EDY-CARE

Co-funded by the Erasmus+ Programme of the European Union

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

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Anziani e non solo Società cooperativa ANS

Cuidadores Portugal

EURO CARERS

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"If professionals had listened to us, we would have felt less alone"

Member of the Eurocarers Young Carers Working Group

"A simple action can change the life of young carers!"

Member of the Eurocarers Young Carers Working Group

"Many people are denied the future they could have and deserve because they need to provide and help their families now"

Young carer at college

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FOREWORD

"Children shall have the right to such protection and care as is necessary for their well-being"

The European Union Charter for fundamental rights, that applies to EU institutions and bodies, and to Member States when they apply European Union law, states clearly that children have the right to care.

However, there is a significant number of children and young people, who instead of being taken care of, find themselves in a situation where they need to take care of their parents, grandparents or siblings; this is frequently overlooked and undervalued. Instead of living a life of social interaction with their peers, discovering the world and having fun, young carers must administer medicines, call the ambulance or deal with social services. Young carers are often invisible and consequently, lack adequate support, which has considerable impact on their school performance, relationships and adult lives.

Projects like EDY-CARE provide tools to identify and assist young carers in pursuing their life plans and to perform well at school. Schools, teachers and other professionals working directly with children in the education sector are best placed to support young carers, with whom they spend many hours. It is therefore important to support these professionals in their crucial mission.

The EDY-CARE project, which is funded under the Erasmus+ project, not only provides practical tools for professionals; but also gives a voice to the young carers themselves.

As the Vice-president of the European Commission responsible for democracy and demography, I am also tasked with the preparation of a comprehensive EU strategy for the rights of the child, including for children who are in particularly vulnerable situations and require additional attention and care. I am committed to ensure that every child should have an equal and promising start in life and access to real opportunities.

Dubravka Suica
Vice-President of the European Commission for Democracy and Demography

As lead partner within the EU Erasmus+ EDY-CARE project and in my role as Vice-President of Research at Eurocarers, it gives me great pleasure to introduce the EDY-CARE Handbook to you-namely, to all those of you who in your role as school teachers and school staff (school nurses, counsellors, psychologists, principals, youth workers, youth coach) meet young carers in your schools every day across Europe.

Young carers are young people who play a significant role in our societies as they provide help, support and care to an older, sick and/or disabled family member or significant other, often on a regular basis. Sadly though, their situation still remains invisible to many professionals. The EDY-CARE project targets school staff as research has highlighted that young carers with intensive caring responsibilities run the risk of leaving school without grades which in turn has life-long negative consequences both for them and for society as a whole.

The EDY-CARE project is framed within the policy context of the UN Convention on the Rights of the Child which states that every child has the right to (among others) education (Articles 28 & 29). Further, the Europe 2020 strategy which includes the target of reducing the EU average rate of early school leavers to under 10%.

The four Eurocarers member partners Linnaeus University, SE (coordinating partner), University of Ljubljana, SL, Anziani e non Solo, IT, and Cuidadores Portugal, together with Eurocarers secretariat, have worked together and with school staff and young carers themselves in their respective countries to co-produce this handbook. We sincerely hope that it willl act as a useful resource by providing methodologies and tools for you to reach out to and identify young carers and, subsequently, to provide appropriate and timely support. The ultimate goal being to enable young carers to leave school with full grades, and in so doing, help them to fulfil their life goals.

Elizabeth Hanson
Vice-President of Research at Eurocarers

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1. INTRODUCTION

A considerable proportion of young people across Europe carry out a significant role in caring for their ill and/or disabled family members. The reality of young carers' situation and its expression is increasingly now the subject of study (Leu et al., 2019).

The phenomenon of young carers has largely been invisible in social policy and professional context. Yet the reality is that children with significant and substantial caring responsibilities for a family or significant other do exist. Further, they can face a diverse range of difficulties if not well supported and young carers may be in a more vulnerable situation and even risk compromising their own development, health and wellbeing and life chances.

In some contexts and countries across Europe caring for someone may be considered natural and young carers rarely recognize themselves as carers which may result also in health, social and educational professionals also not being aware of the existence of young carers. Thus, it is often challenging for professionals to be aware of young carers' needs, preferences and situation and the effects that caring roles have on their everyday lives and future life situation (Leu & Becker, 2016).

Nevertheless, it is important to highlight that caring activities can have a positive impact on young carers such as an increased level of maturity, they may be able to work well independently, to better relate with adults, give them greater opportunities to develop skills, the ability to manage challenging situations, gain more knowledge about how to work and deal with people in general and gain self-confidence, a greater degree if tolerance, empathy, increased self-esteem, self-worth and strengthen family relationships (Aldridge et al., 2016).

However, when not well supported, caring activities can have a negative impact on young carers' education, as it can prevent them from working productively at schools, as well as their ability to maintain regular class attendance and reach their learning goals. In a longer term perspective, this may lead to fewer opportunities for work and further education, and may also lead to experiencing social exclusion. By investing in innovative educational methodologies and training targeted at school staff, this project had the goal of promoting young carers-friendly school environments and better support for young carers in order to enhance their educational opportunities and life chances.

THE EDY-CARE PROJECT

This project, *Innovative School Education Methodologies and Tools for Guaranteeing Social Inclusion of Young Carers (EDY-CARE)* aimed 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 specific project objectives were as follows:

- 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 and 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 best work with young carers;
- To develop a massive open online course (MOOC) for training teachers and school staff on the phenomenon of young carers, their needs and preferences.

By making innovative educational methodologies and training available to school staff, EDY-CARE thereby contributes to the promotion of young carers-friendly school environments.

THE EDY-CARE HANDBOOK

This handbook was developed in the project partner countries of Sweden, Slovenia, Italy and Portugal, supported by Eurocarers (Brussels). The handbook is intended to act as a guide for school staff about how they can best work to support and empower young carers.

The Handbook is targeted at school teachers and other school staff interested in knowing more about young carers, how to identify them in school, about good European practices and what to do to support young carers in schools.

2. YOUNG CARERS

Young people who have a caring responsibilities are defined in the literature as young carers (YCs), that is: *"children and young persons under 18 who provide or intend to provide care, assistance or support to another family member. They carry out significant or substantial caring tasks, often on a regular basis, and assume a level of responsibility that would usually be associated with an adult"* (Becker, 2000, p. 378).

Young adult carers are people aged 18-24 who provide or intend to provide care, assistance or support to another family member on an unpaid basis. The person receiving care is often a parent but can be a sibling, grandparent, partner, own child or other relative who is disabled, has a chronic illness/es, mental ill-health or other condition (including substance misuse) connected with a need for care, support or supervision (Becker, 2000). The tasks and level of caring depend on several factors, including the nature of the illness or disability, level and frequency of need for care and the structure and support of other family members. Young carers often take on emotional and/or practical caring responsabilities that would normally be expected of an adult and can include the following activities:

DOMESTIC ACTIVITY e.g. cleaning, cooking, washing dishes or clothes etc.	**PERSONAL CARE** e.g. helping the person dress and undress, wash and use the bathroom, administering medicine or changing dressings etc.
HOUSEHOLD MANAGEMENT e.g. shopping, household repairs and lifting heavy objects etc.	**EMOTIONAL CARE** e.g. keeping an eye on them, providing supervision and taking them out.
FINANCIAL AND PRACTICAL MANAGEMENT e.g. helping to pay the bills, working part-time etc.	**SIBLING CARE** looking after siblings either alone or with a parent present.

Multidimensional Assessment of Caring Activities (MACA-YC18) [1]

NUMBER OF YOUNG CARERS ACROSS EUROPE

Although there is currently limited data regarding the number of young (adult) carers across Europe, some national statistics and pilot projects have helped to unveil a substantial- and yet largely unknown – population group. United Kingdom, the leading country in this research area, estimated that around 8% of their population 11-18 years old are young carers (Carers Trust, 2015).

The 2011 census for the UK (England and Wales) (Carers Trust, 2011) revealed that there are 177.918 young

[1] MACA-YC18 Copyright © 2012 (Becker, Becker, Joseph & Regel, 2012).

carers under the age of 18, but the number of young carers is increasing over time and there were 27.976 more young carers than in 2001 (an increase of 19% over 10 years). In Ireland, the 2016 (Central Statistics Office, 2016) showed that 3.800 children under 15 years engaged in providing care to others, accounting for 1,9 % of all carers. Half of these children (1.901) providing unpaid care were aged 10 and under. In Italy, according to the most recent national statistics (ISTAT, 2015) there are 391.000 young and young adult carers (15-24 years), corresponding to 6,6 % of the whole population.

Census and official statistics are important. Yet, they often overlook young carers or underestimate their number (the adult who fills in the census may not be aware/want to reveal that in his family there is a young carer). As confirmation of this, an unofficial data from BBC News (Kendall, 2018) revealed there are 800.000 young carers in England (opposed to the 166.000 identified via the Census). For other countries, research projects or unofficial sources provide the following estimated numbers of young carers: the Netherlands 6%, 13-17 years (Leu et al., 2019), Ireland 6,6%, 15-24 years (Central Statistics Office, 2016), Sweden 7%, 14-16 years (Nordenfors et al., 2014) and Switzerland 7,9%, 10-15 years (Leu et al., 2019), whereas in other countries there are no data available (as for Portugal and Slovenia) (Eurocarers, 2017).

THE IMPACT OF CARING ILLUSTRATED WITH REAL LIFE STORIES

The EDY-CARE project in Sweden, Slovenia, Italy and Portugal collected real life stories that help to reflect the impact that caring can have on the lives of Young carers. Teachers and other school staff - as psychologists, nurses and social assistants - need to be aware of this potential impact as they work closely with and have regular contact with children and young people, some of whom are young carers. These professionals can play a major role as 'confidants' and they have the capacity to provide guidance and support.

To better understand young carers' everyday reality, the following life stories captured by citations are illustrated below.

EMOTIONAL WELLBEING

Young carers may feel confused, experience high levels of worry, depression, anxiety, stress and other mental ill-health problems (CareSearch, 2019; The Children´s Society, 2018; Aldridge et al., 2016; Carers Trust, 2016). They may also feel a sense of guilt when leaving the person they care for when they attend school. As well they may experience a fear of losing their relative or of inheriting the same illness together with a sense of helplessness or having little control over their situation. They can also be distracted at school due to worrying about the person they care for (Carers Trust 2017a; Aldridge et al., 2016).

> *"I've such a bad conscience when I feel that now I leave my mother when I know she's drunk, and then you should sit there in the school, listen to the teacher and try to do your best"* (David, 17 years old, Sweden).
>
> "*Immediately after school, I came home with the first bus available because I felt guilty that while I was at school, my mom had to care for my father... I remember countless evenings and nights*

when my mom and I thought about how we would survive the month, what needs to be done, and so on. The feeling of loneliness then turned into depression... We were alone in this, without advice and help. Nobody taught us how to care and cope with the challenges that came... The challenges I faced were more psychosocial in nature, not so much physical or even financial. At that time, it would be particularly helpful to be able to talk to a psychologist or a social worker that could help me understand that I was not obliged to put my life on "pause/hold" and to help me get rid of the sense of guilt" (Sandi, former young carer, Slovenia).

