**I: = Interviewer (Interviewer in bold)**

R: = Respondent [name]

**I: So this is basically an opportunity to hear your views on retention and generally just give a space to reflect on how being a teacher from a non-white British background shaped your career in any way.**

**Because I don’t know much about your background, where you teach, do you mind just introducing yourself, telling me about those things?**

R: Absolutely. So obviously I’m from an Asian ethnic minority. My family relocated to this country when I was [age]. That was in 1999. So I went through the public school system in England and high school and university, etc. So I’ve been living in this country for about 21 years. In terms of working in education in this country, obviously I think it’s great. So I’ve had an opportunity to work in the Middle East as well over the last two years. It seems like… I don’t know what it is but even if you walked into a private school in [city] for example, you will see the same thing where people from ethnic minorities are not represented very well, especially in senior leadership positions. Now, it’s interesting because, I mean the regions I’ve worked in, especially in [area in England], in [borough] mainly, when you walk into a school, 90% of the kids are from ethnic minorities but that does not reflect at all into the leadership team of the school. I don’t know what the reasons for that are. Opportunities will be one of them. It may well be that when those positions come up, you’re probably never really considered for it.

So it seems like being from an ethnic minority, you might be great at your job and you might work very hard but that doesn’t necessarily translate into career progression. I have no idea why. In our current leadership team, I think we’ve got one person from an ethnic minority out of the twelve or fourteen that we have. Obviously being in this region that we are in, as a community school it would have been important to have a couple of members as the face, who the parents and the students could relate to. But yes, that seems to be the case across the… I’ve worked in about six or seven schools now and it seems to be the case everywhere. Now, it was very easy to pinpoint, in the Middle East, why that’s the case because over there parents pay for education. They want native teachers to come in and teach their kids and that’s what they pay for. Not justifying it but it’s understandable that if you’re choosing to pay for them, fair enough. But state schools in England, the values we have and then the British values we have, they are very different. So yes, that’s my background.

**I: Can I ask you about the subject you are teaching, which school you are currently teaching, is it secondary or primary?**

R: I’m part of a multi-academy trust. I’m a physics teacher. Obviously in state schools generally you tend to teach all three sciences at lower levels. I teach pupils from the age of 12 to 18. That’s all three sciences at lower school and GCSE and physics only at A Level.

**I: So it’s secondary school that you will be talking about?**

R: It’s secondary and sixth form.

**I: Can I ask you when you yourself came… I just want to ask you a little bit about when you went to school in England, what was your experience like with disadvantaged and diversity because I just feel it’s important to put things in context.**

R: Well obviously I was very fortunate when I was growing up before I came to England. I had a private education all my life in countries overseas but when we moved here, obviously when you relocate it’s not the same so my parents had to make a lot of sacrifices, one of them was having to go to a public school system. I think the school I went to got shut down by Ofsted the year we left because it was a failing school. It was a local school in [borough], so it was in [area in England] as well. So the access to education I had was not quality education at all. What was the other question sorry?

**I: I was just wondering about your own experience with diversity but I suppose if you were in [area in England]…**

R: Again, it was the same where we had 98% of the kids I think in the school. It was an all boys school so about 98%, maybe even 99% at that point when the EU regulations obviously hadn’t relaxed as much as they went on. It was very different demographics. So it was mainly Asians and African Caribbean ethnicities. 99% of us belonged to those. In terms of teachers, to be honest, again, very similar to how it is these days. The teaching staff and the admin staff tend to be from diverse backgrounds whereas leadership teams tend to be of Caucasian.

**I: And you feel it continues to be the same?**

R: Absolutely, yes. Not just in terms of diversity in careers. I found in schools in general the education system tends to be the last ones to catch up with the times. We’re seeing that right now in terms of moving to a digital world with this lockdown. Schools have never bought into that as a state system. We still get kids to write with pen and paper and we train them for that but in real life, very rarely you do that now. So schools just tend to be the very, very last ones to make a change in society.

