'm not going to go to Sixth Form even though I had to go, I had exams I've still got things to do there. And for me it was like "No, I don't have to go.””

In the interview Emma mentioned experiencing difficulties with money, health and other basic needs. Likewise, transport for school, and finding the money for this was sometimes challenging. Emma often mentioned difficulties with money, for travel to education, and for buying food and supplies.

"I'm thinking to myself, "Well I need money for travel to get to Sixth Form and back, um, I need money for food."

Emma also struggled with the lack of routine, which came with being homeless: she found herself staying in bed for long periods of the day. In the interview, Emma reflected on the detrimental effect having no routine has, on accessing education and employment in the future.

3.6.2.3 Challenges with Education and Homelessness

Emma mentioned that, since becoming homeless, her academic attainment has decreased; she is unable to study the subjects she wants to; and she was constantly late or absent. She mentioned the impact being homeless had on her, not only practically, but also mentally. Emma spoke about her experience of feeling like a failure, and doubting herself. She developed a negative attitude towards education and felt she was, emotionally, unable to attend.

"I find it hard to be positive I find it hard to look forward to-to new things. I find it-I find it hard to-- I will doubt myself, I feel don't want anything like that because of all these situations, I think to myself, "I'm never gonna get to where I want to get to"

She described a causal relationship between the instability of her living situation, and the decline in her perception of education. She mentioned that constantly moving 'affected her so much'. Emma also described being worried about her living environment and college. She commented on something happening at home, but still needing to attend college and how challenging that was.

"I'll come, well I'll come in Sixth Form I'm a bit upset and I will be angry or annoyed and my teachers and my classmates would know. They could just tell they could see the tension."

3.6.2.4 Difficult relationship with Education

As well as the above, Emma lost the motivation to continue with education. Based on her cumulative experience, she had ‘given up’ on education, asserting she began to value education less.

Similarly, Emma lost her drive for the future. She spoke about feeling like she has become lost in terms of what she wants to do. She mentioned several times how if circumstances were different, she would have been able to change her current position.

“and I do think that so, being homeless would affect it and I thought like if I wasn't homeless. If I was-If I even lived with my little sister, I definitely feel like I'd be where I wanted to be before and I wouldn't have given up.”

Emma went on to say that being homeless restricts opportunities, and she feels that her ability to access education has diminished. She spoke about how she has gone too far past education to feel like she can access it, and how attaining university qualifications is not possible. Despite this, Emma still wants to pursue an education, and increasingly reflected on where her education went wrong.

“I wanna get an education but because I've been out for so long I don't know how to get back into it.”

3.6.2.5 Disclosing her Homeless Status

Emma did not want to tell people about being homeless, due to finding it embarrassing and feeling like she might be judged.

“I don't know I just, I feel embarrassed a bit to be honest, I'm not embarrassing now, but yeah but I'm not saying it, yeah.”

Therefore, her college did not know about her living situation while she was struggling, making it difficult for them to support her. Eventually, when Emma left the college, she needed to inform them of her homeless situation.

Emma mentioned that her lack of communication with the college was frustrating for them, as they did not know why Emma was struggling to attend.

“Like, they were literally my Sixth Form would- they would call me every day, “Why haven't you come in, why are you late for? Why are you late what's wrong with you?” You know, “What's wrong? Um, “You haven't been around since this date.””

3.6.2.6 Support or Lack of Support

Emma’s college attempted to support her during times of absenteeism and lateness. Even after Emma left college they continued to try and get her to return.

Emma mentioned throughout the interviews that her peers were often a source of negativity for her. She mentioned people were often unhelpful when she experienced difficulties, and led her to be untrusting of people around her. She asserted that bad friendships are inevitable.

“and because I lived alone as well I had wrong friendships as well. You do. It's just gonna happen in life.”

Emma commented on the importance of family. Unfortunately, she experienced long periods without her family. She reflected on how her educational experience might have been different, had she been able to stay with her sister, and spoke of envying the security and stability, those living with family will experience.

"It was just, you know, I'm somewhat envious of them 'cause some of us a little bit I think. I'll be a bit upset thinking, "Oh, I wish I was like them." Uh-uh, you know "I wish I lived with my family and life would be easier life seems great""

3.7 Participant 7: Lucas

3.7.1 Background of experiences

Lucas is a young man who spent time living in the United States (US) for 3 to 4 years, with family, before returning to live with family in the UK. Shortly after returning, Lucas moved out of his mother's house in the UK, and lived with his sister, before declaring himself homeless and joining Centrepoint.

Lucas' secondary school-age education was broken up, with a move to the US. Since returning to the UK, he has been attending college.

3.7.2 Sub-ordinate and Super-ordinate Themes

Figure 7 shows Lucas' super-ordinate themes and the corresponding sub-ordinate themes.

3.7.2.1 Experiences with Education

Lucas has had success at college, passing his GCSEs in English, and moving up a level in his college course; he mentioned that he enjoys education.

Lucas has experiences of different school cultures, as he returned to the UK education system from the US. He mentioned in the interview how the two systems had noticeable differences, such as their grading methods.

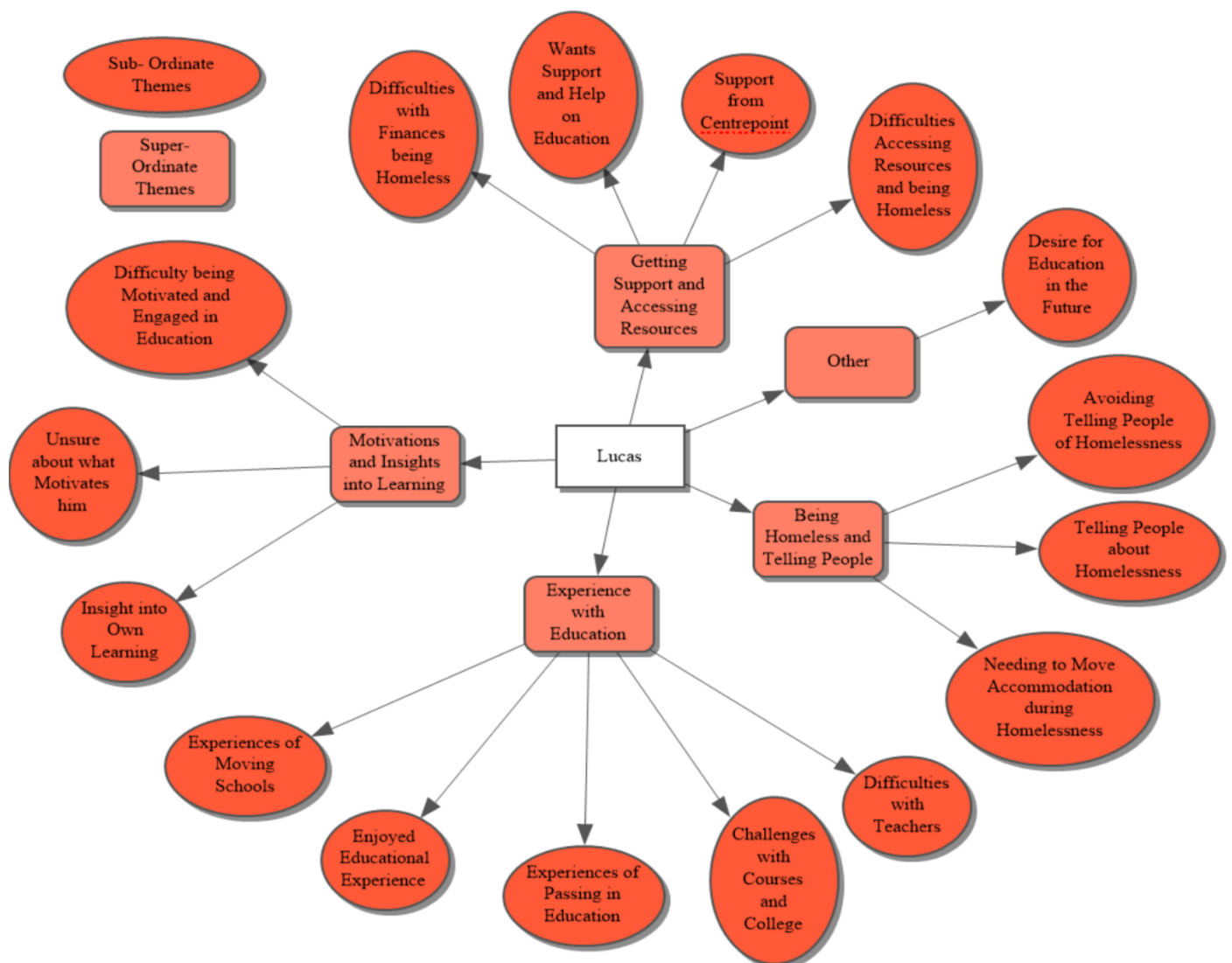
Since returning to the UK, Lucas has needed to change his course at college. This was out of his control, and Lucas described the experience as 'mad'. Lucas was frustrated at the

change of course. In addition, Lucas needed to attend two separate colleges, due to one discontinuing the subject he wanted to study.

“Well-well I went to like a sixth-form and then, um, I went to another college to do science and then they decided not to do science there no more. So, I had to move to another college for Science. But yeah, so that's just-- It was mad.”

Lucas has also struggled with teachers on occasions; he mentioned an experience of being reported by a teacher for behavioural difficulties. He sometimes felt that teachers were against him.

Figure 7:
Lucas' Thematic Map



3.7.2.2 Motivations and Insights into learning

Lucas has some insight into his learning experience. He spoke about how he revises, by staying up all night cramming. He is able to acknowledge that he is easily distracted and sometimes needs help with this.

“I don’t know, I would say like someone that’s going to help me like revise because I get too distracted really easily. I get too distracted really easily, yo. Yeah. Like someone that can like make sure that, yeah, that I’m doing what I’m supposed to do”

He also knows that sometimes he can find it difficult to be motivated in education. He spoke about leaving class, and not doing schoolwork. He mentioned during the interview that he is not enthusiastic about doing another year at university.

When asked what does motivate him in education, Lucas struggled to articulate this.

“Um, I don’t even know, I just- I just try and do it. Like, I don’t know. I really- I really don’t know.”

3.7.2.3 Getting Support and Accessing Resources

The most talked about theme in Lucas’s interview was support. He mentioned that being homeless means not getting much financial support. He spoke about how he finds it difficult to manage money. However, he was aware that he is responsible for gaining access to enough money to survive.

In addition, being homeless, and living in a shared hostel, means that resources are not always available. He spoke, in particular, about the computers and how difficult accessing them can be. He went on to talk about getting specific resources from staff, that sometimes you need to wait until the staff are present as opposed to them always being available.

“Yeah, I didn't have all the resources that I need. I still don't have the resources that I need. Like, I mean like, um, well, I still use like, we have computers down here in this hostel, but, I can only use them for a certain- a certain amount of time.”

Despite this, Lucas mentioned how supportive Centrepoint staff are. He commented on the staff being helpful, when talking about education and gaining access to opportunities. This is something that Lucas appreciates, while mentioning that more specific support around resources and keeping on track would be useful.

3.7.2.4 Being Homeless and Telling People

While discussing his living situation, Lucas mentioned that he avoids telling some people, by stating that he lives alone, explaining that he finds it embarrassing to tell people he lives in a hostel.

“I don't know, it's kind of embarrassing to say that I live in a hostel.”

He has however told some individuals that he is homeless, such as people at his workplace. He also informed a member of staff at his college.

3.7.2.5 Education in the Future

Lucas mentioned that in the future he hopes to go to university. He mentioned that he wants to, ‘get the best possible future’ he can. He spoke about wanting to have children, and be able to supply them with everything they need. He plans to complete his current qualification at college before starting university.

“-and then next year it's going to be level three and then the next year it's going to be Uni, hopefully.”

3.8 Over-Arching Themes

This section considers the over-arching themes established across the different participants. Figure 8 depicts the established over-arching themes, and the relevant subordinate themes. The participants have been colour coded. The section will describe the themes with consideration of the participant's individual stories.

3.8.1 *Needing Additional Support in School*

In the interviews, five participants spoke about needing additional support in some way. Two individuals spoke about needing language support: both Caden and David are Asylum Seekers, and their first language was that of their birth country. For these individuals, language was important before they could access education.

"...when I was there, so I can't speak English, I can't understand people. So, all the people around me, they speak English. So, this was like to push me up to speak English." (Caden, ET 102)

In addition, Omar and Kieran discussed having SEN needs. They both spoke about how these needs prevented them from accessing, and enjoying education, and how they had both been let down by not having these needs met.

"Um, I learned that I had academic problems like I could-- I wasn't-- I didn't like writing, I couldn't write for long periods of time, um, I-I just didn't enjoy a lot of things sort of like, for example, English." (Kieran, ET 8)

Lastly, Ashantey spoke about how being homeless is, in itself, like having a need, and is something that should be supported.

"So, that's where they come in, they support me in my own that I need to, and everybody, how they're supposed to. It's helpful, like it's very helpful." (Ashantey, ET 72)

Figure 8:

Over-arching Thematic Map



Figure 8 continued:

Over-arching Thematic Map



3.8.2 *Behavioural Challenges or Academic Failings at School*

Of the seven participants experiencing homelessness, five of them experienced difficulties with their behaviour, or academic attainment, during their time in education. This theme demonstrates that the participants experienced challenges in significant components of schooling, such as adhering to the rules, or maintaining academic standards.

While three YHP spoke about failing academically, six of the YHP spoke about continuing to do their GCSEs in college. Here, academic struggles appeared to come from being physically unsupported to achieve, or due to a learning deficit. Omar, Kieran and Emma all mentioned failing academically. Emma highlighted how homelessness is a contributing factor to her difficulties, while Omar and Kieran spoke about not getting enough support.

“And it was hard for me and there were times- and my grades were affected it, big time. Which is why I had to drop subjects.” (Emma, ET 16)

In addition, both Omar and Emma spoke about feeling mentally unable to engage in education. They both spoke about placing the blame within themselves, using narratives of self-doubt (Emma), or feeling abnormal (Omar).

*“I feel like we're all here to learn and it's just-- I'm not learning anything”
(Omar, ET 121)*

As well as academic support, two participants struggled with behavioural difficulties. David and Ashantey both mentioned getting into trouble during their time at school. However, other participants had also experienced exclusion (Emma and Kieran); been removed from courses (Lucas) and had attended PRUs (Emma and Ashantey). While these experiences were discussed, it's possible they occurred prior to

homelessness, or were not mentioned frequently enough to become a sub-ordinate theme.

David mentioned being late to school or being naughty in class, while also knowing when to stop, or draw the line.

“Maybe sometime naughty, sometime I'm doing some, I'm making some trouble like- because of my late, uh, my lateness, because I was you know I'm sometimes late, but I probably make sure you know to don't not be kicked from the college, though.” (David, ET 134)

Ashantey had experienced being permanently excluded from two schools, demonstrating a level of severity above that of David. However, she also mentioned that her behaviour has improved significantly, highlighting an ability to overcome behavioural difficulties.

3.8.3 Avoiding Failure and Building a Future

Five participants highlighted how education was a way of building their future, but also avoiding failure.

Caden spoke about education supporting him to achieve his dreams, therefore education for him offers a sense of future security. Moreover, Omar, David and Ashantey discussed how education can support them to get better jobs in the future.

“Because we're in the real world, I can't get a job if I don't have any education, you need qualifications, you need experience, you need DBS check, you need all of these things and you can't get them without education.” (Ashantey, ET 45)

Both Ashantey and Lucas want to go to university, to pursue further education, and achieve the best future.

“To like just get the best possible future I can get.” (Lucas, ET 5)

As well as building for the future, Caden and David both spoke about avoiding an undesirable future. David spoke about being without education and feeling worthless. Similarly, Caden spoke about the risks involved in not getting an education. He spoke about two possible futures, one with education and one without.

“So, you can-you can-you can go to the college and then you study safe. You received you, uh, certificates because the future, if you don't study, if you be in the street, hanging with your guys and then you walking around, and then it's gonna be hard for you.” (Caden, ET 14)

3.8.4 Motivation or Change in Motivation Towards Education

This over-arching theme is the most prevalent, despite only being spoken about by five participants. Four of the five participants spoke about being motivated and driven by education, and four also spoke about having had positive changes, or shifts in perception of, or motivation towards education.

Both Caden and David spoke at length at having a positive mental attitude towards education. They both spoke about self-determination, focus, strong will and resilience. In their interviews, they described the need to remain mentally strong and positive, to achieve academically; they asserted that, by maintaining this mind-set, they are bettering themselves academically, during tough times of homelessness.

“Most of-most of them don't wanna study too. But, when you're strong, you know, then you're gonna-you're gonna sit here. You're gonna think like, “So why I'm not studying? So why I'm here I'm not doing anything?” So, like-- You

know, if you're not strong, it's not easy because sometimes you don't have money, you're broke, you need to go to college.” (David, ET 69)

Alongside Kieran and Emma, Caden and David also spoke about being motivated to engage in education, though each one spoke about finding motivation from different places. Caden talked about being motivated by people around him; David is motivated by a fear of quitting; Kieran has found a subject he is passionate in, while Emma is altogether different: she is currently struggling to attend education, although she remains driven to engage in it.

“I wanna get an education but because I've been out for so long I don't know how to get back into it.” (Emma, ET 46)

Nevertheless, the participants have not always been motivated, or engaged by education. Caden, David, Kieran and Ashantey all mentioned how, at a point in their lives, their perception of education changed. For Caden and David this shift came when they came to the UK, and became homeless.

“I always think about it, “Yeah, I need to focus on my education.” From the beginning, from the- even from the day I came to London- I always think and worry about, you know.” (David, ET 90)

Ashantey’s shift came through life events. In particular, she speaks about looking after relatives, and knowing that she wants a career in childcare. Similarly, Kieran’s motivation towards education came when he found a career-path that he was passionate about.

“Now I'm doing an internship, slash apprenticeship which, um, in youth work, which, um, before I left college-- And also, yeah, another reason why my

attitude towards college went bad was 'cause I changed my career path, and I wanted to change my career path into youth work.” (Kieran, ET 54)

3.8.5 *Lack of drive towards education*

In addition to participants having a drive for education, five participants highlighted having experienced a lack of drive for education. The participants exhibited different levels of motivation. Emma and Omar both lost their desire to participate in education in any form. While Omar is still in education, he is struggling to ‘care’ about it. Emma mentioned that she got to a stage where she had given up and stopped attending.

“I’m still in Sixth Form. So, I’m not even going to Sixth Form but then, I didn’t go to Sixth Form anymore I’ve given up.” (Emma, ET 9)

David, Kieran and Lucas had all lost the drive to participate in education, despite wanting to. This was discussed, in relation to autonomously motivating themselves. Often, previously, they were supported by other people. However since being homeless, and at college, they needed to be more independently motivated.

“But then college was much laid back so I think-- Uh, that’s it, 'cause in college, I was much laid back in school so I was basically off my arse 24/7.” (Kieran, ET 38)

Lucas explained that he needs to constantly motivate himself to engage in education.

“All I have to do is just like, just reminding myself to like keep on doing it. Then I’ll know I’ll pass. Just revising, like research like what I need to know and stuff like that.” (Lucas, ET 42)

3.8.6 *Support from Professionals and External Organisations*

Six of the seven participants mentioned how helpful external professionals were in their educational experiences. These professionals ranged between staff at Centrepoint, social workers, mentors, and youth club workers.

All participants are currently involved with Centrepoint, and therefore it is important to acknowledge that all of them have a level of support from the charity. The six participants who mentioned support from professionals, all mentioned Centrepoint, with some participants describing them as being as supportive as family.

“Centrepoint, the staff here, they are like my family, my other family, my not blood family.” (Ashantey, ET 62).

Researcher’s Reflections: Centrepoint

It was important for me, during the development of the questions, the analysis of the data and writing up the findings, to consider to what extent Centrepoint needed to be introduced into this thesis project. As previously mentioned, it was important that the research not be a reflection of how Centrepoint have supported young homeless people, but a more general overview of educational experiences.

Although there were no direct questions regarding professionals, or Centrepoint, the participants volunteered information about them regardless. Therefore, it was important to reflect this in the findings.

Support from external professionals, appeared to be in the form of guidance, practical support to access education, and, more generally, providing reassurance. It is interesting to consider what type of support was useful to each participant. Caden, Ashantey and Emma found more directive, motivational support

useful. While David and Kieran preferred further clarification, if they didn't understand something. Ashantey also liked to feel nurtured, and found comfort in knowing people were looking out for her.

“Like they're there 100% behind me. If it wasn't for them I wouldn't be in college.” (Ashantey, ET 40)

Emma spoke about recruiting companies being helpful in putting on events that she could go to.

“My recruitment consultants they have events there. You know people they have activity and then also they have-they have a company that come in and would be like yo, taking a young person and taking apprenticeship-your apprenticeship will have that.” (Emma, ET 80)

While Kieran spoke about using local youth clubs for support.

“Right, so the youth club was the-- was they've always been there for me. So if I've ever needed them, I've asked them if supporting me as much as I needed support.” (Kieran, ET 133)

3.8.7 Support from Teachers

Five of the participants in the research commented on having supportive teachers in their educational settings. David and Ashantey both spoke about having teachers whom were supportive, and who did their best to understand their needs.

“...when I say they're good because they're helpful. When I don't understand something like that then I go to them like, yeah, I think with time they explain to me because they know as well they know, English is my second language” (David, ET 139)

Kieran commented that some teachers were helpful, but also that he experienced moments when they did not want to repeat themselves. He spoke about it from an understanding perspective, noting that their job is to teach, and students should learn. Omar spoke about having one supportive teacher, and commented on the importance of having good teachers. He asserted that teachers should be supportive to individuals' needs, both academic and emotional.

“To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.” (Omar, ET 151)

Emma's sixth form was supportive in trying to get her back to school. She described her school as playing a caring and supportive role.

“Um, and it's gotten, the teachers always phoning, “Why are you not in, why are you not in?”” (Emma, ET 11).

3.8.8 *Unsupportive Educational Setting/Professionals*

In addition to supportive educational professionals, five participants also experienced teachers, or educational settings, which were detrimental to their educational experiences.

Picking up on individual professionals, the participants' experiences were mixed, in terms of what they found challenging about teaching staff. Caden mentioned that some professionals were often too busy; Omar felt as if teachers were rude to him; Lucas felt he was negatively targeted by a teacher, resulting in him needing to change courses.

“Like, I don't know. So, she kept reporting me to the, um, head of the business. So, like the-the head of business was like, um, she doesn't want to kick me out, but she- I had to change course. So, I was like, “Fine.” (Lucas, ET 30)

Lucas experienced his college providing him with confusing information on whether he passed or failed a subject. Similarly, Kieran felt let down by the educational setting, for not providing him with the appropriate support when it came to exams. Due to this lack of support he failed his GCSEs and needed to re-sit them.

“Um, two years ago when I re-did them, my English, um, the college tried not giving me a scribe and that made me really-really upset. I was distraught. I was so angry. I came here but crying...” (Kieran, ET 126)

Ashantey spoke more about the challenges she has within the school system. She mentioned finding strict rules hard to follow, and getting into trouble during unstructured times. These challenges eventually led to her being excluded and joining a PRU, which she described as being ‘all right’.

3.8.9 Challenges Meeting Resources and Basic Needs

Five participants mentioned the struggles they experience with accessing resources for education, and having reduced capacity to meet their basic needs.

The most reoccurring issue was around finances: Omar, David, Ashantey, Emma and Lucas all brought up the need to access finances for education. The participants spoke about not having enough money for essentials such as food: David mentioned having gone to college hungry.

“So, if you're not strong like you know, you can't go to college, then you'll not-you got nothing in your belly so- harder but if you're strong, you can do it.” (David, ET 70)

Emma found that she needed to balance either paying for transport or food and rent.

"I'm thinking to myself, "

3.9 Connections in Over-Arching Themes

Several over-arching themes have similarities and could be connected. These themes illuminate multiple facets of a similar experience. Section 3.8.3, 3.8.4 and 3.8.5 consider the journey and transition from being unmotivated towards education, to becoming more motivated. This is the more transparent of the connection amongst the themes with motivation occurring as key experience.

Over-arching themes 3.8.1 and 3.8.2 lay out examples of the challenges YHP meet in school settings, demonstrate the need for support, and highlight the challenges faced in accessing it. Sections 3.8.6, 3.8.7 and 3.8.8 referred to the impact of relationships on the educational experiences of the YHP. Although the final section, 3.8.9, was not directly related to other over-arching themes, it is relevant to highlight it here, as it speaks to elements within them.

3.10 Summary

This chapter explores the findings of the analysis stage of the research. From each interview, the analysis explored the educational experiences of the participants and the meaning they made from them; generating sub-ordinate and super-ordinate themes to represent the main topics and themes discussed by the participant.

The second part of this chapter looks at over-arching themes within the participant group. These themes give readers insight into some of the shared experiences of the participants, and, perhaps, the wider YH population. Issues around needing academic support; academic and behavioural difficulties; building a future; motivation, or lack of motivation; input, or lack of input, from professionals and teachers; and meeting basic needs, were all raised.

The researcher then started to consider the commonalities within the overarching themes. This suggested four potential areas of significance: school experiences; relationships with adults; access to resources; and motivational factors, all of which will be considered further, in the discussion chapter.

Chapter 4. **Discussion**

This chapter will use the overarching themes, emerging from the participants' interviews, and will further interpret these, in terms of the experiences of YHP in education. Throughout the research a critical realist position was maintained by focusing on in the individual participants experiences of being homeless whilst in education.

The chapter will present key information, using the research data and what is known from the literature. It will then discuss the important implications for educational professionals, through consideration of the experiences of YHP in education and ways in which the research can be effectively disseminated. Lastly, the strengths and limitations of the research will be considered, and possible future areas of research discussed.

4.1 Discussion of Findings

The findings of the research illuminate several experiences of youth homelessness, with regard to education. The held critical realist ontology supported the researcher to focus primarily on the participant's experiences of education. Within the findings, it is possible to gain insight and understanding into the presence of the mechanisms and influences for YHP in education.

Through the researcher's interpretation of key messages from the data and linking this interpretation to the participants, this section aims to focus on understanding these experiences and present them in a way that can support educational professionals. To do this the research will link these findings with previous literature and apply psychological theories.