"My mom tells me she is ok, but I don't think that a person who never goes out and who doesn't do anything by herself can be ok. She is good at pretending to feel good and her ability to mask her real feelings scares me a lot. I'm constantly afraid, I live with the terror she can hurt herself as she did in the past" (Ylenia, 17 years old, Italy).

"What worries me most is the behavior of my grandmother with Alzheimer's. It's been very difficult, she is aggressive sometimes and doesn't even recognize us" (Bárbara, 17 years old, Portugal).

"*My father had died last year and my mother was diagnosed with breast cancer. I sometimes felt like crying, but I couldn't, because it would be very selfish of me*" (Alexandre, 17 years old, Portugal).

PHYSICAL HEALTH

Young carers might also experience a lack of sleep which can lead to fatigue, lack of concentration, leading to difficulties in keeping up with homework (Aldridge et al., 2016). Young carers may also be affected by poor health life styles due to caring throught the night and repeatedly lifting a heavy adult (The Children´s Society 2018; Carers Trust, 2018; Carers Trust, 2017a).

"I'm always tired, I struggle to complete my commitments and stay focused, or rather awake, during lessons. Almost every night my brother wakes me up to read a book about the trams, his great passion. Every night the same book. He wants to do this only with me and he gets very angry when our parents try to take my place. So we spend at least one hour looking at different tram models, then he fall asleep, but this doesn't happen to me...I'm not able to fall asleep again and I often see the sunrise" (Giovanni, 18 years old, Italy).

"*I help my grandfather take a shower and sometimes I have to hold him with my arms. I have to support his body"* (Ricardo, 16 years old, Portugal).

STABLE ENVIRONMENT

Young carers can live traumatic life experiences, including family break-up such as divorce or death, loss of income and housing which can create additional challenges in coping (CareSearch, 2019) in addition to managing the negative effects of an illness on the person they care for (Carers Trust, 2017a; Carers Trust, 2014).

"It's like living on a roller coaster, when the situation seems calm, here it comes another descent, longer and deeper than the previous one. Since my mother passed away due to a terrible illness, my father drowned his pain in alcohol. Some days he seems quiet while other days he can't get

*out of bed and go to work. At the moment his employer seems understanding, but I don't know how long it will last, we can't afford to live without his salary. After taking care of my mom for years, now it's my dad who needs me. Sometimes I wonder: who does take care of me? "(*Marco, 16 years old, Italy).

At 14, José seems too young to carry such a heavy weight. But he is the one who take care of his mother, who fights cancer. "I realized I had to do it when my mom came in with the test results. She was devastated, and I started to take care of her right away". For two years now while her father has been working, it´s up to José to give her food through a syringe, help her dress and do her daily hygiene. Care increased as the family fought the disease. This summer, José didn´t go to the beach one single day, instead he stay with his mother at home, "I even cried, but it´s my mother and she´s a warrior." At school José tries to have a normal life, but often he is in class thinking about his mother, if everything is fine, if the wounds on her hands (chemotherapy effect) are healing" (José, 14 years old, Portugal).

EDUCATION AND SOCIALISATION

Young carers often experience consequences in their social life (e.g. few social contacts, social stigma and bullying) (Sempik & Becker, 2013). Caring activities can prevent them from working productively at schools, maintaining a regular frequency of classes, reaching learning goals and finalising formal education of high school (Becker & Leu, 2014; Aldridge & Becker, 2003). Caring responsabilities can have a negative impact on their academic engagement and performance and young carers may experience problems such as difficulty in concentrating in class and other challenges such as missing deadlines, limited time to finish homework and missing school to provide care (Aldridge et al., 2016). Short term effects (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) (Becker & Leu, 2014). The lack of social skills and low self-esteem can compromise their personal life and future labor opportunities. Young carers might have less dedicated time for personal development, be with friends and to do other social activities (CareSearch, 2019). Young carers are at risk of social exclusion and poverty. (Becker & Leu, 2014).

"I was so lonely, and I thought nobody else had it like me. I did not tell anyone how it was at home. I was ashamed of my family because it felt so different from other families". (Camilla, 16 years old, Sweden)

"It was thus self-evident for me to spend most of my time in the afternoon carring for my father and arranging my wishes and leisure time accordingly. At that time, the greatest challenge for me was the feeling that I was not able to talk to anyone except my mom about everything happening at home... One of the major challenges was the decision to not go to university and stay at home". (Sandi, former young carer, Slovenia).

" At school Tiago tries to have a normal life, but often he is in class thinking about his mother, if everything is fine, if the wounds on her hands (chemotherapy effect) are healing. "I´ve grown a lot. Everything in my life has changed. At the same time, I hear my friends talking and I see they don´t know what it´s like to face life. At school, many teachers are unaware of my story and, perhaps because of this, they do not realize that sometimes I seem to be more distracted or not

interested in classes. But the truth is that in recent times it has been more difficult to follow the subject, because I have neither the head or appetite to study or do homework" (Tiago, 14 years old, Portugal).

"I don't have many friends at school, I'm very shy and find difficulties in making new friends. At school I have been bullied by a group of girls that attached a chewing-gum in my hair…I have never invited a friend at home because I'm afraid of my mom's possible reactions and, on the other hand, I've never been invited in someone's place" (Greta, 16 years old, Italy).

3. IDENTIFICATION

HOW TO IDENTIFY A YOUNG CARER IN THE CLASSROOM?

This is a checklist for teachers to help them to identify possible YCs[2] (Carers Trust, 2017b).

DO THESE LOOK FAMILIAR?

There may be many reasons why a young person may fall under the indicators listed below. However, answering yes to all or most of them may indicate that the young person is a young carer. Have you explored or do you have information about the family situation of the kid? Do you know if there is a chance that he/she is caring for someone?

Once you have identified young people who may be young carers, you can use the assessment questionnaire (MACA and the list explanations) to see what kind of responsibilities a young carer has, and which family circumstances accompany such responsibilities.

DO YOU KNOW A YOUNG PERSON WHO IS:

- often late or missing days or weeks off school for no reason?
- often tired, anxious or withdrawn?
- having problems socially or with making friends?
- conversely, do they get on well with adults and present themselves as mature for their age?
- a victim of bullying? This is sometimes explicitly linked to a family member
- depressed?
- finding it difficult to concentrate on their work?
- having difficulty in joining in extra-curricular activities or is unable to attend school trips?
- isolated because of their family situation or because they lack social skills with their peers (and yet they are confident with adults?)
- not handing in homework/coursework on time, or completing it late and to a low standard or sudden unexplained drop in attainment?
- anxious or concerned about an ill or disabled relative?
- displaying behavioural problems?
- Are crying in the classroom?
- having physical problems such as back pain (perhaps from heavy lifting)?
- secretive about home life?

[2] (Developed from: Supporting Young Carers in School: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff, Step 7, Tool 1: Checklist of signs a pupil is a young carer, Carers Trust and the Children's Society, available at https://professionals.carers.org/step-step-guide-raising-awareness-schools-staff-about-young-carers .Reproduced with kind permission from Carers Trust).

- showing signs of neglect or poor diet or not having lunch or lunch money?
- whose parents are not engaging with the school or not attending school events?

IMPACT OF CARING ACTIVITIES ON EDUCATION: EDY-CARE ASSESSMENT TOOL

In order to help teachers and school staff to identify young carers an assessment tool was developed, focusing on the perceived impacts of young carers' caring role on their education.

The EDY-CARE assessment tool is **highly innovative**, since in the countries involved in the partnership there is no evidence of a similar tool in use in current school contexts.

To better identify possible Young carers in the school, the MACA-YC18 (Joseph, Becker & Becker, 2012) was used as a part of the tool. Specifically, this was the starting point of the development and it proved to be country context sensitive in terms of expecting a mean value of caring activities to distinguish carers from non-carers. The initial mean value evaluated in the UK context, proved to be too low to distinguish a young carer from a-non young carer in other countries. Indeed, in these countries a variety of life situations may lead a young person to implement a high amount of activities at home (hence, higher MACA scores) without him/her being a carer.

As a consequence of these results, the EDY-CARE team developed an innovative series of multiple-choice statements in order to understand specific life situations of young people. The series of statements were drafted adopting a 'bottom-up' approach during brainstorming sessions by the Slovenian project team members who then by a process of iterative circles, completed the first draft which was subsequently commented on and refined by the whole project team. The drafted version was then translated into national languages, verified by national groups of stakeholders (e.g. teachers) and young carers themselves, and piloted empirically in several classrooms in all participating countries. The Slovenian project team then analysed the collected data and prepared a draft report, which was reviewed by national teams, which then proposed additional statements to fully complete the series.[3]

In this way, project partners **expanded the MACA questionnaire by a series of follow-up items**, to assess whether the young person implements extra tasks at home because of his/her caring responsibilities or because of other life situations.

The Edy-Care **assessment tool** allows the user to determine the **amount of activities** a young person does for his/her family, the reasons behind this involvement, as well as the **(perceived) impact of these tasks on the educational experience of the young person**.

OUR FINDINGS

The Edy-Care self-assessment questionnaire was completed by a total of 574 pupils with caring respon-

[3] The report Impact of Caring Activities on Education an Assessment Tool, describing the process and results, can be find at Erasmus Project Results Platform https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-SE01-KA201-034583

sibilities. Most of the participants were 19 years old, including 342 (85.3%) participants in the Slovenian sample, and 66 (94.3%) participants in the Swedish sample. Participants in the other two samples were younger. In the Italian sample, 25 (58.1%) participants were 18 years old and 16 (37.2%) were 17, while 45 (77.6%) participants were even younger, 16 years old, in the Portuguese sample. This instrument has been also adjusted to each project partner´s language (see Appendix 1).