**I: Do you remember details from when you first considered to be a teacher yourself, anything you remember is interesting?**

R: I never planned to be a teacher. It was a pure coincidence. I came into the career really late. I’ve only been in teaching about seven years now. For me, I think it was a love of the subject and the opportunity to work with the children and have an impact on their future. So I think for me, what meant a lot to me was having gone to a failing school and realising how hard things are when you don’t have access to a good quality education. For me it was like I can have an input into that. So my whole purpose of working in schools in the local area and with disadvantaged children, from disadvantaged backgrounds is to try and help them realise, “Look, I can relate to you. I grew up with a similar upbringing. I had five siblings in a couple of rooms with one laptop between all of us. I get it. I understand but that doesn’t mean you still can’t try.” So for me, that message comes across a lot along with the science. I think that’s what got me…

**I: So you said you’ve been a teacher for seven years but I think you also mentioned that you’ve worked in six or seven schools during this time. So I just wanted to ask you a little bit about that. So it seems that you changed schools quite a lot. Why do you think that was the case?**

R: That was a number of factors but the main reason is I like learning, I really enjoy learning. So the first school I started and fifteen months in it just became routine. The opportunities there were very, very limited. So the heads of departments etc, in that school had been in the same position for about fifteen years and it was too soon in my career to get complacent. An opportunity came which was to open a new school. So I was one of the first ten teachers to open that school and that meant having an input into setting it up. So I really thought that I would benefit from that and I did. So I did two years in that school. I got a lot of opportunities in terms of being able to showcase my skills and develop my skill set. I did the Ofsted inspection, graded outstanding. Again, it was a whole school thing, not just because of an individual teacher although there was only about ten of us so we all played a big part in that. But once that was done then certain things happened in my personal life as well. I wanted to go and experience and seek opportunities abroad to see how I could build on what I have. So I did that for two years then, one year in [country] and one year in [country], in [city]. I came back to my old school, my second school where we had the inspection and I had a very good relationship with the teachers there, so I came back there last September as the head of department for science.

**I: Are you still in that school?**

R: I still am, yes.

**I: So that’s the school which kept you then. Can I ask you then, can you think of things like intake, maybe teaching conditions, availability of resources in that school and what are the most important factors for your job satisfaction there?**

R: I think for me it’s a passion for the subject I teach. Like I said, what keeps me going is working in touch schools. As difficult as sometimes children make it, it’s understanding the fact that these children do not have access to the same advice outside of school so everything that you do with them in school will make a difference or could make a difference. So that’s how I choose my schools essentially. That was the purpose of coming back to this local school, simply because it feels like I would make more of a difference to the kids here than in a private school because anyone can stand in front of those kids in a private school and they are so motivated and have access to a good support network outside of school whereas these kids don’t. What I also find is that in schools such as these, the students find it easier to relate to someone of their background. What does upset me a little bit sometimes is as children they walk into school every day and all they see is that people like them are not leaders. They see that day in, day out. So in the back of their head subconsciously, they’ve already said, “Okay, because I don’t look like that, I can’t get that top job.”

So we talk about diversity and all of this but then we send out the completely wrong message by the actions that we do. It’s also the diversity of the range of books we teach for reading purposes in school, diversity in those authors who have written those books. So yes, a certain person may have written a book about people from say same sex couples or about a religion or a culture but that author may not necessarily be from that culture themselves. So I think the confusion with diversity that comes in is, “The book is about x, y, z, an ethnic minority,” but it’s still written by an author who is not from that an ethnic minority. So it’s the diversity of what we’re putting in front of them is really important as well. That’s more from the teachers side. But from a careers perspective as a teacher, I mean I look at that leadership team say in my current school and sometimes I wonder if I did get an opportunity, would I want to work with them? Obviously at the same time just how the students might not be able to relate to them, sometimes we can’t relate to them. They’re great people.

Obviously I’m not saying anything about anyone as a person. It’s just that you just don’t feel like you’re represented equally or fairly because if you look at the percentage of teaching staff from a diverse background and your teaching assistants and your support team, you’re probably looking at 80% whereas if you look at the leadership team, you can flip that completely. Obviously having grown up abroad and come to England at the [age], sometimes I feel it might even be a number of things such as English as a second language. So maybe when they look at the senior leadership team in education, they’re looking for people who speak a certain way. Your English might be great but if you don’t sound a certain way, then they feel like you should not be put in front of people in public, in front of parents. So I think that’s definitely one factor. I mean I try and explain it to the kids as well. When I went to university in London, most of my lecturers were from overseas so we had teachers from Germany, other parts of Europe and they were amazing people.

Now obviously English was a second language to them as well. Especially in science I try and say, “You don’t need to be able to speak good English. It’s not a measure of smartness or hard work or effort.” It’s more for public PR related issues I think. So I think that is definitely one factor that puts me at a disadvantage so it might not necessarily be a colour thing. It’s more how you come across. You might come across really well to be fair but it still seems difficult.