However, reflecting on the research's ontological position, something to consider is if the participants identified or perceived themselves as homeless. While the critical realist position would consider being homeless as a reality, the differences in definition within the UK make it difficult to define who is and is not homeless clearly.

Researcher's Reflections: Psychological theoretical perspectives

During the process of this research, I tried, as much as possible, to refrain from considering and implementing psychological theory during the interviews and analysis stage. It was important for me to focus on the unique experience of each participant until the themes were developed.

However, as acknowledged in Chapter 2 (section 2.3.1.1), the researcher is also a meaning-making creature, and due to this, I will use prior knowledge to support my understanding of the participant's experiences. In the viva stage of this research, I was able to reflect that psychological theory would have been implicit because I was making meaning from knowledge which contained psychology theory.

It is therefore essential to recognise, that when reading the findings and themes from the participants, the psychological theory would have been unconsciously used to help support the researchers understanding.

4.1.1 *Motivation towards education*

A recurring theme within the participants' experience was motivation which was interpreted to be specifically around three areas: lack of motivation towards education, change or shift in motivation, and drive to engage in education.

4.1.1.1 Lack of motivation towards education

Participants expressed that they experienced a lack of motivation to engage in education. One identified reason for this was that when YHP move out of the family home, they are left without support, and without any external pressure to continue attending education. There is, therefore, a necessity for the YHP to motivate themselves to engage.

YHP described their experience of acquiring more responsibility when homeless. This is a topic that was explored in the literature review in section 1.4.5. However, the participant explained the impact the added responsibility had on their motivation towards education. The motivation and drive to attend education moves from being an external influence and pressure, i.e. from a parent, to being sourced from within the YHP. However, this transition is not immediate and, as seen in section 4.1.1.2, typically occurs under certain circumstances.

In addition, YHP often need support and struggle academically in school, as seen in section 4.1.2.1. These experiences led to YHP feeling helpless, and that school is too hard. These negative experiences of school often reinforce the lack of motivation to attend. Therefore, during times of homelessness, YP need to develop a new, self-driven, desire to engage in an activity, in which they struggle. This might contribute to an explanation of why so many YHP are out of education (Homeless Link, 2018).

4.1.1.2 A change or shift in motivation towards education

Many participants experienced a change in their motivation towards education. This shift normally came from a change in personal circumstances, or context, that occurred during their homeless journey.

This shift between feeling motivated and unmotivated towards education was absent in the introduction chapter. While research often identified motivated and resilient YHP (section 1.4.1.1 and section 1.4.3.2) or, in contrast, YHP struggling with motivation due to academic failure (section 1.4.1.1), there was no narrative around the change and shift in motivation within the population. The participant's experiences provide an insight into this phenomenon.

Using systemic theory, it is possible to consider how an individual's context (their social system, circumstances and relationships) can influence their perception of education (Dallos & Draper, 2005). When an individual is experiencing homelessness, circumstances and relationships can change dramatically, which in turn will alter their perceptions and, therefore, motivation.

When David and Caden experienced changes in their cultural settings, relationships and stability, due to the process of seeking asylum, their contexts altered dramatically, and so, too, did their perception of education. Similarly, when Kieran and Ashantey found their passion for a particular career, this altered their relationship to education, as they resolved to pursue their careers.

However changes in context can also alter perceptions of education negatively; as Emma's living situation became more unstable, and educational barriers increased, her perception of education slowly became one of inaccessibility.

David spoke at length about his 'journey' as an asylum seeker, being separate from that of his educational experiences. However, the findings of the research suggest that a change in motivation towards education is normally triggered by a development within the homeless journey. Therefore, it can be suggested that motivation towards education is influenced by life events.

It is also apparent that YHP are more likely to experience a change in life events. The introduction chapter highlights the likelihood that YHP will experience adversity and risk factors, such as mental health issues, substance misuse, and poverty (Small, Mulcahy, Bowen Viner, & Menzies, 2017). These factors might be an influence on YHP changing their perception of education and, therefore, their motivation towards education could fluctuate and change several times throughout their lives.

Something important to highlight is that the participants of this study are primarily engaging, or have engaged, in education since being homeless. Therefore, this finding is primarily focused on those who have become more motivated towards education over time. A future consideration might be exploring the barriers to education, for individuals who are not motivated to attend.

Within the literature, regarding YHP and education, there is recurrent discussion of the mental strength of the YH population. Two studies in particular, focused on resilience within this group (Gupton, 2017; Mendez, Dickinson, Esposito, Connolly, & Bonilla, 2018), with others looking into self-belief (Moore, McArthur, & Noble-Carr, 2011). Within this research, two participants spoke about having mental strength, perhaps suggesting that, despite challenges in circumstances, this population can hold on to driving factors beyond their immediate needs.

4.1.1.3 Drive to engage in education

Within the study, there was evidence of participants feeling motivated toward education, and these motivations appeared to be sourced at opposite ends of the same spectrum. Both appeared to be primarily focused in the future. However, one motivation was to create something better, and the other was to avoid an undesirable

outcome. This motivational factor appeared within mostly all the participants' interviews, despite the level of accessibility of education.

The YH population identified a relationship between education and gaining qualifications to acquire better jobs. Participants highlighted how qualifications, such as GCSEs, led to opportunities for specific jobs that would otherwise be inaccessible. Similarly, this relationship was also found in the studies from the literature review (Begg, Levitt, & Hayden, 2017; Gupton, 2017). Byrom and Peart's (2017) research suggested that YHP need clear ideas of what they want to achieve. This is supported, in this research, by several participants identifying specific careers to strive towards. However, Lucas was an exception to this: he spoke about attending higher education, as a means to improve his future, without a clear goal. This might be a reflection of a social narrative, around the positive impact a university qualification has on employment.

A social narrative is concerned with the content, structure and function of ideas and stories in society (Murray, 2003). In this case, the narrative is around education being directly linked with employability; having more education will support you in obtaining a higher quality job.

While the participants focused on using education for financial gains, their aspirations were not unrealistic. The participants aspired to work that suited their experiences, such as youth work and social work. This refutes Begg et al's (2017) finding, that YHP focus primarily on money as an outcome, but instead suggests that profession is equally important.

Another way YHP focus on the future, is to avoid an undesirable outcome. David spoke about using education to move away from feelings of worthlessness. This

is supported by Moore et al (2011), and Walsh and Buckley (1994), who referred to YHP being conscious of issues such as value or worth.

Participants highlighted the negative perceptions of being homeless, and wanting to distance themselves from this. Education was their escape from their situation; they spoke of having two paths, and the one without education could result in being on the street. This reflects an awareness these YP have, on the social perception of the homeless population, and that this is something they are actively distancing themselves from.

Uniquely, Emma remains motivated to engage in education theoretically, while practically, and psychologically, she feels unable to attend, due to her current difficulties with being homeless. Hence, motivation towards education is a complicated issue for YHP. Being homeless results in YHP needing to be responsible for their own motivation. YHP generally perceive education as a way to build a better future, or avoid an undesirable one. However, they need to be able to view education as accessible, suitable and achievable, which is often dependent on their context. With the complicated, shifting context of homelessness, motivation towards education might fluctuate, and YHP might be reliant on resilience to get through tougher times.

4.1.2 Factors influencing access to education

Motivation is just one contributor to the YHP's experience of education. The YHP will also experience physical phenomena, such as the accessibility of school, challenges in terms of resources, basic needs, and getting support from adults. The participants' educational experience has been impacted by each of these physical phenomena, therefore they will be discussed individually in more detail.

4.1.2.1 Accessibility of school

Many participants experienced challenges in accessing education, during their time in academia. Some of these incidents are explicitly identified as SEN, with specific learning difficulties being referenced. In addition, a participant spoke about having an Educational, Health, Care Plan (ECHP), demonstrating a level of need within the population. Other examples are the two participants, who would be categorised as using English as an Additional Language (EAL), who needed to learn English before accessing the curriculum.

In particular, behavioural challenges were identified frequently within the participant group, suggesting this as a need. In 2014, the SEN Code of Practice (CoP) (Department for Education and Department of Health, 2015) removed ‘behavioural, emotional and social difficulties’ as an SEN area, and replaced it with “social, emotional and mental health” (SEMH). This is due to behavioural presentation being the outcome of other difficulties in school, rather than the issue itself. Based on this, while behavioural challenges were experienced by the participants, this might be explained by difficulties within one of the areas of SEN, including SEMH.

This suggests that the participant with behavioural needs, may have underlying SEN, which have been missed. Byrom and Peart, (2017) commented on there being unmet needs within the YH population. Therefore, the level of need might be higher than the participants disclosed, and, consequently, an individual may not get the necessary support.

In summary, through this study, and previous research, it is known that, while in school, YHP require more support than their housed peers, to support their academic achievement. Without this support, participants have experienced failing multiple

times, and a number of exclusions, when unable to cope at school. Exploring the context and the experience of YHP, has illuminated the potential factors preventing the educational setting from providing adequate support to this population.

Firstly, the UK school system does not require families, or individuals, to declare homelessness. This prevents the school from identifying the homeless children enrolled at school, and limits their ability to provide the necessary support. This is further complicated by the YH themselves not wanting their school to know about their homeless status.

Secondly, as seen in the case of Kieran, YHP often do not have adults at home who can advocate for them: the YP does not have an adult to ensure the required support is in place. This, therefore, requires individual adults within the school system, or outside it, to identify barriers for the young person, and take on the role of advocate. If this does not happen, however, the YHP may feel the system is against them, which is evident in the narratives of the participants.

The participants in this research did not refer to frequently changing educational settings. This is something that was highlighted in the literature review as an experience of YHP (section 1.4.1.2). This might be explained by the subtle cultural difference between those studies in the literature review and the experience of the UK YHP in this study.

4.1.2.2 Having adult support through education

Leading on from this, participants highlighted the importance of having adult support. As well as acting as an advocate, adults who supported them with their emotional needs were more valued. It appeared that being an advocate, and being emotionally supportive, constituted a closer relationship for the YH participant.

It is useful to consider Bronfenbrenner's (1979) Ecological Systems (ES) theory, to consider how the people around YHP might be different from those around their housed peers. The theory considers that the environment surrounding individuals can influence how they develop and grow. YP are typically centred within an ecosystem, which has their home and school immediately surrounding them (microsystem), their neighbours or media further out (Exosystem), and finally their culture or society on the outer system (Macrosystem).

Conversely, all the participants in the study do not live with their families, and all live independently, within a hostel run by Centrepoint. Therefore, the participants are often spending less time with their family than YP who are returning to their family home, after attending college. This would suggest a gap in the ecosystems of YHP, which they could potentially fill with other adults close to them.

Ashantey highlighted the Centrepoint staff as being like family, in the way they cared for her. YHP, therefore, might benefit from having trusted adults fill the void left by family. It is important to highlight that the adult in question could come from several places, being identified, typically, as social workers, charity key workers, teachers and even older peers.

As mentioned in section 4.1.1.1, the drop in external motivation to attend education, from parents, can be minimised by support from external organisations, teachers and friends. The participants mentioned how the support can be in the form of guidance, advocacy or being a role model. Therefore, YHP's educational experiences will be influenced or altered based on the presence of access to such support.

A commonality between the participants in this study, was their engagement with Centrepoint, and, hence, consistent adult support and guidance. Many YHP are

not engaged with charity organisations, and this research highlights that when that type of support is provided, it is greatly valued.

4.1.2.3 Homelessness, meeting basic needs and education

The last factor influencing YHP's educational experience is the occurrence of challenges related to homelessness. The research found that YHP had difficulties with their finances, food and health. Although these issues are primarily present outside of education, they did have an effect on the participants' ability to access learning. This can be observed using Maslow's Hierarchy of Need (HoN) (1943).

Maslow's HoN (1943) is a theory used to perceive and understand motivation. It breaks down human needs into several tiers, and hypothesises that individuals must satisfy the lower needs before progressing up the hierarchy. While this theory is stated to be simplistic (Gambrel & Cianci, 2003), culturally specific (Hofstede, 1984), and unable to account for individual difference (Wahba & Bridwell, 1976), it can work as a framework to consider how YHP might perceive education, in comparison with other human needs.

Participants in the research spoke about needing to meet their own basic needs since becoming homeless. According to the HoN, challenges such as finances, food and health will be more of a priority than education and learning. In addition, as mentioned previously, the participants felt they needed to take more responsibility for meeting these basic needs and sourcing resources.

Therefore, this might be a barrier to YHP feeling motivated towards engaging in education. This is present in Emma's experiences: she experienced difficulties with physical health and personal safety, and started to lose focus on attending school. Using

the HoN, Emma needed to ensure more basic needs were met, before she was able to consider meeting other needs, related to education.

In contrast, other participants, such as David, described not having money for food, and yet continuing to attend education. Despite this basic need for food consistently not being met, his drive for education was still present. This might suggest that an individual's motivation to escape homelessness, can support individuals to overcome their present challenges, as suggested in 4.1.1.3.

As well as the hindrance of motivation towards education, due to lack of basic needs, there are also practical barriers. A large number of participants were financially impaired. While being supported by Centrepoin, YHP are expected to pay rent, pay for food, and pay for travel, to and from education. Often, the YHP in the research found themselves unable to afford both food and travel, resulting in them either going to school hungry, or not being able to attend college.

Without the necessary finances, YHP cannot afford transport to and from their education placement, especially if their educational setting is far away; this can occur when YHP are relocated to different hostels. Similarly, a YHP is often less able to afford necessary equipment and resources, to complete educational courses, than their housed peers.

The government has attempted to incentivise education using a financial benefit. YHP, under 21 years old, are eligible to Universal Credit (The Universal Credit Regulation, 2013) if they are accessing full -time further education. However, this can place more pressure on them to attend education, instead of spending money on food. In addition, a lot of the YHP in the study were employed alongside attending education, in the hope of contributing to their access to more finances. This demonstrates a focus

on meeting basic needs, over educational pursuits, even within a population which values and attends education.

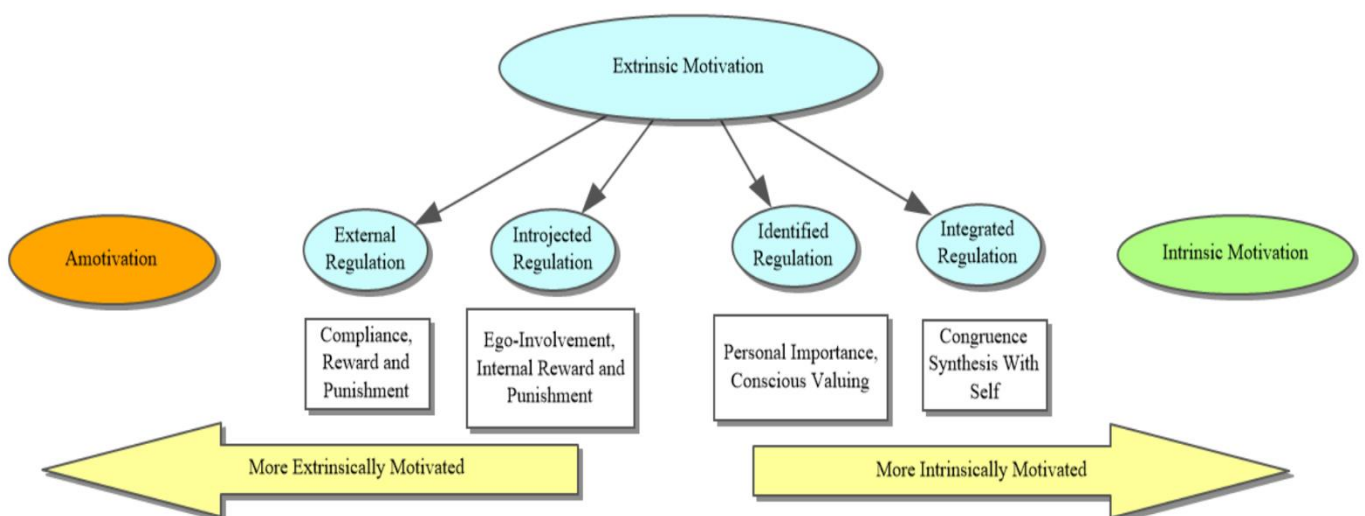
The challenges faced by YHP to access education on a motivational and physical level will have a significant impact. The frustration faced by individuals who need, want and desire education however are unable to access it due to having barriers despite charity involvement would be great. These difficult and paralysing situations can have an impact on the wellbeing which, although not mentioned in this study, has been shown in the literature to be correlated to the YH population (Quilgars et al, 2008; Homeless Link, 2018).

4.1.3 *Self-Determination Theory and YHP experiences of education*

Self-Determination Theory (SDT) (Deci & Ryan, 1985) is a theory focused on motivation, and the factors contributing to intrinsic and extrinsic forms of motivation. The theory hypothesises that intrinsic motivation is natural and necessary, and explores how it is sustained. SDT is useful in considering how motivation towards education might be influenced in the YH population.

Figure 9:

Self-Determination Continuum (Deci & Ryan, 2000)



The theory uses a spectrum, to help understand how individuals can be more or less intrinsically motivated (see figure 9). On the far left is ‘amotivation’, which is when an individual is not engaging in an activity. The other end of the spectrum is intrinsic motivation. This is when an individual is completing a task, due to inherent enjoyment. The figure shows incremental classifications, moving from a lack of, or no motivation, to intrinsic motivation.

Moving from left to right, External Regulation is when individuals are motivated to engage in an activity, due to largely external demands and the expectation of reward or punishment. Introjected Regulation is when motivation is driven by avoidance of guilt or anxiety, and, therefore, remains influenced by external factors. Identified Regulation is when an activity is considered personally important by an individual. However, the subsequent classification is positioned as even more intrinsic: Integrated Regulation is when an activity aligns directly with an individual’s values and needs.

The SDT model can be used to interpret the findings of the research. Firstly, YHP explained that when they left home, their motivation to attend education dropped. The SDT spectrum might place the YHP’s motivation towards education within the ‘External Regulation’ section: education was engaged with, but engagement was driven by the expectations of others, and was punished and rewarded accordingly. When there was the absence of an external influence, the YHP were no longer motivated to attend education, therefore becoming amotivated.

However, participants commented on finding the drive and motivation to attend education. According to the narratives of the YHP, they began to experience education as a way out of poverty, and towards a better future. Therefore, education was aligned

directly with their current values and needs, suggesting they are positioned in 'Integrated Regulation'. When this occurs, Deci and Ryan (2000) suggest individuals become more intrinsically motivated and, therefore, less likely to need external motivation.

This might explain why, despite having unmet basic physical needs, the participant's focus on long-term goals supported them to be able to persevere. This is something described by Duckworth, Peterson, Matthews and Kelly (2007), when an individual's passion towards a long-term goal creates an ability to overcome obstacles in their way. The need to move out of poverty was strongly correlated with the role of education, and so a high level of intrinsic motivation helped them to overcome immediate barriers.

In addition to the level of intrinsic motivation, Deci and Ryan (2008) also provide a theoretical framework for exploring basic psychological need. They consider that humans require autonomy, competence and relatedness to be satisfied and experience positive wellbeing. Therefore, we are motivated to engage in activities which meet these three areas of need.

The findings from the participants illuminate situations where education has, for them, been in direct conflict with one of the three identified areas. Participants spoke about failing, and struggling, in educational settings, which may negatively affect the level of perceived competence. Similarly, the lack of support, and previous conflicts with adults, may reduce the relatedness experienced by participants. Lastly, being excluded, and feeling out of control of their educational journeys, may diminish individual autonomy.

Therefore, negative educational experiences might be diminishing components of the psychological needs of YHP, and impacting their wellbeing, potentially resulting in decreased motivation.

4.1.4 *Summary*

The findings of the research explored several factors that can influence the educational experiences of YHP. The first explores the motivation of YHP to engage in education. While all participants were currently motivated to engage, the findings showed how the population might be demotivated to attend, and provided insight into how motivation might grow, decrease, or fluctuate.

In addition, the findings showed three main issues facing YHP when accessing education, despite motivation. First are the experiences faced within academic settings: the YH population commonly has additional needs within school. However, often due to their unknown nature, these are not met. The homeless status of YHP often results in the loss of close adult support. Something YHP valued, was when they were able to acquire strong and caring adult figures, as it resulted in support, and role models, for re-engagement in education. Lastly, YHP have difficulties meeting their basic needs. This can, not only physically prevent them from accessing education, but also occupy their attention, drawing it away from education.

Lastly, SDT was considered as a way to perceive the challenges faced by YHP and education. Using this model, it is possible to map the motivational journey of YHP and education and support individuals understand their educational experiences better.

4.2 **Implications for Educational Professionals**

Through exploration of the findings, this section will consider how to support educational professionals working with YHP. It will consider the areas of motivation,

and physical challenges, as a framework to advise where additional knowledge and resources might be useful. Furthermore, it will consider the importance of raising consciousness and competence, in working with this population, with links to Four Stages of Competence theory (Curtiss & Warren, 1974).

4.2.1 Raising consciousness and competence in Educational Professionals.

From working in schools over the past five years, the researchers professional experience is that homelessness is not a widely discussed issue, regarding pupils. In addition, YHP stated that often they did not want their schools to know about their homeless status, therefore limiting the experience educational professionals have, of knowingly working with this population. However, this population still requires extra support and vigilance in schools, despite its hidden nature.

Therefore, key and critical educational professionals such as SENCOs and Teachers need to be aware of these issues, to support YHP in accessing education. In addition, this population is likely to be supported by several other professions and services such as social workers, housing departments and charities. While SENCOs and teacher should be the primary audience, all professionals working with this population would benefit from the findings of this research.

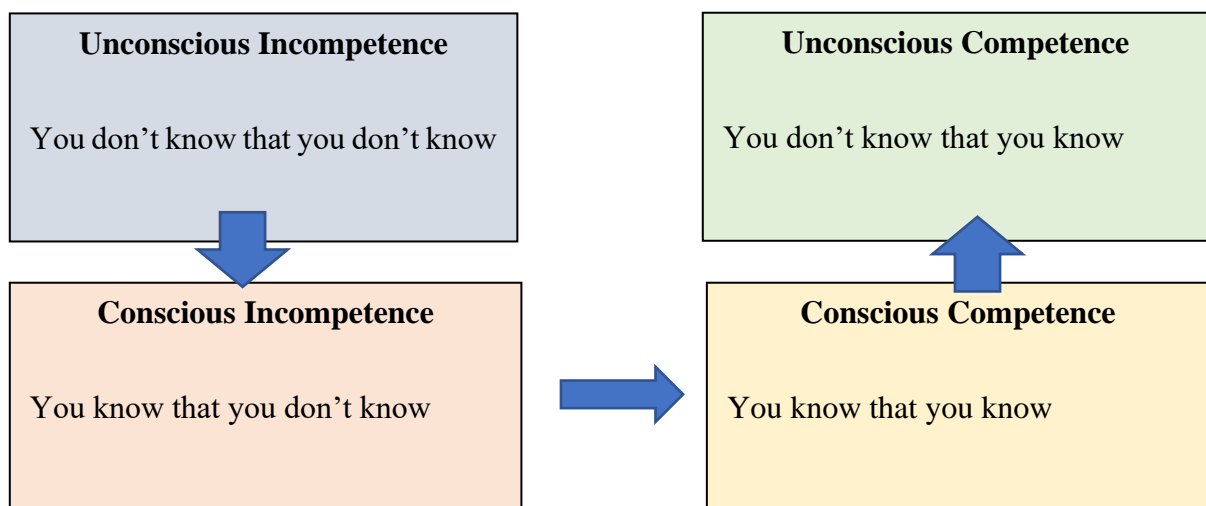
The Four Stages of Competence (FSOC) (Curtiss & Warren, 1974), is a model used to understand the development of awareness. It was created within a Coaching Psychology field, and has since been widely used as a method to support the acquisition of knowledge. As seen in figure 10, the tool focuses on four stages of awareness of knowledge: Unconscious Incompetence (UI), Conscious Incompetence (CI), Conscious Competence (CC) and Unconscious Competence (UC). The theory of the

FSoC is that you progress through the stages from UI to UC, when mastering a skill or piece of knowledge.

Using this model, it can be suggested that many UK educational professionals' understanding of YHP and education, would be either within UI or CI, based on the literature and the researcher's reflective experience. Therefore, this research can support professionals to move more toward being more conscious and competent.

Figure 10:

Visual representation of Four Stages of Competence (Curtis & Warren, 1974)



The first phase is to make educational professionals more conscientious, around issues of homelessness, by supporting their understanding of the experience of YHP. This is done through making educational professionals aware of the possibility of YHP being in their classroom, and encouraging consideration of the challenges this population experience, when accessing education. This can be achieved through dissemination of this research (see section 4.3), and further research into the area of youth homelessness.

The second step is to support individuals to become competent in this area. Although the term incompetent can sometimes be interpreted negatively, in this instance the term is used to describe someone without specific knowledge in an area, to improve and enable them as a professional and, in the case of this research, supporting educational professionals, to support and understand YHP within educational settings.

This support for educational professionals can be implemented by providing them with knowledge on the experiences of YHP in education and equipping them with more tools for understanding, thus providing them with conscious competence in this area. Consequently, this will provide the YH population with access to an educational system, in which professionals are more competent. The researcher has created a double-sided A4 tool (Appendix L). It summarises information from this research about YHP and their experiences of education, and suggests ways to support them, discussed the section below.

4.2.2 Support for motivating YHP in education

Teachers are likely to be familiar with the challenges of an unmotivated pupil. However there is the added complexity, within the YH population, of a difficult, and often negatively reinforced, experience of education. In addition, where teachers might be able to use methods such as writing letters home, or using forums such as parents' evenings to gain support from adults outside of school, this is often not available for YHP. Understanding these complexities, when working with YHP, is important, as teachers will need to adjust previously utilised strategies, to help increase motivation.

With regard to helping someone feel more motivated, the educational professional's ability to physically support the personal circumstances of YHP, is

limited. However, being conscious of the possible challenges, and key issues affecting YHP, the professional can help to emotionally support them; this might present as a teacher exploring specific issues, discussed by YHP within this study.