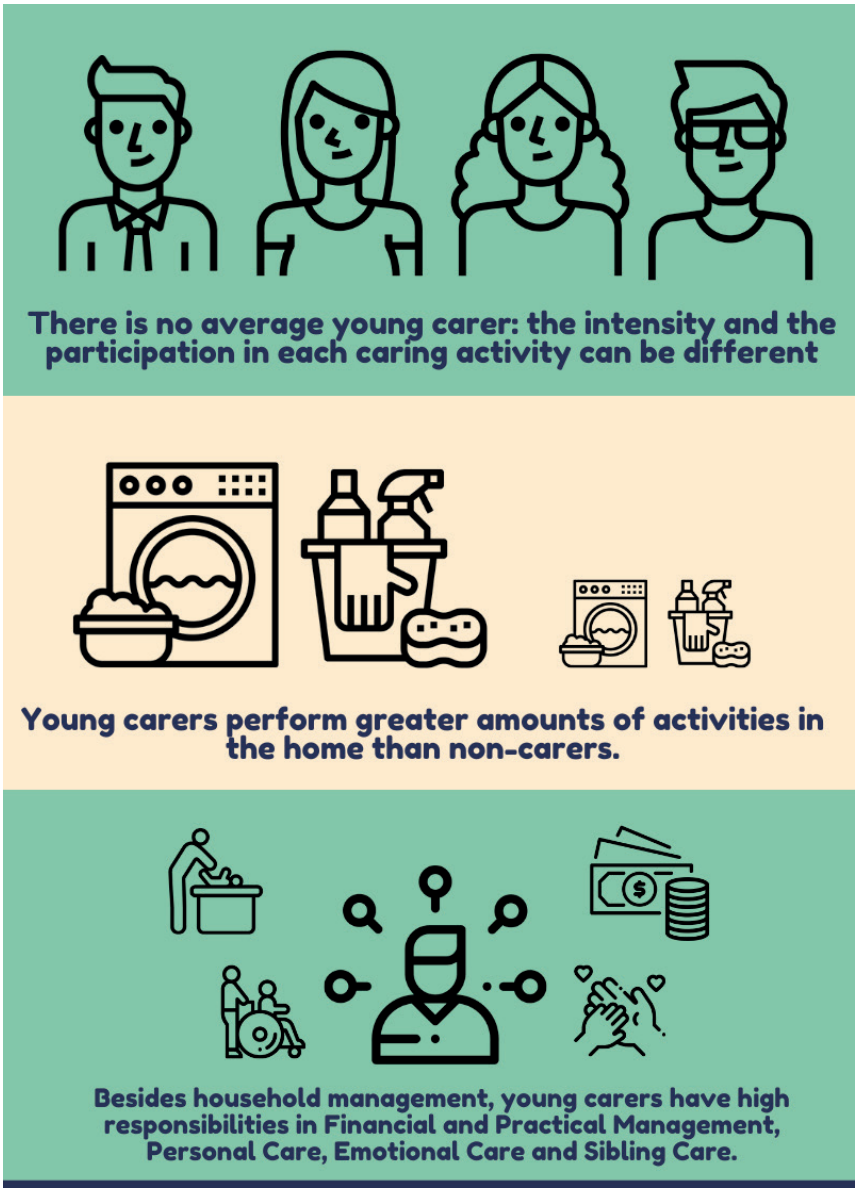

Figure 1. Different activities carried out by young carers in Europe

Project results highlighted that young people in different regions in Europe carry out a range of activities such as: domestic activities, household management, financial and practical management, personal, emotional and sibling care (see Figure 1 for an overview of the main caring activities carried out by young carers).

A variety of life situations may lead a young person carrying out a large amount of activities at home. For example:

- The young person provides help to someone who has a physical, mental illness, addiction, chronic disease or any other long-term care need;

- The young person carries out a large amount of household tasks because s/he lives in a single parent household;
- The young person looks after siblings as both the parents work full time (Figure 1).

THE RESULTS ALSO REVEALED THAT:

1) Young carers reported higher responsibilities compared to their peers without caring responsibilities, especially greater amounts of activities in the home and household management and regardless of the person they are caring for (grandparents, parents, siblings etc).

2) Those who care for someone with a physical disability, life limiting condition or mental health illness reported higher caring responsibilities compared to those taking care of someone with other kinds of conditions.

3) Those whose parents are caring for someone who is unable to carry out activities of daily living for themselves reported greatest (overall) caring responsibilities.

4) The highest emotional caring activities are reported by those whose parents care for someone.

5) Besides household management, young carers also have significant responsibilities in financial and practical management, personal care, emotional care and sibling care. This is particularly the case for young people caring for someone with a physical disability, life limiting condition or mental health illness.

4. EUROPEAN GOOD PRACTICES

4.1. TOWARDS YOUNG CARERS FRIENDLY SCHOOLS

The Edy-Care team reviewed **good practices** in different countries to promote **young carers-friendly school environments**. The aim of this collection was to build on the experiences of other countries and try to adapt their strategies to the specificities of the project countries context.

In this section you can find an overview of concrete activities that schools can implement, categorized by objective **(understand, raise awareness, identify, listen, support and evaluate)**. For each of the categories, we have indicated the corresponding good practices. These are explained in detail in the following section. The links to each good practice are available on the Edy-Care website: https://eurocarers.org/current-projects/edycare/resources-and-links/

The experiences gathered in this collection confirm the **vital role that can be played by educational systems: small changes in schools can result in major changes in the lives of young carers!** They can also trigger – with time- a broader support system, involving different categories of stakeholders.

Please have a look at the good practices and feel free to adapt them to your country context/specific needs. **We hope you gain inspiration from the following good practices!**

TOWARDS YOUNG CARERS FRIENDLY SCHOOLS – OVERVIEW OF ACTIVITIES

OBJECTIVE	EXAMPLES OF ACTIVITIES	
UNDERSTAND: THE SCHOOL IS COMMITTED TO UNDERSTAND AND ADDRESS YOUNG CARERS' NEEDS	• Designating a staff member as responsible for young carers. Promotion of this individual to families, students and staff. • Publishing of school young carer policy (separate or integrated in other policies) recognising young carers as a distinct group of vulnerable students.	**The Young Carers in Schools programme** (UK) **Action for Young Carers, Carers Federation** (UK)
RAISE AWARENESS: AWARENESS IS RAISED BY SHARING KNOWLEDGE ABOUT DISABILITY, ILLNESS AND YCS THROUGHOUT THE SCHOOL	• Information on disability and young carers (and the support available to them) are available to students and school staff. • Assembly themes or PSHE (personal social health education) lessons to raise awareness of young carer issues and incorporate positive images of disability/illness (including mental illness, substance misuse and HIV). • Drama/arts to raise awareness of young carer issues. • Articles on young carers on school magazine/Young Carers Newsletter.	**The Young Carers in Schools programme** (UK) **Action for Young Carers, Carers Federation** (UK) **Schools 'Safe environments for young carers'** (Belgium) Supporting children in schools who have a parent with mental illness – The **'Who Cares ?' Programme** (UK) **Young Carers Self Exploration Groups** (UK) **Young Carers Schools Development Work** (UK) **CLOUD Schools Engagement Program** (Australia)

IDENTIFY: **YOUNG CARERS ARE BEING IDENTIFIED WITHIN THE SCHOOL**	• Regular training to staff to identify young carers, including those who may be hidden. • Admissions forms include a statement to help identify families where someone has a long-term illness or care needs. • Transitions plans from feeder schools include sharing information regarding identified YCs entering the school. • Home-school agreement include a question asking if any extra support is needed or if there is any illness/disability in the family which may impact on the child/ parents keeping to the agreement. • The topic is presented in PSHE sessions and assemblies. • Questionnaires to all students, following assembly talks, inviting self-identification. • Checking of School Census data on pupils with disabilities, to identify sibling young carers.	**The Young Carers in Schools programme** (UK) **Schools 'Safe environments for young carers'** (Belgium) Supporting young adult carers – Crisis plans (UK) Available **here**, page 17-18 Easing everyday life with an ID card (UK) Available **here**, page 23-24
LISTEN: **YCS ARE LISTENED TO, CONSULTED WITH AND GIVEN THE TIME AND SPACE TO TALK IF THEY NEED TO**	• Young carers feed into the school council via a suggestion box. • Drop- in sessions. • YC's views taken in consideration in school policies (e.g. Use of mobile phones). • Disabled parents consulted on the support required to promote their inclusion and that of their children.	**The Young Carers in Schools programme** (UK) **Young carers groups** (UK)

SUPPORT: **YCS ARE SUPPORTED WITHIN THE SCHOOL AND SIGNPOSTED TO OTHER SERVICES OUTSIDE THE SCHOOL**	• Protect from bullyism and decrease stygma • Staff training is provided to increase understanding of the specific issues young carers face and how and why they may trigger bullying. • A school culture is created where difference is respected and valued by all. • Someone is available for young carers to talk to. • Young carers are supported and enabled to join in social activities and wider opportunities (e.g. with assistance as to transports).	Supporting children in schools who have a parent with mental illness – **The 'Who Cares ?' Programme** (UK) **Protecting Young Carers from Bullying a Guide for Schools Community Groups and Policy Makers** (UK)
	• Financial support • A more flexible cap on the income threshold to qualify for a bursary. • Meal vouchers, bus passes.	Financial support for young carers (UK) Available **here**, page 38-39
	• Raising young carers' aspirations towards higher education/Support transition to next steps of education • University students – with experience of caring- mentor students in secondary schools. • Workshops to build soft skills, increase confidence, dispel myths surrounding further and higher education.	**Young Carers Mentoring Scheme** (UK)
	• Flexibility with attendance and coursework • The school provides catch-up time for lessons and flexibility with homework for young carers who miss school or are having difficulty keeping up with their workload. • Negotiating deadlines for homework/coursework. • Modifying timetables for the young carer.	**The Young Carers in Schools programme** (UK)
	• Extra support within school • Homework/coursework support. • Peer support (peer mentoring; young carers club). • One to one pastoral support/counselling. • Individual support plans created (with family) and periodically reviewed. • Young carer ID card. • Accessibility to telephone for young carers needing to check in-with home. • Providing access to computers and the Internet. • Crisis planning. • Enable students to temporarily learn from home, by ensuring young carers have access to an online learning platform or sending notes, activities and materials. • Providing information about applying for special consideration, whereby teachers take into account the student's caring responsibilities when marking assessments. • The school is accessible/welcoming to parents with disability and/or illness, offering additional support to enable them to attend parent's evenings or other school events.	**The Young Carers in Schools programme** (UK) **Action for Young Carers, Carers Federation** (UK) Supporting children in schools who have a parent with mental illness – **The 'Who Cares ?' Programme** (UK) Supporting young adult carers – Crisis plans (UK) Available **here**, page 17-18 Easing everyday life with an ID card (UK) Available **here**, page 23-24 **Young Carers Self Exploration Groups** (UK) **Young Carers Schools Development Work** (UK) **Young carers groups** (UK) **'Young Carer Friendly Tick' Award** (UK) **CLOUD Schools Engagement Program** (Australia)
	Links with support outside school • School staff ready to signpost to external services. • Links provided on school website for local services for young carers. • Leaflets on local and national services posted on boards.	**The Young Carers in Schools programme** (UK) **Action for Young Carers, Carers Federation** (UK)

EVALUATE (MONITOR, REVIEW AND CELEBRATE)	• Schools are inspected by young carers to see how they are actually supporting young carers practically and who in the school is aware of the systems they have put in place. • Young Carers Charter/Young carers quality standards/Young carers in schools award. • Recording of young carers' attendance and progress on Inclusion Register or similar system.	**The Young Carers in Schools programme** (UK) **Young Carer Friendly Tick' Award** (UK)

1. THE YOUNG CARERS IN SCHOOLS PROGRAMME (UK)

WHO	**CARERS TRUST AND THE CHILDREN'S SOCIETY**
WHERE	**ENGLAND, UK**
WHAT	The Young Carers in Schools programme sets out ten key steps to help schools identify young carers and increase their outcomes. Each step is accompanied by key information and practical tools, which schools can use and adapt to suit their school structure and local circumstances. A baseline review allows school to review their current provision for young carers and identify what manageable steps they can take next to increase identification and outcomes. Those schools that meet five Young Carers Standards can be awarded a Young Carers in Schools Award, as a form of recognition of their work (nationally recognized by the school inspection body). 3 different levels are envisaged: bronze, silver and gold. To gain an award, schools must provide evidence on how they are meeting five standards (1. Understand; 2. Inform; 3. Identify; 4. Listen; 5. Support), up to the level they hope to achieve.

