







THE PROJECT RESULTS

The EDY-CARE project is expected to achieve the following results during its lifetime (October 2017–March 2020) and beyond:


-  a raised awareness among teachers and school staff of young carers' needs;
-  an empowerment of teachers and school staff on the ways to recognise and keep young carers involved in school;
-  a new attitude of school staff on young carers and influence on other classes and institutes;
-  to create new opportunities for peer recognition and awareness of young carers among school pupils;
-  to make young carers more comfortable at school, satisfied with education and avoid drop outs;
-  to increase the educational and social environment for young carers at school and combating their social exclusion, loneliness, social stigma, unmet educational and support needs.



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THE PROJECT PARTNERS

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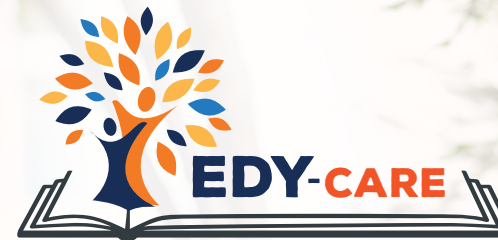
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COORDINATION OF THE PROJECT

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MORE INFORMATION

www.eurocarers.org/EDYCare



**INNOVATIVE SCHOOL EDUCATION METHODOLOGIES
AND TOOLS FOR GUARANTEEING SOCIAL
INCLUSION OF YOUNG CARERS
(EDY-CARE)**



TOWARDS YOUNG CARERS-FRIENDLY SCHOOLS

The EDY-CARE project aims to empower teachers and other school staff (e.g., school nurses, psychologists, social workers, management) in upper secondary education (ISCED-3 level) to recognise adolescent young carers (16-19 years old) in classes and maximize their learning opportunities, while ensuring their social inclusion.

The EDY-CARE specific objectives are:

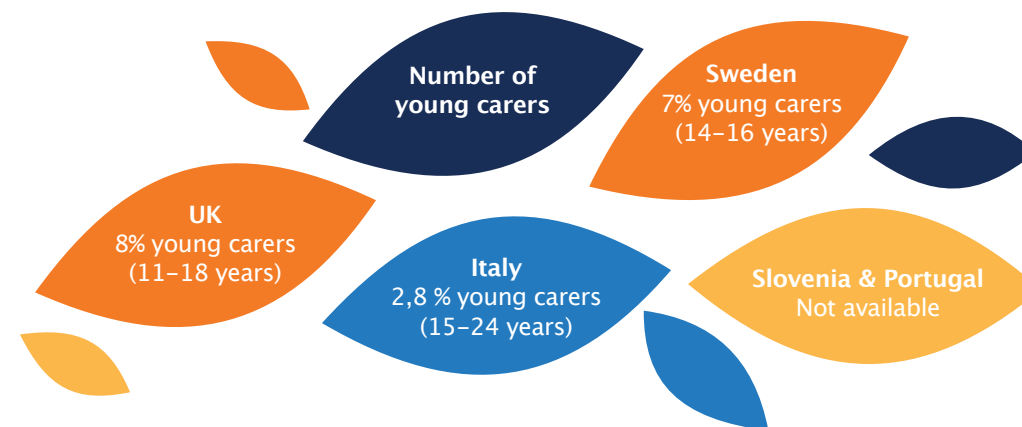
- To develop an assessment tool that could help teachers and school staff to identify young carers;
- To develop and test a package of educational strategies, didactical approaches as well as organisational adjustments that schools can take to facilitate young carers and to support them in their scholastic career;
- To produce a handbook providing guidelines and recommendations on how teachers and school staff can work at best with young carers;
- To develop a massive open online course (MOOC) for training teachers and school staff on the young carers phenomenon, their needs and preferences.

By making innovative educational methodologies and training available to school staff, EDY-CARE can therefore contribute to promoting young carers-friendly school environments.

WHO ARE YOUNG CARERS AND HOW MANY YOUNG CARERS ARE THERE?

Young carers are “*children and young persons under 18 who provide or intend to provide care, assistance or support to another family member. They carry out, often on a regular basis, significant or substantial caring tasks and assume a level of responsibility that would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care, support or supervision*” (S. Becker). Those who fall within the definition but are aged 18-24 are considered young adult carers.

The tasks implemented by young and young adult carers can consist in: practical tasks (e.g. cooking, housework and shopping); physical care (e.g. helping someone out of bed); emotional support (e.g. talking to someone who is distressed); personal care (e.g. helping someone dress); managing the family budget and collecting prescriptions; helping to give medicine; helping someone communicate; looking after brothers and sisters.



THE IMPACT OF CARING ON YOUNG PEOPLE'S EDUCATION AND SOCIAL INCLUSION

Caring activities can have a negative impact on young carers' education, as it can prevent them from working productively at schools (because of the anxiety related to their caring role), maintaining a regular frequency of classes, reaching learning goals and finalising formal education of high school. The effects in the short term (under-achievement, absence and drop-outs) can have consequences in the long term (low employability due to lower educational qualifications and attitudes towards higher education).

Young carers might have less dedicated time for personal development and leisure, as well as difficulties in integrating with other students. They can also become victim of social stigma and bullying, with the result of a higher life course social exclusion.

THE VITAL ROLE THAT CAN BE PLAYED BY SCHOOLS

Schools can play a vital role in both early identification and in the provision of support for young carers, as they are a privileged social environment where young carers are directly in contact with a series of professionals.

Despite the relevance of the phenomenon, teachers and school staff are usually not aware of the frequency of similar situations and are not able to identify young carers in their classes. Raising awareness in school environments about the phenomenon of young carers and the measures to support them will reduce school dropouts of young carers in the short term, improve educational efforts and attitudes towards higher education, and enhance employability in the long term, with positive consequences also on young carers' social inclusion.