The results demonstrate that YHP are often focused on building a future and escaping poverty. Therefore, if education was focused on practical implementations for helping YHP acquire jobs, this might support them to increase their engagement in education. Giving YHP a range of opportunities, and helping them find subjects in which they can enjoy themselves, and pursue a future, is important. Two of the participants' enthusiasm for education, increased when they found their ideal career; perhaps more can be done, in school, to encourage YHP to work towards a better future, through vocational goal identification.

Teachers are well positioned to identify changes, which might highlight a shift in the personal lives of YHP. This research has shown that motivation can decrease, as personal challenges appear in YHP's lives; this can be noted by educational staff and, subsequently, support can be offered. Emma's sixth form were able to identify that her attendance had dropped significantly. However, without knowing her homeless status, or having an understanding of the YHP, they struggle to reach out to her.

4.2.3 Understanding the factors impacting on education

4.2.3.1 Accessibility of school

Teachers and SENCOs would benefit from having knowledge of common challenges associated with YHP. The findings from this research, and the literature review, identified issues such as: learning and cognition, specifically executive functions (Fry et al., 2017, 2019); EAL, with an increase for asylum seekers; and social

emotional and mental health (Byrom & Peart, 2017; Quilgars et al., 2008). These difficulties require support in school, which should be provided, to increase inclusion.

Challenging behaviour is also common within the YH population. As suggested in the SEN CoP (Hoskin, 2017), the underlying need should be explored, rather than labelling a YP with ‘behavioural difficulties’. Through an open and inquisitive process into the presentation of these issues, it is possible for the school to identify both SEN, and the homeless status of the child. Therefore, a school system which aims to understand behavioural difficulties in YHP, can effectively identify and support them.

Without the necessary support, YHP are more susceptible to failure, and experiencing exclusion from school, which can contribute to a negative perception of education. Consequently, it is essential to encourage YHP to continue to engage in schooling. Early intervention for the population is critical. However, the first challenge is identifying them as YHP and, without a method to do this, it is difficult.

4.2.3.2 Adult support in education

Returning to ES theory, it is important for educational professionals to consider how the microsystem for YHP, might be different from that of other students. This microsystem, was described to have the strongest influence on the YPs’ development (Bronfenbrenner, 1979) and, therefore, the absence of family is likely to have an impact on the YHP’s growth in school.

In the findings of this research, participants found that professionals who helped their emotional development were considered more supportive. This nurturing influence might be especially important for YHP, due to the lack of nurturing relationships, caused by the absence of family within their microsystem. Educational professionals should, therefore, reflect on their role in supporting YHP.

Professionals, such as teachers, should not be solely responsible for adopting a nurturing role. However, over the last five years, reports have been published which place responsibility on schools, and the professionals in them, to support the emotional and mental health of their students (Department of Health and Social Care & Department for Education, 2017; NHS, 2015). The YH population would benefit from having that support within their schooling system, as it might not be available to them elsewhere.

However, support for YHP can also be implemented by supportive organisations. In this situation, educational professionals should prepare to engage more collaboratively with charities, or external organisations. Due to the potential lack of family input, these organisations are often responsible for providing the day to day care of YHP. Collaborative working would ensure better support for the YHP, and transparency around any challenges they experience. However, while all the participants in this study have access to a charity, this is not the case for the whole YH population.

In addition, educational settings should consider the possible absence of an advocacy relationship. Educational settings should be mindful that, despite needing support in school, YHP may not have an adult to advocate for this, on their behalf. As mentioned previously, YHP feel more responsible for themselves. However, they may not have the skills needed to get the support they require. This leaves the YH population more vulnerable to being overlooked, within educational settings.

Teachers and SENCOs, therefore, can adopt the role of advocate within a school environment, to ensure support is in place. In secondary schools and colleges, where pupils are likely to have multiple teachers, the support and needs of the YP should be

monitored and emphasised by the school system, or an individual. The risk is that, without this provision, YHP will not be accessing adequate schooling, and they will not have an adult available, to ensure this happens. Ultimately, this may lead YHP to feel that education is inaccessible, resulting in them feeling powerless to access it.

4.2.3.3 Meeting basic needs and education

As described in Maslow's HoN, the focus of YHP is often on meeting basic needs, such as food, safety and health, before considering education or other self-progressing activities. YHP's ability to access education will fluctuate depending on what is happening outside of school. Presentations such as absenteeism, or distractibility, might be presentations of a lack of money to travel to school, or not being able to have breakfast due to lack of funds.

Having this understanding of YHP can benefit educational professionals, when trying to engage this population in academia. Educational settings often have an expectation that every young person has the capacity to learn. However, when YHP are struggling to meet their basic needs, it can be a barrier to learning. Therefore, if teachers remain curious and understanding of the way pupils present in the classroom, this can help monitor the difficulties the YHP is facing.

As mentioned previously, YHP often attempt to persevere through their difficulties outside of school, and continue with education. This is due to YHP preferring to struggle with their basic needs in the present, in order to support a better future, and escape homelessness. The presentation of a young person engaging in education might, from this perspective, appear significantly different from their peers.

In addition, certain procedures expected in school might be viewed as distinctly negative. For example, school policies around exclusions might be perceived very

differently, for individuals who feel they are being denied access, through exclusion, to their method of escape from homelessness. Therefore, school professionals should be considerate of the way they manage and communicate with YHP.

4.2.4 *Summary of Implications*

This section of the discussion considers what educational professionals, such as teachers and SENCOs should know, from the findings of the research. This includes:

- Increase professional competency and consciousness, to help emphasise the importance of awareness and understanding of the YH population's educational experience.
- Consider motivations towards education, for the YH population, and ways in which schools can support these.
- Encourage collaborative working with external organisations and professionals.
- Key and trusted adults to be established within educational settings to provide emotional support for YHP.
- Consider how current policies and school systems might be a barrier to YHP, and how strict pastoral policies and a lack of advocacy within school may become deterrents for YHP.

In addition to the researcher's suggestion of what should be put in place to support YHP, it would be a useful activity to return to the YH population and seek their opinions. Emphasising the emancipatory purpose of the research and give them the option to advise change which would be directly beneficial to them, therefore, giving them more power and a platform to enact change.

Dissemination of this Research

As previously mentioned, an important aspect of this research is dissemination of knowledge, regarding the YH population. The purpose of the research is to support education professionals to gain an understanding, and an increased awareness, of how YHP experience education. When considering the consciousness described in FSoC, this can be accomplished by effective dissemination of this research.

To support academic professionals, working with YHP, to better understand their experiences, the dissemination technique should be focused on reaching key professionals such as SENCOs and teachers. The dissemination strategy will come from a three-pronged approach: publication of the literature, sharing the findings on different forums, and using social media.

4.2.5 Direct dissemination with key education professionals

The researcher hopes to use various forums to disseminate the content of this study, to key members of educational staff. Front line education professionals, such as SENCOs and teachers are prioritised. The rationale for this is that these members of staff are often the individuals who are working directly with the YH population.

Often, school staff acquire new skills via training days, either in school or externally. Therefore, the researcher proposes to host a number of training days, where the findings of this research will be disseminated, either within schools, to all staff, or to key individuals, who can then further disseminate the information. In addition, forums where front line staff might attend such as SENCO forums, LA Headteacher Groups or LA briefings and training might be another way to access key educational professionals

Another opportunity is sharing the results with professionals who support schools, such as Educational Psychologists (EPs), Specialist Teachers and other professionals working with this population (social workers, housing department employees and charity workers). The researcher has an opportunity to share their findings within their current placement, during a conference for an Educational Psychology Service. The researcher hopes to take advantage of this conference, held for Trainee Educational Psychologists (TEPs), run by the British Psychological Society (BPS). This conference is attended by TEPs across the country who are currently studying to become EPs.

EPs attending this conference will be able to access the findings, and, due to the nature of their role, will be able to disseminate these further to schools. While the researcher has been focusing on EPs, they acknowledge that other professionals, such as specialist teachers, are positioned in a similar role. This technique will encourage the findings to be more effectively spread. However, while the training can be offered, there is no guarantee professionals will disseminate the results to their schools.

4.2.6 *Publishing the results*

A more traditional form of dissemination throughout the profession is via publication in academic journals. This will involve identifying and approaching several different journals. The type of journal will need to be considered, as this will highlight the profession being targeted. There are several professions within education, which might benefit from the content of this research; therefore, the journals impact on the audience will need to be considered. The process of publication will be time-consuming as reducing the thesis to a smaller document, as well as the process of becoming published, will take time.

In addition to publishing the information in an academic journal, during the contracting stage of the research with Centrepoint, publishing with the charity was mentioned. This would mean publishing a report from a charity perspective, allowing wider dissemination of the findings, and would support other charities or organisations to consider educational implications. Although this would not be directly targeted at educational professionals, it is possible it would reach some via this route.

Linked with this dissemination strategy, a feedback meeting will be arranged with the participants of the research. This meeting will give them an opportunity to comment on the findings of the research and discuss if they feel represented within the research.

In addition, it would be beneficial to seek the voice of the YH population as to how this information would be disseminated. This could empower them to identify key professionals that they feel need to hear the findings. They could also help highlight findings which they feel are important and help identify the chosen method of dissemination which best reflects their voice.

Lastly, social media can be an effective tool for disseminating information to a wide audience. An example of how EPs have used social media, can be seen in an electronic based educational psychology journal such as Educational Psychology Research and Practice (EPRAP). EPRAP has used YouTube videos to disseminate information on various topics. Something similar could be produced in this context, which would be placed on social media platforms, and used to encourage awareness and discussion around youth homelessness. Despite these videos not being directed specifically at an education professional audience, education professionals or

individuals close to them, will use social media, and they, therefore, may access the content.

4.3 Strengths and Limitations of the Current Research

There are a number of strengths and limitations of this research. This section will aim to explore some of its strengths, such as utilising IPA to remain idiographic throughout, and remaining conscious of the context of homelessness within the UK. In addition, the section will acknowledge the limitations of the study, primarily considering the demographics of the participants.

The purpose of the research was to explore the educational experiences of YHP. By using IPA to analyse the data, the researcher was able to explore the richness of meaning, of each individual's experience. The idiographic nature of IPA also meant that each individual was valued independently of the others. Allowing the voices of the participants to be at the centre of the research, meant the findings felt grounded, and as close to the truth as possible. The idiographic nature also allowed overarching themes to originate fundamentally from the participants.

This felt important due to the context of the research. Homelessness in the UK is an area the researcher knew little about. It was therefore important to become immersed in the literature and context surrounding this, something which continued throughout the research. By remaining conscious of the context around homelessness, it is possible to consider the value of the research itself. Decisions in areas such as the ontology and epistemology of the research, came from, in part, the context of homelessness. The research, therefore, was developed with the primary motivation of being useful, and considerate of the wider context.

In terms of limitations, the researcher primarily considers the sample of participants to be an area of weakness. When considering the YH population, this sample only represents a small percentage of a larger population. Firstly, this sample is involved with a charity which supports YHP. There are many YHP who are not accessing support from charities, and, therefore, the themes established within this research may not be representative of their experiences.

In addition, due to difficulties accessing participants, the participants interviewed were mostly at sixth form, or college age, when homeless and engaging in education. Some participants experienced homelessness during their secondary school education. However, the majority only experienced homelessness after this. Despite this, the participants represent a diverse sample of YH adults, in that many of them were previously engaged in the care system, or have asylum seeker status.

However, it is established that gaining a sample, which is wholly representative of the YH population, would be difficult, particularly in terms of accessing YHP who are 'hidden', which is common in the YH population. Therefore, while the study is limited in this way, accessing this small, but available, percentage of voices is important, as it acknowledges those still unheard.

4.4 Possible future research into homelessness

While there are many potential directions for further research, I consider it serving two distinct purposes. Firstly, research can continue to explore further, unknown areas of youth homelessness. This is fundamental, due to the continually under-researched nature of youth homelessness in the UK. While this research remained as explorative and broad as possible, further exploration could be focused on themes exposed within the research, such as effective strategies used by teachers in

supporting YHP to access education, or educational experiences of children in homeless households.

Secondly research looking into homelessness can be directed towards supporting professionals, or the public, in understanding the YHP population in education. As mentioned previously, as professionals become more aware of the issue of youth homelessness in education, it would be beneficial to develop ways for these professionals to better understand their experiences. This could be more directive, in terms of support and understanding of this population. Examples of this kind of research might be grounded theory research, linking the impact of homelessness and education, with the event of becoming homeless; or research presenting the support networks of YHP against those of their housed peers.

In both cases, expanded research, focusing on youth homelessness, will aid in illuminating, and bringing into consciousness, an important but overlooked population. While there are several possible avenues of research within this area, the most important is that which will support this population to better access education.

4.5 Summary

This discussion section moved beyond the findings chapter, which explored individual experiences and over-arching themes, and focused on interpreting and presenting supportive messages for educational professionals, to further understanding of the population. Two significant messages were discussed: firstly, the complicated nature of motivation within the YH population. This chapter considered how personal circumstances can have such powerful effects on motivation to engage in education. In addition, it was noted that most YHP want to build a better future, and avoid a future of poverty and homelessness; education was perceived as a way to escape this.

Secondly, the research identified factors which influence YHP's access to education. These factors included, having additional needs such as SEN or EAL, as well as having accumulated negative experiences of education. Additionally, the research considered the impact of losing significant support networks, by leaving home, and what influence this might have on learning. Lastly, with YHP living in poverty, their ability to access finances is lesser, averagely, than that of their housed peers. Transport, health and food are all areas which are impacted, and have a direct influence on education.

This chapter considered the most effective way of supporting education professionals. It emphasised that, for teachers and SENCos to best support YH individuals, there first needs to be a cultivation of consciousness within the population, through an effective dissemination technique, reminding professionals, or making them aware, that youth homelessness is present within classrooms. In section 4.2, the chapter then focused on increasing competence in education professionals, considering ways in which schools, and educators, can implement strategies to support YHP.

Strengths and weaknesses were identified within the research, which should be considered for future research. In addition, an important conclusion is the necessity for further exploration of the challenges faced by YHP. In section 4.5, the author states the need for future researchers to further explore this complex, and under-researched, population, and to endeavour to support educational professionals, to better understand the YH population.

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Appendices

Appendix A: **Governments definition of Homelessness**

This is the Government's definition of homelessness taken from the 1996 Homeless Act part 7.

Homelessness and threatened homelessness

175 Homelessness and threatened homelessness.

(1) A person is homeless if he has no accommodation available for his occupation, in the United Kingdom or elsewhere, which he—

(a) is entitled to occupy by virtue of an interest in it or by virtue of an order of a court,

(b) has an express or implied licence to occupy, or

(c) occupies as a residence by virtue of any enactment or rule of law giving him the right to remain in occupation or restricting the right of another person to recover possession.

(2) A person is also homeless if he has accommodation but—

(a) he cannot secure entry to it, or

(b) it consists of a moveable structure, vehicle or vessel designed or adapted for human habitation and there is no place where he is entitled or permitted both to place it and to reside in it.

(3) A person shall not be treated as having accommodation unless it is accommodation which it would be reasonable for him to continue to occupy.

(4) A person is threatened with homelessness if it is likely that he will become homeless within 56 days.

A person is also threatened with homelessness if—

(a) a valid notice has been given to the person under section 21 of the Housing Act 1988 (orders for possession on expiry or termination of assured shorthold tenancy) in respect of the only accommodation the person has that is available for the person's occupation, and

(b) that notice will expire within 56 days.

Appendix B: Literature Review

This is the literature review document using Rees and Holland's (2010) literature review framework

Title	Unaccompanied Homeless Youth: Intersections of Homelessness, School Experiences and Educational Policies (Ann M. Aviles de Bradley 2011)	Children's experiences of homelessness: implications for school counselors. (Mary Walsh, Maureen Buckley, 1994)	Lessons Learned from children who have experienced homelessness: what services need to know (Time Moore, Morag McAuthor, Debbie Noble-Carr 2011)
Focus	This article looks at the way law and policy support young homeless people get access to education in the US. With a growing population of homeless youth the articles looks to support the young homeless experience through capturing it.	The study focuses on the feeling and thoughts of homeless children within education. Looking at both the positive and negative aspects of education for this population. This research looks at the positive and negative impact of homelessness on YHP and consider how schools might be impacted and support them.	This article is looking into the specialised homeless services in Australia.
Background	The homeless youth is expanding and therefore it is important to discourse. The narrative of YHP is therefore the missing voice in the situation	The research mentions there is a gap in research of this area and points out the importance of experiences over statistics.	There is a lot of research into the difficulties of the homeless population however there is a gap in hearing the perspective of YHP and their families.
Aim	To support the authors understanding of the experience of young homeless people by gaining a collect and individual picture.	The aim of the research is to suggest strategies and approaches that school counsellors can use in facilitating the learning and development of these children.	To provide specialised homeless services information on what YHP want from the services
Methodology or Broad Approach	Broad qualitative approach, hint of Phenomenological Does this match the statement of the aim? Yes	It feels narrative based without mentioning explicit what it is. Does this match the statement of the aim? Yes but limited, although perhaps for sharing of tools perhaps interviews with the professionals might be better?	Phenomenological- meaning making, the young homeless persons internal understanding of experiences Does this match the statement of the aim? Yes, very much
Tool of data collection	Three interviews regarding experience homelessness (No type specified)	Interviews (No type specified) Open ended questions.	Semi structured interviews, art activities and group discussions to maximise engagement
Method of data analysis and presentation	Thematic Analysis (Although not specified)	Thematic Analysis (Although not specified) 'Intensive analysis and interpretation of data.'	Meaning focused approach. First reoccurring these were coded for each participant then themes across participants. Done across 2 interviewers.

Sample	Six students across two schools in Chicago Criteria: recognise/identify as homeless by their respective school and no in consistent care of parent or guardian.	55 participants. Between 4-18 yo Living in shelters or motels in the Massachusetts area.	25 children- 10 were under 14 and 15 were over 15-21. Family support and youth services helped with recruitment. All had been homeless under 15 and for 4 months st least
Ethical Considerations	They got ethical consent when conducting the interview. Acknowledgement of vulnerability of population.	Informed consent gathered Nothing else mentioned.	Section on ethics. Mentioned power imbalances
Conclusion and Recommendations	Does well to consider use the data gathered to think about clear conclusion and recommendations. It does what it aims to by using the voice to consider the political climate.	There is a clear conclusion in the form of a recommendation section. IN this section advice is given to counsellors however not all advice is provided with the support of YHP narrative. This might highlight an issue between evidenced based practice and practice-based evidence.	The uses the voices of the YHP to give an insight into what they want going forward in their support. However it does remove the experiences of the young people within the findings and recommendations.
Overall Strengths and Limitations	There is no explicit mention of the type of interview style or the method of analysis used. Therefore, the transparency of the study is lacking. In addition, the study was very much looking at policy change. The study however does get the views of the YHP across very well. Lots of snaps of conversation	Doesn't use the stories as much as it could do. Does really focus on practical ways to support a profession with a challenging population.	In addition, it is impossible to established what message was for what professional or where the experiences took place. It is difficult to find the experience of school of YHP within this research.
Application to practice	The results of this can be put in practice and focuses on how it can be used for policy change. It talks about changing the process of policy creation for youth homelessness by adding the voice of YHP.	Yes there is clear relation to practice on a practical school staff level.	Practical advice, is very practical based,

Title	Common Themes in the Life Stories of Unaccompanied Homeless Youth in High School: Implications for Educators (Linda Mendez, Sarah Dickinson, Emily Esposito, Justine Connolly, Leah Bonilla, 2018)	Understanding the School Experience of African-American Homeless Children (Nicola Begg, Heidi Levitt, Laura Hayden, 2017)	Young and Homeless: Exploring the education, life experiences and aspirations of homeless youth (Tina Byrom and Sheine Peart, 2017)
Focus	This research is looking at unaccompanied youth and looking at the risk and resilience when it come to school and education.	The way young homeless people construct their experiences of homeless and make meaning from these. In this instant looking at African American homeless individuals	This research is looking into the experiences of youth homelessness including educational experiences.
Background	The research argues that young homeless people cope and deal with certain things in certain ways. This research is placed to capture the experience of these youth and true to established what these resilience factors are.	The study looks at the whole experience of homelessness thinking about it from a person construct view and constructivist approach. Before explaining the purpose of the research.	The study comes from a social worker background. They are currently working with a charity and look to fill the gap in the UK of what are experiences of YHP. It argues the rational well.
Aim	Develop an understanding of risk and resilience factors within the YH population. Support educators to support YHP by identifying these.	The help develop a framework and understanding of young homeless people through the explanation of their experience and the meaning they make for that.	The aims of the study however takes a turn. It looks at the impact a charity organisation has on the educational aspirations of young homeless people.
Methodology or Broad Approach	Broad qualitative approach Does this match the statement of the aim? For sure	Constructivist- Grounded Theory Does this match the statement of the aim? yes	broad qualitative approach Does this match the statement of the aim? yes
Tool of data collection	Interview (minimal structure)	Pilot interviews done to support collection tool. Semi Structured interviews lasting 90-120 minutes. Open ended Did not mention homelessness but used "kids who move or change school frequently"	Semi structured interview. The questions were established by the research alongside the charity previously however more questions were used to support the population open up.
Method of data analysis and presentation	Thematic analysis	Grounded Theory Went back and checked with participants if they agree with the findings.	Thematic Analysis.
Sample	9 students from homeless services. These youth were a) unaccompanied b) potential for ending the cycle of homelessness c) had to above a certain GPA and hold a part-time job. All were in high school	Recruited based on interest. 15 students between the age of 9-11	15 young people, 16-19 age
Ethical Consideration.	N/A	Consent sought and given.	There is a large section in the book around the ethical nature of this research. They highlight:

			vulnerability, institutional ethical permission, empowering, causing distress, informed consent, consideration of illegal activity,
Conclusion and Recommendations	There are several recommendations at the end of the journal looking at educational settings and future research. The journal concluded its findings well, the conclusion and discussion section are not small and comprehensive	Considers further research into this area. Looking within the specific domains they identified.	The conclusion of the research was through looking at all the main findings in briefer details. The book does not give recommendations explicitly, but this might be due to its aim to review a charity service.
Overall Strengths and Limitations	This study sample only acknowledges the successful YH population. It is important to consider those YHP who aren't as successful in school. Their voice is missing and not acknowledged	Did not mention homelessness but used "kids who move or change school frequently" Risks readers about using this for other demographics. Something which other journals didn't do.	The interviews three phase and phase 1 was YHP mixing of the voice? They found the sample and openness of the participants influenced their ability to open in interviews.
Application to practice	Lots of application to practice. Useful for schools and researchers looking into this topic.	Apply the findings to schools and educators would find this useful I think.	There is less application to practice. They do mention some things about how to be a good mentor however this is questionable how appropriate this is a multiple of settings.

Title	Campus of Opportunity: A Qualitative Analysis of Homeless Students in Community College. (Jarrett Gupton, 2017)	Community College Students' Experiences with Homeless and Housing Insecurity (Ronland Hallett & Adam Freas, 2018)
Focus	Looking into the resilience and protective factors in community college students	Looking into how community college student experience their difficulties such as housing insecurities
Background	Looks at previous research into neglect and resilience and how education is important. Then links the gap that resilience factors in YHP is unknown. How can services support this and institute be better	The journal uses a trauma informed lens to help look at the perspective of YHP in college. This journal looks to expand the knowledge around this topic to help support them in the future.
Aim	Look at the experience of post-secondary education in YHP How can learning institute better support and promote resilience	To capture the stories of college students to build on the conversation around accessing and succeeding in education
Methodology or Broad Approach	Narrative qualitative design Does this match the statement of the aim? It works well, this method is good	Narrative approach Does this match the statement of the aim? For sure
Tool of data collection	Interviews and observational data	One person interviewed 4 times. The rest interview, semi structured, up to 60mins. Brief follow up occurred.
Method of data analysis and presentation	Narrative approach	Narrative Approach
Sample	4 students with criteria, 16-24, attending post-secondary & experienced homelessness or at least a month.	Collaborated with an institution for YHP. All pts attended FE college & pts.
Ethical Consideration.	Consideration in persevering the data record. Interpreting their data correctly. External reviewer involved	None stated but acknowledgement of trauma
Conclusion and Recommendations	The recommendation and conclusion section is small, just a paragraph however the findings are very comprehensive	Used a conclusion section to help summarise the narratives of the students. IN there, this was when context and lens were placed on the narratives.
Overall Strengths and Limitations	The study was true to the narrative nature. Highlights its own limitations, firstly that it was not longitudinal and therefore the information lost. Also highlights problems with it's population (small sample as not representative).	Limitation given by journal: location of urban area, does not look at difference between groups such as sex or race.
Application to practice	Within the study there is built in usefulness for other post-secondary schools settings to offer support.	There is a large chunk of information on how the results can be used in colleges to support this population.

Appendix C: Ethics approval from Tavistock Research Ethics Committee

Letter of ethical approval from the Tavistock Research Ethics Committee (TREC)

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
<https://tavistockandportman.nhs.uk/>

Marc Pescod

By Email

30 May 2019

Re: Trust Research Ethics Application

Title: Exploring the educational experiences of young homeless people.