2. ACTION FOR YOUNG CARERS, CARERS FEDERATION (UK)

WHO	**CARERS FEDERATION, ACTION FOR YOUNG CARERS (AYC)**
WHERE	**ENGLAND, UK**
WHAT	AYC is a free and confidential service funded by Nottingham City Council and part of the Carers Federation organization. Local authorities have commissioned AYC to assess whether the person is a young carer and what kind of support s/he needs (following a whole family assessment). AYC provides awareness raising training and materials to schools. AYC support workers facilitate understanding of young carer needs and the instigation of in-house support systems, i.e. named teacher, young carer school group. In particular, AYC trains safeguarding leads (social workers) in schools to become Young Carer champions (i.e. designated person in the school in charge of young carers issues). AYC provides young carer photo ID Cards, to support young carer in being recognized and listened to (not just at school).

3. SCHOOLS 'SAFE ENVIRONMENTS FOR YOUNG CARERS' - PILOT PROJECT IN FLANDRES (BELGIUM)

WHO	**SAMANA (AN ORGANISATION THAT IS COMMITTED TO SUPPORT PEOPLE WITH A CHRONICAL ILLNESS AND THEIR CARERS)**
WHERE	**BELGIUM, FLANDERS REGION**
WHAT	Samana implemented a pilot project in secondary schools. They started handing out questionnaires about young carers, for students and teachers, to investigate whether the respondents know young carers, if they are young carers themselves. The questionnaires have also a sensitizing effect amongst the pupils and teachers at the school. Then, they organized a meeting with pupils, teachers, care coaches, members of the staff and someone from the pedagogical counseling service. Together they brainstormed about "What would make schools a safe environment for young carers?". The ideas that got most of the votes were clustered into very concrete action plans. These were presented at a final stage to the participating schools, in the presence of the minister of Welfare, the press and other stakeholders. The vision for young carers elaborated as part of the action plans is now part of the school policy.

4. THE 'WHO CARES?' PROJECT – SUPPORTING CHILDREN IN SCHOOLS WHO HAVE A PARENT WITH MENTAL ILLNESS (UK)

WHO	**OUR TIME**
WHERE	**UK**
WHAT	The programme helps schools to identify and support children who have a parent with a mental illness (COPMI). It offers three kinds of intervention: Awareness raising, identification skills for school staff in responding to affected young people and their families A 'culture changing' educational programme for teachers to use with all students to improve sensitivity and understanding (and reduce stigma) Practical help for affected children in thinking about, responding to, and managing their feelings towards their parent/s and peers (to increase their resilience) A Buddy System can be set up: older teenagers (16-18) with similar experiences are trained to mentor young COPMI students. This form of peer mentoring responds to young people's need to have someone they trust to talk to who is not a counsellor or therapist.

5. BULLYING PREVENTION PROJECT - YOUNG CARERS (UK)

WHO	**CARERS TRUST**
WHERE	**UK**
WHAT	The Bullying Prevention Project (Young Carers), one of Carers Trust's Innovation Generation projects set out to raise awareness of and improve the understanding of the relationship between bullying and being a young carer. The focus wasn't on increasing the resilience of young carers, but rather on improving understanding about the links between being a young carer and bullying. The final goal was to modify environments, systems and support for young carers within schools, community groups or young carer services that would protect young carers and reduce the likelihood that they are bullied.

6. EARLY IDENTIFICATION AND CRISIS PLANS (UK)

WHO	**CENTRAL COLLEGE NOTTINGHAM**
WHERE	**UK**
WHAT	The college's Learner Achievement Coaches (LAC) team provides a variety of support to learners identified as educationally at risk. Young adult carers are included in this category. They are identified via an Induction Questionnaire. Then, the LAC and the student agree on an individual support plan (reviewed every 6 weeks). The LAC team also adopts a proactive approach to crisis planning, working with student carers before problems arise and putting a crisis plan in place, so that if something does happen, they know what to do. LAC team reassures young adult carers that if they need to take time out from their course - in case of a sudden change in home circumstances, such as deterioration in the health of the person they are caring for- their tutors will be informed, work will be sent home, and any other support will be put in place which will help them to remain engaged.

7. EASING EVERYDAY LIFE WITH AN ID CARD (UK)

WHO	**EASTERN RAVENS TRUST**
WHERE	**UK**
WHAT	Eastern Ravens Trust launched an ID card. The card is the size of a credit card and lists the young person's name, school, college or training provider and has their photograph on the front. The back of the card is signed by a member of staff from the service to verify the young person is a carer. These cards support their emotional health and wellbeing by enabling them to ask for help where needed. Those who have used the ID cards report they have proved invaluable in identifying themselves in everything from schools and GP surgeries to youth centers and when they are out shopping. It helps them feel comfortable and confident when they are out and about. For example, there is one young carer who has used it at school, showing it to staff, so she can ring home at lunchtime to check on her mother, who has mental health problems.

8. YOUNG CARERS SELF EXPLORATION GROUPS (UK)

WHO	**WINCHESTER & DISTRICT YOUNG CARERS IN PARTNERSHIP WITH SECONDARY SCHOOLS WITHIN THE WINCHESTER DISTRICT**
WHERE	**UK**
WHAT	Awareness raising assemblies are held in schools. Following the assembly, all pupils are given a slip on which they can indicate whether they would like a private meeting with the Schools and Support Coordinator. If the pupil has a caring role, s/he is invited to take part in the Self Exploration Group programme. This is held within the school (one hour long weekly sessions, for five weeks). The session is based upon the following topics: Sharing the challenges of caring, Stress, Facing Fears, Using defenses, Positive messages, and Visions, dreams and goals. The sessions allow young carers to talk about their worries, hopes and fears and help them to develop communication skills, coping strategies and social skills. Pupils learn through the experiences of others and realise through the structured discussions that they are 'not the only one'. The groups have led to a noticeable increase in young carers' self-confidence.

9. SUFFOLK YOUNG CARERS SCHOOLS DEVELOPMENT WORK (UK)

WHO	**SUFFOLK FAMILY CARERS, A NETWORK PARTNER OF CARERS TRUST, IN PARTNERSHIP WITH SUFFOLK COUNTY COUNCIL**
WHERE	**UK**
WHAT	Suffolk Family Carers works with schools to raise awareness of young carers (including among school governors). Schools are supported in identifying a young carers lead, who will act as a champion for young carers. His role is to raise awareness about young carers within the school and lead on developing school policies for young carers. The young carers lead acts as the first point of contact for young carers within the school. With the help of the project staff, the young carers lead is also encouraged to establish support groups for young carers within the school to enable peer support between young carers. Young carers leads are also put in touch with other schools. These contacts allow schools at different stages in their development of policies and support to learn from each other and exchange advice and peer support.

10. YOUNG CARERS GROUPS (UK)

WHO	**TALBOT COMBINED SCHOOL**
WHERE	**UK**
WHAT	Post box are located in the reception of the school. The notes posted here are followed up by the schools' Pastoral Care Worker, who is a full-time member of staff. She has an open-door policy so that any pupil, parent or guardian can talk to her at any time. She will also make contact with parents/carers if she is particularly concerned for a child. The school also set up a group for young carers which the children and young people called 'Fab Food Friends'. The children wanted to take part in fun activities that would also be useful to develop for their caring role, as many young carers have to cook for their families. This group is led by two teachers who received additional training through a 'Food for Life' initiative named the 'Cooking Bus' which aims to provide new ideas, recipes and enthusiasm for cooking. The school also accessed a supermarket voucher scheme to help purchase equipment for the group.

11. YOUNG CARERS MENTORING SCHEME (UK)

WHO	**THE UNIVERSITY OF THE WEST OF ENGLAND (UWE) IN PARTNERSHIP WITH THE YOUNG CARERS SERVICE AT THE CARERS SUPPORT CENTRE (BRISTOL AND SOUTH GLOUCESTERSHIRE) AND LOCAL SCHOOLS**
WHERE	**UK**
WHAT	The mentoring scheme recruits only UWE student mentors who have first or second-hand experience of being a young carer, so that mentors can bring their own experience to the role and can share their own experiences of progressing through further and higher education. Mentors receive a training (on child protection, listening skills, managing challenging behavior and issues related to young carers). Student mentors need to be enthusiastic and committed to mentoring for the year. The Carers Support Centre identifies young carers who will benefit from the scheme and with their permission and the permission of their parents puts their name forward to the university. The mentoring has primarily an academic focus. It is successful in raising the awareness and the aspirations of young carers to engage and progress with their education. It has been expanded through an online E-mentoring service Bright Links.

12. 'YOUNG CARER FRIENDLY TICK' AWARD (UK)

WHO	**NORFOLK YOUNG CARERS FORUM (NYCF)**
WHERE	**UK**
WHAT	The 'Young Carer' Friendly Tick Award is a set of standards for education providers to help them improve identification and support for young carers. These 5 standards are drawn directly from the work of young carers: 1. Have a named member of staff as champion for young carers; 2. Have a young carer agreement; 3. Cover issues relating to young carers in staff training; 4. Display information about young carers within school; 5. Cover topics relating to disability/illness/ young carers in assemblies and raise awareness of young carers. A panel of forum members assess the applications. If the schools are awarded, it gets a certificate and it is listed in a 'roll of honour', which will highlight schools who have achieved the standards. Awards last for 2 years, at which point award-winners will need to submit an update to show how they are still meeting the standards.

13. CLOUD SCHOOLS ENGAGEMENT PROGRAM (AUSTRALIA)

WHO	**CARERS WA**
WHERE	**AUSTRALIA**
WHAT	Carers WA 'CLOUD' Program aims to actively engage with students, educators and parents to increase awareness and supports for young carers within the education system. It educates school students, staff and parents on creating a flexible and supportive school environments. Social and peer support and a community network are provided with events, workshops and camps as well as Facebook and the Young Carers WA website. Young Carers WA is using youth peer-led services and relies on young carer's own expertise in creating services for them. The impact of Young Carers WA's good practices is stronger resilience, a sense of belonging and pride in being a young carer, decreased sense of isolation and an increase in general happiness and confidence. They also have more skills available to cope with their caring roles, a greater sense of safety in knowing who to ask for help and optimism about their future.

14. FINANCIAL SUPPORT FOR YOUNG CARERS (UK)

WHO	**YORK COLLEGE**
WHERE	**UK**
WHAT	The application form for bursaries asks if the student has caring responsibilities. For students who are carers there is a more flexible cap on the income threshold to qualify for a bursary, which means that very few applications from carers are turned down. The college pays 100% of the student's essential course costs and up to £1,000 in travel costs. The college also has meal vouchers for carers and is flexible with additional costs such as print credit or money to attend open days. The college is also more flexible in its eligibility requirements for other types of support. For example, the college may issue a young adult carer who lives two miles away with a bus pass.

4.2. TOWARDS A MULTI-STAKEHOLDERS' APPROACH TO SUPPORT YOUNG CARERS

The good practices indicated above exemplify activities that schools can put in place to support young carers with their educational experience.

Small adjustments made by schools can entail a first, positive impact on young carers' lives.

Yet, in the countries where these good practices come from, schools do not act as isolated entities, rather they are part of a broader, multi-stakeholders' approach to support young carers. Other entities – youth services, NGOs, carers organizations, disease specific organizations, health professionals, social services- can reinforce the activities implemented by schools. It is important for schools to act in cooperation with this broader network of support and make referrals as appropriate.