**I: So it’s a class issue? So it does seem that, like you say, the senior leadership team is white but maybe also middle class?**

R: Oh yes, absolutely it is, 100%. I think that system of hierarchy in the British working culture is still very strong because I’ve had an opportunity before in a different career, when I was not in education, to work with Americans as well. Obviously it was a different culture altogether but I found that slightly less in terms of hierarchy. I mean the British culture is still very strong, especially in the education sector.

**I: Can I ask you about your subject as well? I’m just wondering simply because knowing statistics and how difficult it is for example to recruit science teachers currently in England, do you feel there is a subject hierarchy in terms of opportunities and perhaps also recruitment and retention in the schools you’ve worked in?**

R: Yes. I mean that’s a global issue. So your maths and physics teachers, globally, there’s a shortage. But again the reason for that are probably more to do with… I don’t think they’re ethnicity related at all. So that I think applies across the board. In science, like you said, finding teachers and getting them to stay is very difficult. Finding great teachers is an impossible job. I think that might play a part. So if you’re a really good science teacher, putting you in the leadership team doesn’t work in the school’s favour because that means you will teach a lot less lessons. They would rather happily leave you in the classroom, which is also absolutely fine but then it stops you from progressing in your career but also impacts you financially. Then there is no way out. You’re right actually, that’s a good point. If you do look at SLT, the senior leadership team, a lot of those teachers will be from arts and P.E. and those kind of subjects which are not core subjects. It may be that say from an Asian background, our parents focus more on your science and your English and maths whereas obviously if you grow up in the Western world or even these days in general, there is no focus on particular subjects, it’s more for what you enjoy.

Performing arts is also encouraged. Whereas I didn’t grow up playing an instrument, which I regret. But yes, that definitely makes a difference because if it’s not a core subject, you don’t have as many lessons which makes it more feasible for the school to consider a teacher who has got a less working load because if obviously you teach a core subject then they’ll have to replace you or pay for an extra teacher to cover the rest of the lesson. So it costs more as well.

**I: Can I ask you about being a head of department. How does that feel? Do you feel any power at all and where you sit with the SLT now? I suppose that would be counted as a middle leader in schools?**

R: Absolutely, yes. Again, it varies from person to person. The reason I came back to this school, I was very lucky to have worked for the principal who was very good in terms of listening. Regardless of who you are, there seemed to be more trust and the fact that she would at least hear your opinion. Whether she agrees with it or not, that obviously doesn’t matter. It’s professional differences of opinions. Whereas now obviously that leadership team is slightly changing. So the principal that I came back for, she resigned last year. Her assistant resigned last week so we’ve had that shift. I’ve had this issue lately where I’m not getting a response from SLT over some difficult questions. So I don’t know if that’s because of being from an ethnic minority where my opinion isn’t valued anymore or it’s simply because no one likes being asked difficult questions and they’re just being avoided. I will just give you an example. So we checked the curriculum plan for next year so that essentially means the number of lessons pupils will get timetabled for in science next year.

So this was never discussed or shown to me but as head of science, you do ask for advice when you do it. I’ve been trying to get a conversation with a certain member of the SLT for six weeks. I’ve had no response. But what’s happened instead is this morning they’ve got another member of the science team to talk me into it. I don’t know if it’s politics or it’s a direct issue. I don’t know. But yes, sometimes in the last couple of weeks I did feel like maybe my opinion is not valued perhaps and then obviously reasons could be unknown to me.

**I: So being valued and having autonomy are quite important things?**

R: Absolutely, yes.

**I: So what would be the most important retention factor for you if you were to stay in this school beyond next year, let’s say?**

R: Opportunities, career progression. It doesn’t even have to be a higher position. For me, I have to keep learning so I need opportunities to implement projects, etc. That then needs to reflect in the workload that you have as well, in your pay. So both of those things are of high value to me. I think like most of us these days, I work very hard. So most of this year before lockdown, my standard day was 7:00am to 7:00pm so doing twelve hours now when you’re contracted to do a lot less than that, 8 o’clock to 3 o’clock, 4 o’clock but yes, I enjoy working so that’s not an issue. But yes, for me to stay would definitely mean career progression, being able to do the job but also for it to reflect in your wage.

