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PREPARING YOUR E-LEARNING MODULE

This PowerPoint file provides you with the base content to develop a customized Corporate Parenting resource. Several of the slides include prompts for you to add the information relevant to your institution.

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There are two videos in this resource (or at least links to the videos hosted on Vimeo.com):

- <https://vimeo.com/285241343> (Slide 21)
- <https://vimeo.com/285246067> (Slide 30)

We would suggest that you download these videos from the Vimeo website and embed them into your resource once exported out as a PDF file using an editor such as Acrobat Pro. If this isn't possible then leaving them as links is fine, though you may want to add some text to prompt the reader to click on the image to be taken to the video location.

CORPORATE PARENTING IN COLLEGES:

AN E-LEARNING MODULE

BEFORE WE START

A FAVOUR



We know that you're busy and that mandatory training doesn't always seem like the best use of your time. We understand the temptation to get through to the questions at the end as quickly as possible.

So, with that in mind – we would like to ask **a single favour**.

For this module we interviewed Laura, who generously shared her story over 2 videos as someone who is care experienced and didn't have the easiest start in life.

If you have time for nothing else, please take the time to listen to Laura's story (around 15 minutes) as it shows the **real difference** we can make in people's lives.

Thank you.

YOU ARE A CORPORATE PARENT

A DUTY AND AN OPPORTUNITY



Every college and university in Scotland is a named Corporate Parent under the [Children and Young People \(Scotland\) Act 2014](#).

This means that they must work to **uphold the rights** and **safeguard the well-being** of ‘looked after’ children and young people and care leavers aged under 26 across Scotland.

In this module we’ll generally refer to this group as “**care experienced**” people, as this is an inclusive term which they themselves prefer as it covers children and young people of all ages with all varieties of care experience. Importantly, it shifts the emphasis from making the person the **subject** rather than the **object**, with care being seen as something they have **come through and learned from** rather than simply something that was **done to them**.

As a staff member within an education institution, **you are a Corporate Parent** and have an opportunity to make a huge difference to the lived experience of this cohort, which is among the most vulnerable and disadvantaged in our society.

YOU ARE A CORPORATE PARENT

A DUTY AND AN OPPORTUNITY



Corporate Parenting originated as a concept in the mid-1990s and has been part of Scottish Government policy since the 2008 report [These Are Our Bairns](#). That report described the challenge for everyone involved in Corporate Parenting as:

“ ” how do you give a child in your care the love, security and chances that any good parent would give their child?

When engaging with this module, ask yourself – **would this be good enough for my child?**

THE CARE POPULATION

WHO ARE OUR CARE EXPERIENCED YOUNG PEOPLE?



Care experienced children and young people are those who are or have been **looked after** by their local authority, having been deprived of parental care for any reason, or otherwise due to concerns about their well-being.

There are currently **14,897** young people in care in Scotland (Scottish Government, 2018).

This represents **1.2%** of the 1.2 million young people aged under 21. This is similar to the entire population of St Andrews, Broxburn or Port Glasgow.

HERE AT –INSTITUTION–

THE JOURNEY SO FAR

Space for bespoke
image –
university/college
logo or photo of
students.

Contextualised statistics and content around care experience & Corporate Parenting within individual institution, the Corporate Parenting journey so far and/or a quote from a care experienced student.

Example quote below:

“ ” Whatever kind of Corporate Parent you are, just be there, listen – show them that you care. That's all we want – we just want the structure and for someone to show us that we're not worthless and we're not useless and not, you know, pointless. We just want to feel loved I guess, in a way, like everyone else does.

- Chloe, 20

THE CARE POPULATION

WHO ARE OUR CARE EXPERIENCED YOUNG PEOPLE?



Young people in care live in many different placement types, or care settings:

- **foster care** (living with another family) **(36%)**
- **kinship care** (with friends or relatives) **(28%)**
- **looked after at home** (living with birth parents but with social work involvement under a supervision order) **(25%)**
- **residential care** (living in a children's unit/house) **(10%)**
- **with prospective adopters** **(1%)**

(Scottish Government, 2018)

WHY ARE YOUNG PEOPLE TAKEN INTO CARE?

GROUNDS FOR REFERRAL TO THE CHILDREN'S REPORTER

Care-experienced young people are deprived of parental care **through no fault of their own**.