Moreover, the good practices on which this handbook focuses are aimed to support young carers with their educational experience. This is in line with the overall goal of the Edy-Care project. Yet, caring can have an impact on different spheres of life. Hence, the strategies towards young carers friendly schools need to be complemented with strategies to alleviate young carers' burden, to improve their mental health and strengthen their resilience (the process of positive adaptation within the context of significant adversity). To this aim, other activities need to be implemented, in cooperation with different stakeholders:

EXAMPLE OF ACTIVITIES:

- Give young carers a break from caring, let them have fun and get in contact with peers.
- Organize school camps, summer camps, café, cinema and sport activities and assist young carers with the financial cost of participation in these activities.
- Allow young carers access to tools and support (e.g. psychoeducation) for them to develop useful coping strategies.
- Improve access to information on the available support.
- Set up young carers' groups, peer support groups, to empower young carers and show them that they are not alone.

Please have a look at the two case studies below. For more information on possible measures to increase the resilience of young carers, please visit the ME-WE Project (Me-We, 2019)[4].

[4] Me-We home page https://me-we.eu/the-project/

AN INNOVATIVE RESILIENCE-BUILDING CAMP FOR YOUNG CARERS – AUSTRALIA

In Australia, young carers recruited from Carers Queensland attended a 3-day resilience-building camp, which combined training and psycho education activities – based on the Resourceful Adolescent Program (RAP-A)- with recreational activities (i.e. circus workshops, campfires and sports).

The Resourceful Adolescent Program (RAP-A) is a universal resilience-building programme (School of Psychology and Counselling at Queensland University of Technology, n.d.) that aims to promote positive mental health and prevent adolescent depression. It is positively focused, with the emphasis on building and recognizing strengths, rather than focusing on remediating 'deficits'. The overall aim of RAP-A was to assist young cares to identify their individual strengths and existing resources, for them to be more resilient and better equipped to cope with the challenges of caring.

The camp format for this RAP-A programme – typically delivered in a school setting- had the advantage of offering respite and social engagement, in addition to the benefit of increased resilience.

HOW TO IMPROVE THE MENTAL HEALTH OF YOUNG CARERS AND INCREASE THEIR RESILIENCE?

A BUDDY PROJECT FOR AND BY YOUNG CARERS - THE NETHERLANDS

Ervaringsmaatjes is a project where a volunteer or student who has experience of being a young carer provide individual support for young carers, acting as a buddy. Given his personal experience, the buddy knows better than anyone what that is like to be a young carer and he is there for the child without restriction, offering a listening ear, opportunities for socialization, as well as support on practical matters. He or she also helps to gain insight into the personal wishes and needs of young carers.

Ervaringsmaatjes is an initiative of Stichting Informele Zorg Twente (2019) and is being carried out in various places in the Netherlands.

This project has been rated very effective in supporting the social life of (A)YC, in increasing social connectedness among (A)YCs, as well as in building resilience.

5. COUNTRY SPECIFICATIONS

5.1. SWEDEN CASE

NATIONAL SUMMARY

In a Swedish study, it was found that out of the 2424 pupils (in the elementary school year nine) who participated, 27% were trying several times a week in different ways to make their parent feel better. Twenty percent of pupils kept an eye on their parent while 26% kept their parent company. In view of not burdening their parent, 15% avoided asking for help with schoolwork and homework several times a week, while 12% did not ask for support for other problems. Seven percent said they performed extensive care work, 2.5% helped a parent to wash themselves and 1.6% helped a parent to dress, at least once a month. A few more of this group were Young Carers. A slightly larger proportion were older siblings, lived in rented apartments, lived with a single mother, were born abroad or had a foreign-born parent. A slightly larger proportion of these young people indicated that their household income was not always sufficient for rent, food and clothing, and more had parents who were unemployed, compared with young people in the group with a lower degree of caring (Nordenfors et al., 2014).

DESCRIPTION OF THE NATIONAL CONTEXT TOWARDS INCLUSION AND EDUCATION

Three per cent of young people who answered the questionnaire stated that they stayed home at least one day a week from school to take care of a family member (Nordenfors et al., 2014). School absenteeism means that young caregivers are limited in obtaining full grades, which in turn reduces their chances of getting a job because of their care responsibilities (Becker & Leu, 2014). The surrounding social network is described as the most important factor in making care responsibilities manageable, but other factors that contribute to young people's well-being and sense of manageability are whether they have positive relationships, have a sense of hope, do well in school and achieve their goals. (Becker & Leu, 2014).

CO-CREATING STRATEGIES: WHAT WE DID IN SWEDEN?

In each country (except Belgium) a co-development group was defined. In Sweden this co-development group was created with representatives from two upper secondary schools – Lisa Leonhardt a School Counselor, Maria Lindblad a Teacher engaged in psychosocial work within the school, and Emelie Nilsson a Social Worker who works with students who have a high absence from school. The group was also represented by Rosita Brolin and Lennart Magnusson, Researchers, Teachers and Registered Nurses representing the Swedish Family Care Competence Centre and the Linnaeus University.

DESCRIPTION OF THE NATIONAL EDUCATIONAL SUPPORTIVE TOOLS

There were six upper secondary schools (between 500 and 1500 students) included in the piloting and the Co-development group.

In the project Co-development Group participants asked for help to identify young cares and for information material to understand and raise awareness among teachers and other staff about young carers in school.

1. UNDERSTAND AND RAISE AWARENESS ABOUT YOUNG CARERS IN SCHOOL:

This took the form of a PowerPoint presentation that can be used to describe the group of young cares to raise awareness of the target group at school and what can be done for these students in school. The target groups for this presentation are teachers and other school staff and can be used by the school nurse, school counsellors or other school staff. There is explanatory text for the lecturer on each slide, and it also includes links to two films, one about children as relatives and one about young carers. If these two films are shown, the whole presentation takes about 20 minutes. This PowerPoint presentation was found to be useful in schools during the piloting.

The PowerPoint presentation can be found in the MOOC developed within the EDY-CARE project.

2. IDENTIFYING YOUNG CARERS AT SCHOOL:

In Sweden, the school nurses meet all first year students to talk about their health. Ahead of this meeting, they have to answer a questionnaire about their health. Questions about young carers could be used as a supplement to the existing health questionnaire. The EDY-CARE project and co-develop group members informed about the possibility for school nurses to identify young carers during their health meeting. Information about the identification of young cares was also given. In addition to participating schools, information was given at a conference with 1300 school nurses. The majority of the questioning school nurses considered that it would be of great importance to include questions that identify young caregivers in the health questionnaire, but it was only possible to include one or two individual questions. In addition, the questionnaire can be used in its entirety regardless of the large health questionnaire or as a supplement when a Young Carer has been identified according to the few questions included in the health questionnaire.

The questionnaire is available in the MOOC developed within the EDY-CARE project.

With these rather simple interventions, the awareness of young carers can increase among teachers and other school staff, while at the same time young carers can be identified and thereby receive support in their situation and with their schooling.

HOW YOU CAN HELP A YOUNG CARER IN YOUR CLASSROOM?

- Raise awareness in the school community

- Provide flexible learning options
- Listen to them
- Encourage a peer support group
- Provide psychological support
- Act as a referral point
- Inform key members of school staff
- Signpost to specific support available (inside and outside the school)

WHAT IS STILL NEEDED?

- Staff training and raising awareness among the teachers, school staff and community about young carers' identification and their needs, taking more proactive actions.
- An integrated approach with a multi-agency coordination organisation at local, regional and national levels.
- Strengthening of the networks established as well effective communication and connect with other service providers.
- More community, peer and online support resources for young carers.
- Making effective evaluation and monitoring of other successful programs in Sweden a reality.
- Support family and young carers with assessment needs and regular follow up.
- Promote a positive image about illness and disability.
- Recognition and champion the school with good practices.
- Monitor regularly the wellbeing of the young carers.

5.2. SLOVENIA CASE

NATIONAL SUMMARY

Slovenia is one of the European countries with very low awareness of young carers. This can be attributed to the fact that informal care in general is not very acknowledged and still not fully legally regulated. The so called "Long term act" has still not been accepted by the current government. The act will eventually regulate formal and informal care and with this give much needed attention to informal care. Within informal carers there are also young carers who due to their invisibility face multiple risks.

Only recently has the term young carers gained some attention in Slovenia. It is our hope that the Edy-Care work and the handbook at hand will help with recognizing young carers and giving them a much needed voice.

DESCRIPTION OF THE NATIONAL CONTEXT TOWARDS INCLUSION AND EDUCATION

IIn Slovenia, the topic of young carers is still mostly unexplored. Young carers are an invisible population that remain unrecognized and do not self-identify. Until recently even the term young carers itself was not known very widely. Besides the lack of knowledge in the identity, needs and preferences of young carers, there is also no specific legislation protecting and supporting young carers and their families. The current system offers

simply an indirect support to young carers mainly from the social security, family policy and domestic violence legislation.

The aim of our work in Edy-Care (and other projects) is firstly and mostly to shed light on young carers. Young carers need to be recognized, identified and supported. An integral approach is crucial, with cooperation between different institutions (like schools, ministries, health centers etc.) and other governing bodies that deal with children and their wellbeing. Early recognition is crucial, and the schools have a key role in this regard, they are the only contact point where all adolescents are present. Furthermore, the support needs to be co-designed with young carers, so that it can be tailored to their needs.

CO-CREATING STRATEGIES: WHAT WE DID IN SLOVENIA?

The Slovenian co-development group was first planned to be a broader group involving experts from different fields and levels of politics (local, national). Due to the complexity of coordinating such a group and not being able to adapt to every experts' time availability we decided on a more practical approach. Our strategy was to target a local high school which includes a variety of school programs, from a gymnasium curriculum which is very wide, to vocational education. This way we could include different profiles of students and school staff.The co-development group at the selected school (Srednja vzgojiteljska šola, gimnazija in umetniška gimnazija Ljubljana) consisted of: school counsellor, headmaster, head of practical work, Edy Care project staff. Srednja vzgojiteljska šola, gimnazija in umetniška gimnazija Ljubljana educates approximately 864 students, out of which 661 are between the ages of 15 to 17. When approaching the school, the school staff and counsellor reported that they know of many cases of young carers in different classes, which gave us even more reason to start to work with them.

Individual actions that were implemented have been:

RAISING AWARENESS AND SELF-IDENTIFICATION IN THE SCHOOL AT 2 LEVELS

SCHOOL STAFF:

Regularly talking to our co-development group members about different aspects of what it means to be a young carer. Our first meeting was held on December 10th, 2018. Later on, we talked regularly through email and phone calls adding value to face to face meetings.

Besides going into details about their struggles of managing school work and carrying, also trying to think of all possible signs and signals a student who is a young carer could show and a teacher could detect. Together with co-development group members trying to think of specific actions a teacher or other school worker could take or suggest to a young carer.

On June 27th, 2019 a separate and important even took place. We held a wide presentation for all school staff, including teachers of different subjects, counsellors, administration. Presenting the work carried out by the co-development group and introducing the subject of young carers. Together thinking of cases of students in this school year and previous years that could have been young carers.

STUDENTS:

In September 2019 we carried out in-class presentations about young carers in general, their different everyday realities, their needs, wishes, struggles. Having an ex-young carer present his story and his life then and now to try to give a positive example and hope for a better future for those who are faced with a carrying role.

Another action was to spread several posters about young carers all around the school and giving our project contact for more information.