**I: Do you think it’s the same for all teachers or maybe some teachers have different priorities?**

R: I think if you’re from a Caucasian background, obviously because you have more career progression, that would automatically reflect in your pay as well. But I also think that if you don’t grow up in a disadvantaged background then you know better so you know how to have those conversations around pay, you know what you can ask for whereas say myself, I had to learn everything from making mistakes. So I’ve never had any network around me where I can have those conversations with people. I don’t have access to that on how do you do this, how do you do that. So for me, you just try and see if it works or not. I mean I’ve had a few conversations with other people from the school who have left before. What stood out for me was the fact that they know how to have these conversations whereas say me, I didn’t know how to have these conversations and that was because of a lack of advice growing up and now.

**I: Maybe mentoring as well. Often they say that sometimes teachers say if they have a good mentor during their NQT they kind of, in a way, know what to… (unclear 00:27:57)**

R: Yes. I think mentoring is a very tricky one. I mean 10% of the teachers would say they had a good mentor at the start of their career and that’s simply because I think when you go into teaching you are in for a shock. You don’t know what you’re about to get. There’s nothing a mentor can do about it. It’s tough. It’s hard. Your mentor can be good in two ways. They either leave you alone and let you slack or they really push and challenge you and then you’ll hate them. So it’s difficult because it’s the same with kids, isn’t it? When you sometimes push them and challenge them, they don’t like you much. It works the same with training teachers. I think coaching would be more beneficial. I’ve now started to pay for a coach myself because I had a couple of sessions and I’m getting a lot more feedback and those useful conversations around my career planning with her than from the school.

**I: Interesting. I’m wondering also about where you trained and whether, on reflection, you think you had a good experience in your first placement as a trainee teacher and how that shaped your understanding of what teaching might be like. Did you still want to be a teacher?**

R: Yes and no. It was really interesting. So I did the PGCE placement. So my first school placement was about half an hour from where I live. It was just outside [area in England], more on the boundary [area in England] in an area called [borough]. Now, obviously this was an area, that you might have come across, BNP, British National Party. This was an area where they won their first seat about fifteen years ago when they decided to… obviously the kind of comments like you get not personally directed at you but in general from the kids was a shock to me. So this kid came up and he was like, “I don’t want to sit next to that black monkey.” It’s like, “You can’t talk like that,” and he was like, “My brother, my dad does so why can’t I?” So for me it was shocking. It was absolutely shocking that all I had to do was go twenty minutes away from my house, still in London, in this day and age and this is what you get exposed to. Then again in the school as well, it was very similar.

Even the teaching staff mainly were from the same background, hardly any diversity. But fifteen years on, that’s changed because of obviously immigration and other regulations, the area has changed itself. I don’t know what’s happened with that school. So that was a very difficult school for me to work in. The mentor I had, again, I had a horrendous experience with my mentor to be fair. Again, it was a lack of understanding, wasn’t it, because obviously I’ve gone to a school in [area in England] and I haven’t been taught how to speak properly, how to speak formally, how to speak a certain way. So when I’ve just started my teaching career, people judge you by maybe how you speak. I have had to work a lot on that and then reflect and try and develop where I can. But yes, I think I was just judged on that.

But then the second school I went to was a private school, state funded. It was a charity funded school in [area in England], so again, twenty minutes from my house. It was a different environment. It was a Sikh faith school, much smaller in size. Everyone was from an ethnic background apart from a couple of teachers, obviously a very small school, about 80% of the teachers were from an ethnic background, nearly 100% of the kids were from ethnic backgrounds. Over there I was doing exactly the same thing but from being graded to can’t teach, I was getting outstanding.

**I: So do you think this relationship with the children and staff made a difference in that placement?**

R: I think the relationship with children may have but I think it was also the fact that when you go to your first placement you’re learning. By the second placement you’ve learnt. So in terms of the relationship with children, it was more to do with that rather than their background or my background because you can still be white British and be from a disadvantaged group I think especially in the parts of London I worked in. So no, I don’t think ethnicity had anything to do with that relationship with the children.