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

**Paru Jeram**

Secretary to the Trust Research Degrees Subcommittee

T: 020 938 2699

E: academicquality@tavi-Port.nhs.uk

cc. Course Lead, Supervisor, Research Lead

Appendix D: **TREC form of Ethical Approval****Tavistock and Portman Trust Research Ethics Committee (TREC)****APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS**

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

PROJECT DETAILS

Current project title	Exploring the educational experiences of young homeless people.		
Proposed project start date	March 2019	Anticipated project end date	May 2020

APPLICANT DETAILS


Name of Researcher	Marc Pescod
Email address	mpescod@tavi-port.nhs.uk
Contact telephone number	

CONFLICTS OF INTEREST


<p>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below:</p>
<p>Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below:</p>

FOR ALL APPLICANTS

<p>Is your research being conducted externally* to the Trust? (for example; within a Local Authority, Schools, Care Homes, other NHS Trusts or other organisations).</p> <p><small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small></p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>If YES, please supply details below:</p>	
<p>Has external* ethics approval been sought for this research? (i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee)</p> <p><small>*Please note that 'external' is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC)</small></p> <p>If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies:</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research? The Tavistock and Portman NHS Trust is the sponsor of this research</p>	
<p>Do you have local approval (this includes R&D approval)?</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>I have obtained consent to work with the homeless charity Centrepoint to conduct this study. I have attached the email correspondence confirming consent.</p>


<p>COURSE ORGANISING TUTOR</p> <ul style="list-style-type: none"> Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 	
<p>Signed</p>	
<p>Date</p>	<p>20.05.2019</p>

<p>APPLICANT DECLARATION</p> <p>I confirm that:</p> <ul style="list-style-type: none"> The information contained in this application is, to the best of my knowledge, correct and up to date. I have attempted to identify all risks related to the research. I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants. I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research. 	
<p>Applicant (print name)</p>	<p>MARC PESCOD</p>

Signed	
Date	01/03/2019

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name and School of Supervisor/Director of Studies	Adam Styles
Qualification for which research is being undertaken	Doctorate in Education, Community and Child Psychology

Supervisor/Director of Studies –	
<ul style="list-style-type: none"> • Does the student have the necessary skills to carry out the research? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> ▪ Is the participant information sheet, consent form and any other documentation appropriate? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> ▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> ▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 	
Signed	
Date	20.05.2019

DETAILS OF THE PROPOSED RESEARCH

<p>1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)</p>
<p>Initially participants will be asked to attend an initial meeting in which the nature of the study will be explained, including what would be expected of them if they wish to consent to take part.</p> <p>The research will involve asking young homeless people to engage in an interview exploring their perception of their educational experiences. This will involve the participants engaging one to one with myself in a semi-structured interview. The data will be collected through a digital recording device before being transcribed, analysed and encrypted to ensure confidentiality. The interviews will take place in a building used by Centrepont (a charity for young homeless people), therefore within the facilities of a company known to the participants.</p> <p>Lastly there will be a feedback session which will be after data from the interviews has been analysed and themes from the data established. The participants will be invited to attend a feedback session alongside other participants involved in the study and this will take place in a building used by Centrepont. The session will be no longer than an hour and will involve the researcher providing feedback on the findings from the study and will give the participants the opportunity to comment on them. There will be an opportunity for the participants to ask any</p>

further questions on the research. This will be an opportunity for the participants to be fully debriefed on the study.

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

The aim of the study is to fill a gap in the literature around the views of the young homeless population and their experience of education. The research aims to give a voice to a population which has so far been relatively unheard within the educational system.

Current climate for young homeless population

Centrepoint (2015) have identified that there are 150,000 young people asking their local authority (LA) for support every year. Young homeless people (YHP) are identified to be of higher risk (Fritzpatrick, Pawson, Bramley, Wilcox, & Watts, 2017) and more vulnerable (Byrom & Peart, 2017) than adults, and yet despite this, 30,000 are turned away for statutory support from their LA (Centrepoint, 2015).

Helpfulness of the previous research

It is also important to consider the usefulness of current research into YHP. Neale (1997) proposed there should be an emphasis to understand and alleviate homelessness as opposed to influencing political change. Therefore, it is important for research into YHP to be primarily to support professionals and the general population in understanding what homelessness is. Consequently, this research will focus on the voice and ideas of YHP within the specific area of education.

Education and Homelessness

Research has suggested that low academic achievement and attendance heighten the probability of becoming homeless (Flouri & Buchanan, 2004; Westcott, 2005). In addition, there are other contributing factors which influence both homelessness and difficulties with education such as pupil exclusion (Pirrie, Macleod, Cullen, & McCluskey, 2011) and Children in Care (Jackson & McParlin, 2006; Viner & Taylor, 2005). These pieces of research consider how difficulties in education, potentially influenced by other factors, might result in experiencing homelessness in future. This study, however, aims to specifically focus on the experiences of the young and homeless and the relationship between this and their experiences of education.

The questions this research is aiming to answer are based on the current context, literature and needs within the education system. There is an absence of published research on the experience of YHP in education and researchers such as Neale (1997) have stressed the importance of promoting that understanding. There needs to be empowerment in the young people's voice, which is often missed, with an emphasis on the focus of the research being person-centred. This research aims to investigate the experience of the young homeless population to enable educational professionals to better understand their needs.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

The method of the research will involve facilitating an initial meeting with a group of young homeless people to describe the purpose of the study and allow a space for them to express their interest in taking part. The purpose of this will be to support the potential participants get fully informed before taking part in the research. In addition it will explain in detail the process of the study including the interview stage and feedback stage. This will be done in a way to support those with additional needs to assist their understanding.

For those who give their consent to participate, they will be asked to attend an interview. This interview will be semi-structured and with myself. The interviews will be approximately 1 hour long and will be conducted within a Centrepoint owned building.

The purpose of an interview is to gain qualitative information from the participant. Interview data will be analysed through Interpretative Phenomenological Analysis (IPA). The purpose of the interview is to get that individuals experience and perception of their educational experience, hence best done through 1:1 interviews rather than focus groups. The semi-structured nature of the interview is to allow the researcher to move and adapt to the individual experiences of each participants whilst maintaining a list of set questions and keeping with the explorative nature of the approach.

The researcher will then conduct a group feedback meeting with the participants to feedback the results of the analysis and explore their opinions on how their voice is being represented. This is to allow participants to voice their opinion of the researcher's interpretation of their perspective. This is something to support the validity of the research, making sure the method of the research was trustworthy in capturing what it set out to find.

PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criteria is in place. (Do not exceed 500 words)

The definition of homeless is made up of several sub groups (hidden homeless, homeless families, temporary accommodation, sofa surfing). Centrepoint is a charity based in London which supports young people who are no longer living with their family. Centrepoint support by housing young homeless people and give them access to their services such as vocational skills. Due to my research being conducted using individuals accessing these services, this population's perspective will be captured primarily.

Centrepoint will support me in approaching, selecting and making contact with the young homeless people. They will select individuals relevant to the study based on inclusion and exclusion criteria below and invite them to the initial meeting. This meeting will be used to support the potential participants to get fully informed before taking part in the research by completing a signed consent form.

Exclusion/inclusion criteria

Due to the focus of the research it aims to recruit participants who are currently in the educational system, accessing full-time education.

The participants would ideally be aged between 16-19. This age group was selected as it is the oldest age you are legally expected to access full time education. Older participants were selected as it is important for the participants to capably and coherently reflect on their experience of education. Due to Centrepoint supporting individuals with the minimum age of 16, it was decided to cut the age of the participants at 16 for ease of recruitment.

However the potential difficulty in recruiting individuals from this population might mean the inclusion criteria needs to be broader. Therefore if a potential participant is now out of fulltime education or in full time vocational programmes they will still be considered as long as they are between the age of 16-19.

Due to the potential difficulty in recruiting participants and the dominant focus on homeless experience, there will be no inclusion or exclusion criteria relation to gender, cultural or ethnic background.

The participants will be screened on their homeless status during their years in education. In an attempt to gather varied perceptions of education within the participants. The study will consider YHP who were homeless for a period of a year or more during their time of education.

With the complexity and vulnerability of the young people who access Centrepoint, the charity's safeguarding lead was consulted around the issue of obtaining informed consent/assent. They advised that where potential participants are over the age of 18, they can provide their own consent. If, however the young person is aged 16-17, Centrepoint will themselves approach those who are not 'looked after children' and come under the 'Fraser guidelines'. In the event that insufficient participant numbers can be recruited through these channels, consent for looked after children to participate will be sought from their guardians and or the local authority.

The 'Fraser guidelines' were developed in line with the 'Gillick Competencies' in a case which was specifically exploring whether doctors should be able to give contraceptive advice or treatment to under 16 year olds without parental consent. Since then, they have been more widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.

Sample size

Due to the focus on the in-depth idiographic experience of specific individuals, the researcher will look to recruit 6-8 participants based on availability. This number of participants was selected due to the purpose of the research; looking into the experiences of a population which is under researched. It is therefore important the research focuses on the depth of experience over quantity of experiences. It is unclear how engaging the participants will be when talking about education due to there being a lack of research into this area. With this in mind, the researcher will consider the amount of data collected with the first 6 participants and extend the number to 8 if and when needed.

5. Will the participants be from any of the following groups? (Tick as appropriate)

- Students or staff of the Trust or the University.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)¹
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and

detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

6. Will the study involve participants who are vulnerable? YES NO

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose.

6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If **YES**, the research activity proposed will require a DBS check. (*NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>*)

DBS: The researcher has confirmation from Centrepoint that they have clearance on their DBS.

Consent: The researcher will ensure that participants have the capacity to consent to participate in the research. This will be managed by having individuals between the ages of 16-17 being checked according to the 'Fraser Guidelines' by Centrepoint prior to engaging with the researcher.

In addition, if the individual is looked after, Centrepoint will obtain the guardian and LAs consent prior to taking part in the research.

This has been agreed in line with Centrepoint's safeguarding lead.

Initial Meeting: An initial meeting will be held to support the vulnerable young people to understand identify the purpose of the study and what will be involved if they wish to take part. It will be explicit as to why this population is being researched, i.e. in the hope of enabling professionals to better meet the needs of YHP in education. If someone is unsure about the purpose of the research or has any further questions there will be an opportunity to ask the researcher any questions which they might have without being obligated to be involved.

Interview

Right to withdraw: It will be made clear by the researcher to the individual that they have the right to withdraw at any time and that they have no obligation to remain involved for any longer than they want to. If a participant decides midway through the research they don't wish to participate they will be allowed to leave and the information will be deleted.

Confidentiality: The researcher will respect participant's confidentiality and data shared will not be given with any identifiable information. This to support the population to feel safe that their living status is not shared with anyone outside of the research.

All data will be anonymised

Feedback Meeting: A feedback meeting will be arranged to encourage the young people to give their opinion on how their views have been interpreted and presented. This is an opportunity for them to express any concerns they may have too.

7. Do you propose to make any form of payment or incentive available to participants of the research? YES NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

8. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

Only participants who are: 18 and older and therefore legally are able to provide informed consent; aged between 16-17 who have been assessed against the 'Fraser Guidelines' and deemed by Centrepoint to have capacity to give consent; or are 'looked after', and parental/guardian's permission has been obtained and who meet the 'Fraser Guidelines' are therefore able to give consent will be recruited for this study. This is to ensure everyone involved has capacity to give consent.

Due to the unknown educational experiences of the potential participants it is important to consider making the processes of the research as accessible as possible. This will be done through making the supporting resources (consent form, information sheet) as free from jargon and academic language as possible.

The initial meeting for participants will be a chance for individuals of all abilities to attend, to explore the purpose of the research, discuss what is involved, decide whether they want to participate and a forum to ask any questions in a more casual and conversational way.

I will make myself available through email or the Centrepoint to have a discussion with any young person considering being involved but wanting more information.

I will talk to Centrepoint about being available if a young person might need further explanation of what is involved.

RISK ASSESSMENT AND RISK MANAGEMENT

9. Does the proposed research involve any of the following? (Tick as appropriate)

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes

<input type="checkbox"/> administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process <input type="checkbox"/> performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfort, regret or any other adverse emotional or psychological reaction <input type="checkbox"/> investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs) <input type="checkbox"/> procedures that involve the deception of participants <input type="checkbox"/> administration of any substance or agent <input type="checkbox"/> use of non-treatment of placebo control conditions <input type="checkbox"/> participation in a clinical trial <input checked="" type="checkbox"/> research undertaken at an off-campus location (<u>risk assessment attached</u>) <input type="checkbox"/> research overseas (<u>copy of VCG overseas travel approval attached</u>)
<p>10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> If YES, please describe below including details of precautionary measures.</p>
<p>Although it is not expected, it is possible the semi-structured interview will elicit unexpected responses of distress. This might happen due to the focus of the conversation, their experience of education, potentially being closely linked to a difficult time in the person's life and hence bringing negative experiences to their conscious thought.</p>
<p>11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.</p>
<p>In the event that a participant does become upset or distressed during the research, the researcher has previous experience of carrying out research with young people. In this study the researcher had to remain aware of the participants mental states, make sure participants could withdraw from the research setting if they wanted to and remain present in case the participant wanted to talk through any uncomfortable thoughts or experiences that had arisen during their interview. This will be offered to the participants in this study also.</p> <p>The researcher is currently studying in a profession which requires them to talk to young people exploring different aspects of their education. Some of this is with regards to their past educational experience. Therefore the researcher has experience of working with young people in this way and has experience of supporting individuals after they have demonstrated some level of distress and upset.</p>
<p>12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words) NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.</p>
<p>The participants could benefit in the following way:</p> <p>The purpose of the study is to better Improve professional's understanding of the needs of this population. Therefore through taking part, the participants will be supporting the capacity of professionals to better understand their experience and consequently, better support young homeless people in education. This will in turn contribute to filling a gap in the research literature and this increase in knowledge and understanding may benefit the participants and homeless young people after them.</p>

In addition the research may unintentionally benefit the participant through the process of talking about their past events. This can often be helpful in leading to a more comprehensive understanding of themselves and their education

Lastly the research will enable the participants to have a voice they perhaps didn't have before. The research in this area is limited and the young homeless population will benefit in having their voices heard by professionals and through being able to share their experiences with, and be heard by, people they might not have been able to previously.

13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

The researcher will be conducting 1:1 interviews with the participants and therefore will have the opportunity to check in with the participant whenever they feel they might be in distress. The researcher will check how the participant is feeling prior to starting, from time to time during and at the end of the interview.

At the end of the interview the researcher will put time aside for the participant in case they feel they want to talk about any distress or upset. The researcher will make themselves available to support as best they can.

The researcher will also signpost the participant to any particular individuals within Centrepont and/or outside organisations that would potentially be available to support them with any distress that occurs from participation.

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

The researcher will remind the participant:
Of their right to withdraw at any time. It will be made clear that this will be available up to the point of analysis as at this point the data will be collated.

That they have the opportunity to discuss any further questions or anything that might be causing distress/concern directly after the interview with the researcher.

Signpost to external organisations or caseworkers within the Centrepont available to support them.

The feedback session will be an opportunity for the participants to express their views or opinions on the research and its findings. This is a time to debrief the participants on the research as a whole.

PARTICIPANT CONSENT AND WITHDRAWAL

15. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES NO

If **NO**, please indicate what alternative arrangements are in place below:

16. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

17. The following is a participant information sheet checklist covering the various points that should be included in this document.

- Clear identification of the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.
- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

18. The following is a consent form checklist covering the various points that should be included in this document.

- University or Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the project is research.
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

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CONFIDENTIALITY AND ANONYMITY

19. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

In writing up the research, the researcher will present findings in such a way as to preserve the anonymity of participants with specific identifiable details. An example of this is ethnicity, if there is one participant belonging to an ethnic minority group, any data referring to the ethnicity might result in staff working at Centrepoint being able to identify the source of the comment. Therefore, the research will present the data from potentially identifiable populations more broadly to maximise anonymity. This can be done through referring generally to ethnicity as a whole instead of referring to the views of one specific individual.

The research does acknowledge that due to the small size of participants there is a limitation to the extent in which the researcher can maintain the participant's information is confidential.

20. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

DATA ACCESS, SECURITY AND MANAGEMENT

<p>21. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> If NO, please indicate what alternative arrangements are in place below:</p>
<p>22. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.</p> <p><input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years <input checked="" type="checkbox"/> 6-10 years <input type="checkbox"/> 10> years</p> <p>NOTE: Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer. (http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf)</p>
<p>23. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.</p> <p><input checked="" type="checkbox"/> Research data, codes and all identifying information to be kept in separate locked filing cabinets. <input checked="" type="checkbox"/> Access to computer files to be available to research team by password only. <input type="checkbox"/> Access to computer files to be available to individuals outside the research team by password only (See 23.1). <input type="checkbox"/> Research data will be encrypted and transferred electronically within the European Economic Area (EEA). <input type="checkbox"/> Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See 23.2). NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998). <input type="checkbox"/> Use of personal addresses, postcodes, faxes, e-mails or telephone numbers. <input checked="" type="checkbox"/> Use of personal data in the form of audio or video recordings. <input type="checkbox"/> Primary data gathered on encrypted mobile devices (i.e. laptops). NOTE: This should be transferred to secure UEL servers at the first opportunity. <input checked="" type="checkbox"/> All electronic data will undergo <u>secure disposal</u>. NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be <u>overwritten</u> to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software. <input checked="" type="checkbox"/> All hardcopy data will undergo <u>secure disposal</u>. NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.</p>
<p>23.1. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.</p>

<p>23.2. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).</p>

OVERSEAS TRAVEL FOR RESEARCH

<p>24. Does the proposed research involve travel outside of the UK? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>24.1. Have you consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/ YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>24.2. If you are a non-UK national, have you sought travel advice/guidance from the Foreign Office (or equivalent body) of your country? YES <input type="checkbox"/> NO <input type="checkbox"/> NOT APPLICABLE <input type="checkbox"/></p> <p>24.3. Have you completed the overseas travel approval process and enclosed a copy of the document with this application? (For UEL students and staff only) YES <input type="checkbox"/> NO <input type="checkbox"/> Details on this process are available here http://www.uel.ac.uk/ga/research/fieldwork.htm</p> <p>24.4. Is the research covered by your University's insurance and indemnity provision? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>NOTE: Where research is undertaken by UEL students and staff at an off-campus location within the UK or overseas, the Risk Assessment policy must be consulted: http://dl-cfs-01.uel.ac.uk/hrservices/documents/hshandbook/risk_assess_policy.pdf. For UEL students and staff conducting research where UEL is the sponsor, the Dean of School or Director of Service has overall responsibility for risk assessment regarding their health and safety.</p> <p>24.5. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.</p> <p style="height: 100px;"></p> <p>24.6. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p style="height: 100px;"></p>

PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

25. How will the results of the research be reported and disseminated? (Select all that apply)

- Peer reviewed journal
- Conference presentation
- Internal report
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

OTHER ETHICAL ISSUES

26. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

CHECKLIST FOR ATTACHED DOCUMENTS

27. Please check that the following documents are attached to your application.

- Letters of approval from ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Evidence of any external approvals needed
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

27.1. Where it is not possible to attach the above materials, please provide an explanation below.

Appendix E: Email approving research from Centrepoint

Email liaison with Centrepoint's Abigail Gill, Policy and Research Manager.

Marc Pescod <marcpescod@gmail.com>

Fri, Mar 1, 2:16 PM

to Sadie, Abigail

Dear Sadie and Abigail,

I hope you are both well,

I am sorry for the delayed response. I have been working closely with supervisor to consider the most appropriate approach and methodology with regards to this study. I think it is important to focus the study in capturing the experience of the young people in education as this is the area of need in the psychological literature. I have made an effort to keep it as simple as possible but effective in its purpose. I have attached the methodology of my research project to this email.

I have found it difficult to incorporate one of your suggestions of involving the staff members within the study whilst attempting to keep the focus on the young persons experience and maintaining the simplicity of the research. However, I do think there is tremendous value, for Centrepoint, in getting information on what the young people's experience is both within their vocational skill system and the larger educational system. Further, working with the staff supporting the young people would be a great complimentary follow-up study which can and should have its focus in its own merit. I will not have the time to carry this out during my study however would be keen to continue this research with Centrepoint after completion of this project.

Please read the document and let me know your thoughts or if there are any practical amendments you think could be changed based on your experience.

As soon as you are satisfied with the research I will send ethics submission off and I will be contacting you soon about getting started.

In the mean time, if there is anything else I can be involved in within Centrepoint, either in the vocational skills or research side, I would be very keen. I think it would be useful to get to know yourself, Centrepoint and the young people better when working together.

All the best

Marc

Trainee Educational Psychologist

Tavistock and Portman NHS Foundation Trust

Tavistock Centre

120a Belsize Lane

London NW3 5BA

mpescod@tavi-port.nhs.uk

Abigail Gill <A.Gill@centrepoint.org>

Thu, Mar 7, 1:32 PM

to me, Sadie

Hi Marc,

Thanks for this. From my perspective your suggested approach looks fine. Can I check how many young people you would want to interview?

Sadie, I assume it will be your team facilitating the recruitment of young people, possibly in Camberwell?

The only thing for me is ensuring we have the proof of your DBS check before the interviews take place, but that's something we can pick up once you've got your ethics submission sorted.

Best wishes,

Abi

Abigail Gill

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Appendix F: Information Sheet and Consent Form



The Tavistock and Portman
NHS Foundation Trust

Research investigating your experiences of education

The following information is provided to ensure that you have a clear understanding of the current research and what would happen if you wish to be involved. The information is shared with you so that you can let us know if you want to take part.

Research title:

A study into the perspectives of young homeless people and their experiences of education.

Who is doing the research?

My name is Marc Pescod and I am currently studying a course in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust. I am carrying out this research as Part of my training and the project will be written up to form my doctoral thesis.

What is the aim and purpose of this research?

The aim of this research to explore the education experiences of young homeless people. This research hopes to obtain the perspective of young homeless people by looking into some of your past or present experiences in education.

The aim is to give professionals working in education an insight and knowledge into some of your experiences to help them better understand what it is like to be of school age and homeless. This will hopefully allow them to better support young people in this situation in future.

What happens if I take part?

If you wish to take part in this research you will be invited to an interview with me. The interview will take place in a Centrepont building at a time agreed. At the beginning of the interview I will explain what will happen and you'll be given time to ask any questions. I will then ask you questions about your experiences in education; I may also ask further questions if I want to know more about a topic you were talking about. This interview will take around 45-60 minutes and the session will be audio recorded.

At the end of the interview you will be given time to ask any further questions or talk about anything you feel you need to talk about.

It is important to note you do not need to talk about anything you did not wish to during the interview.

After the analysis phase of the research, you will be invited to attend a meeting where I will feed back the results of the analysis. At this time you will be able to give your views and opinions on the feedback.

What are the benefits and risks?

There is currently little research available within the education or psychology literature about the experiences of young homeless people in education. This study is an opportunity for you to share your perspective about your education and for it to be heard by a wider group. The research aims to be published so it can be read by professionals working in education to support them get a better understanding of what you went/are going through.

You will be given a space to explore and think about your experience of education. You might find it helpful to reflect and consider your educational experiences in a non-judgemental environment.

There is little risk involved in participating in this study. However, when talking about your past experiences, should you get upset or distressed I can stop the interview and or will be available to talk to you afterwards. In this situation you will also be given information about other people or organisations who may be available to help you.

It is important to note that involvement or information given in this research will have no impact on the support you get from Centrepont.

What will happen to the information collected?

Responses from all individuals taking part in the research will be reported anonymously, meaning you will not be identifiable in any way. If you decide you do not want your data to be included in the analysis, you can contact the researcher at mpescod@tavi-port.nhs.uk.

The information you give will be analysed alongside data given from other participants. From this point it will not be possible for the information you gave to be deleted from the analysis. However the raw data given can be deleted on request.

Anonymised notes and recordings will be destroyed on completion of the research.

Will everything be kept confidential? (Will my name or other identifiable information be used?)

All the information collected from you will be kept safe and confidential. This includes any records or notes made from the meetings or interviews; these will be kept in a safe, secure location with your name being changed to a code to prevent you being identified. This will be done in line with the University's Data Protection Policy.

It is important for you to know, data cannot be kept confidential if you mention something that makes me concerned about either your safety or that of someone else. In this case, I would have to share this information with others to maintain safety. Wherever possible, this would be discussed with you first.

Do I have to take part?

It is up to you to decide if you wish to take part or not. This information sheet has been provided to help you decide if this is something you want to do or not. Even if you do decide to take part but change your mind later, you are free to withdraw at any time, including during interview, up to the point where I have started to analyse your data. You will not be expected to give a reason for your withdrawal and all information gathered about you up to that point will be destroyed.

Who has given permission to do this research?

The Tavistock and Portman NHS Trust Ethics Committee has given ethical approval for this piece of research to be carried out. In addition Centrepont have agreed for me to come in and interview you with your permission.

What if I complain?

If you have any concerns about the research or how you have been treated you can speak about these with myself or contact Simon Carrington, Head of Academic Governance and Quality Assurance at academicquality@tavi-port.nhs.uk

Further Information

If you have any further questions about the research or if you would like to know more about it, you can contact me at mpescod@tavi-port.nhs.uk

If you would like to speak to anyone in the Centrepont research team about the project you can contact Abi on 020 7423 6902 (a.gill@centrepont.org)

Thank you for taking the time to read this information

Marc Pescod

Consent form for taking part in research

**A study investigating the perspectives of young homeless people
and their experience of education.**

Please circle your answer to the following questions

1. I have read and understand the information sheet for the study and have been given the opportunity to ask questions.

YES NO

2. I understand my participation in this study is voluntary and I can withdraw at any point up to the data being analysed, without providing a reason

YES NO

3. I agree to be interviewed and for the interview to be audio-recorded.

YES NO

4. I understand that my data will be anonymised but, due to the small nature of the research, confidentiality might be impacted by people close to me knowing my story.

YES NO

5. I understand that the findings of this research may be published and available for the public to read.

YES NO

6. I understand that if I share information that leads the researcher to be concerned for my safety or the safety of others, the researcher will share this information in order to keep people safe.

YES NO

7. I have read and understood the above and agree to take part in the research

YES NO

Participant's name		Researcher's name	
Participant's signature		Researcher's signature	
Date		Date	

Appendix G: **Interview Schedule****Interview Schedule**

1. Can you tell me about your experience of education?

Prompts: What education have you received? How would you describe your education? How did it feel during education? How did you interpret your education? What experiences do you think of when talking about your education?

2. What is your view of education and being homeless? (..given this, what you is experience of education, being homeless?)

Prompts: How did your education change at different moments of your life? How did you feel about education as someone who is homeless? What times in your life contributed to your view of education and being homeless?

3. In your educational experiences while homeless, what helped you and what didn't help you?

Prompts: (*If describing something that was helpful*) how did it feel during that? To what level was that helpful? What is your understanding of that? What are your memories of that?

(*If describing something that was not helpful*) how did it feel during that? To what level was that not helpful? What is your understanding of that? What are your memories of that?

Are there any other examples you can think of?

4. How might your educational experience have been different if you were not homeless?

General prompts to encourage participant to talk more about an area:

Can you tell me more about this?

Is there anything else you can tell me?

You said, can you talk about this more?