SELF-IDENTIFICATION:

During in-class presentations and with the help of an ex-young carer trying to encourage and empower students to think of their everyday activities outside of school and if these include any carrying roles. Emphasising that caring includes a variety of options and any carrying responsibilities, even if they might seem very little, are valid. Trying to convince students that it is also very important to give yourself recognition for what you do, especially if you are a young carer and you are faced not only with struggles of growing up but also reconciliating school and care.

HOW YOU CAN HELP A YOUNG CARER IN YOUR CLASSROOM?

- Raise awareness in school in general
- Provide flexible learning options (adjusting to carers individual needs)
- Listen to young carers in your class
- Act as a referral point to social services (centers for social services, health services etc.)
- Inform key members of school staff about a young carer

WHAT IS STILL NEEDED?

- Staff training and raise awareness among the teachers, school staff and community about young carers identification and their needs, taking more proactive actions.
- Integrated approach with a multi-agency coordination organism at local, regional and national level.
- Strengthen of the networks established as well effective communication and connect with other service providers.
- More community, peer and online support resources for Young Carers.
- Effective evaluation and monitoring of other successful programs to Slovenia reality.
- Support family and young carers with assessment needs and regular follow up.
- Promote a positive image about illness and disability.
- Recognition and champion the school with good practices.
- Monitor regularly the wellbeing of the young carers.

5.3. ITALY CASE

NATIONAL SUMMARY

Young carers *per se* are not in the agenda of Italian policies aiming to ensure inclusion and the right to education for Italian students. Indeed, there is a general lack of awareness of the barriers faced by young people with caring responsibilities to fulfil their potential in education as well as a lack of acknowledgment of the impact of being a young carer on the risk of school dropout. This, in spite of research (Italia Lavoro, 2014) showing that caring responsibilities within the family are the first cause leading young people to become NEETs (i.e. not in education, employment or training).

DESCRIPTION OF THE NATIONAL CONTEXT TOWARDS INCLUSION AND EDUCATION

On the other hand, the strength of Italian policies to support school integration of students with special needs is actually the fact that they are not addressed to specific categories of children, but rather – with law 517/77- Italy declared the rights of all children and teenagers (including the ones with disabilities) to satisfy all their diverse needs of learning. According to this law, schools must be flexible to meet the needs of each student, and they must provide individualized assistance.

Among the cases in which the law can be applied, besides disability and learning disorders such as dyslexia, there is a broader category which refers to "other situations of social disadvantage" which can include the case of young carers.

Indeed, today there are at least two high schools in Italy currently piloting the use of this instrument to implement specific supports to meet the educational needs of young carers.

When it comes to bullying, in 2017 a new law (nº. 71) was passed to prevent and contrast bullying and cyberbullying. The law gives specific responsibilities to schools, which – among the rest – have the obligation to train staff on the topic and to appoint a specific staff member as coordinator of all the actions that the school promotes to prevent and protect the students.

Because there is evidence that young carers are exposed to a greater risk of being victims of bullying compared to peers, this law can have a positive impact on students with caring responsibilities.

CO-CREATING STRATEGIES: WHAT WE DID IN ITALY?

The Italian co-development group was implemented in cooperation with a local high school (CFP Nazareno in Carpi) and it included – besides the staff of ANS as EDY-CARE project partner, the school psychologist, two teachers, the school social worker and a support teacher, responsible for the inclusion of disadvantaged students.

CFP Nazareno is a vocational high school offering courses in the field of catering and hospitality for a popula-

tion of approximately 230 students aged 15-17. Surveys conducted every year show a high percentage (around 20%) of students that can be defined as young carers and since 2012 the school is active in promoting actions to support this target group. The EDY-CARE project, though, gave the opportunity to implement new activities and to involve more school staff in the discourse.

In detail, the actions that were implemented within the project have been:

- **Raise awareness in the school community:** a 2 hours workshop was offered in all classes, aimed at raising awareness among students about the specific needs of young carers and to support self-recognition. At the end of the workshop, a leaflet with support contacts within and outside the school was distributed.
- **Piloting of a new model of Individual Educational Plan including young carers:** according to law 517/77 (see previous paragraph) the condition to implement support actions and to be able to offer flexible arrangements to students with special needs is to develop an Individual Educational Plan (PEI). CFP Nazareno had never used the opportunities offered by law 517/77 for young carers before, so in the framework of the project we developed a template of PEI suitable for this target group and it was piloted with two students.
- **Encouraging self-referrals:** CFP Nazareno already had a solid support offer for students with special needs or simply who were experiencing a difficult moment: the school psychologist, the school social worker and a number of tutors with educational responsibilities were available. However, self-referrals of young carers were still limited. During the project the use of a "mailbox" was piloted, located in the hall but in a private area, where students in need could leave messages and self-refer themselves to a professional ready to help them.
- **Do strategic partnerships –** the setting up of a collaborative learning group was an opportunity to put young carers at the top of the school agenda and to create synergies with other local programmes and professionals active in the field.

HOW YOU CAN HELP A YOUNG CARER IN YOUR CLASSROOM?

- Raise awareness in the school community
- Provide flexible learning options
- Listen to them
- Encourage a peer support group
- Provide psychological support
- Act as a referral point
- Inform key members of school staff
- Signpost to specific support available (inside and outside the school)

WHAT IS STILL NEEDED?

- Staff training and raising awareness among the teachers, school staff and community about the identification of young carers and their needs, taking more proactive actions.
- Integrated approach with a multi-agency coordination organism at local, regional and national

level.

- Strengthening of established networks as well effective communication and connecting with other service providers.
- More community, peer and online support resources for Young Carers.
- Effective evaluation and monitoring of other successful programs to Italy a reality.
- Support family and young carers with assessment needs and regular follow up.
- Promote a positive image about illness and disability.
- Recognition and champion the school with good practices.
- Regularly monitor the wellbeing of the young carers.

5.4. PORTUGAL CASE

NATIONAL SUMMARY

Promoting social inclusion and educational success of young carers depends on several factors, and relevant awareness among teachers and staff about their existence and context, as well as strategies to better identify and support.

The national intervention was thus operationalized to promote awareness among professionals using for this purpose, a PowerPoint presentation with useful information for all stakeholders: teachers, psychologists and school nurses, social workers, among others. The identification of young carers can be made in the context of a dynamic of the classroom with the theme of young carers, self-identification and subsequent evaluation of the context and needs of the carers by interview method or questionnaire. The allocation of support should consider the personalized needs of young carers.

DESCRIPTION OF THE NATIONAL CONTEXT TOWARDS INCLUSION AND EDUCATION

All students are entitled to access and participate fully and effectively in all educational settings. The young carers are a reality. The guiding principles of an inclusive education in accordance with Law Nº. 54/2018 are: a) universal education; b) equality; c) inclusion; d) personalization; e) flexibility; f) self-determination; g) parental involvement and h) minimal interference. Better identify young carers for better support in their educational success is the key.

Law nº. 54/2018 establishes the investment "an inclusive school where each and every one of the students, regardless of their personal and social situation, find answers to enable them the acquisition of a facilitative level of education and training of their full social inclusion. This policy priority is achieving the right of every student to inclusive education that responds to their potential, expectations and needs within a common and plural educational project that provides all the participation and sense of belonging on an effective level playing field, contributing so decisively to higher levels of social cohesion ", the

school should thus find ways to deal with the difference," adapting the processes of teaching the characteristics and conditions of each individual student, mobilizing the resources that has for all students to learn and actively participate in the educative community".

However, national studies on young carers are very scarce, translating their little social visibility and this ignorance can compromise their educational success, health and well-being. It is in fact a phenomenon often hidden for professionals in the field of education, as also for health, social professionals and political domains. Such a situation may limit the allocation of appropriate resources to meet the needs of young carers.

In 2016 a study was conducted in the autonomous region of Madeira in order to analyze the perception of nurses in primary health care on this issue and of the 157 respondent nurses, 23% stated that they had come into contact with children carers, including children who look after the grandparents (29%) of parents with psychiatric illness (25%) and parents with chronic illness (21%). Nationally, the teachers and staff deal daily with young carers, but not all are identified, and the strategies used for better support are not accessible to all, being the intervention dependent on the sensitivity and availability of individual professionals.

CO-CREATING STRATEGIES: WHAT WE DID IN PORTUGAL?

In Portugal this co-development group was created with representatives from the school – Escola Secundária Dr. Joaquim Gomes Ferreira Alves- Valadares (Directorate of the school, Direction of the class directors, School nurse and psychologist); Faculty of Psychology and Educational Sciences of the University of Porto- Faculdade de Psicologia e Ciências de Educação da Universidade do Porto; Portuguese Sport and Youth Institute, North Regional Directorate- Direção Regional Norte do Instituto Português do Desporto e da Juventude; Comissão Nacional de Promoção dos Direitos e Proteção das Crianças e Jovens - National Commission for the Promotion of the Rights and Protection of Children and Young People- and Câmara Municipal de Vila Nova de Gaia- Vila Nova de Gaia City Council.

Each group partner participated in the co-creation and in the implementation of some of the strategies, contributing for the success of this project in a short, medium, and long-term partnership. In this way, a cooperation protocol was also enjoyed with the institutions (Vila Nova de Gaia City Council and Portuguese Sport and Youth Institute, North Regional Directorate) to better work and cooperate in a near future.

To promote young carers´ identification, a video interview was carried out with a young carer of the school and a sensibilization campaign with 402 students, between 28th January and 14th February 2019 going out to all 10th grade classes. In this campaign after the presentation of the young carers´ reality, students were asked to fill out a pre-made form that asked students:

1. If they co-inhabit or live near with a family member in a situation of illness, deficiency or dependency;

2. If they participate in the provision of care;

3. If they Identify themselves as young carers;

4. Whether they would be available to be contacted to better understand their condition or need of help.

From the 402 students, 26 were identified as a potential young carers.

At a later stage the principal professor was asked to better understand the situation recognized in this way as a potential young carer, promoting a conversation with the students.

The nurse and school psychologist were aware of these cases and proceeded to follow up. This was a good opportunity to discuss the methodology and the instrument created. Reviewing the conclusions, the co-development group defends that this instrument works well to characterize the caring situation but not to use it as a screening tool.

In this way, our experiences suggest the use of sensibilization campaigns in a first stage to raise awareness about young carers, proceed with an invitation for a self-identification in the class, using a pre-form with the questions described and ensuring anonymity in the class to avoid bulling or any kind of discrimination. Followed by a second more close conversation with young carer to assess their situation, wishes and needs.

A set of innovative school methodologies and strategies to promote social inclusion of the young carers were co-developed, others suggested, and some implemented, namely:

- **Flexible learning options** – tests and homework can be planned to take in consideration per example, the needs of treatment of the person they care, or if it´s hospitalized; allow extra time with an assignment and be more flexible in arranging teacher/parent meetings. Flexible learning options in an inclusive school vision can be made based in the Law Nº. 54/2018.
- **Listen to them** – Talk and listen young carers and find time to talk away from other students.
- **Teachers and other school staff act as a referral point** - referring a young carer to specialized service.
- **Raise awareness in the school community** – do a video, sensibilization campaigns about young carers, illness and disability.
- **Strategic partnerships** – collaboration and effective communication amongst services and community groups, strengthening networks and by scaling up good practices.

The co-development group strongly suggests the continuation of the development of these strategies and the potential of transferability and scaling up to other schools to promote a more successful inclusive education methodologies for young carers. You can also contact the Project Partner of your country (Cuidadores Portugal©) and see where to start.