**I: Interesting. Looking back, when you got your PGCE and passed and all that, did that experience shape your future career in any way in terms of where you wanted to work or you just were completely open to whatever. I’ll tell you why I’m asking. As part of this project I am analysing school workforce data with respect to where minority ethnic teachers tend to work. It does seem that the number of EAL children has a very strong correlation, as well as London, a bit disadvantage, but less than EAL. I was interpreting EAL as a diversity. But it’s not of course clear why teachers would choose to work in those schools. It’s just data. So that’s why I’m trying to get at this in interviews as well.**

R: I think that’s a very good point actually because after the experience I had in my first placement, that school in [borough], I was not jumping to apply to those schools, no. So I was looking for schools locally which had more diversity in students and had a culture where it didn’t matter what you looked like. Sometimes you can be of colour but you feel that pressure to become like someone else but I didn’t. I kept my options open. I said, “If it doesn’t work out, I’m very happy to find another career.” So for me, when choosing a school, yes, it does matter what their culture is and how they view ethnic minorities and if you walk around on interview and don’t see that reflected in students or staff then I probably will be less likely to go and work there because that school is probably not for me.

**I: Well that’s very helpful. I just wanted to ask something but it just slipped my mind. We still have fifteen minutes so can I ask you about your plans for the next year or so. Obviously that’s completely confidential. Do you plan to stay in your current school, in teaching?**

R: I’m definitely staying at the school until next year this time. I did a course this year, diverse leaders. That’s how I met [name] who then forwarded you. I’m also hoping to do another qualification for next year. I’ve got a two year plan again of learning and progressing in the current role I’m in. I’ll then re-evaluate if there are opportunities at the school for me. If there are not then the long term plan over the next few years is to work towards becoming an Ofsted inspector. They have obviously got this big push on BAME as well right now so I’m hoping that it’s a good time where they are being a bit more open minded as well. So that’s plan A. Plan B is to move abroad again. I think that again is another factor which we haven’t touched on yet actually. I think lifestyle is also an important thing because say friends I have from African origin or Asians that I know, we value family time a lot. Obviously we tend to get married quite soon and family is important to us. I think with a lot of jobs but especially teaching jobs, you may get these fourteen weeks off in a year which you don’t really but you just don’t have to go to school. It’s work from home days is the way I look at it.

You may not necessarily get that balance of being able to do a leadership role and be there with the family and enjoy those moments. So a lot of leaders you might see won’t have families. So it seems like the work culture, the job is more suited for a certain type of people. I think it was similar to females about ten or fifteen years ago, wasn’t it, even now possibly where they have to make a choice between bringing up a family or being a career woman. I think that applies to ethnic minorities in teaching as well where it seems like you’ve got a choice to make. You either stay as a teacher for the rest of your life in the classroom and find that balance between family and that or you focus on your career and sacrifice family. That seems like that’s the only choices you have.

**I: In the Middle East that would not be the case? You’ve mentioned the lifestyle. I’m just wondering about your experience.**

R: In the Middle East there is a lot more time for leisure, recreation. The country is very much focused on family values so it’s absolutely not the case. I think the other reason is also most people go out there to work temporarily, so two to four years, so people are not having or willing to or needing to as well put in as much hours. So you do your job, you go home. It’s essentially that’s how it works. It has its own benefits and obviously pros and cons but you have a lot more time for recreation and your holiday is your holiday, family time is valued there and that’s accommodated as well. Certain things like even free education for your children, free private education for your children, medical. The network is there. We’re not just focusing on you. It’s if you’ve got family, children, they also provide resources etc., for that whereas here, it’s like you work twelve hours so you have to then pay for childcare so it costs you more to go into a leadership role here.

**I: Of course finally I know that maybe possibly we’ll talk more about this but we hope to draw out some messages about what can be done about teacher retention in disadvantaged schools, minority ethnic teacher retention which we know is lower actually. Maybe something that I’m learning from those conversations is that perhaps this is this (unclear 00:42:18) which teachers seek promotion. It seems quite difficult to get a promotion. You think, “Maybe I need to learn more, five, six, seven years,” but then people get frustrated. I was wondering if it’s that or maybe if there is anything else that you would suggest as far as recommendations for retention of teachers.**

R: Career progression I think will be a very obvious one. I think that’s important for everyone, from all ethnicities. But because it’s harder and less for BAME, it puts you off. So there have been times where I’ve reconsidered my career because the feedback I get is, “You do a really good job,” etc., etc., but then there is no more to it. I’ll just go backwards a little bit here. So when I was first at this school there were three science teachers, obviously two of us were from an ethnic minority and our head of department was white. When they replaced him, they completely ignored both of us. They didn’t even have those conversations. Not that we weren’t good at our job or not experienced and replaced with another white person from, not even London, just simply brought them in. Then that happened three times before I was like, “Do you know what? I don’t know why I’m working hard and adding so much value to the department and the school.” That was one of the factors in moving abroad. Then they were calling me saying, “Come back, there is an opportunity for you.” They take you for granted.