Appendix H: Demonstration of Step 2 of IPA Analysis

Notes	Transcript- Interview 2	Descriptive	Language	Conceptual
1 2 3 4 5	<p>Interviewer: Is-- Okay. <u>So</u> first question is can you tell me about your experience of education?</p> <p>Interviewee: Well my experience in education is kind of like everyone else's I guess but with me, I feel like I haven't really learned anything [chuckles].</p> <p>Interviewer: Okay. Tell me a bit more about that.</p> <p>Interviewee: Well, it's because I've done it so many times now with maths and English and just don't feel like I've learned anything. Even after passing English, I don't feel like I've learned anything.</p> <p>Interviewer: Mm.</p> <p>Interviewee: I don't feel like I've learned anything new or different, anything.</p> <p>Interviewer: Okay, and did you-- In terms of schooling, what does that kind of look like from when you started?</p> <p>Interviewee: Oh, when I started, um, I don't really know how to explain it. I don't really know.</p> <p>Interviewer: Yeah, yes. <u>So</u> like the school system so I mean like primary, secondary, kind of moving on, what was-what is your timeline like? What does that look like?</p> <p>Interviewee: I don't know what to say.</p>	<p>Experience of education is the same as everybody's else's. The difference is, he hasn't learnt anything</p> <p>Had to redo Maths and English a lot of times Haven't learnt anything about Maths and English Even after success in English, still not learnt</p> <p>Hasn't learnt anything new or different</p>	<p>The use of 'anything' as something being so extremely. Laughing at the bizarre-ness of education and not learning</p> <p>'So many' talks a lot to the struggle he has had with education and the repetitive nature of it. Extreme comments of 'anything' and emphasis on voice too.</p> <p>Push on not learning 'anything'</p>	<p>Perhaps questioning the effectiveness and point of education</p> <p>His relationship with education at been labour some with redoing subjects and making no traction or progress. Trying but not learning</p>

<p>6</p> <p>7</p> <p>8</p> <p>9</p>	<p>Interviewer: Did you get to primary school? That was all...</p> <p>Interviewee: Yeah, yeah.</p> <p>Interviewer: Secondary school?</p> <p>Interviewee: Yeah, I was born here so I had to go through all that</p> <p>Interviewer: Yeah.</p> <p>Interviewee: Yeah, yeah, yeah.</p> <p>Interviewer: And then what happened when you finished secondary school? What happened then?</p> <p>Interviewee: When I finished secondary <u>school</u> I went into college-</p> <p>Interviewer: Yeah.</p> <p>Interviewee: -to redo my GCSEs.</p> <p>Interviewer: Okay.</p> <p>Interviewee: Um, and then I finally got one GCSE after a whole year-</p> <p>Interviewer: Okay.</p> <p>Interviewee: -in college and then I had to do another year in college and another year-</p>	<p>Born in the UK so went to all the normal schooling</p> <p>Finished secondary school and went to college</p> <p>At college he redid his GCSE</p> <p>He got one GCSE after a year of college</p> <p>Had to do a further 2 years at college. 3 years in total</p>	<p>His language talks to perhaps, redoing, as a failure.</p> <p>'Finally' got 'one' GCSE after a 'whole year', tells that it took him a long time and it did not seem satisfactory</p> <p>Repetitive language, emphasising the continuousness of education</p>	<p>When he talks about education there is a feel or it letting him down or him not being able to do it? Either way he has had to try receptively at it</p>
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<p>10</p> <p>11</p> <p>12</p> <p>13</p>	<p>Interviewer: Mm-hmm.</p> <p>Interviewee: -and I got my English and now I'm still waiting to get my Maths.</p> <p>Interviewer: Okay. And was-When you left to go to college, did you leave- was <u>it</u> Maths and English that you were focused on getting?</p> <p>Interviewee: Yeah. From the beginning, all I was focused on getting was Maths and English.</p> <p>Interviewer: Yeah.</p> <p>Interviewee: But it just never seemed to happen. It's like every year it just got harder and harder-</p> <p>Interviewer: Mm-hmm.</p> <p>Interviewee: -when I assumed it would be getting easier because I'd been learning it for so long.</p> <p>Interviewer: Yeah.</p> <p>Interviewee: But just wasn't like that.</p> <p>Interviewer: Yeah. I mean that's you- what you're saying how tough it was been doing it since the beginning, since-since primary school all the way through those years of college-</p> <p>Interviewee: Yeah.</p>	<p>Has got English GCSE but it <u>awaiting</u> maths GCSE</p> <p>From the beginning he was interested in getting English and Maths</p> <p>Every year he was unable to attain his maths and English</p> <p>Every year it got harder while there was an assumption it would get easier</p> <p>His expectation of learning and it <u>getting</u> easier as he got older did not meet his expectations</p>	<p>'From the beginning' perhaps the beginning of college or schooling?</p> <p>'Never' to show the finiteness of it but this is not true as he now has his English</p>	<p>Is there <u>an</u> perception that school is purely about getting English and Maths? For what purpose?</p> <p>His perception is on the unattainable however this is not completely accurate. Is there a learnt negative perception of education and his own abilities?</p>
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Appendix I: Demonstration of Step 3 of IPA Analysis

Interview 1

Homeless Experiences

	Emergent Themes	Quote
1	No difference in experience	Well my experience in education is kind of like everyone else's I guess but with me, I feel like I haven't really learned anything [chuckles]
2	Hasn't learn anything	Well my experience in education is kind of like everyone else's I guess but with me, I feel like I haven't really learned anything
3	Repeated qualifications	Well, it's because I've done it so many times now with maths and English and just don't feel like I've learned anything. Even after passing English, I don't feel like I've learned anything.
4	Education is worthless	Well, it's because I've done it so many times now with maths and English and just don't feel like I've learned anything. Even after passing English, I don't feel like I've learned anything.
5	Not learning academic	I don't feel like I've learned anything new or different, anything.
9	Repetitive education	in college and then I had to do another year in college and another year-
10	Aiming for GCSE	-and I got my English and now I'm still waiting to get my Maths.
11	Trying but not achieving	Yeah. From the beginning, all I was focused on getting was Maths and English. But it just never seemed to happen. It's like every year it just got harder and harder-
12	Increasing difficulty	Yeah. From the beginning, all I was focused on getting was Maths and English. But it just never seemed to happen. It's like every year it just got harder and harder-
13	Not meeting own expectations	-when I assumed it would be getting easier because I'd been learning it for so long. But just wasn't like that.
14	SEN difficulties	I think it was like my dyslexia that-
15	SEN prevented success	I think it was like my dyslexia that- -completely ruined me with English. I don't know what happened with Maths.
16	Failure attributed to SEN	But with English, I know for sure was my dyslexia.
17	Playing down SEN needs	Yeah, but my dyslexia is very very very mild
18	Reading difficulties	I can go through reading chapter books and all that crap but while I'm reading, say I have to reread a sentence- because like I'm reading something and then I lose concentration and forget where I am-
19	Self-awareness	I can go through reading chapter books and all that crap but while I'm reading, say I have to reread a sentence- because like I'm reading something and then I lose concentration and forget where I am-
20	Education as overwhelming	-and it's just too much sometimes.
21	Hard work for success	Yeah, finally
22	No value in GCSEs	No, there was literally no change
23	No value in education	I'm still in the same position as I was when I didn't have the English
24	Education hasn't opened opportunities	Like the English hasn't [laughs] opened any doors for me.
25	Frustrated at School system	Like the English hasn't [laughs] opened any doors for me.
29	Feelings of not good enough	[chuckles] Yeah. [crosstalk] I think it's like the only thing that I could actually pass and was-
30	Not meeting own expectations	[chuckles] Yeah. [crosstalk] I think it's like the only thing that I could actually pass and was- -kind of surprising to me.
31	Passion for certain subjects	Don't know. I think because I actually have a passion when I'm cooking and not when-
32	Education need to be relevant	-I'm trying to do English and Maths cause I don't see the point in English and Maths unless Maths is like subsidized into like little situations.
33	Questioning personal value of education	We have to weigh out things and do this and do that. I don't think you really need GCSE Maths to become a chef.
34	Practical use of education	Well, I think the things that are valuable are the things that you're actually gonna use in your day to day life.
35	Some education as pointless	So like there's functional skills maths, which I do use daily but some of the GCSE Maths stuff that we learn, we don't use at all.

36	Using stuff learnt everyday	So like there's functional skills maths, which I do use daily but some of the GCSE Maths stuff that we learn, we don't use at all.
37	Personal relationship to education	To me yeah, because I'm learning how to be a chef so to me, it's important but to other people maybe not.
38	Different experience to others	To me yeah, because I'm learning how to be a chef so to me, it's important but to other people maybe not.
39	Education in real life	But even other people may need it cause they need to cook for themselves and do all that for themselves.
40	A lot of value in some system	Well, the-there's lots of roles within the education system cause it can build up your learning. Like if I didn't have education I wouldn't be able to speak to you right now in English.
41	Education and basic function (speaking)	Well, the-there's lots of roles within the education system cause it can build up your learning. Like if I didn't have education I wouldn't be able to speak to you right now in English.
42	Some part not necessary	-but I don't think it's really necessary as a-- I wouldn't say as a GCSE because some people do need it but it's just me personally, I don't think I do
43	Personal relationship to education	-but I don't think it's really necessary as a-- I wouldn't say as a GCSE because some people do need it but it's just me personally, I don't think I do
44	Considers himself against the grain	Yeah, so you can deal with just the functional skills level if I'm being honest.
64	Less teacher input	And that confused me even more and that made me not wanna show up to school if I'm being honest.
65	Less judgement from teachers	And that confused me even more and that made me not wanna show up to school if I'm being honest.
66	Less embarrassed	And that confused me even more and that made me not wanna show up to school if I'm being honest.
67	No drive to do education	I wouldn't say looking forward to it. I'll just say it's there and I'm gonna do it.
68	Education is part of his schedule	I wouldn't say looking forward to it. I'll just say it's there and I'm gonna do it.
69	Wants to change his relationship with education	Well, I'm kind of still there but I'm trying to move on from it.
70	Education is part of his life	Like to me education is just there.
71	He finds it too much	But to some people, they don't even have education and they want it. For me, it's too much.
72	Reflection on privileged position	But to some people, they don't even have education and they want it. For me, it's too much.
73	Awareness of opportunities	Like-- it's there. Like, 'cause there's colleges, there's universities you could go anywhere and just learn stuff.
74	Doesn't want to do education at FE	Well for me university is definitely not possible.
75	Education and money	'Cause that costs way too much money and I don't need it for what I'm actually doing, let's say.
76	Education not necessary for him	'Cause that costs way too much money and I don't need it for what I'm actually doing, let's say.
77	Fear of failure	Like why would I waste my money on education that I might not even get for something that I don't need?
78	Not worth the energy	Like why would I waste my money on education that I might not even get for something that I don't need?
79	Isn't worth the investment	So it's just like put my money into the education system and not getting anything out of it.
80	Focus on what he need now	Yeah. Right now I just need my Maths.
81	Education gets jobs	Um-- it wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.
82	Education as a gateway to jobs	Um-- it wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.
83	To a level education become pointless	But with English GCSE it's like linguistics and this and that, this and that, you don't really need that being a chef.
84	Education as a key to the locked opportunities	It's just basically the key to open the door to cooking.

85	Some qualification is worth more than others	And I don't think they accept functional skills, because I've got functional skills Level 1 Maths, which is not good, but it's something.
86	Hierarchy of educational qualifications	And I don't think they accept functional skills, because I've got functional skills Level 1 Maths, which is not good, but it's something.
87	Forced to do some qualifications	And if they don't accept it, then there's nothing I can do apart from [unintelligible 00:12:46] do the GCSE equivalent.
88	Education for certain people	Well, it really depends on where you want to go. Like, some people actually need the formal education so they could do what they need to do. Like lawyers, they need a formal education. Doctors, they need a formal education. Like, if-- a doctor that was trained didn't have a formal education, I wouldn't want them to treat me if I'm being honest.
89	Alternative online education	Yeah, you could learn online. Like you can just go on the internet, type in something, learn it. Like I've been learning Spanish and French on my phone.
90	Poor relationship with teachers	Instead of sitting in a classroom with a snotty teacher saying, "Oh, this is this and that is that."
91	Teachers are rude	Instead of sitting in a classroom with a snotty teacher saying, "Oh, this is this and that is that."
92	Been told he is doing it wrong	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.
93	Likes being able to learn on his own	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.
94	Peers disrupt learning	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.
95	Wants a tutor	Yeah. I mean if I, if I had a tutor it would be easier as well. Like one-to-one.
96	Group learning is hard	Yeah. I mean if I, if I had a tutor it would be easier as well. Like one-to-one.
97	Education is not exclusive to schools	Yeah, like going to the-- you can even just go out to the library and learn stuff, read books, go on their computers and do all that.
98	Learning at a library	Yeah, like going to the-- you can even just go out to the library and learn stuff, read books, go on their computers and do all that.
99	Difference in preferred learning style	Well, it depends on who's doing it because some people learn it easier through formal learning. And I understand that 'cause some people need a teacher there telling what to do.
100	Learning is more enjoyable when lead by yourself	It's easier to just get lost and read and do stuff by yourself.
101	Awareness of different types of learner	'Cause some people do need directions from a teacher, I understand that. But me personally, I find it easier to just learn it on my phone.
102	Awareness of self as a learner	'Cause some people do need directions from a teacher, I understand that. But me personally, I find it easier to just learn it on my phone.
103	Avoidance of authority	Because I don't like sitting in a chair waiting for the teacher to be like, "Okay, you can leave now."
104	Feeling like cannot learn	'Cause, every time I'm in that classroom, I don't feel like I learn anything. 'Cause as soon as I leave, everything I've just heard is gone.
105	Tried but failed at education	I don't know. 'Cause I tried to take it in.
106	Cannot retain information	It's just like as soon as I leave that classroom it's all gone.
107	Education the same as when in care	To me there's really no difference.
108	Impact of previous educational experiences	I don't think that's why I don't like formal education. I haven't liked it since I was younger.
109	Treated different based on living situation	Um, well I was treated a bit differently I guess
119	Disconnection from education	It didn't really work. Even now I'm trying to care about education. It's just--
120	Want to be able to learn	Because I want to learn something.
121	Feeling broken	I feel like we're all here to learn and it's just-- I'm not learning anything
122	Purpose of life is to develop	I feel like we're all here to learn and it's just-- I'm not learning anything
123	Naturally develop and learn	Like-- I feel like we were all put on this earth to learn something. Like there must be a point of us being here.
124	World narrative is to learn	Interviewer: Where d'you think that came about, that narrative about understanding we're all here to learn, where d'you think that's come from?

		Interviewee: Well, from everywhere.
125	Parents push education	It's not just schools that say that, there's parents they're like, "Oh, you have to learn and you have to do this, and then, everyone says it.
126	Knows he needs to learn	And it's just, that's-- the only that I've learned is that we need to learn.
127	Awareness of type of learner	Well, with me, um, things like that I'm a bit easier, with like visual learning.
128	Insight into strengths and weaknesses	Like, more visuals and less reading.
129	Relationships are important in teaching	Interviewee: Um, well, my music teacher, he was a good teacher, I guess. Interviewer: Yeah? Tell me about that. Interviewee: Well, he was nice.
130	Good not to feel judged	He didn't really pity me, which was good.
131	Good supportive teacher	Well, he knew. I wouldn't say that he didn't care. I would just say that he didn't-- [sighs] I don't know how to explain it. He just wouldn't bring it up every second, be like, "This, this. That, that." "Why's this?" and "Why's that?" He would just-- he would just be there.
132	Knowledge of difficulty	Well, he knew. I wouldn't say that he didn't care. I would just say that he didn't-- [sighs] I don't know how to explain it. He just wouldn't bring it up every second, be like, "This, this. That, that." "Why's this?" and "Why's that?" He would just-- he would just be there.
133	Feeling pitied makes things worse	Yeah. Think it's better to not have pity, 'cause pity just makes it worse for me if I'm being honest.
134	Not wanting people to know about homelessness	'Cause the more people that feel sorry for you, the more you think, "Oh, why do they feel sorry for me?"
135	People will pity you	'Cause the more people that feel sorry for you, the more you think, "Oh, why do they feel sorry for me?"
136	Homelessness should be spoken about	Well, I think it should be talked about, but just not in a pitying way.
137	Shared experience of homelessness	So like, "Oh, I feel sorry for you because this is happening to you." While it's happening to thousands of other kids.
138	Other people experience homelessness and education	Like, it's not only me that's in the situation, and I feel like knowing that other people are going through it and have been through it-
139	Comfort in not being alone	and I feel like knowing that other people are going through it and have been through it-makes me feel a bit better.
150	Teachers should help students	To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.
151	Teachers should support student to want to be in school	To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.
152	Victimised in education	Uh, not shout it out on a PTA system, and tell everyone.
156	Hiding difficulties from others	Well, I wouldn't know how to explain that, because with the informal education, like, using your phone you don't really have-- no one really knows you have dyslexia-
157	Easier to hide problems from people	And it just makes it that much easier, 'cause you don't get the pity from the teachers, and the other kids.
159	Same problems in different place	'Cause the homelessness doesn't make learning easier or harder, it just- It's just, I'm now in this place, when I was in a different place. Just, same thing, just a different place.
160	Different only because of occurrence of incidents	If they didn't do that it would've been exactly the same.
162	Homelessness make you worry about what others thing	Well, I think I would have learnt better, because I wouldn't have been concentrating on what other people were thinking.
163	Does not want peers to know about homelessness	No one knew. I made sure no one knew.
164	Concern about social knowledge	No one knew. I made sure no one knew.
165	People are rude about homelessness	Um, well it was a bit easier because there was no snide comments.
166	More comfortable without people knowing	I didn't have to care about what people were thinking.
167	Makes friends better by not mentioning homelessness	I made friends easier-
168	Should be better understanding of students needs	Well, I think they need to be more conscious of what the students are thinking and what they're actually doing and why they're behaving badly.

169	Should understand why students can in this way	Well, I think they need to be more conscious of what the students are thinking and what they're actually doing and why they're behaving badly.

Prior to Homelessness, experiences of education

	Emergent Themes	Quote
6	Secondary to College Transition	When I finished secondary school I went into college-
7	Resits	to redo my GCSEs.
8	Laboured education	Um, and then I finally got one GCSE after a whole year-
26	Multiple settings	No. I-I went to XXX College then I went to XXX College wh-where I did my, um, preliminary skills courses.
27	Engaged in preliminary skills	No. I-I went to Croydon College then I went to Orpington College wh-where I did my, um, preliminary skills courses.
28	Success in alternative education	And I passed them.
45	Hated school	Well, I-I wouldn't necessarily say I hated education. Well, I did when I was really young because I was never in school ever.
46	Getting into trouble	Always getting in trouble and kicked out-
47	Being excluded from school	Always getting in trouble and kicked out-
48	Continuous getting removed from school	-and then I would go back to school and then I would get kicked out and was just--
49	Change in behaviour at secondary	But that was mainly in primary school. Everything changed when I was in secondary school, I guess.
50	Less trouble in secondary school	I got in way less trouble when I got into secondary school.
51	Limited time in school	Yeah, cause when I was young I would-always used to get in trouble but I wouldn't stay in school for more than two, three hours if I'm being honest-
52	Maturity changed behaviour	Interviewee: Age, I guess. Interviewer: Just maturity? Interviewee: Yeah, cause when I was young I would-always used to get in trouble but I wouldn't stay in school for more than two, three hours if I'm being honest-
53	Change came too late	in primary school. But in secondary school like up until about Year 9-- after Year 9 it all changed- -which was a bit too late.
54	Gradual change	No. I don't-I can't necessarily remember when I changed.
55	Can reflect on change	I just know what I did. I don't know how to explain it or anything like that but it's pretty obvious that I changed--
56	Easier when not paying attention	Well, before school was easier because I wasn't really paying attention to learning.
57	Purpose of school was friend and fighting	So it was more like making friends, fighting.
58	More academic = less motivation	All of that. But then when I actually put my head down to learning, school became harder. I didn't actually want to be there anymore.
59	School caused stress	Because it just caused me stress.
60	Feelings of failure	but when I became more like try-when I tried to focus and because of my dyslexia and so I couldn't read properly.
61	Judgement from teachers	And the teachers were there like, "Why aren't you reading properly?"
62	Feeling let down	Like how can they not understand it?
63	Not wanting to attend	And that confused me even more and that made me not wanna show up to school if I'm being honest.
110	Being pitied by people	Well, uh-- I'd get a lot of pity, which I hated.
111	Betrayed by school	And then next thing I know they're on the loud speaker telling everyone that I'm in foster care-
112	Home life being shared by the school	And then next thing I know they're on the loud speaker telling everyone that I'm in foster care-
113	People going back on their promises	And then-- it was just a lot of things. But they would say stuff and then do something else and it just annoyed me.

114	Developing a bad relationship with schools	There's like slight differences in little things- -that turn into bigger things, and it's just like, that's not what I want and it's not what I wanted.
115	Judged on foster status	Like those little things like when they actually will go to students and tell them not to talk to me because I was in foster care, parents would come in say don't talk to him 'cause he's a bad influence, blah blah blah.
116	Being seen as bad influence	Like those little things like when they actually will go to students and tell them not to talk to me because I was in foster care, parents would come in say don't talk to him 'cause he's a bad influence, blah blah blah.
117	Social exclusion	Like those little things like when they actually will go to students and tell them not to talk to me because I was in foster care, parents would come in say don't talk to him 'cause he's a bad influence, blah blah blah.
118	Disconnection from education	No, 'cause I didn't really care.
140	Liked some teachers but not learning	Because I did like a few teachers doesn't mean that I like to learn from them, I guess.
141	Feeling frustrated by teachers	Because some teachers would just frustrate me
142	Feeling mocked by teachers	Like, especially my English teacher, 'cause she knew that I had mild dyslexia. And it felt like she was mocking it if I'm being honest.
143	SEN not acknowledged	Like, especially my English teacher, 'cause she knew that I had mild dyslexia. And it felt like she was mocking it if I'm being honest.
144	Embarrassed in front of class	A whole paragraph out loud, which is just embarrassing.
145	Being singled out	I got a couple words wrong, and she singled me out. She knew I had dyslexia.
146	Targeted because of SEN	She knew I had dyslexia. I know she knew because she was told, and she was like, "Oh, you said that wrong." or "You said this wrong."
147	Humiliated in front of class	And then the whole class starts to laugh, and it's just like, "Yeah, I don't want to be here."
148	Not wanting to be in school	And then the whole class starts to laugh, and it's just like, "Yeah, I don't want to be here."
149	Teachers being malicious	I would understand that, but she did know, and she done it anyway.
150	Being embarrassed was the biggest barrier	Yeah. I think that was the biggest barrier.
151	Feeling different from everyone else	And then everyone turns around to look at me. How embarrassing do you think that is?
152	People don't need to know about being in care	And I would go into classrooms thinking, "Everyone knows. Why does everyone know?"
153	Social anxiety was a barrier to learning	And then I couldn't concentrate. It gave me a bit of anxiety, I'm not gonna lie.
154	Social anxiety	'Cause I was thinking, "I don't know what to say. I don't know what they're gonna say."
155	Worrying about others	And then, I would spend so much time thinking about what other people are thinking. And it-- it's just frustrating.
156	Majority of teachers weren't nice	Interviewee: One nice teacher. Interviewer: One nice teacher. Interviewee: Out of like, 10.
158	Many reasons for challenges to learn	It was just one of the many reasons.
161	Staff being rude	And then you would get like, snarky comments from this person, rude and snide comments from that person
170	Was unable to learn due to feeling uncomfortable	Whatever, and then maybe I would have been able to learn a little bit easier if they understood where I was coming from, the situations I went through and all that-
171	Experience put him on the wrong path	Yeah. And they could put me on the right path, I guess.

Appendix J: Demonstration of Step 4 of IPA Analysis

Super Ordinant Theme	OT No	Ordinant Theme	ET No	Emerging Themes	Quotes	
Relational Impact on Learning	2.1	Impact of Teachers	65	Less judgement from teachers	And that confused me even more and that made me not wanna show up to school if I'm being honest.	
			90	Poor relationship with teachers	Instead of sitting in a classroom with a snotty teacher saying, " Oh, this is this and that is that."	
			91	Teachers are rude	Instead of sitting in a classroom with a snotty teacher saying, " Oh, this is this and that is that."	
			92	Been told he is doing it wrong	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.	
			103	Avoidance of authority	Because I don't like sitting in a chair waiting for the teacher to be like, " Okay, you can leave now."	
			129	Relationships are important in teaching	Interviewee: Um, well, my music teacher, he was a good teacher, I guess. Interviewer: Yeah? Tell me about that. Interviewee: Well, he was nice.	
			131	Good supportive teacher	Well, he knew. I wouldn't say that he didn't care. I would just say that he didn't-- [sighs] I don't know how to explain it. He just wouldn't bring it up every second, be like, "This, this. That, that." "Why's this?" and "Why's that?" He would just-- he would just be there.	
	2.2	Having good teachers and passion in subjects is important	31	Passion for certain subjects	Don't know. I think because I actually have a passion when I'm cooking and not when-	
			32	Education need to be relevant	-I'm trying to do English and Maths cause I don't see the point in English and Maths unless Maths is like subsidized into like little situations.	
			64	Less teacher input	And that confused me even more and that made me not wanna show up to school if I'm being honest.	
			150	Teachers should help students	To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.	
			151	Teachers should support student to want to be in school	To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.	
			168	Should be better understanding of students needs	Well, I think they need to be more conscious of what the students are thinking and what they're actually doing and why they're behaving badly.	
	2.3	Negative Peer Impact on Learning	169	Should understand why students can in this way	Well, I think they need to be more conscious of what the students are thinking and what they're actually doing and why they're behaving badly.	
			94	Peers disrupt learning	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.	
	Relational Impact on Learning	2.4	Hasn't Learnt Anything	96	Group learning is hard	Yeah. I mean if I, if I had a tutor it would be easier as well. Like one-to-one.
				2	Hasn't learn anything	Well my experience in education is kind of like everyone else's I guess but with me, I feel like I haven't really learned anything
5		Not learning academic		I don't feel like I've learned anything new or different, anything.		
29		Feelings of not good enough		[chuckles] Yeah. [crosstalk] I think it's like the only thing that I could actually pass and was-		
104		Feeling like cannot learn		Cause, every time I'm in that classroom, I don't feel like I learn anything. 'Cause as soon as I leave, everything I've just heard is gone.		
2.5		Struggling to get grades	106	Cannot retain information	It's just like as soon as I leave that classroom it's all gone.	
			3	Repeated qualifications	Well, it's because I've done it so many times now with maths and English and just don't feel like I've learned anything. Even after passing English, I don't feel like I've learned anything.	
			9	Repetitive education	in college and then I had to do another year in college and another year-	
2.5		Struggling to get grades	10	Aiming for GCSE	-and I got my English and now I'm still waiting to get my Maths.	
			87	Forced to do some qualifications	And if they don't accept it, then there's nothing I can do apart from [unintelligible 00:12:46] do the GCSE equivalent.	