HOW YOU CAN HELP A YOUNG CARER IN YOUR CLASSROOM?

- Raise awareness in the school community
- Provide flexible learning options
- Listen to them
- Encourage a peer support group
- Provide psychological support
- Act as a referral point
- Inform key members of school staff
- Signpost to specific support available (inside and outside the school)

- ✓ **Use the Edy-care assessment tool** in a second phase to better characterize the reality of the young carers. The co-development group suggests not using it as a screening tool. In a first stage sensibilization activities should be carried out in each class about young carers issues and ask for all students' self-recognition, using the fiche technique that respects confidentiality in the class and their peers. In a second stage for those identified themselves as young carers, an initial interview should be done and proceed with the identification of the young carers needs. At this second stage, the use of the EDY-CARE assessment tool can be more useful.

WHAT IS STILL NEEDED?

- Staff training and raising awareness among the teachers, school staff and community about the identification of young carers and their needs, taking more proactive actions and invest in prevention.
- Integrated approach with a multi-agency coordination organism at local, regional and national level.
- Adopt a whole family approach and release the child caring responsibilities.
- Strengthening of established networks as well effective communication and connecting with other service providers.
- More community, peer and online support resources for young carers.
- Co-design the support with young carers.
- Effective evaluation and monitoring of other successful programs.
- Support family and young carers with assessment needs and regular follow up.
- Promote a positive image about illness and disability.
- Recognition and champion the school with good practices.
- Regularly monitor the wellbeing of the young carers.
- National policies and reforms to better support adults with care needs.
- National policies that recognize and define in the Portuguese law "Young Carer" or by extending existing non-specific legislation (e.g. child protection and social services) to include young carers.

6. CONCLUSIONS AND POLICY RECOMMENDATIONS

The UN Convention on the Rights of the Child states that **"Every child has the right to**..."- among others- an education directed to the development of his/her abilities to their fullest potential articles 28 and 29 (UN Human Rights,1989).

Other international instruments go further and call for an **inclusive education** (European Commission, 2018; UN, 2015). According to a definition from UNESCO, "Inclusion is seen as a process of **addressing and responding to the diversity of needs of all learners** [...] and reducing exclusion within and from education. It involves **changes and modifications in content, approaches, structures and strategies** [...]" (UNESCO, 2005, p. 14).

This handbook aimed precisely to **empower school professionals so that they can address and respond to the needs of young carers**.

An effective and long-lasting way to address young carers' needs requires the involvement of different stakeholders: in addition to schools, health professionals, NGOs, general public, policymakers and young carers themselves.

Policy Recommendation nº 1: **Identify**

A large scale **awareness raising** among all these stakeholders is required: they need to be aware of the existence of young carers and empowered with tools to **identify** them in a proactive way (this is particularly important, as in many cases young carers don't self-identify as such, hence they remain invisible and their needs are not met).

Policy Recommendation nº 2: **Support**

Once young carers are identified, they need to be **support**ed. This handbook mainly presents ways to support young carers with their educational experience. Yet, we have seen that caring has an impact also on other spheres of the life of young carers, for instance their social inclusion and mental health. Hence, it is important to **complement the strategies to support young carers' educational experience with strategies to alleviate their care burden and to improve their resilience**.

A **whole family approach** should be adopted, whereby the needs of the dependent person are read in combination with the needs of the other family members, including young carers.

Policy Recommendation nº 3: **Listen to**

The support need to be **co-designed** with young carers themselves, to be sure that it fits their needs.

Overall, the mission of policies and practices should be to **ensure that caring is based on a free, genuine choice** and to **prevent and minimize the (potential) negative impacts** of growing up while being a carer (restricted education, reduced life chances, affected well-being, isolation).

The combination of these strategies and the active engagement of different stakeholders are key to **enable young carers to thrive and flourish as human beings**.

NEXT STEPS

European countries are at different stages in awareness and action as regards young carers' needs and preferences (Leu & Becker, 2016). The United Kingdom – from which most of the good practices come from- is classified as "Advanced"; Sweden is classified as "Intermediate"; Italy is classified as "Emerging" countries; Slovenia and Portugal can be positioned as "Awakening". This classification is an evolving one. Key drivers of changes in policies and practices are awareness raising and research.

The cooperation between countries – facilitated by European projects such as Edy-Care- can build bridges of knowledge/expertise, facilitate and enhance the development, implementation and scaling up of good practices.

This handbook is a first step which will hopefully help European countries to move forward in the classification of awareness and responses on young carers, with potential impact on young carers ´quality of life and well-being.

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APPENDICES

7. APPENDICES

7.1. EDYCARE INSTRUMENT – ENGLISH VERSION

EDY-CARE EN

EDY-CARE ASSESSMENT TOOL

Erasmus+ programme project "Innovative School Education Methodologies and Tools for Guaranteeing Social Inclusion of Young Carers" (EDY-CARE) No. KA2 2017-1-SE01-KA201-034583

This self-assessment tool was developed in the framework of the Erasmus+ programme project "Innovative School Education Methodologies and Tools for Guaranteeing Social Inclusion of Young Carers" (EDY-care). Its aim is to provide teachers and school staff with a set of exploratory questions to identify young carers and to assess the impacts, (positive and/or negative, of caring activities on school attainment, attendance, interaction with peers etc. Issues raised by the questionnaire can subsequently be further discussed in individual conversations and can be the starting point for implementing.

Dear pupil, this questionnaire is about things you do in your everyday life and how you feel about them. Please read each question and put a tick in the box which indicates your answer. There are no right or wrong answers, we just want to know what you do and how you feel about it.

Q1. ARE YOU A GIRL OR A BOY?

◯ Boy ◯ Girl

Q2 WHAT YEAR WERE YOU BORN?

All families are different (for example, not everyone lives with both their parents, sometimes people live with just one parent, or they have two homes or live with two families) and we would like to know about yours.

Q3. PLEASE ANSWER THIS QUESTION FOR THE HOME WHERE YOU LIVE ALL OR MOST OF THE TIME AND TICK THE PEOPLE WHO LIVE THERE.

Multiple answers are possible

☐ Mother	☐ Father	☐ Stepmother (or father's girlfriend/partner)
☐ Stepfather (or mother's boyfriend/partner)		☐ I live in a foster or children's home
☐ Someone or somewhere else (eg. siblings, grandparents). Please write it down:		

Q4. WOULD YOU SAY YOUR GENERAL HEALTH IS……?

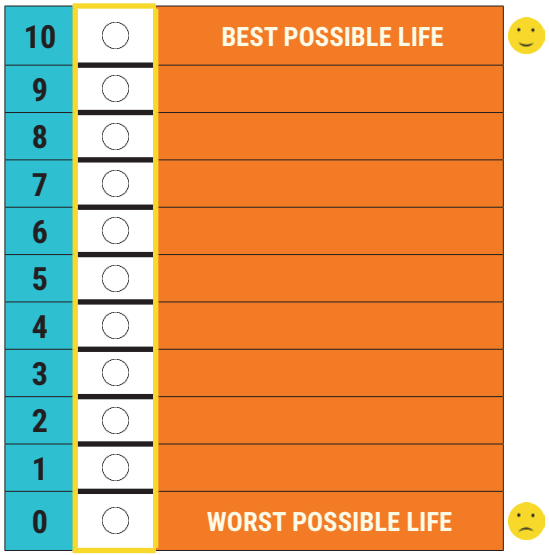
◯ Excellent ◯ Good ◯ Fair ◯ Poor

Q5. HERE IS A PICTURE OF A LADDER.

The top of the ladder "10" is the best possible life for you and the bottom "0" is the worst possible life for you.

In general, where on the ladder do you feel you stand at the moment?

Tick the box next to the number that best describes where you stand.



Q6. HOW PRESSURED DO YOU FEEL BY THE SCHOOLWORK YOU HAVE TO DO?

◯ Not at all ◯ A little ◯ Some ◯ A lot

Q7. BELOW ARE SOME JOBS THAT YOUNG PEOPLE DO TO HELP

Think about the help you have provided over the last month. Please read each one and put a tick in the box to show how often you have done each of the jobs in the last month.

		NEVER	SOME OF THE TIME	A LOT OF THE TIME
a.	Clean your own bedroom.	◯	◯	◯
b.	Clean other rooms.	◯	◯	◯
c.	Wash up dishes or put dishes in a dishwasher.	◯	◯	◯
d.	Decorate rooms.	◯	◯	◯
e.	Take responsibility for shopping for food.	◯	◯	◯
f.	Help with lifting or carrying heavy things.	◯	◯	◯

		NEVER	SOME OF THE TIME	A LOT OF THE TIME
g.	Help with financial matters such as dealing with bills, banking money, collecting benefits.	○	○	○
h.	Work part-time to bring money in.	○	○	○
i.	Interpret, sign, or use another communication system for the person you care for.	○	○	○
j.	Help the person you care for to dress or undress.	○	○	○
k.	Help the person you care for to have a wash.	○	○	○
l.	Help the person you care for to have a bath or shower.	○	○	○
m.	Keep the person you care for company e.g., sitting with them, reading to them, talking to them.	○	○	○
n.	Keep an eye on the person you care for to make sure they are alright.	○	○	○
o.	Take the person you care for out e.g., for a walk or to see friends or relatives.	○	○	○
p.	Take brothers and sisters to school.	○	○	○
q.	Look after brothers or sisters whilst another adult is near by.	○	○	○
r.	Look after brothers or sisters on your own.	○	○	○

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Q8. HOW DID IT HAPPEN THAT YOU CAME TO DO ALL THESE THINGS, APART FROM YOUR SCHOOL ACTIVITIES AND YOUR HOBBIES?

(please write your answer below)

Q9. WHO IS IT YOU PROVIDE HELP TO?

Multiple answers are possible

- ☐ Mother
- ☐ Step Mother
- ☐ Father
- ☐ Step father
- ☐ Brothers/Step Brothers. If yes, how many:
- ☐ Sisters/Step Sisters. If yes, how many:
- ☐ Grandparents. If yes, how many:
- ☐ Other adult relative (please specify):
- ☐ Family friend. If yes, how many:
- ☐ Other (please specify):
- ☐ I do not provide care for anybody

Q10. WHY DOES THE PERSON(S) YOU CARE FOR NEED YOUR HELP?

(please write your answer below)

Q11. WHICH OF THESE STATEMENTS BEST DESCRIBES YOU? (TICK ALL THAT APPLY TO YOU) I AM CARING FOR SOMEONE THAT …:

Multiple answers are possible

- ☐ Has problems with misuse of alcohol, prescription drugs, illegal drugs or other substances
- ☐ Has problems because of old age or ageing
- ☐ Has psychological problems
- ☐ Has physiological problems
- ☐ Has long-term health issues
- ☐ With a physical disability
- ☐ With a learning disability
- ☐ With a life limiting condition
- ☐ With a mental health illness
- ☐ who is too young to be left alone (e.g. brother or sisters)
- ☐ has no special circumstances (is not ill)
- ☐ From the lesbian, gay, bisexual or transgender community
- ☐ From a travelers community
- ☐ From a rural community
- ☐ From an ethnic minority community

Q12. - WHICH OF THESE STATEMENTS BEST DESCRIBES YOU?