In **90%** of cases, young people are referred to the Children's Reporter on grounds of care and protection. Common circumstances include neglect, parental drug and alcohol addiction and parental mental ill-health. In a smaller proportion of cases, the child or young person has suffered physical and/or sexual abuse.

Care and protection



88%

Criminal offence



20%

SCRA (2018). Total is > 100 because some young people have multiple referrals.

In **20%** of cases, young people have a referral on grounds of committing a criminal offence. A significant number of these young people also have a referral on grounds of care and protection. Even where they don't, we know through the work that we do with young people in care, that when you look behind child and adolescent criminal behaviour, in the vast majority of cases, there are significant issues at home and in relationships with family.

HOW NURTURING IS OUR CARE SYSTEM?

PLACEMENT MOVES AND MENTAL ILL-HEALTH



HOUSING

68% of care experienced young people undergo **3 or more** placement moves (SCRA, 2012).

We work with young people every day who have been moved **more than 10 times** since they've been in care. Every time a young person moves to another placement, their families, friendships and links with the community are **torn apart**.

Young people often experience these moves as **abrupt, unplanned and stressful**. Sometimes they are made to move overnight, having only enough time to throw some belongings into plastic carrier bags.

HOW NURTURING IS OUR CARE SYSTEM?

PLACEMENT MOVES AND MENTAL ILL-HEALTH

MENTAL HEALTH

45% or close to half of 5-17 year olds in care were assessed as having a mental health disorder, as compared with 9% of their peers (ONS, 2004)

In the same study from 2004, it was identified that **39%** of young people living in residential care in Scotland had self-harmed, compared to **18%** of their peers.

Frequent moves and loss, or lack of, meaningful relationships often has a **significant impact** on a young person's well-being and in many cases on mental health. Young people often tell us that they have **given up** on making new friends and relationships as they know they have to move so regularly.



ARE CARE EXPERIENCED YOUNG PEOPLE CRIMINALISED?

YOUNG PEOPLE AND THE CRIMINAL JUSTICE SYSTEM



PRISON

Despite representing only **1.2%** of young people under 21, at least **33%** of young people in prison and **31%** of adult prisoners have been in care (SPS, 2016).

Even this **incredible statistic** is probably an underestimate, as it relies on prisoner self-declaration – some young people don't recognise themselves as being care experienced (e.g. those looked after at home), while stigma often further reduces declaration rates.

HOW DO OUR YOUNG PEOPLE GET ON AT SCHOOL?

ACADEMIC OUTCOMES FOR CARE EXPERIENCED YOUNG PEOPLE

LEAVING SCHOOL

72% of care experienced young people leave school as soon as they can – at 16 or younger. In comparison, only **28%** of non-care experienced young people leave school before they're 16 years old (Scottish Government 2018). Many of our young people tell us that they felt **forced out** of school and sometimes pushed into college instead.

Care
-experienced

Non-care
-experienced



EDUCATIONAL ATTAINMENT

Only **16%**, or **fewer than 1-in-6** care experienced young people leave school with a Higher (SQCF 6) level qualification, compared with **61%** of their peers (Scottish Government, 2018).

There is a negative correlation between placement moves and the level of achievement at school – the more you move, the less well you do.

Educational attainment is strongly linked to health and economic outcomes, such that, the disadvantage faced by care experienced young people in receiving a disrupted education can **profoundly shape their adult lives**.



ARE OUR YOUNG PEOPLE SUPPORTED IN SCHOOL?

EDUCATIONAL EXPERIENCES FOR CARE EXPERIENCED YOUNG PEOPLE



SCHOOL EXCLUSIONS

Care experienced young people are **over six times** more likely to be excluded from school than their peers (Scottish Government 2018).

Many care experienced young people are excluded from multiple schools. This can have a hugely disruptive impact on their learning. Additionally, young people in care often face **daily disruption** to their studies due to children's hearings, Looked After Child (LAC) reviews and other meetings scheduled during school hours.

ARE OUR YOUNG PEOPLE SUPPORTED IN SCHOOL?

EDUCATIONAL EXPERIENCES FOR CARE EXPERIENCED YOUNG PEOPLE



ADDITIONAL SUPPORT FOR LEARNING – LOCAL AUTHORITIES ARE FAILING

Under the Education (Scotland) Act 2004, there is a **presumption** that looked after young people have additional support needs, unless otherwise assessed.

Local authorities also have a duty to assess all young people in care for a **Coordinated Support Plan** (CSP), which will bring together different agencies (education, social work, health, etc.) to ensure that young people can benefit from their school education.