Educational Experiences	2.6	Education Getting harder	12	Increasing difficulty	Yeah. From the beginning, all I was focused on getting was Maths and English. But it just never seemed to happen. It's like every year it just got harder and harder-
			20	Education as overwhelming	-and it's just too much sometimes.
			21	Hard work for success	Yeah, finally
			71	He finds it too much	But to some people, they don't even have education and they want it. For me, it's too much.
			78	Not worth the energy	Like why would I waste my money on education that I might not even get for something that I don't need?
	2.7	Experiencing Academic Failure	11	Trying but not achieving	Yeah. From the beginning, all I was focused on getting was Maths and English. But it just never seemed to happen. It's like every year it just got harder and harder-
			13	Not meeting own expectations	-when I assumed it would be getting easier because I'd been learning it for so long. But just wasn't like that.
			16	Failure attributed to SEN	But with English, I know for sure was my dyslexia.
			30	Not meeting own expectations	[chuckles] Yeah. [crosstalk] I think it's like the only thing that I could actually pass and was- -kind of surprising to me.
			77	Fear of failure	Like why would I waste my money on education that I might not even get for something that I don't need?
105			Tried but failed at education	I don't know. 'Cause I tried to take it in.	
121			Feeling broken	I feel like we're all here to learn and it's just-- I'm not learning anything	
Learning Style	2.8	Having SEN and Learning Difficulties	14	SEN difficulties	I think it was like my dyslexia that-
			15	SEN prevented success	I think it was like my dyslexia that- -completely ruined me with English. I don't know what happened with Maths.
			18	Reading difficulties	I can go through reading chapter books and all that crap but while I'm reading, say I have to reread a sentence- because like I'm reading something and then I lose concentration and forget where I am-
	2.9	Showing Insight into Education	19	Self-awareness	I can go through reading chapter books and all that crap but while I'm reading, say I have to reread a sentence- because like I'm reading something and then I lose concentration and forget where I am-
			102	Awareness of self as a learner	'Cause some people do need directions from a teacher, I understand that. But me personally, I find it easier to just learn it on my phone.
			127	Awareness of type of learner	Well, with me, um, things like that is a bit easier, with like visual learning.
			128	Insight into strengths and weaknesses	Like, more visuals and less reading.
			132	Knowledge of difficulty	Well, he knew. I wouldn't say that he didn't care. I would just say that he didn't-- [sighs] I don't know how to explain it. He just wouldn't bring it up every second, be like, "This, this. That, that." "Why's this?" and "Why's that?" He would just-- he would just be there.
	2.10	Knowing what help him learn	89	Alternative online education	Yeah, you could learn online. Like you can just go on the internet, type in something, learn it. Like I've been learning Spanish and French on my phone.
			93	Likes being able to learn on his own	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.
95			Wants a tutor	Yeah. I mean if I, if I had a tutor it would be easier as well. Like one-to-one.	
2.11	Perceiving Education as Pointless	4	Education is worthless	Well, it's because I've done it so many times now with maths and English and just don't feel like I've learned anything. Even after passing English, I don't feel like I've learned anything.	
		22	No value in GCSEs	No, there was literally no change	
		23	No value in education	I'm still in the same position as I was when I didn't have the English	
		35	Some education as pointless	So like there's functional skills maths, which I do use daily but some of the GCSE Maths stuff that we learn, we don't use at all.	
		42	Some part not necessary	-but I don't think it's really necessary as a-- I wouldn't say as a GCSE because some people do need it but it's just me personally, I don't think I do	
		76	Education not necessary for him	'Cause that costs way too much money and I don't need it for what I'm actually doing, let's say.	
			83	To a level education become pointless	But with English GCSE it's like linguistics and this and that, this and that, you don't really need that being a chef.

Perception of Education	2.12	Education helps Develop Useful Skills	34	Practical use of education	Well, I think the things that are valuable are the things that you're actually gonna use in your day to day life.
			36	Using stuff learnt everyday	So like there's functional skills maths, which I do use daily but some of the GCSE Maths stuff that we learn, we don't use at all.
			39	Education in real life	But even other people may need it cause they need to cook for themselves and do all that for themselves.
			40	A lot of value in some system	Well, the-there's lots of roles within the education system cause it can build up your learning. Like if I didn't have education I wouldn't be able to speak to you right now in English.
	41	Education and basic function (speaking)	Well, the-there's lots of roles within the education system cause it can build up your learning. Like if I didn't have education I wouldn't be able to speak to you right now in English.		
	2.13	Education influences jobs in the future	73	Awareness of opportunities	Like-- it's there. Like, 'cause there's colleges, there's universities you could go anywhere and just learn stuff.
			81	Education gets jobs	Um-- it wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.
			82	Education as a gateway to jobs	Um-- it wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.
84			Education as a key to the locked opportunities	It's just basically the key to open the door to cooking.	
Personal Relationship to Education	2.14	No motivation to do education	67	No drive to do education	I wouldn't say looking forward to it. I'll just say it's there and I'm gonna do it.
			74	Doesn't want to do education at FE	Well for me university is definitely not possible.
			119	Disconnection from education	It didn't really work. Even now I'm trying to care about education. It's just--
	2.15	Acknowledges his Own Relationship to Education	33	Questioning personal value of education	We have to weigh out things and do this and do that. I don't think you really need GCSE Maths to become a chef.
			37	Personal relationship to education	To me yeah, because I'm learning how to be a chef so to me, it's important but to other people maybe not.
			43	Personal relationship to education	-but I don't think it's really necessary as a-- I wouldn't say as a GCSE because some people do need it but it's just me personally, I don't think I do
			69	Wants to change his relationship with education	Well, I'm kind of still there but I'm trying to move on from it.
			80	Focus on what he need now	Yeah. Right now I just need my Maths.
	2.16	Feeling Different from Others about Education	120	Want to be able to learn	Because I want to learn something.
			126	Knows he needs to learn	And it's just, that's-- the only that I've learned is that we need to learn.
			38	Different experience to others	To me yeah, because I'm learning how to be a chef so to me, it's important but to other people maybe not.
			44	Considers himself against the grain	Yeah, so you can deal with just the functional skills level if I'm being honest.
	2.17	Seeing Education as a part of life	88	Education for certain people	Well, it really depends on where you want to go. Like, some people actually need the formal education so they could do what they need to do. Like lawyers, they need a formal education. Doctors, they need a formal education. Like, if-- a doctor that was trained didn't have a formal education, I wouldn't want them to treat me if I'm being honest.
			99	Difference in preferred learning style	Well, it depends on who's doing it because some people learn it easier through formal learning. And I understand that 'cause some people need a teacher there telling what to do.
	2.18	Resources money for education	101	Awareness of different types of learner	'Cause some people do need directions from a teacher, I understand that. But me personally, I find it easier to just learn it on my phone.
			68	Education is part of his schedule	I wouldn't say looking forward to it. I'll just say it's there and I'm gonna do it.
			70	Education is part of his life	Like to me education is just there.
	2.18	Resources money for education	75	Education and money	'Cause that costs way too much money and I don't need it for what I'm actually doing, let's say.
79			Isn't worth the investment	So it's just like put my money into the education system and not getting anything out of it.	

Educational System	2.19	Feels Pressured to do Education	72	Reflection on privileged position	But to some people, they don't even have education and they want it. For me, it's too much.
			122	Purpose of life is to develop	I feel like we're all here to learn and it's just-- I'm not learning anything
			123	Naturally develop and learn	Like-- I feel like we were all put on this earth to learn something. Like there must be a point of us being here.
			124	World narrative is to learn	Interviewer: Where d'you think that came about, that narrative about understanding we're all here to learn, where d'you think that's come from? Interviewee: Well, from everywhere.
	2.20	Alternative to Schooling	125	Parents push education	It's not just schools that say that, there's parents they're like, "Oh, you have to learn and you have to do this, and then, everyone says it.
			97	Education is not exclusive to schools	Yeah, like going to the-- you can even just go out to the library and learn stuff, read books, go on their computers and do all that.
			98	Learning at a library	Yeah, like going to the-- you can even just go out to the library and learn stuff, read books, go on their computers and do all that.
	2.21	Highlighting Failures of the System	100	Learning is more enjoyable when lead by yourself	It's easier to just get lost and read and do stuff by yourself.
			24	Education hasn't opened opportunities	Like the English hasn't [laughs] opened any doors for me.
			25	Frustrated at School system	Like the English hasn't [laughs] opened any doors for me.
Being homeless in Education	2.22	Being Treated Different by Peers	85	Some qualification is worth more than others	And I don't think they accept functional skills, because I've got functional skills Level 1 Maths, which is not good, but it's something.
			86	Hierarchy of educational qualifications	And I don't think they accept functional skills, because I've got functional skills Level 1 Maths, which is not good, but it's something.
			109	Treated different based on living situation	Um, well I was treated a bit differently I guess
			135	People will pity you	'Cause the more people that feel sorry for you, the more you think, "Oh, why do they feel sorry for me?"
	2.23	Strategies to hide Homelessness	152	Victimised in education	Uh, not shout it out on a PTA system, and tell everyone.
			165	People are rude about homelessness	Um, well it was a bit easier because there was no snide comments.
			134	Not wanting people to know about homelessness	Cause the more people that feel sorry for you, the more you think, "Oh, why do they feel sorry for me?"
			156	Hiding difficulties from others	Well, I wouldn't know how to explain that, because with the informal education, like, using your phone you don't really have-- no one really knows you have dyslexia-
			157	Easier to hide problems from people	And it just makes it that much easier, 'cause you don't get the pity from the teachers, and the other kids.
	2.24	Negative Feelings about Homelessness	163	Does not want peers to know about homelessness	No one knew. I made sure no one knew.
			167	Makes friends better by not mentioning homelessness	I made friends easier-
			66	Less embarrassed	And that confused me even more and that made me not wanna show up to school if I'm being honest.
			130	Good not to feel judged	He didn't really pity me, which was good.
			133	Feeling pitied makes things worse	Yeah. Think it's better to not have pity, 'cause pity just makes it worse for me if I'm being honest.
			162	Homelessness make you worry about what others thing	Well, I think I would have learnt better, because I wouldn't have been concentrating on what other people were thinking.
			164	Concern about social knowledge	No one knew. I made sure no one knew.
	2.25	What would be helpful in schools	166	More comfortable without people knowing	I didn't have to care about what people were thinking.
			136	Homelessness should be spoken about	Well, I think it should be talked about, but just not in a pitying way.
			137	Shared experience of homelessness	So like, "Oh, I feel sorry for you because this is happening to you." While it's happening to thousands of other kids.
138			Other people experience homelessness and education	Like, it's not only me that's in the situation, and I feel like knowing that other people are going through it and have been through it-	
2.26	Reflecting on of past educational experiences	139	Comfort in not being alone	and I feel like knowing that other people are going through it and have been through it-makes me feel a bit better.	
		159	Same problems in different place	'Cause the homelessness doesn't make learning easier or harder, it just- It's just, I'm now in this place, when I was in a different place. Just, same thing, just a different place.	
		1	No difference in experience	Well my experience in education is kind of like everyone else's I guess but with me, I feel like I haven't really learned anything [chuckles]	
		107	Education the same as when in care	To me there's really no difference.	
			108	Impact of previous educational experiences	I don't think that's why I don't like formal education. I haven't liked it since I was younger.
			160	Different only because of occurrence of incidents	If they didn't do that it would've been exactly the same.

Appendix K: Step 5. Overarching Themes

Over Arching Themes	OT No	Sub-Ordinant Theme	ET No	Emerging Themes	Quotes
Needing Additional Support in School	1.18	Needing Language to access education	7	Developing language to access education	Interviewee: Now, I think my English now is good. I kind of speak. I kind of understand people now. Yeah?
			25	Language to access education	you have to study-study English proper. You can't speak to people, you can't understand them.
			44	Language as a barrier to education	So, this is a-uh, this is a big challenge, so-so you have to. So, when you move to any countries in the world, so you have to speak the language, you have to understand them.
			45	Knowing the limits of learning languages	Because where I come from, there's no one speaking English.
			99	Language as a barrier to education	I said, what's the-what's the point then, I go to the college and then I don't understand nothing-
	2.8	Having SEN and Learning Difficulties	102	Couldn't access the language	So, this is basically hit me full. So, it hit me full about this, because when I was there, so I can't speak English, I can't understand people. So, all the people around me, they speak English. So, this was like to push me up to speak English.
			103	Motivated to learn the language	So, this is basically hit me full. So, it hit me full about this, because when I was there, so I can't speak English, I can't understand people. So, all the people around me, they speak English. So, this was like to push me up to speak English.
			14	SEN difficulties	I think it was like my dyslexia that-
	3.4	Needing to Learning a Language	15	SEN prevented success	I think it was like my dyslexia that--completely ruined me with English. I don't know what happened with Maths.
			18	Reading difficulties	I can go through reading chapter books and all that crap but while I'm reading, say I have to reread a sentence- because like I'm reading something and then I lose concentration and forget where I am-
			13	Language is a barrier	So they can help you to-to find your class though. She said, "Yes, but you know when I'm going to be same classes exactly because, you shouldn't, because you have to learn the language-
	4.13	Homelessness Support in Education	118	Annoyed to need to learn a new language	Yeah, Because I don't. Yeah, I with that, uh, the time I wasted here to learn a language that I don't need it
			141	Receiving appropriate level of support	You know like I said. Why do I take some people differently because they need more support? You understand? Like me, I need more-I need more help in the college, but there are some people as well, they need more than me. There is some people as well that need less than me. There're some, the only support we could have got is depend on you know your- how-how you are, yeah.
			142	Support is necessary to access education	- you ask for help, they don't help you, it's better to sleep home. Yeah, because by the time that's [unintelligible 00:39:16] 'cause you're going to learn, is not going to come home, then you have got nothing in your mind.
			69	Tutor knew she was at Centrepont	Interviewer: Okay. Does your tutor know that you're at Centrepont? Interviewee: Yes.
			70	Saw homelessness as a need	Because obviously, everyone has their own needs -and stuff, to child act, 2014.
	5.2	SEN Needs	71	Homelessness is the same as disabilities or EAL	Every child has different needs, so I could be-- I don't know, there could be someone in my classroom, I don't know, with disabilities, somebody in my class with a child, somebody in my class that doesn't speak English very well.
			72	Is being supported in the way the should be	So, that's where they come in, they support me in my own that I need to, and everybody, how they're supposed to. It's helpful, like it's very helpful.
			73	Being supportive in a person way is very helpful	So, that's where they come in, they support me in my own that I need to, and everybody, how they're supposed to. It's helpful, like it's very helpful.
			75	Provision in place which supports her access education	Like, me, I could be quite restless in a class sometimes. And my teacher will see that and she'll come to me and she'll be like do you need five minutes, or like, just, do you want to go outside for five minutes. Like she notices things because she knows her students, so that's how she supports me.
7			Has academic problems	Um, I learned that I had academic problems like I could-- I wasn't-- I didn't like writing, I couldn't write for long periods of time, um, I-I just didn't enjoy a lot of things sort of like, for example, English.	
2.5	Struggling to get grades	8	Difficulties in English barrier to learning	Um, I learned that I had academic problems like I could-- I wasn't-- I didn't like writing, I couldn't write for long periods of time, um, I-I just didn't enjoy a lot of things sort of like, for example, English.	
		24	Identified as SEN	Um, also during my GCSEs I had, um, a lot of-- I was a special educational needs kid-	
		106	Had an EHCP	Interviewer: Did the college staff or- Interviewee: Yeah, they had to know 'cause, obviously-social workers and things like that, 'cause I had personal education plan and the EHC-	
		3	Repeated qualifications	Well, it's because I've done it so many times now with maths and English and just don't feel like I've learned anything. Even after passing English, I don't feel like I've learned anything.	
2.7	Experiencing Academic Failure	9	Repetitive education	in college and then I had to do another year in college and another year-	
		10	Aiming for GCSE	-and I got my English and now I'm still waiting to get my Maths.	
		87	Forced to do some qualifications	And if they don't accept it, then there's nothing I can do apart from [unintelligible 00:12:46] do the GCSE equivalent.	
		11	Trying but not achieving	Yeah. From the beginning, all I was focused on getting was Maths and English. But it just never seemed to happen. It's like every year it just got harder and harder-	
		13	Not meeting own expectations	-when I assumed it would be getting easier because I'd been learning it for so long. But just wasn't like that.	
		16	Failure attributed to SEN	But with English, I know for sure was my dyslexia.	
		30	Not meeting own expectations	[chuckles] Yeah. [crosstalk] I think it's like the only thing that I could actually pass and was-- kind of surprising to me.	
2.7	Experiencing Academic Failure	77	Fear of failure	Like why would I waste my money on education that I might not even get for something that I don't need?	
		105	Tried but failed at education	I don't know. 'Cause I tried to take it in.	
		121	Feeling broken	I feel like we're all here to learn and it's just-- I'm not learning anything	

Behavioural or Academic Failings at School	3.14	Demonstrating Behavioural Difficulties	51	Can be lazy towards education	Uh, I'm not gonna lie. I know I may sometimes be lazy, sometime I may be late- But I'm not gonna lie, I like education because I don't know what I can do than what I've been. What better off I-I don't know what I can do then. And when I say, "Yeah, this is good than education."
			91	Need to stay out of trouble	But you just try to do your best, you know? You know, you don't wanna get too many trouble with colleague, you know?
			134	Has been naughty in education	About my experience, I know that like only my teacher have been good. Maybe sometime naughty, sometime I'm doing some, I'm making some trouble like- because of my late, uh, my lateness, because I was you know I'm sometimes late, but I probably make sure you know to don't not be kicked from the college, though.
			135	Have been late to education	About my experience, I know that like only my teacher have been good. Maybe sometime naughty, sometime I'm doing some, I'm making some trouble like- because of my late, uh, my lateness, because I was you know I'm sometimes late, but I probably make sure you know to don't not be kicked from the college, though.
			136	Was aware not to get kicked out	because of my late, uh, my lateness, because I was you know I'm sometimes late, but I probably make sure you know to don't not be kicked from the college, though.
	4.7	Being Excluded and Absent from School	2	Started missing lessons	and I did well, year seven, but then year eight I started not going to lessons and--
			6	Got excluded from school	And then I got kicked out of secondary school in year eight and I went to a PRU.
			13	Absent from school	From like year nine because formerly I got kicked out of mainstream school. I got kicked out in year eight and then I wasn't in school for a year, I wasn't in school. Then year nine I went to the a PRU and then that was that and I got kicked out of there, for disruptive behavior and stuff like that. I had a bad temper.
			14	Got excluded from the PRU	Then year nine I went to the a PRU and then that was that and I got kicked out of there, for disruptive behavior and stuff like that. I had a bad temper.
			16	Quick transitions	From like year nine because formerly I got kicked out of mainstream school. I got kicked out in year eight and then I wasn't in school for a year, I wasn't in school. Then year nine I went to the a PRU and then that was that and I got kicked out of there, for disruptive behavior and stuff like that. I had a bad temper.
			35	Was absent from school and sofa surfing	When they were little I used to change their nappies. give them bottles, feed them, take them to school run. Like I used to do all of that when I wasn't in school.
	4.8	Difficulties Being in School	82	Absent for a year of education	I've always gone to school. I only wasn't in school for one year, but apart from that I've always gone to school.
			12	More unstructured times were difficulty for behaviour	Um, yeah and then- but I used to always get over with my work but it was just during breaks and I just used to do silly things and stuff. I'd always get over my work then-
			15	Difficulties with temper	Then year nine I went to the a PRU and then that was that and I got kicked out of there, for disruptive behavior and stuff like that. I had a bad temper.
			18	Angry a lot of the time	So you can imagine and that was- I used to get angry a lot I didn't like the word no. You know what I mean?
			17	Not feeling understood	So you can imagine and that was- I used to get angry a lot I didn't like the word no. You know what I mean?
	5.1	Failure at School	66	Found strict boundaries hard	I wasn't really homeless, but me and my mom used to clash a lot, so I used to just be out late and not come in when she asked me to, and not following her rules and stuff.
			74	Can get restless in class	Like, me, I could be quite restless in a class sometimes. And my teacher will see that and she'll come to me and she'll be like do you need five minutes, or like, just, do you want to go outside for five minutes. Like she notices things because she knows her students, so that's how she supports me.
			128	Failing because he wasn't supported enough	I knew I'd failed because I never had the right support
	6.8	Grades, Subjects and Attendance Dropped	131	Failure due to unmet needs	Yeah, because I already knew that I didn't pass 'cause my needs wasn't met.
			132	Needing to redo GCSEs again	So, I had to re-do that again in the November of that year 'cause, obviously, you get to re-do-- You can-- Certain people are nominated to re-do their GCSEs in November.
			12	Grade were effected by homelessness	And it affected my grades and you know, um. It was terrible.
			16	Grades were being effected by moving	and it was hard for me and there were times- and my grades were affected it, big time. Which is why I had to drop subjects. And I was so upset I had to drop drama and dance-
	6.10	Negative Impact of Educational Ability	17	Had to drop favourite subjects	and it was hard for me and there were times- and my grades were affected it, big time. Which is why I had to drop subjects. And I was so upset I had to drop drama and dance-
			39	Was late to Sixth form	- yet I was late. I'd be, "Yes, I was late." And someone would go, "You can come in." But I live 10 minutes away from my own corner.
			86	Is late a lot of the time now	Obviously like I always used to be on time and now-- Always, I was always on time. I would-- If anything I was early. Now I'm late all the time, let people down, don't even turn up. I don't even leave a message. It's disrespectful. I think to myself, "Where did it all go wrong?"
			44	Developed a bad mentality to education	And because of that mentality, and there where I am now and that's what- that shaped my education, for the worst actually. Because of that, I missed a lot of opportunities and I think now- this is why now I'm just sitting here like, well I finished education what do I do now?
51			Emotionally unable to go into sixth form	And it affected me as well, you know. I didn't wanna go in I'll -I'd literally be crying. I won't go in because something will affect me, someone upset me, I won't go in.	
67			Feels like a failure	I feel like-I feel like-I feel like a failure right now, I do. I'm not do anything. I'm so used to doing something, and it feels weird. It's like I don't like it. I need to do something. I need to get into a routine.	
81			Self doubt	I find it hard to be positive I find it hard to look forward to- to new things. I find it-I find it hard to-- I will doubt myself, I feel don't want anything like that because of all these situations, I think to myself, "I'm never gonna get to where I want to get to	
82			Hard to remain positive about education	I find it hard to be positive I find it hard to look forward to- to new things. I find it-I find it hard to-- I will doubt myself, I feel don't want anything like that because of all these situations, I think to myself, "I'm never gonna get to where I want to get to	
6.10	Negative Impact of Educational Ability	83	Feeling let down	Because of all this, because of all the education, because I was let down and because of all these-these things and changes in my life- and because I'm moving from here to here and uncertainty.	
		84	Scared of failing again	I'm so scared to actually get to where I want to get to because I was thinking, I'll I'm gonna doubt myself and it's hard.	
		85	Homeless influenced a change to negative mentality	I hate all the time. See before I used to be, "Yeah I'm gonna do it." Now it's like, "No, I'm not gonna do it. I'm going to be late again"	

1.1	Building for the Future	12	Building a future	So, you have to be smart, you have to study hard, you have to be- you have-- Obviously you have to build your future in UK.
		14	Two futures	So, you can-you can-you can go to the college and then you study safe. You received you, uh, certificates because the future, if you don't study, if you be in the street, hanging with your guys and then you walking around, and then it's gonna be hard for you.
		26	Learning improves future	you have to study-study English proper. You can't speak to people, you can't understand them. And then that's enough, but if you could do more, it's good for your future, it's good for you. Like after that maybe you can get married and you can get children then you can-you can live a good life in UK."
		30	Achieving dreams	Interviewee: So, like maybe dreaming about something. So, when you were a child or a baby. So, when I-when I grow up, I will do this job. I will be like engineer or I will be like doctor or I'll be like police officer. Interviewer: Mm. Interviewee: So, without this education, you can't do it. So, you have to follow the way that way where you are.
		55	Future as a motivator	so look at me I'm in this place right now. So, never give up, do this and do this-do this.
		91	Planning ahead	So, everything was working in my head, how can I get myself to get for-
1.2	Avoiding Failure	13	Avoiding failure	because the future, if you don't study, if you be in the street, hanging with your guys and then you walking around, and then it's gonna be hard for you.
		56	Education as a means of progressing from nothing	Interviewer: And education plays a role in that. Interviewee: Of course, yes. Interviewer: In getting you from X. Interviewee: From zero to 100.
		78	Fear of not having education	And you see people in different side without education- sleeping in the street, like using drugs and the stuff.
2.13	Education influences jobs in the future	73	Awareness of opportunities	Like-- it's there. Like, 'cause there's colleges, there's universities you could go anywhere and just learn stuff.
		81	Education gets jobs	Um-- it wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.
		82	Education as a gateway to jobs	Um-- it wouldn't necessarily help within the job, but it would help me get the job in the first place. That's it. That's all Maths is there for, to help you get the job in the first place.
		84	Education as a key to the locked opportunities	It's just basically the key to open the door to cooking.
3.26	Without Education you're Nothing	62	Nothing more important than education	Because for me, there is no much important thing than college. Yeah, for my age now, yeah-- From me now-now- For now-- For me now, I can't see what is better than education. Yeah.
		48	Finds education valuable	So, for me education is very valuable
		64	Needs to do education even if not enjoying it	Yeah. Even if I don't like it that much, but it's the best thing though.
		94	Education or nothing	- so that's trouble for you. You- you're out of education. What are you gonna do now? That's another more trouble-for-for yourself too
		97	Without education you will be powerless and feel less	Then you go work for people, they're gonna take you like a slave. You know, just other things.
		117	Education is all he has	So, like everything you want they're gonna do it for you so you don't take maybe serious. But-but now today when I see myself her with, you know, all the hard journey I had now. So, like, the only thing that I can-I can play with is my education because that is all I got, yeah.
		129	Education give him a purpose	Well-well, you know education makes me busy you know, it makes me busy because like, I go, I come back, I make friends. I spoke to people, I learn. You understand? But imagine you-you not study, you're not doing nothing there, what are you gonna do? Stay in your room, or go work? You know that's not worth it.
		130	Without education he would do nothing	Well-well, you know education makes me busy you know, it makes me busy because like, I go, I come back, I make friends. I spoke to people, I learn. You understand? But imagine you-you not study, you're not doing nothing there, what are you gonna do? Stay in your room, or go work? You know that's not worth it.
3.27	Education Supports the Future	132	Education is important	Because some people doesn't like education at all, you know. But we know how important it is education, you know, you should push yourself you know to go up.
		44	Education supporting the future	Yeah, yeah, yeah, of course. Because you go to-you go to college or you study for a reason, you study maybe to become something tomorrow, or maybe to get-to get a certificate, get a better job.
		52	Broadening Horizons	Yeah. I can't see it because with education, you've got much opportunity to-to do whatever you wanna do.
4.4	Education Helps in the Future	74	Education leads to better job	Yeah. It's not like that consequence, but you're gonna bring consequence for yourself because nobody gonna, but nobody there's gonna be- but-but, out of education for me, I don't know if you're gonna get a better job though.
		81	Opening opportunities	Before-- Today I'm with you, I was speaking in English. How should I speak before?
		36	Wanted to get a career	Yeah. Because I wanna learn, I wanna get a career.
		37	Education needed for a career in what she wants	And looking after children and I have to go to college and do a course to be able to do that.
		44	Criminal record hinders you opportunities	Because we're in the real world, I can't get a job if I don't have any education, you need qualifications, you need experience, you need DBS check, you need all of these things and you can't get them without education.
		45	Education needed for future jobs	Because we're in the real world, I can't get a job if I don't have any education, you need qualifications, you need experience, you need DBS check, you need all of these things and you can't get them without education.
		48	Education is just the start	I wanna do something with my life and education is just a start there's loads more you need to do after education.
		50	Desire to go to uni	Like- so I wanna work with children. So after college, I'm gonna have to go to uni and I'm gonna do a three-year course in uni as well of college like I need to- I wanna aspire to even bigger things, so. Like only- like now it's just a start.
		51	Aspirations for the future	I wanna aspire to even bigger things, so. Like only- like now it's just a start.
		52	There is more journey ahead of her	There's lots of different routes I have to go down in order to reach my goal.
		59	Needed to change otherwise would go down a bad path	Like once I'm 18 like as now I'm 18 there's no going back I could get arrested for the littlest thing and because I'm 18. I could go to be like my friend and go to prison.