They do take you for granted. Absolutely they take you for granted because sometimes I think they think it’s easy, you work hard, you get on with your job, you don’t moan and complain too much, let them carry on. Do you see what I mean? Whereas if I knew what I need to do or how I need to go about getting progression then obviously you would do that but obviously growing up, I was just told hard work pays off but now I’m realising it’s not the case. Obviously some of it might be working hard but a lot of it is to do with many other factors.

**I: Can I just ask you in your experience, in your view, the issues with retention of teachers in disadvantaged schools like schools in London I suppose where you teach, do they actually have to do with the very disadvantaged intake of students which make teachers work harder? If so, how do you think teachers could be prepared to work in those schools and cope?**

R: The missing link could be really simple. Teachers think they can’t move outside the classroom because other people from the same background will come and tell them what to do. So it feels like we have to do the dirty work because the kids can relate to us but not to them. So that, as a career thing is like, “Okay, I don’t want to work in this sector anymore,” because you can work a little bit less in a less stressful situation and earn the same money. But it’s also I think the fact that if the SLT was diverse and they could relate to the children… if you’ve got 90% plus kids from diverse communities then your SLT should reflect that because then they will have a better understanding of the needs of the children. By acknowledging the needs of the children, it’s not necessarily going to give you a solution but having lived through it and gone through it, you understand it much better. If that changed then those disadvantaged children will respond a lot better which means the workload and some of the stresses will decrease because sometimes… I’ve got a member of staff in my science team, she’s an Oxford graduate, amazing. She’s pretty good to be honest. She’s really good.

But if you take as an example some of the other teachers I work with who have got those qualifications, they come in with a focus that this child needs to learn and learn and learn and they’ve completely neglected everything else. But the thing is working with disadvantaged groups and in schools like that, you need to solve all the other problems first before they will learn anything in terms of the subject. So I think it’s a cycle, isn’t it, where the SLT can’t relate to those students from disadvantaged backgrounds, that then impacts the middle leaders, the teachers, who just can’t move into the leadership team and then they just get seen to. The SLT come up with these ideas which sometimes make no sense but you just have to get on with it because you might not be heard sometimes or your opinion may not be valued and you do have a better understanding sometimes of the problem.

**I: Well that’s very interesting, thank you very much. I’m conscious it’s almost 11:55am but I just wanted to say if there is anything you want to add, anything you thought I should have asked about but I haven’t, just in the five minutes we have left.**

R: No. I think I’ve pretty much shared most of… I mean I’ve never actually seen this whole BAME thing as an issue before. I never have. I think I just subconsciously accepted that I’m in a foreign country and it’s going to take generations to do it. But as it’s obviously become more prominent and as I look at the police sector and other sectors and they have done something about it, I’ve started to think about it a bit more but I think that’s all I have.

**I: I’ve also thought about it actually in relation to our current Covid crisis and the fact that because I think of structural inequalities, we see a lot of minority ethnic British people dying in the current situation. I really liked an article by somebody (unclear 00:49:25), who is just basically saying it’s not only because BAME people work in the NHS disproportionately, it’s because they are not promoted as much within the NHS. It really made me think about all these interviews and conversations I have with teachers because it’s not lack of BAME teachers especially in diverse schools.**

R: Absolutely, yes. Like I said, obviously we do the work for them and like I said, the hierarchy still very much exists, especially… yes, I can’t agree with that any…

**I: No, and that’s very interesting. It seemed to me that unfortunately although I wanted to talk to equal amounts of young teachers, newly qualified teachers and senior teachers over five years, it seems that my sample is mainly over five years and what comes very strongly is this lack of promotion and how do you then… that affects retention obviously because people get disillusioned and disappointed. Okay, thank you very much. If you don’t mind, I’m going to add your email to my final dissemination list and this idea of hopefully getting people together to listen to our findings and maybe sharing recommendations. I hope that it’s going to be at UCL but with the lockdown, maybe we’ll have to move it online but we’re so used to it I don’t think it’s going to be a problem.**

R: Listen, I just want to say thank you for doing this research. I think it will mean a lot. Even whether there’s any outcomes or impact, I think it’s just a great thing to highlight.

**I: I’m quite committed to this topic. Thank you.**

R: You’re very welcome. Thank you for your time today.

**I: You too. Bye-bye.**

R: Take care. Bye.

**[End of Recording]**