However, as of 2015, only **6,374 (51%)** of the **12,533** looked after children with additional support needs have been assessed for a CSP, while only **368** were deemed to need one.

There is also a wide variation in implementation depending on location. In Highland, of those assessed, **46.7%** were determined to need a CSP, while in East Ayrshire it was only **0.7%** of those assessed.

WHAT ABOUT AFTER SCHOOL?

OUR YOUNG PEOPLE'S DESTINATIONS



ACCESS TO COLLEGE

Entrance rates into Further Education are actually higher for looked after leavers than for the broader population, with **41%** of looked after leavers in Further Education after 3 months compared with **27%** of all leavers.

However, if we combine Further and Higher Education *and* look at the follow-up survey, we see only **35%** of looked after leavers in FE/HE after 9 months as compared with **61%** of all leavers (Scottish Government, 2018).

These percentages clearly illustrate the **disproportionately high drop out rates** for care experienced students.

WHAT ABOUT AFTER SCHOOL?

OUR YOUNG PEOPLE'S DESTINATIONS



ACCESS TO MODERN APPRENTICESHIPS

1.3% of Modern Apprenticeship (MA) starts in 2016/17 self-identified as care experienced.

For this group, the achievement rate was **58%**, compared to **77%** for their non-looked after peers. (Skills Development Scotland, 2017)

Enhanced funding is available for employers who take on care experienced Modern Apprentices. This funding is available for care-experienced apprentices up to the age of 29, allowing care experienced young people a longer timescale to access MA opportunities.

WHAT ABOUT AFTER SCHOOL?

OUR YOUNG PEOPLE'S DESTINATIONS



POSITIVE OUTCOMES

76% of care experienced young people (defined as those looked after for the entirety of the reporting year) are in positive outcomes nine months after school, compared with **93%** of their non-care-experienced peers.

(Scottish Government, 2018)

Among those aged **19-21** who are eligible for aftercare (the legal duty of local authorities to prepare young people for leaving care or ceasing to be looked after, as well as providing advice and assistance):

- **30%** were not in employment, education or training
- the status of a further **16%** was unknown

(Scottish Government, 2018)

HOW DO OUR YOUNG PEOPLE GET ON AT COLLEGE?

ACADEMIC OUTCOMES FOR CARE EXPERIENCED YOUNG PEOPLE

SUBJECT CHOICE AT COLLEGE

Care experienced students at college are over-represented in Care subjects, Hospitality and Tourism, and Hairdressing, Beauty and Complementary Therapies - respectively **19.9%**, **7.3%** and **7%** as opposed to **14.2%**, **5.3%** and **4.8%** of the total student population.

Care experienced students are under-represented in Engineering, and Computing and ICT – respectively **6.1%** and **4.7%** as opposed to **14.7%** and **8.2%** of the total student population.

90% of care experienced students at college study at FE level, as opposed to **60%** of the total student population (SFC, 2018).

SUCCESS AT COLLEGE

Young people have told us they often feel pushed into college and assured that this will be a better option for them than school. However, once they get to college, only **57.9%** fully and successfully complete their courses, compared to **73.2%** of students across the sector (SFC, 2018).

AFTER COLLEGE

5% of care experienced students leave college and become unemployed, compared to **3.9%** of college leavers nationally (SFC, 2018).



REAL STORIES, REAL LIVES

LISTENING TO CARE EXPERIENCED VOICES

We've seen some national statistics and outcomes for care-experienced young people. However, to understand the care system and what it's like to grow up in it, there's no substitute for **listening** to care experienced young people themselves.

The duties of Corporate Parents require entering into a **regular dialogue** with the eligible population, to be **alert** to matters affecting them and to **assess** their needs.

In this video, **Laura** explains her own care journey, from the difficulty she experienced in prioritising education in high school due to her turbulent home life, as well as the consequences of entering into residential care at sixteen, where work was seen as more valuable than education and expectations were low. Only after experiencing a tragically difficult loss did Laura put her education first and return to her studies at college.

[listen]

Please



[Download transcript](#) and learn [more about Laura's story](#).

CORPORATE PARENTING DUTIES

WHAT YOU NEED TO KNOW

Every Corporate Parent has a legal duty to take actions to uphold the rights and safeguard the well-being of every **looked after child and young person** and **care leavers up to age 26**.