Avoiding Failure and Building a Future	5.11	Desire for Education in the Future	5	Education helps the future	To like just get the best possible future I can get.
			6	Wants to be more dependable in the future	So, I mean-- So I make sure that my kids will have everything they need, so I can like, I take care of them.
			32	Aspirations to go to university	Um, I may try do level three and then go to Uni, yeah, to see where it takes me.
	1.7	Having a Proactive Mentality	46	Hopeful to go to university	-and then next year it's going to be level three and then the next year it's going to be Uni hopefully.
			11	Need to be smart and study hard	So, you have to be smart, you have to study hard, you have to be- you have-- Obviously you have to build your future in UK.
			51	Need to work hard and smart	I mean, like so you can't ho- uh, you can't work hard but you can work smarter and hard at the same time.
			60	Accepting the situation	So, I feel like I want to be there with them but it is what it is.
			84	Taking it seriously	And then when I spoke to him just about, when I spoke to him, he said to me, like it's easy. Just get the thing serious and then you will get done.
			86	Focusing on success	He said to me I swear to God, 100-100 times, when he told me like, "I swear to God you will do it, you will do it, you will do it. So, don't worry about anything, just focus in your education and then you will get there."
			89	Self-determinism	So, I said to myself I think they're saying serious and then you go for it.
			90	Self-expectations	I feel like my head like I need-I need-I need to go fast.
	1.8	Being Motivated in Education	36	Motivation based on environment	I'm never thinking like, I want to do this and I want to be that person. So, when I came to UK, so I thought was I think I going here. So, when I-when I spoke to my social worker, my key worker- in XXX, they said to me education-education. So, I start focusing from this time until now, so I have to do this, I have to do that.
			92	Finding motivation	So, I'm back in London, I think next day. Yeah, back in London and then I start working with myself in my room.
			104	Strategies to support motivation	Yeah. So, if I can't get a person who speaks to me my language and then I will like-- I'll be a bit lazy, I can't. So, everything what I need so asks this guy to straight away.
1.9	Experiencing Change in mentality	15	Change in perspective of education	Interviewee: Yeah, of course it's different. Because, I mean it Sudan after-after 15 years old, it's easy to-to work and then you find work. If you find work it's alright, it's easy. Interviewer: Mm. Interviewee: So here in UK is different, because UK is different.	
		37	Change in perception	So, when I-when I spoke to my social worker, my key worker- in XXX, they said to me education-education. So, I start focusing from this time until now, so I have to do this, I have to do that.	
		40	Changing his mind	So completely I changed like my mind my-my-my choices like I have to do that, I have to do this.	
		88	Change in motivation	for other people I feel like. Yeah, so he said to me, "You waste your time with nothing. It's just you have to work hard," and then he left. I was thinking all day so what I have to do next, what I have to do next, what I have to do next.	
		93	Mentality shift	So, learning every day. Learning and learning, in the morning three hours and a half and four hours. So everyday learning-learning-learning until now.	
		95	Change in perception	So, the guy said to me, "So you-you never-you never need to be worried about something." So how can you then, if you're worried about everything. So, speak louder, speak to the people, be interesting, be confident.	
3.10	Need to have Mental Strength	50	Needs strength and courage to go far	Then you never know, but I think I can. You know with-with strength and courage, I can-I can-I can go far though.	
		53	Trying to do his best	Uh, just-just I'm just trying-I'm just trying, you know to-to do my best. To then not be late.	
		59	Needs to take life serious	To, you know, to do what I have to do. To focus on my studies. Because you know sometimes when I think like, "Yeah, I've got no family," so-so I have to play, but you know, I don't have to play with some important thing but-	
		69	Need strength to access education	You know, most of them doesn't wanna go to-- Most of-most of them don't wanna study too. But, when you're strong, you know, then you're gonna-you're gonna sit here. You're gonna think like, "So why I'm not studying? So why I'm here I'm not doing anything?" So, like-- You know, if you're not strong, it's not easy because sometimes you don't have money, you're broke, you need to go to college. All that stuff.	
		72	Need to be strong willed and determined	So, if you're not strong like you know, you can't go to college, then you'll not- you got nothing in your belly so- harder but if you're strong, you can do it. But like yesterday, it's not like I-I don't have money. I have money but, I didn't do college until 9:00 to 4:00. I didn't eat anything, if you're not strong, how can you do it?	
		92	Need to be positive and motivated	Oh, when I say trouble, like- you know, when-- Because when we all talk and you get-you get- you've been too much-too-too much late like, your happiness has come down. So, when your happiness come down, you're gonna get kicked. You're gonna get kicked-	
		101	He need to work hard at learning	You know, in a class, like some people are smart, some people are- you know, some people are slow to understand. Some people, when we're- when the teacher just say it they- it stay in their mind straightaway. But some people, they need to revise maybe twice, like me. Like twice before to understand. But some people, when you just explain to them once, they'll understand.	
		108	Despite difficulties need to be focused	But some-some got hard experience, some got easy experience, some are in the middle, so you know. But if you're still alive, it's not going to affect all [unintelligible 00:28:19] , but just the hard thing you have in your life. So, try to, you know, to-to focus and be present-	
		110	What happened is in the past, can't blame anyone	to what are you doing. You understand? You're not going to say because the journey is hard, so you're gonna say that it's your life. Because of your journey, you're gonna blame this guy, er-your-your-your neighbour or your classmate because of your journey or- you understand?	
		111	Don't let your difficulties stop you	to what are you doing. You understand? You're not going to say because the journey is hard, so you're gonna say that it's your life. Because of your journey, you're gonna blame this guy, er-your-your-your neighbour or your classmate because of your journey or- you understand?	

3.21	Motivation to Engage in Education	80	Learning brings people together	Yeah, because education helps-- And because education brings people together. Because when you study, you don't study alone. You're with some people. So, because of education, we are together.
		60	Homeless makes him focus on his studies	To, you know, to do what I have to do. To focus on my studies. Because you know sometimes when I think like, "Yeah, I've got no family," so-so I have to play, but you know, I don't have to play with some important thing but-
		63	At this time in his life education is the best	Because for me, there is no much important thing than college. Yeah, for my age now, yeah-- From me now-now- For now-- For me now, I can't see what is better than education. Yeah.
		65	Being homeless makes you want to quit	Yeah. When I say strength like, you know-- Because sometimes I-- Some-some-some homeless like, you know-- Sometimes like when they think, we think about the experience. They have a journey like. You know, even stand up from the bed, they don't want to.
		66	Most homeless people want to quit education	You know, most of them doesn't wanna go to-- Most of-most of them don't wanna study too. But, when you're strong, you know, then you're gonna-you're gonna sit here. You're gonna think like, "So why I'm not studying? So why I'm here I'm not doing anything?" So, like-- You know, if you're not strong, it's not easy because sometimes you don't have money, you're broke, you need to go to college. All that stuff.
		67	Questioning why education	You know, most of them doesn't wanna go to-- Most of-most of them don't wanna study too. But, when you're strong, you know, then you're gonna-you're gonna sit here. You're gonna think like, "So why I'm not studying? So why I'm here I'm not doing anything?" So, like-- You know, if you're not strong, it's not easy because sometimes you don't have money, you're broke, you need to go to college. All that stuff.
		113	Homelessness has encouraged education	Yeah, basically if I was back home now, I felt so uh-uh, now-now, I-I would stop- I-I will- I-I could stop college already. I stop- uh, I stop college already if I was back home right now, yeah.
		116	Hard journey motivates his education	So, like everything you want they're gonna do it for you so you don't take maybe serious. But-but now today when I see myself her with, you know, all the hard journey I had now. So, like, the only thing that I can-I can play with is my education because that is all I got, yeah.
3.22	Positive Shift in Perception of Education	89	Important and person moment of change	Er, yeah, I can say from- [laughs]. Yeah-yeah, I can say but it's not that easy though because-because I-I don't like the lying, you get me? [laughs]
		90	Shift in importance of education came when homeless	I always think about it, "Yeah, I need to focus on my education." From the beginning, from the- even from the day I came to London- I always think and worry about, you know. Not that easy to-to focus on the--
		98	His past helped him form his perceptions	No. Before, no. But when I came here- because of my journey and from my journey I learned more, so when I came now I wanna, you know-- Mm, you know.
4.3	Positive Change in her Perception of Education	21	Change in perspective of education as older	And my education is great, my staff are- like the people that work here with me they're very supportive. My school helps me. I learned a lot. I like going to school now. Then I got older now but I think right now in college that I go, the college I go to. I'm doing my best.
		23	Change in the way she approaches things	The way I think about things and the way I do things like I would think about things I'm doing first and how it will effect not just me, but others around me. Like I have a little sister.
		28	Personal experience guides her subject choice	Uh I'm on the health and social care course and then I do GCSE maths and GCSE English and health and social care in my family I have lots of young siblings and young little cousins like all under the age of like seven they're all young so I'm used to that. I'm the oldest so looking after them and you know, so I'm quite used to that lifestyle and I like it because I can do it.
		34	Motivated to go to education because of life events	Because I lived in my cousin school rather than in school, so she's got a younger daughter. She's like four at the time. So I used to go to school run her um so I thought that me learn more about this.
		42	Shift in perception of education	No. Not when I was in PRU or- but now I do.
		43	Understanding reality better helped her go to education	Like, I think realities hit me. Interviewer: Okay? Tell a bit more. Interviewee: Because we're in the real world, I can't get a job if I don't have any education, you need qualifications, you need experience, you need DBS check, you need all of these things and you can't get them without education.
		57	Reality hit her	And that's when reality hit me.
		81	Shift in the value of education	But I may act silly in lessons and stuff but I always go, so I don't think that would be any different. Just my mindset changed.
5.6	Working Hard in Present education	57	Loves doing what he is learning	So that's the whole reason I'm doing the youth work internship, slash apprenticeship now and I love it, um, I don't think-- I don't think if-if I was doing anything else now
		64	Doesn't aim to change everybody's lives	Mostly, I'm up there too 'cause honestly, I think if you're a youth worker, you're not there to change everyone's life but you just-- you'd like to do that but it doesn't work like that.
		66	Internships are hard work	From students' internship, I'm there five days a week. The weekends I'm free. So the days are not-- um, even hours before youth club's on, is about planning the session, not even planning the session making sure the paperwork is online, making sure safeguard is up to date or, if something has happened the night before make sure I addressed it with my manager and explain to them what's happening. Or even if there's something new that I would like to, um-- um-- bring in to the youth club, um, planning session about that.
		69	Education is flexible for him	So now, um-- my workplace, I won't say it's laid back but I can start. So Monday, um-- Monday and Friday, I could start-- Monday, Thursday and Friday have to start anytime as long as I do it or eight or seven-hour a day. Um-- but Tuesdays, I have to be in for at least two because I'm on reception. So that's the thing. Wednesday I have to be in-- be at work for one. Um, also, um, but as long as I make up my hours and do it, it's like, yeah, it's flexible. Not laid back, flexible. That's the word. So yeah.
		70	Responsible for his own time in internship	So now, um-- my workplace, I won't say it's laid back but I can start. So Monday, um-- Monday and Friday, I could start-- Monday, Thursday and Friday have to start anytime as long as I do it or eight or seven-hour a day. Um-- but Tuesdays, I have to be in for at least two because I'm on reception. So that's the thing. Wednesday I have to be in-- be at work for one. Um, also, um, but as long as I make up my hours and do it, it's like, yeah, it's flexible. Not laid back, flexible. That's the word. So yeah.
5.8	Positive Shift/Change in Education	54	Changed the course and type of education	Now I'm doing an internship, slash apprenticeship which, um, in youth work, which, um, before I left college-- And also, yeah, another reason why my attitude towards college went bad was 'cause I changed my career path, and I wanted to change my career path into youth work.
		65	Changed educational path to something he knew	Yeah, my career plans changed but I wanted to get into youth club because I was going to youth club, I loved the environment and to be honest I thought it was an easy job but it's not.

Motivation or Change in Motivation Toward Education	5.9	Feeling Motivated to do Education	55	Motivated doing something he wanted	Now I'm doing an internship, slash apprenticeship which, um, in youth work, which, um, before I left college-- And also, yeah, another reason why my attitude towards college went bad was 'cause I changed my career path, and I wanted to change my career path into youth work.	
			58	Driven by a passion for the subject/job	So that's the whole reason I'm doing the youth work internship, slash apprenticeship now and I love it, um, I don't think if-if I was doing anything else now	
			67	Showing determination in learning	From students' internship, I'm there five days a week. The weekends I'm free. So the days are not-- um, even hours before youth club's on, is about planning the session, not even planning the session making sure the paperwork is online, making sure safeguard is up to date or, if something has happened the night before make sure I addressed it with my manager and explain to them what's happening. Or even if there's something new that I would like to, um-- um-- bring in to the youth club, um, planning session about that.	
	6.13	Desire to be More Engaged in Education	40	Hard to come to terms with educational situation	It was so hard adjusting because do you know what I couldn't- the idea was I'm still used to someone being like, "You need the education you need to go- come on go to co-college.	
			46	Ideally would like to be in education again	I wanna get an education but because I've been out for so long I don't know how to get back into it.	
			68	Craves something to strive for	I'm so used to doing something, and it feels weird. It's like I don't like it. I need to do something. I need to get into a routine. I need to- because my nightmare is just to be on benefits and do nothing.	
			74	Rues over negative relationship with education	And I'm sort of upset with myself because my education was going fine until I had to move. Until I had to leave.	
			87	Questions where it went wrong	Obviously like I always used to be on time and now-- Always, I was always on time. I would-- If anything I was early. Now I'm late all the time, let people down, don't even turn up. I don't even leave a message. It's disrespectful. I think to myself, "Where did it all go wrong?"	
		2.14	No motivation to do education	67	No drive to do education	I wouldn't say looking forward to it. I'll just say it's there and I'm gonna do it.
				74	Doesn't want to do education at FE	Well for me university is definitely not possible.
119				Disconnection from education	It didn't really work. Even now I'm trying to care about education. It's just--	
3.15		Having Difficulties in Mentality	82	Not knowing own potential	You know, you can't imagine that uh start doing a lot of things, start uh, learn a new language. That is crazy. It's too much.	
			93	There is a chance to fall if not staying happy	Oh, when I say trouble, like- you know, when-- Because when we all talk and you get-you get- you've been too much-too-too much late like, your happiness has come down. So, when your happiness come down, you're gonna get kicked. You're gonna get kicked-	
			121	Need to remain vigilant of yourself	You understand? But here, [chuckles] when you wake up like this, you can affect like this. Yeah. You don't even know what to eat-you don't even know what to eat. You don't know should I cook, should I go outside to buy food? You don't know, but when you have your family like-like so when he wake up is- you're gonna wake up to see every thing's already is ready.	
5.4		Difficulties in Education	9	Some school subjects are necessary but disliked	I hate like-- I hated English, I couldn't stand it because, um, English for me was like Brussels sprouts. No one likes them but you have to eat them and you-- [crosstalk].	
			53	Would rather be at home than college	like I lost, uh, like my attitude towards it and my, um, energy towards college which was just like, "No, I don't wanna be there, I'd rather be a home chilling and things like that."	
			56	Struggled to engage in education if not committed to subject	Now I'm doing an internship, slash apprenticeship which, um, in youth work, which, um, before I left college-- And also, yeah, another reason why my attitude towards college went bad was 'cause I changed my career path, and I wanted to change my career path into youth work	
			96	Didn't enjoy College	I didn't enjoy like- I enjoyed college but I didn't enjoy college.	
	97		College could have been better	I wish somethings were better than it was but, yeah,		
5.16	Homelessness Decreased Motivation	38	Was more laid back	But then college was much laid back so I think-- Uh, that's it, 'cause in college, I was much laid back in school so I was basically off my arse 24/7.		
		48	Homelessness changed motivation	That was the year that I just sat back didn't really do the work and I-and I only just got a merit for that. 'Cause I was 18 and that's when I just moved here,		
		49	Moving made him lose motivation	I moved in here and then like, can't be bothered to go to college so I just stayed here 'cause when I was with my auntie she knew my timetable. Up, time to get up, college, go.		
		51	Lost the drive to engage in education	I-- Like I lost, um, like I lost, uh, like my attitude towards it and my, um, energy towards college which was just like, "No, I don't wanna be there, I'd rather be a home chilling and things like that."		
		88	Transition to homelessness affected him motivation in school	Um, there wasn't really a difference. The only difference was going to college 'cause those lack of motivation, the aptitude was negative, so yeah.		
6.11	Lack of Motivation for Education	8	Had given up on education	And then I live on the top floor and I was getting scared because I've just had an A&E, and it has to do with the benefits, so then I don't know. I'm still in Sixth Form. So, I'm not even going to Sixth Form but then, I didn't go to Sixth Form anymore I've given up.		
		9	Lost motivation for education	And then I live on the top floor and I was getting scared because I've just had an A&E, and it has to do with the benefits, so then I don't know. I'm still in Sixth Form. So, I'm not even going to Sixth Form but then, I didn't go to Sixth Form anymore I've given up.		
		18	Stopped wanting to do education	at A level. So, I was so upset because obviously this was something I really wanted to do.		
		37	Education feels less important	And they're like coming in like now whatever. Imagine I'm still in Sixth Form.		
		41	Lost motivation in education	It was so hard adjusting because do you know what I couldn't- the idea was I'm still used to someone being like, "You need the education you need to go- come on go to co-college.		
		43	Lost desire to engage in education	And now being there was like if I didn't get up, there's no one stopping me. There's no one telling me not to go. Um, because I had that in my idea it was like I'm not going to go to Sixth Form even though I had to go, I had exams I've still got things to do there. And for me it was like "No, I don't have to go."		
		57	Felt unable to go to education	I was gonna go and they were upset. You know because they really wanted to make sure I had gotten something and I didn't because I didn't go.		
		58	Desire for education is damaged	But I think it effected my education so much, I let personal things affect me- and messing me up to the point my education has-has had like it's been hit-it's been hurt.		

Lack of drive towards education	7.6	Difficulty being motivated and engage in education	7	Needs to remind himself to do school work	I mean, not really, but like, I just know like, it's like when I'm not doing nothing, when I'm really bored and then I remember like, "Oh, I have like assignments to do," and stuff like that, and then I'll be, "Oh," and I have to do it quick. Yeah.			
			8	Will forget to do school work	I mean, not really, but like, I just know like, it's like when I'm not doing nothing, when I'm really bored and then I remember like, "Oh, I have like assignments to do," and stuff like that, and then I'll be, "Oh," and I have to do it quick. Yeah.			
			27	Leaving classes	I picked business, but they removed me because like, I don't know. I don't know. There was-- Like the teacher was complaining about me saying that how like the whole class looks up to me and like when I left, they left. So, like basically the whole class was just following everything I do, which wasn't even the case.			
			37	Will need to become more focused on education	Mm. I think so, maybe because I will, yeah. Yeah, I guess, because I'm probably going to be spending my time revising and stuff like that. Instead of like going out with more friends and stuff like that.			
			42	The only barrier is getting motivation	All I have to do is just like, just reminding myself to like keep on doing it. Then I'll know I'll pass. Just revising, like research like what I need to know and stuff like that.			
			47	Concern about staying motivated over a long period of time	It's just long. It's really long			
			48	Concerned about the length of time he will spend in education	I mean, yeah, but this four years, yo, its long but I have to do it			
Getting Professional Support	1.10	Getting Professional Support	22	Guidance in the future	Yeah. So, you can work, but when you go to the school or college, so the teacher's calling you or speaking to you, so you have to do this and do that. It's good for you. It's good for your future.			
			23	Support from teachers	but when you go to the school or college, so the teacher's calling you or speaking to you, so you have to do this and do that. It's good for you. It's good for your future.			
			24	Support from social worker and key worker	Because first time when I came to UK-so I was in-in Tottenham here. So, my key worker and my social worker, so I have meeting with them and then they said to me, "So in UK you have to do this stuff first-			
			41	People looking out for him	Because my key worker, he was closer to me like friends to friend's, brother. Brother to brother. Like, he always sit down with me and speaking to me a lot about the education, about the future. So, he called when I wasn't home he called me and get down, and then we can go to eat something in the restaurant.			
			64	Consistent Mentoring	So, he always give me advice how to "We-we will do this together, we'll do this together." Like supporting me every time.			
			98	Convinced by professionals	So, I spoke to him and then he said to me, "So you have to do it, you have to go college and you have to understand people."			
			100	Guidance from professionals	-go back home." He said to me, he was good man and then he said to me, "So a step by step. So, do this and do that and then you will get X, Y, Z."			
			39	People help you understand stuff better	But study they're gonna always try to help you to make you understand what is good, what is not good.			
			40	Support in college to understand things	Because everyone if you haven't got college you don't understand something that, if you asked for help they will help you. But journey is different though.			
			124	Get support from Centrepoint	Because everything I ask them, even they don't do everything for me, but they do most of what I asked for.			
			131	Charity staff help provide support	I like Centre Point because I know that there's more support there like key worker. Then if you don't understand something like you know you come you ask them for help.			
			Support from additional Professionals	3.9	Support from additional Professionals	9	Teachers helpful in PRU	And the teachers were very helpful there. Even though it was a PRU so it was like, you know you're typically you get kicked out of school you go to a school that everyone imagines, everyone runs wild in um.
						20	Supportive Centrepoint staff	And my education is great, my staff are- like the people that work here with me they're very supportive. My school helps me. I learned a lot. I like going to school now. Then I got older now but I think right now in college that I go, the college I go to. I'm doing my best.
						38	Charity support helped motivate her into education	Because Centrepoint pushed me to do my- like apply for my course. They pushed me to do everything. Like they'll text me and be like, come we need to do this. You need to do that, my meeting and stuff, they-they motivate me.
						39	She needed prompting and reminding	Because Centrepoint pushed me to do my- like apply for my course. They pushed me to do everything. Like they'll text me and be like, come we need to do this. You need to do that, my meeting and stuff, they-they motivate me.
						40	Felt supported by charity support	Like they're there 100% behind me. If it wasn't for them I wouldn't be in college.
						61	Family and Centrepoint have been supportive factors	Interviewer: What's been the kind of barriers, but also what's helped you to kind of make that transition? Interviewee: My family. And Centerpoint.
						62	Centrepoint as family	Centrepoint, the staff here, they are like my family, my other family, my not blood family.
			Having Teachers and Charity Staff Being Supportive	4.11	Having Teachers and Charity Staff Being Supportive	78	Still got support from virtual schools	'Cause I still have, um, virtual schools behind me and I still have my social workers I'm regularly in contact with, so, yeah.
95	Utilised external provisions such as youth clubs	So Monday, Wednesday, Friday I'll come home. Monday I didn't have college, but Wednesday and Friday, I'd go-- youth club sessions until the college finished, they still didn't fulfill my needs, um, we tried bringing the virtual schools in. We brought-- Obviously, I told my aunt and they didn't do anything about it and they said we couldn't do anything about it.						
129	Trying to get support to help advocate for him	Right, so the youth club was the-- was they've always been there for me. So if I've ever needed them, I've asked them if supporting me as much as I needed support.						
133	Youth Club has also been a source of support	Yeah. So the manager, um, my manager now, XXX. Um, my colleague, XXX, and like if I need support, for example, my CV or even revision, they will explain to me here are the words or here are the big things that you can use-						
134	Youth Club supported him to revise for exams	They've supported me through, um, even though I just joined the youth club from-- XXX joined in September last year and XXX joined in January this year and then since then, we've just had like an instant, um, connection.						
135	Relationships and bonder were important for support	um, I stopped going because it was in XXX, I lived in XXX so it was quite far, 'bout 15-minute journey and obviously had school in the mornings.						
136	Accessibility to surrounding external support	Okay, so when I was Sixth Form as well, I'd acting as well. I did the Lyric theatre. So, that helped me as well 'cause it's like I would do shows so that helped me as well. So that outside of it was just like, it was like "Okay, I've got Sixth Form or I'm leaving Sixth Form but at least I have this. At least I have this to look forward to."						
Support for Other Professionals/Organisations	5.14	Support for Other Professionals/Organisations	78	Turned to activities outside of education	Rather than have nothing, you know, being a waste. But that helped me as well, like keep my head focused 'cause I had something to look forward to and attend.			
			79	Outside activities helped focus her on the future	On Tuesdays, I wanna go to drive forward. My recruitment consultants they have events there. You know people they have activity and then also they have-they have a company that come in and would be like yo, taking a young person and taking apprenticeship-your apprenticeship will have that."			
			80	Engaged in education and recruitment events				
Engaging in Outside Agencies	6.20	Engaging in Outside Agencies	78	Turned to activities outside of education				
			79	Outside activities helped focus her on the future				
			80	Engaged in education and recruitment events				