These actions should promote the young person's physical, emotional, spiritual, social and educational development. In many situations, it can help to ask yourself, **"what would I do if they were my child?"**

Under section 58 of the 2014 Act, every Corporate Parent has **six substantive duties** in respect of the care population. To:

- Be **alert**
- **Assess** needs
- **Promote** interests
- Provide **opportunities**
- Make sure services are easy to **access**
- Look for ways to **improve**



BEING ALERT AND ASSESSING NEEDS

A REGULAR DIALOGUE WITH YOUNG PEOPLE



BEING ALERT

Corporate Parents must be **ALERT** to matters which might affect the well-being of care experienced young people. This means engaging in regular dialogue about issues which might have a negative impact, such as for an individual moving placement or residence, or for the group as a whole, changes to benefit rules or a service being withdrawn.

Include here an example from your plan on how your institution plans to be alert.

BEING ALERT AND ASSESSING NEEDS

A REGULAR DIALOGUE WITH YOUNG PEOPLE



ASSESSING NEEDS

Corporate Parents need to **ASSESS** the needs of care experienced young people in line with the services they provide. This can be their individual needs and their collective needs.

Include here an example from your plan on how your institution plans to assess needs.

PROMOTING INTERESTS AND PROVIDING OPPORTUNITIES

OVERCOMING INEQUALITY AND IMPROVING WELL-BEING



PROMOTING INTERESTS

Corporate Parents have a legal duty to **promote** the interests of care experienced children and young people. This means taking action which will pursue **advantages** or **benefits** for an individual, or the population as a whole, whether through advocacy, by widening access to education, leisure or employment opportunities, **tackling discrimination** or upholding rights.

Include here an example from your plan on how your institution plans to promote interests.

PROMOTING INTERESTS AND PROVIDING OPPORTUNITIES

OVERCOMING INEQUALITY AND IMPROVING WELL-BEING



PROVIDING OPPORTUNITIES

Corporate Parents are required to provide a wide range of high-quality **opportunities** which **improve** (rather than just safeguard) the well-being of care experienced young people. The aim is to help young people become successful learners, confident individuals, responsible citizens and effective contributors to their communities.

Include here an example from your plan on how your institution plans to provide opportunities.

MAKING SERVICES ACCESSIBLE AND IMPROVING

OVERCOMING BARRIERS AND BECOMING A BETTER CORPORATE PARENT



MAKING SURE YOUNG PEOPLE CAN ACCESS OPPORTUNITIES, SERVICES AND SUPPORT

Care experienced young people often face barriers to participating in activities and engaging with services, including limited access to **finance** and **transport**, changes of residence, low levels of numeracy/literacy, unresolved trauma, fear of failure, loss or rejection and problems associated with drug and alcohol misuse.

Corporate Parents must take action to overcome these barriers, ensuring that children and young people can meaningfully **access** the opportunities they make available and the services and support they provide. Part of this duty is making the eligible population **informed** of the opportunities available.

Include here an example from your plan on how your institution plans to ensure access to opportunities.

MAKING SERVICES ACCESSIBLE AND IMPROVING

OVERCOMING BARRIERS AND BECOMING A BETTER CORPORATE PARENT



TAKING ACTIONS TO IMPROVE

Corporate Parents are required to keep their work with care-experienced young people under review and to look for ways to **improve** how they fulfil their duties. At a strategic level, this means drafting a **Corporate Parenting Plan**, reviewing and reporting on it at least once every 3 years.

Include here an example from your plan on how your institution plans to improve.

SELF-DECLARATION

BARRIERS TO IDENTIFICATION OF CARE EXPERIENCED YOUNG PEOPLE



For many young people, it can be difficult to disclose that they have been in care.

This can be linked to a number of factors including experiences of **discrimination** and **bullying**. For many young people we work with, ticking the 'care leavers' box on UCAS - despite it being confidential and a means of accessing additional support - can feel **stigmatising**.

It is important to remember this, and to **respect** a young person's right to **choose** whether or not they declare their care experience, and **how** they choose to do it.

“ I'm coming up to applying for college again, and it's caused a debate in my head as to whether I should or not. I struggle to put down that I was in care in case anyone negatively judges me - if they check my previous address history and realise it was a children's home, and then deny me something because of that.

- David, 29

REAL STORIES, REAL LIVES

LISTENING TO CARE EXPERIENCED VOICES

In this short video, Laura explains the crucial role of a single lecturer during her journey through education, highlighting the **overwhelmingly positive impact** good Corporate Parenting can have on the lives of Care Experienced young people. In watching, please bear in mind what young people have told us and the duties you have as a Corporate Parent.

Even if your role doesn't directly involve engaging with young people, listen to Laura's experience – her concerns **mirror** those who have faced bullying and/or discrimination having grown up in care.

In watching, please bear in mind what young people have told us and the duties you have as a Corporate Parent.

[listen]

Please



[Download transcript](#) and learn [more about Laura's story](#).

BARRIERS & OBSTACLES IN HIGHER EDUCATION

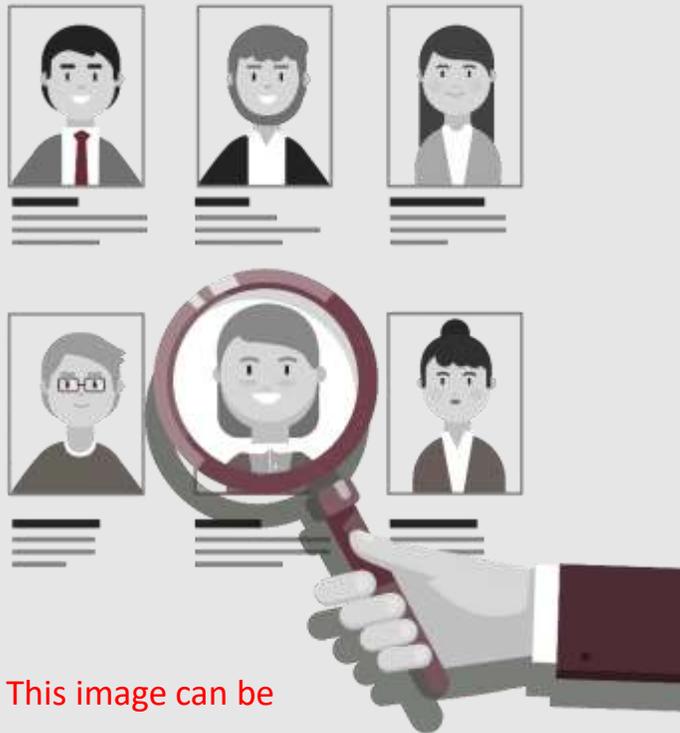
WORKING TOGETHER TO SUPPORT YOUNG PEOPLE



Space for individualised case study from student.

SIGNPOSTING

WORKING TOGETHER TO SUPPORT YOUNG PEOPLE



This image can be replaced by one of the named contact.

Every college and university has a **named contact** who is able to provide information on the support available to care experienced students.

If a student discloses to you that they are care experienced, it is useful to know who this person is.

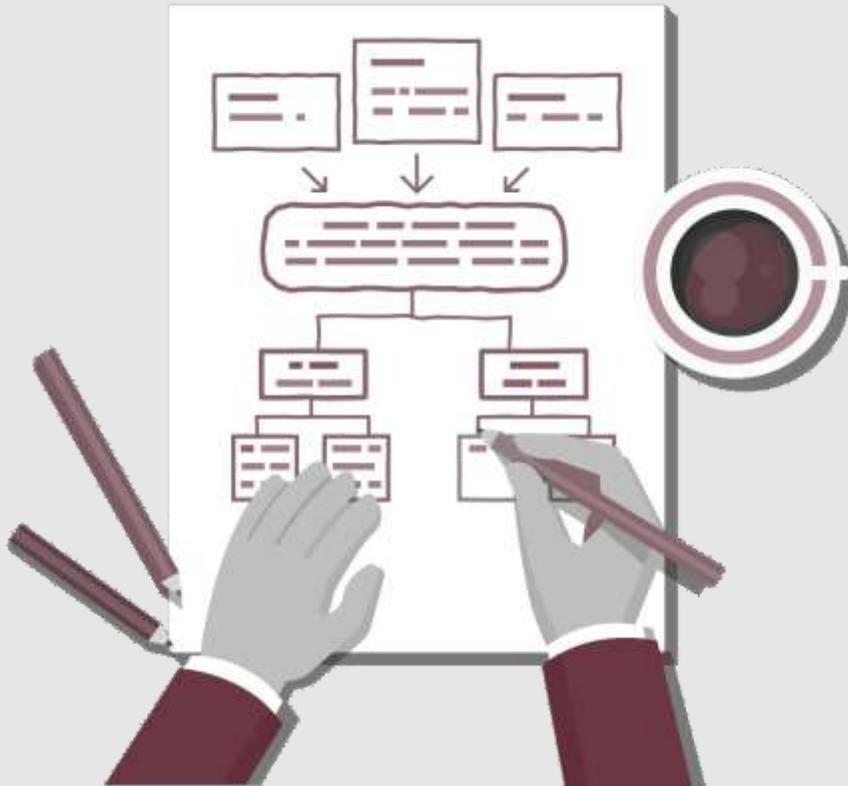
Here at **institution**, the named contact is **name & job title**.