Support from Professionals and External Organisations	7.10	Support From Centrepoint	17	Centrepoint support him to be in the right place	No. Mm-mm. No, it hasn't, because like-like this place has like a lot- a lot of opportunities and like stuff like that for me to like make sure that I'm in a good place and stuff like that.
			18	Centrepoint supported him to access education again	So, like, um, yeah, it's 'cause I-- They helped me- they they helped me get to college because when I came here, I didn't have like, I didn't have nothing, I didn't have no GCSE's or nothing. So, they made me-- they helped me do my entry level three. I passed that, and then they helped me get into college. So, yeah.
			19	Centrepoint helped support him move through education	So, like, um, yeah, it's 'cause I-- They helped me- they they helped me get to college because when I came here, I didn't have like, I didn't have nothing, I didn't have no GCSE's or nothing. So, they made me-- they helped me do my entry level three. I passed that, and then they helped me get into college. So, yeah.
	2.2	Having good teachers and passion in subjects is important	31	Passion for certain subjects	Don't know. I think because I actually have a passion when I'm cooking and not when-
			32	Education need to be relevant	-I'm trying to do English and Maths cause I don't see the point in English and Maths unless Maths is like subsidized into like little situations.
			64	Less teacher input	And that confused me even more and that made me not wanna show up to school if I'm being honest.
			150	Teachers should help students	To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.
			151	Teachers should support student to want to be in school	To actually help you learn, not to get you embarrassed and make you not want to learn in their classroom.
			168	Should be better understanding of students needs	Well, I think they need to be more conscious of what the students are thinking and what they're actually doing and why they're behaving badly.
			169	Should understand why students can in this way	Well, I think they need to be more conscious of what the students are thinking and what they're actually doing and why they're behaving badly.
	3.8	Helpful and Supportive Teachers	14	Asked teacher for support	Still don't understand that because, but I find so one day I was in the college then I asked my teacher if you got certificate like in your country, so you can't-you can't bring it here. So they can help you to-to find your class though.
			83	Teachers are important to education	Communication. When I'm in that situation, what is helpful? Yeah, like how-how my teachers are with me. How helpful they are with me, so all that things. Yeah.
			137	Teachers have been good	About my experience, I know that like only my teacher have been good.
			138	Teachers have been helpful	Yeah, yeah when I say they're good because they're helpful. When I don't understand something like that then I go to them like, yeah, I think with time they explain to me because they know as well they know, English is my second language so I'm, you know.
			139	Teachers helped him with his needs	Yeah, yeah when I say they're good because they're helpful. When I don't understand something like that then I go to them like, yeah, I think with time they explain to me because they know as well they know, English is my second language so I'm, you know.
	4.11	Having Teachers and Charity Staff Being Supportive	144	Some teachers knew about his homelessness	Yeah, but maybe some teachers at least that know but-but when I spoke like some people, like but some people doesn't know my situation basically, but they can't tell because of my accent you know-
			9	Teachers helpful in PRU	And the teachers were very helpful there. Even though it was a PRU so it was like, you know you're typically you get kicked out of school you go to a school that everyone imagines, everyone runs wild in um.
			20	Supportive Centrepoint staff	And my education is great, my staff are- like the people that work here with me they're very supportive. My school helps me. I learned a lot. I like going to school now. Then I got older now but I think right now in college that I go, the college I go to. I'm doing my best.
38			Charity support helped motivate her into education	Because Centrepoint pushed me to do my- like apply for my course. They pushed me to do everything. Like they'll text me and be like, come we need to do this. You need to do that, my meeting and stuff, they-they motivate me.	
39			She needed prompting and reminding	Because Centrepoint pushed me to do my- like apply for my course. They pushed me to do everything. Like they'll text me and be like, come we need to do this. You need to do that, my meeting and stuff, they-they motivate me.	
40			Felt supported by charity support	Like they're there 100% behind me. If it wasn't for them I wouldn't be in college.	
5.13	Supportive Educational Staff	61	Family and Centrepoint have been supportive factors	Interviewer: What's been the kind of barriers, but also what's helped you to kind of make that transition? Interviewee: My family. And Centerpoint.	
		62	Centrepoint as family	Centrepoint, the staff here, they are like my family, my other family, my not blood family.	
		122	Some lectures were supportive	And then, yeah, then some of my lecturers were like quite supportive	
Support from Teachers	6.18	School Tried to Support Her	123	Some lecturers were annoying, wouldn't repeat themselves	but then some of them were quite annoying and they don't like help they should close the-- 'Cause, obviously, once they've told you they don't wanna repeat themselves. Obviously, they are paid to say it in the less-the lesson, they are not necessarily, paid to say it again, and again, and-again.
			124	Lecturers were often no sympathetic	'Cause, obviously, once they've told you they don't wanna repeat themselves. Obviously, they are paid to say it in the less-the lesson, they are not necessarily, paid to say it again, and again, and-again.
			11	Teachers were worries	Um, and it's gotten, the teachers always phoning, "Why are you not in, why are you not in?"
	1.16	Having Unsupportive Relationships	13	School were contacting her about attendance	It was I- and the school had to have a meeting with me, "Emma why are you not in? What's going on, why are you not here?" And I would get called it was like well I'm gonna get mo- I'm moving to my flat now, um-
			54	Sixth form wanted to support her	Like, they were literally my Sixth Form would- they would call me every day, "Why haven't you come in, why are you late for? Why are you late what's wrong with you?" You know, "What's wrong? Um, "You haven't been around since this date."
			55	Sixth form showed concern in her absence	Like, they were literally my Sixth Form would- they would call me every day, "Why haven't you come in, why are you late for? Why are you late what's wrong with you?" You know, "What's wrong? Um, "You haven't been around since this date."
56	Sixth Form wanted her back at college	And it was like, but I think for my Sixth Form e-even when I left they phoned me. They tried so hard to be like "We wanna arrange for you to have a- We wanna arrange for you to get a place for you in September."			
34	Not all adults supportive	Maybe you have all of these-all these people well. So, all-- not all the people are the same.			
62	People being busy	but no one can like come to you and stay with you, do all this stuff because everyone is busy in the UK."			
63	Being busy on weekends	So, in a weekend everyone can get free time-free time, but not for you, for-for themselves.			

2.1	Impact of Teachers	65	Less judgement from teachers	And that confused me even more and that made me not wanna show up to school if I'm being honest.
		90	Poor relationship with teachers	Instead of sitting in a classroom with a snotty teacher saying, "Oh, this is this and that is that."
		91	Teachers are rude	Instead of sitting in a classroom with a snotty teacher saying, "Oh, this is this and that is that."
		92	Been told he is doing it wrong	Because there's no one actually physically there to say, "Oh, you're doing it wrong." Or this or that. There's no other kids there shouting out, doing this, doing that. It's just easier.
		103	Avoidance of authority	Because I don't like sitting in a chair waiting for the teacher to be like, "Okay, you can leave now."
		129	Relationships are important in teaching	Interviewee: Um, well, my music teacher, he was a good teacher, I guess. Interviewer: Yeah? Tell me about that. Interviewee: Well, he was nice.
		131	Good supportive teacher	Well, he knew. I wouldn't say that he didn't care. I would just say that he didn't-- [sighs] I don't know how to explain it. He just wouldn't bring it up every second, be like, "This, this. That, that." "Why's this?" and "Why's that?" He would just-- he would just be there.
4.8	Difficulties Being in School	12	More unstructured times were difficulty for behaviour	Um, yeah and then- but I used to always get over with my work but it was just during breaks and I just used to do silly things and stuff. I'd always get over my work then-
		15	Difficulties with temper	Then year nine I went to the a PRU and then that was that and I got kicked out of there, for disruptive behavior and stuff like that. I had a bad temper.
		18	Angry a lot of the time	So you can imagine and that was- I used to get angry a lot I didn't like the word no. You know what I mean?
		17	Not feeling understood	So you can imagine and that was- I used to get angry a lot I didn't like the word no. You know what I mean?
		66	Found strict boundaries hard	I wasn't really homeless, but me and my mom used to clash a lot, so I used to just be out late and not come in when she asked me to, and not following her rules and stuff.
4.9	Poor Educational Settings	7	Didn't feel the PRU was good	I went to a PRU in Latymer and that was- it was all right for me, all right. Um- I had a lot of friends there.
		10	Attended a setting with reputation for being wild	And the teachers were very helpful there. Even though it was a PRU so it was like, you know you're typically you get kicked out of school you go to a school that everyone imagines, everyone runs wild in um.
5.12	Let Down by Education Setting	41	Educational setting cared less about him	Which was technically better because I didn't-- There was no one to-- Because I'd-- So I'd get the work done like college, um, I don't know if all colleges are like that but my college that I specifically went to was like laid back, they didn't care if you didn't do the work, that's your own problem-
		42	College didn't warn you when you were getting kicked out	-and which was-- Which is good but then it's not that great to an extent- but they wouldn't say anything to you, but next thing you know you're-- You've been kicked out of college which luckily didn't happen to me.
		125	Not being supportive with SEN	Um, two years ago when I re-did them, my English, um, the college tried not giving me a scribe and that made me really-really upset. I was distraught. I was so angry. I came here but crying because I couldn't-
		126	Becoming distraught when not being given support	Um, two years ago when I re-did them, my English, um, the college tried not giving me a scribe and that made me really-really upset. I was distraught. I was so angry. I came here but crying because I couldn't-
		127	Feeling let down by the college	I need the support and the college didn't do anything about it and I was just so upset about the fact that they didn't support me. I was like-- So, I told you, what, months and months before the exam, I had problems with my school GCSE. I never, um, wrote my GCSEs. I didn't get a laptop because I was able to access the internet and I would be able to cheat.
		130	Feeling unheard by College	I've explained to you that-- What-- This is what my needs are to an extent and you haven't fulfilled anything." And they said, "Well, you should have--" They said, "Well, you should have told us earlier." I said, "That's not the case, I did tell you earlier- you just didn't do anything about it."
7.4	Challenges with Courses and College	3	Weird and confusing experience at school	Well-well I went to like a six form and then, um, I went to another college to do science and then they decided not to do science there no more. So, I had to move to another college for Science. But yeah, so that's just-- It was mad.
		25	Not having control over education	Um, the funniest story is, is like, um, when I like started college, I didn't even pick science.
		29	Had to change his course	Like, I don't know. So, she kept reporting me to the, um, head of the business. So, like the-the head of business was like, um, she doesn't want to kick me out, but she- I had to change course. So, I was like, "Fine." So, um, she-she said ICT or science, so I chose science. Yeah.
		43	Frustrated at feelings of failure	when I was enrolled in for science again, they was gonna put me in level one again. Um, and then I was like, 'dang',
		44	School make an error and he didn't correct them	but like the lady- like the lady that was putting in my, um, my thing, she put me in level two when she was meant to put me in level one, but I didn't say that nothing. I didn't say nothing. I didn't say a word, so cool. Then they put me in level two.
7.5	Difficulties with Teachers	26	Teachers were complaining about him	I picked business, but they removed me because like, I don't know. I don't know. There was-- Like the teacher was complaining about me saying that how like the whole class looks up to me and like when I left, they left. So, like basically the whole class was just following everything I do, which wasn't even the case.
		28	Being reported by teachers	Like, I don't know. So, she kept reporting me to the, um, head of the business. So, like the-the head of business was like, um, she doesn't want to kick me out, but she- I had to change course. So, I was like, "Fine." So, um, she-she said ICT or science, so I chose science. Yeah.
		30	Teachers being against him	Like, I don't know. So, she kept reporting me to the, um, head of the business. So, like the-the head of business was like, um, she doesn't want to kick me out, but she- I had to change course. So, I was like, "Fine." So, um, she-she said ICT or science, so I chose science. Yeah.
2.18	Resources money for education	75	Education and money	'Cause that costs way too much money and I don't need it for what I'm actually doing, let's say.
		79	Isn't worth the investment	So it's just like put my money into the education system and not getting anything out of it.
Unsupportive Educational Setting/Professionals				

Challenges Meeting Resources and Basic Needs	3.13	Challenges with meeting Basic Needs	70	Being hungry and going to education	So, if you're not strong like you know, you can't go to college, then you'll not- you got nothing in your belly so- harder but if you're strong, you can do it. But like yesterday, it's not like I- I don't have money. I have money but, I didn't do college until 9:00 to 4:00. I didn't eat anything. If you're not strong, how can you do it?
			71	Fighting through not having the essentials	So, if you're not strong like you know, you can't go to college, then you'll not- you got nothing in your belly so- harder but if you're strong, you can do it. But like yesterday, it's not like I- I don't have money. I have money but, I didn't do college until 9:00 to 4:00. I didn't eat anything. If you're not strong, how can you do it?
			119	Needs to worry about getting food now	Uh, when I say you can get things like, you know- not that I basically I'm gonna get everything I wanted, but basically, you're gonna get food, you know. Even here you get food but when I say you get food like you don't have to worry about food.
			120	Increase in responsibility	You understand? But here, [chuckles] when you wake up like this, you can affect like this. Yeah. You don't even know what to eat- you don't even know what to eat. You don't know should I cook, should I go outside to buy food? You don't know, but when you have your family like-like so when he wake up is- you're gonna wake up to see every thing's already is ready.
			122	Need to think about money	You understand? But now-but now, now, even when I wake up, I am gonna think, you understand how much will I spend today? So, you see-
			123	Understanding value of money	It's different, but then and then even if I got £20 now, I'm gonna spend all £20. I know later or tomorrow we're gonna again need. You understand? But here, who gonna give me? I have to work for a week, or for a month-
	4.10	Place of Living and Transport to School	67	Travel to school from different living settings	It was fine, like this was a hostel and mainstream school. So I used to go to mainstream school from my cousin's house.
			68	Still had access to necessary resources to continue school	She used to get my train money and stuff. Yeah.
			76	Having a school close is helpful	No, there's no barriers. My college is a 10-minute walk away.
			78	Is used to different living situation	And then I've always lived in places like this. So there will always be something.
	6.5	Difficulties with Health, Money and Basic Needs	6	Had had health problems	And then I live on the top floor and I was getting scared because I've just had an A&E, and it has to do with the benefits, so then I don't know. I'm still in Sixth Form. So, I'm not even going to Sixth Form but then, I didn't go to Sixth Form anymore I've given up.
			20	Look after own health	So, it's hard on me and then having to go from-having-having to go from every being done for you to doing it yourself, having find my own dentist, find my own doctor, also the health establishments aren't this same.
			22	More aware of money	- I had to shop, budget and plan for myself. I had to budget and I'm not really good at budgeting. Because thinking, I don't have to by anything for myself but my toiletries and whatever, oh well.
			24	Concerned with meeting basic needs	I had to buy that you know bed-sets, um, clothes and food. I- all I've got to a point was thinking how am I going to eat?
			25	Worried about having money for travel	I'm thinking to myself, "Well I need money for travel to get to Sixth Form and back, um, I need money for food.
			27	Struggling financially	I need money for use, you know for rent as well. I'm thinking to myself £87.90 is not a week. Is that- is not, come on I won't even lunch that- I'm not even 18. So, I have to pay for buses and the train as well.
			66	Awareness of own challenges with money	I'm bad with money as well. So, how am gonna be thinking also okay, what, "Why is this, and this, and this?" I don't think about, I just- I spend in the moment, I'm spending in the moment person. So, I'd like to think about the future and for me that-that affects me a lot as well. Like someone got behind his rent or behind the phone bill.
			6.9	Worrying about Living Situation at School	23
	31	Going to school after stressful event			And so, because of that that's the time I lived alone and I was scared to death. My first week then, there-was fire. My neighbours had created a fire on purpose. The washing machine blew up. Imagine I've woken up Monday morning 7:30 AM. I've got to go to Sixth Form same day
	53	Stressors affected ability to access education			I'll come, well I'll come in Sixth Form I'm a bit upset and I will be angry or annoyed and my teachers and my classmates would know. They could just tell they could see the tension.
	7.9	Difficulties access resources and being homeless	13	Doesn't have the right resources to access education	Yeah, I didn't have all the resources that I need. I still don't have the resources that I need. Like, I mean like, um, well, I still use like, we have computers down here in this hostel, but, I can only use them for a certain- a certain amount of time.
			14	Living place restricts ability to access educational resources	Yeah, I didn't have all the resources that I need. I still don't have the resources that I need. Like, I mean like, um, well, I still use like, we have computers down here in this hostel, but, I can only use them for a certain- a certain amount of time.
			16	Doesn't feel he can do homework in shelter	So, like, um, because I'd be up all night anyways, so like I can't use it at night time, which is just kind of sad. So, yeah. So, I always like do it like on the day and stuff like that, no in the daytime.
			21	Accessing travel money can make him late	Well like, sometimes I'll have to like wait till like 8:30 for them to come and give me like travel and that's-that's-that's-like sometimes why I'm late, while if I was with my mom, I'll probably just be like using my credit card or something.
			58	Homelessness prevented financial support	Yeah, because they have like people that can like- Well, I, uh- Like how much money they- They have money.
			59	Homelessness prevent family support	Um, like they have- they have like, they have family that can like help them with like- if they need something or if they need like extra help.
			60	Feel less support being homeless	When you're here, it's like, I don't know. It's like if I asked one of the staff members for help, they probably wouldn't help me. Stuff like that.
			61	Support given is limited in hostel	Then like, yeah. Or if I need a laptop, they're not going to give me like to let me use it for like hours, or if like, if I wanted like to revise or something just like for like a couple of hours, I'm not gonna be able to do it.
			62	Sometimes unable to revise due to something happening	Yeah, yeah, even though like sometimes- like even with downstairs, like if I'm using a computer and then like somebody's having a meeting, and I have to stop revising then wait like an hour or two for them to like finish it and I can go back down, which is- which is long-
			7.12	Difficulties with Finances being homeless	23
	24	Cannot use credit cards			Yeah, yeah. Like, uh, like the reason why I don't use my credit card now is because, like I have to pay, like, PSE and all that. And like- And my money goes away, my money just vanishes quick, I don't know. So, that's why I'm like, I don't mind using my credit card. [crosstalk]
	34	FE is scary because of financial issue			Interviewer: Yeah. Is that something you've always- You know, university, was that always on the cards? Interviewee: No, no. It wasn't. Interviewer: What happened? Interviewee: Right. I don't know about it. Like, it's the fee that I'm scared of.
	35	Want to spend money on other things than education			I don't know, it's like I like to spend my money on food and stuff like that.
	36	Doesn't like paying bills			I know that sounds like kind of dumb, but yeah, I don't like paying bills, you know.

Appendix L: Information on YHP for educational professionals tool

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YOUNG HOMELESS PEOPLE (YHP) AND EDUCATION

Homeless Definition:

An individual or family who has not got access, or will soon not have access, to an accommodation which is accessible, physically available or fit for purpose legally (Byrom & Peart, 2017).

INFORMATION ABOUT YOUTH HOMELESSNESS

As of 2019, there were estimated to be 110,000 young homeless people in the UK (Centrepoint, 2019).

This is likely to have risen after the COVID-19 pandemic.

Centrepoint estimate only 103,000 approach their local authority for support (Centrepoint, 2019).

Only 48% of that support is seen as "meaningful" (Webster and Wairumbi, 2018).

There are several types of homelessness.

Sofa surfing is the dominate type of homelessness amongst the youth homeless population (Quilgars, 2010).

WHAT DID YHP SAY THEIR EXPERIENCE OF EDUCATION IS?

Needing Additional Support in School
 YHP experience SEN, EAL and perceive being homeless as a barrier to learning.

Behavioural Challenges or Academic Failings
 YHP had trouble in maintaining academic standards and adhering to strict school rules.

Unsupportive Educational Settings/Professionals
 YHP found some school staff to be unhelpful and aspects of the school system to be detrimental.

Support from Professionals and External Organisations
 YHP received educational support from charities, social workers & youth clubs.

Support from Teachers
 YHP found teachers most supportive when they offered emotional support and an understanding of their situation.

Challenges Meeting Resources and Basic Needs
 YHP found meeting needs such as money for rent, having food and transport to education difficult.

Avoiding Failure and Building for a Future
 YHP perceived education as a means to build on their future and as a way to escape being homeless in the future.

Motivation or Change in Motivation towards Education
 YHP experience a shift in motivation to access education and most has a drive to learn.

Lack of drive for Education
 Due to an increased responsibility, a lot of YHP found motivating themselves for school hard.

HOW DOES HOMELESSNESS AFFECT EDUCATION?

44% of YHP are not in Employment, Education or Training (NEET) (HOMELESS Link, 2018).

A number of these lack the literacy and numeracy skills and relationships to access this (HOMELESS Link, 2018).

In school YHP are more likely to fail academically (Sullivan-Walker et al, 2017) and achieve less than their peers (Buckner, 2008).

SEN is a lot higher within this population (Mitchell, 2004).

Crisis (2012) found that 51% of YHP have been excluded from school due to emotional difficulties.

Research suggest that YHP have difficulties with their Executive Functioning (Fry, Langley & Shelton 2019).

DESPITE THE ABOVE INFORMATION, RESEARCH WENT FURTHER TO EXPLORE THE EDUCATIONAL EXPERIENCES OF YHP IN THE UK. TO SUPPORT PROFESSIONALS IN CONSIDERING EFFECTIVE WAYS OF SUPPORTING THESE VULNERABLE INDIVIDUALS.

These themes can be divided into two larger groups:
 Motivation in Education & Accessing Education

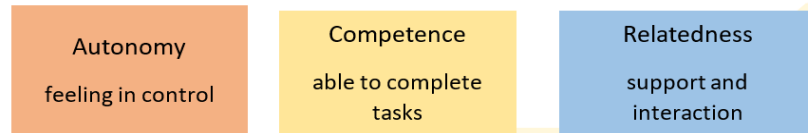
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UNDERSTANDING AND SUPPORTING OUR YOUNG HOMELESS PEOPLE IN EDUCATIONAL SETTINGS

ACCESSING EDUCATION

Is education accessible to Young Homeless People?
 Deci and Ryan (2008) created a tool to understand that we all engage in activities which give us **Autonomy, Competence and Relatedness**



What do YHP experience in schools?

Our YHP spoke about being excluded from school and missing adults in their lives to advocate for them. Our YHP struggle with school due to lack of money and food.	Our YHP experience SEN and EAL. They experience failing at school and struggling within the school system.	Our YHP find adult support important, but sometimes absent. Some report not getting the support they need. Some YHP feel alienated and distance from peers.
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How schools support the accessibility of education for YHP?

Review and amend your absence, lateness, and pastoral policies to be more considerate towards young homeless pupils. Create a role in schools (Teacher for the Homeless) to advocate for your young homeless pupils.	Support SEN and EAL needs to maintain a level of academic confidence. Avoid enforcing narrative of behavioural difficulties. Have a flexible and understanding pastoral system.	The role of 'Teacher for the Homeless' to be available to support your young homeless pupils. Encourage a nurturing and safe environment in your school. Consider inviting external professions to important meetings. Offer lessons and assemblies to reduce stigma towards homelessness.
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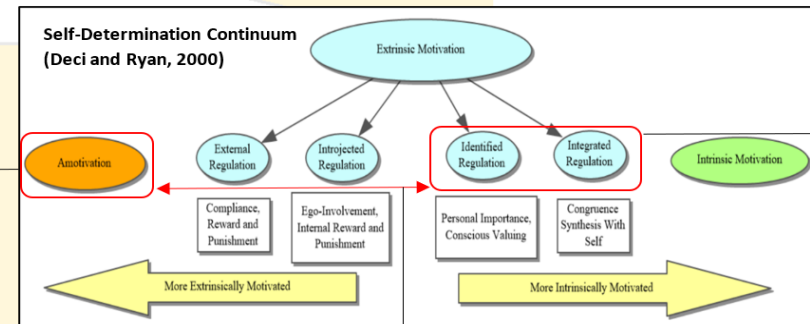
MOTIVATION IN EDUCATION

What is the motivation to education in the Young Homeless population?
 Deci and Ryan (2000) used a continuum to consider our motivation towards activities. **At the left, Amotivation (not engaging) to the right, Intrinsic (engaging for enjoyment).**

Our YHP spoke about not attending education due to lack of external pressures such as parents.	Our YHP spoke about being driven to attend education to build on their future and escape poverty. Education aligned with their goals & dreams.
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How can schools support motivation?

Strategies such as letters home and parents evening will not be effective. Support focused on understanding aspirations & goals and linking this to how education can support this.	'Teacher of the Homeless' could monitor motivation of young homeless pupils. Provide helpful information when needed and support to raise awareness of the impact of contextual change.
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Our YHP moved from being unmotivated to motivated towards education. This was dependant on a change in their lives that occurs during 'their homeless journeys'. Such as current living situation, prospect for the future & recent educational experiences.

How can schools support motivation?

Use attendance information to flag potential challenges in motivation. If you notice a change in motivation try speaking to the YHP, finding out what is happening, be supportive and understanding. Schools and Colleges cannot change circumstance, but we can support through them.