Email:

Phone:

PLANNING AND REPORTING

WORKING TOGETHER TO SUPPORT YOUNG PEOPLE



All Corporate Parents have a duty to prepare and publish a Corporate Parenting Plan which outlines their approach to fulfilling their Corporate Parenting duties. Whilst developing this plan, they are required to **consult** with other Corporate Parents and parties as appropriate. More generally, Corporate Parents have a duty to collaborate with each other in safeguarding or promoting the well-being of looked after young people and care leavers.

Corporate Parenting plans must be **regularly reviewed** and progress **reported** to the Scottish Ministers. Every three years, Scottish Ministers must report to parliament on how Corporate Parenting responsibilities have been exercised throughout Scotland.

The first three-year period ended on **31st March 2018**. A report was written and submitted to Parliament for discussion.

View **institution's** Corporate Parenting Plan here: **-insert link to plan-**

ASSESSMENT

PULLING EVERYTHING TOGETHER



You're nearly there! The next step is to check your understanding.

For this assessment, we have come up with a series of college scenarios based on practitioner experience, where you will need to **process and apply** what you have learned to select the best response for a care experienced learner.

The questions are intentionally challenging and there to make you think. There are **no wrong answers**, but arguably a best response which will offers the optimal positive impact on the journey of a care experienced learner.

Attempt the Corporate Parenting assessment. [[embed link to assessment](#)]



Also, to receive a **digital certificate** from Who Cares? Scotland declaring that you are a knowledgeable and proud Corporate Parent, please [follow this link to complete our survey](#).

ACKNOWLEDGEMENTS

WITH THANKS



The content for this module was designed in partnership with **New College Lanarkshire**, **The College Development Network** and **Who Cares? Scotland**.

For further information on Corporate Parenting, feel free to contact the **Corporate Parenting Team** at Who Cares? Scotland, or to visit their bespoke Corporate Parenting website, which hosts a number of video case studies, guidance documents and useful information.



Email: corporateparenting@whocaresscotland.org

Website: www.corporateparenting.org.uk

Phone: 0141 226 4441

SOURCES

INFORMATION & STATISTICS

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SOURCES

IMAGES

All images designed by Freepik: www.freepik.com

- Time Icons - https://www.freepik.com/free-vector/timer-icons_796723.htm
- Concept with young people at table - https://www.freepik.com/free-vector/teamwork-concept-with-young-people-at-table_1795757.htm
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- Worker with a megaphone - https://www.freepik.com/free-vector/worker-with-a-megaphone_834595.htm
- Businesswoman with doubts - https://www.freepik.com/free-vector/businesswoman-with-doubts_1107797.htm
- Businessman drawing a block diagram plan - https://www.freepik.com/free-vector/business-man-drawing-a-block-diagram-plan_1311444.htm
- Bin bags - <https://www.vecteezy.com/vector-art/84441-rubbish-bag-vectors>
- Student reading book - https://www.freepik.com/free-vector/student-reading-illustration_826080.htm
- Exclusion - https://www.freepik.com/free-vector/angry-businessman-with-employee_1107802.htm
- Handcuffs - https://www.freepik.com/free-vector/handcuffs-silhouette-detailed-icon-vector_689328.htm
- Girl at desk - https://www.freepik.com/free-vector/teen-student-girl-sitting-at-her-school-desk_1311410.htm
- young people with different jobs - https://www.freepik.com/free-vector/set-of-young-people-with-different-jobs-in-hand-drawn-tyle_2101055.htm
- University - https://www.freepik.com/free-vector/university-student-cap-mortar-board-and-diploma_1311234.htm
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- Girl - https://www.freepik.com/free-vector/asian-women-collection-in-different-ages_2481159.htm