(Tick all that apply to you)

Multiple answers are possible

- ☐ I do a lot of things in my household because my mother/father works long hours.
- ☐ I do a lot of things in my household because it's just my mother and me.
- ☐ I do a lot of things in my household because it's just my father and me.
- ☐ I do a lot of things in my household because I want to do it myself.
- ☐ I do a lot of things in my household because I do them the way I like it.
- ☐ I do a lot of things as we share the household tasks among family members.
- ☐ I do a lot of things in my household because my parents care for someone who need a lot of help.
- ☐ I do a lot of things in my household because my parents have to work a lot to finance my school and this is my way of repaying them.
- ☐ I do a lot of things in my household because parents give my allowance for doing things in the household.
- ☐ I do a lot of things in my household because my parents work far away.
- ☐ I work (part-time) in order to help my family.
- ☐ I go with my parents because I have to translate/interpret for them.
- ☐ I do a lot of things because my parents can't do it by themselves.

☐ I take care of my siblings because my parents work.

Q13. HOW DOES THIS MAKE YOU FEEL? CAN YOU DESCRIBE IN YOUR OWN WORDS?

Q14. HAVE YOU TALKED TO SOMEONE ABOUT THIS SITUATION?

◯ Yes ◯ No ◯ Not relevant to me

15.CAN YOU DESCRIBE HOW IT WENT?

Q16. CAN YOU EXPLAIN WHY NOT?

Q17- HERE ARE SOME ADDITIONAL QUESTIONS ABOUT HOW YOU DID AT SCHOOL DURING LAST WEEK, MONTH, SEMESTER.

Numbers only! If your answer is "never", write "0".

	How many times in a last week:	How many times in a last month:	How many times in a last semester:
a. How many times you have been absent from school because of help you give/provide to your family?			
b. How many times you have late for school because of help you give/provide to your family?			
c. How many times you felt very tired and unable to concentrate on the lesson because of help you give/provide to your family?			
d. How many times you haven't had enough time to prepare properly for a test because of help you give/provide to your family?			
e. How many times you haven't been able to do your homework because of help you give/provide to your family?			

Q18. NOW, FOCUS ON THE LAST SEMESTER

Numbers only! If your answer is "never", write "0".

	How many times:
f. Because of help you give/provide to your family you haven't been able to attend additional activities offered by school?	
g. Because of help you give/provide to your family you haven't been able to attend school trips/excursions during?	

Numbers only! If your answer is "never", write "0".	How many times:
h. Because of help you give/provide to your family you haven't been able to attend activities in off school time?	

You're nearly done, just a few more questions about you and your family.

Q19. IN WHICH COUNTRY WERE YOU BORN?

- ◯ *indicate the resident country here*
- ◯ *
- ◯ *
- ◯ *
- ◯ *
- ◯ *Another country (fill out):*

Q20. IN WHICH COUNTRY WAS YOUR MOTHER BORN?

- ◯ *indicate the resident country here*
- ◯ *
- ◯ *
- ◯ *
- ◯ *
- ◯ *Another country (fill out):*

Q21. IN WHICH COUNTRY WAS YOUR FATHER BORN?

- ◯ *indicate the resident country here*
- ◯ *
- ◯ *
- ◯ *
- ◯ *
- ◯ *Another country (fill out):*

Q22. DOES YOUR FATHER HAVE A JOB?

◯ Yes ◯ No ◯ Don't know ◯ Don't know or see father

Q23. IF NO, WHY DOES YOUR FATHER NOT HAVE A JOB? PLEASE TICK THE BOX THAT BEST DESCRIBES THE SITUATION

◯ He is sick, or retired ◯ He is looking for a job ◯ He takes care of others, or is full-time at home ◯ I don't know

Q24. DOES YOUR MOTHER HAVE A JOB?

◯ Yes ◯ No ◯ Don't know ◯ Don't know or see mother

Q25. IF NO, WHY DOES YOUR MOTHER NOT HAVE A JOB? PLEASE TICK THE BOX THAT BEST DESCRIBES THE SITUATION.

◯ She is sick, or retired ◯ She is looking for a job ◯ She takes care of others, or is full-time at home ◯ I don't know

7.2. EDYCARE INSTRUMENT – SWEDEN VERSION

EDY-CARE SWE

SURVEY SHORT TITLE: EDY-CARE PILOT

Detta frågeformulär har utvecklats inom ramen för Erasmus+ projektet ” Innovativa metoder och verktyg i skolan för ökad social inkludering av unga omsorgsgivare” (EDY-CARE).

Syftet är att ge lärare och skolpersonal hjälp med en uppsättning frågor för att identifiera unga omsorgsgivare och att bedöma hur deras roll som omsorgsgivare påverkar, positivt och/eller negativt, deras möjligheter att närvara och prestera i skolan, och integrera med kamrater etc.
Svaren som framkommer med hjälp av detta frågeformulär kan därefter diskuteras vidare i enskilda samtal med den unga omsorgsgivaren och kan utgöra en utgångspunkt för att sätta in stödåtgärder inom och utanför skolans uppdrag.

Kära elev,

Detta frågeformulär handlar om saker du gör i din vardag och hur du känner för det. Var god och läs varje fråga och markera i rutan som anger ditt svar. Det finns inga rätt eller fel svar, vi vill bara veta vad du gör och hur du känner för det.

Q1. ÄR DU TJEJ ELLER KILLE?

◯ Kille ◯ Tjej

Q2. VILKET AR ÄR DU FÖDD?

Alla familjer är olika (till exempel bor inte alla med båda sina föräldrar, ibland bor de med bara en förälder, eller har två hem eller bor med två familjer) och vi skulle vilja veta hur din familj ser ut.

Q3. VÄNLIGEN BESVARA FRÅGA UTIFRÅN DET HEM DÄR DU BOR HELA ELLER STÖRRE DELEN AV TIDEN OCH KRYSSA FÖR DE PERSONER SOM BOR DÄR.

Flera svar kan anges

☐ Mamma	☐ Pappa
☐ Styvmor (eller pappas flickvän/partner)	
☐ Styvfar (eller mammas pojkvän/partner)	
☐ Jag bor i ett fosterhem eller familjehem	
☐ Någon annan eller någon annan stans (t.ex. syskon, farföräldrar). Snälla skriv ner det:	

Q4. SKULLE DU SÄGA ATT DIN HÄLSA ÄR .....?

○ Utmärkt ○ Bra ○ Sådär ○ Dålig

Q5. HÄR ÄR EN STEGE.

Överst på stegen «10» är det bästa möjliga livet för dig och längst ner «0» är det sämsta möjliga livet för dig.

I allmänhet, var på denna stege känner du att du befinner dig just nu?

Markera rutan bredvid det nummer som bäst beskriver var du befinner dig.

10	○	BÄSTA TÄNKBARA LIV
9	○	
8	○	
7	○	
6	○	
5	○	
4	○	
3	○	
2	○	
1	○	
0	○	SÄMSTA TÄNKBARA LIV

Q6. HUR PRESSAD KÄNNER DU DIG AV DET SKOLARBETE DU BEHÖVER GÖRA?

○ Inte alls ○ Lite ○ En del ○ Mycket

Q7. NEDAN ÄR NÅGRA SAKER SOM UNGDOMAR GÖR FÖR ATT HJÄLPA

Tänk på den hjälp, stöd eller vård som du gett under den senaste månaden. Läs var och ett av påståendena och markera med ett kryss i den box som visar hur ofta som du gjort vart och ett av dessa saker under den senaste månaden.

	Aldrig	Ibland	Ofta
a. Städat ditt eget rum.	○	○	○
b. Städat andra rum.	○	○	○

	Aldrig	Ibland	Ofta
c. Diskat eller ställt in i eller tagit ur diskmaskinen.	○	○	○
d. Dekorerat eller pyntat rum.	○	○	○
e. Tagit ansvar för matinköp.	○	○	○
f. Hjälpt till med att lyfta eller bära tunga saker.	○	○	○
g. Hjälpt till med ekonomiska sysslor som att hantera räkningar, bankärenden eller hämta försörjningsstöd.	○	○	○
h. Jobbat extra för att tjäna in pengar till hushållet.	○	○	○
i. Tolkat, teckentolkat eller använt andra kommunikations-system för personen som du stödjer/vårdar.	○	○	○
l. Hjälpt personen du vårdar med att klä på eller av sig.	○	○	○
m. Hjälpt personen du vårdar med att tvätta sig.	○	○	○
n. Hjälpt personen du vårdar med att duscha eller bada.	○	○	○
o. Hållit personen du stödjer/vårdar sällskap genom att sitta hos hen, läsa för hen eller hålla hen sysselsatt.	○	○	○
p. Hållit ett öga på den person du stödjer/vårdar för att se till att de mår bra.	○	○	○
q. Tagit med personen jag stödjer ut på promenad eller för att träffa vänner eller släktingar.	○	○	○
r. Sett till att syskon kommer till skolan.	○	○	○
s. Passat syskon medan vuxna finns i närheten.	○	○	○
t. Passat syskon när vuxna inte finns i närheten.	○	○	○

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Q8. HUR KOMMER DET SIG ATT DU GÖR ALLT DETTA, UTÖVER DINA SKOLUPPGIFTER OCH FRITIDSINTRESSEN?

Q9. VEM ÄR DET DU GER HJÄLP TILL?

Flera svar kan anges

☐ Mamma

☐ Styvmor (eller pappasflickvän eller partner)

☐ Pappa

☐ Styvfar (eller mammaspojkvän eller partner)

☐ Bröder/styvbröder. Om ja, hur manga: ___

☐ Systrar/Styvsystrar. Om ja, hur manga: ___

☐ Morföräldrar/farföräldrar. Om ja, hur manga: ___

☐ Andra vuxna släktingar (ange vilka): ___

☐ Vänner till familjen. Om ja, hur manga: ___

☐ Andra (vänligen ange vilka): ___

☐ Jag ger inte hjälp till någon

Q10. VARFÖR BEHÖVER DEN PERSONEN (PERSONERNA) DU TAR HAND OM HJÄLP?

(vänligen skriv ditt svar nedan)

Q11. VILKET AV FÖLJANDE UTTALANDEN BESKRIVER DIG BÄST? (MARKERA ALLT SOM GÄLLER FÖR DIG) JAG TAR HAND OM NÅGON ...:

Flera svar kan anges

☐ Som har problem med missbruk av alkohol, receptbelagda läkemedel, olagliga droger eller andra ämnen

☐ Som har problem/svårigheter på grund av hög ålder eller åldrande

☐ Som har psykiska problem

☐ Som har fysiska problem

☐ Som har långvariga hälsoproblem

☐ Som har en fysisk sjukdom eller funktionsnedsättning

☐ Som har en utvecklingsstörning

☐ Som har en obotligsjukdom

☐ Som har en psykisksjukdom eller funktionsnedsättning

☐ Som är min bror/mina bröder eller min syster/mina systrar

☐ Som inte har några speciella svårigheter (är inte sjuk)

Q12. VILKET AV FÖLJANDE UTTALANDEN BESKRIVER DIG BÄST? (MARKERA ALLT SOM GÄLLER FÖR DIG)

Flera svar kan anges

☐ Jag gör manga saker i hushållet eftersom min mamma/pappa jobbar langa arbetsdagar.

☐ Jag gör manga saker i hushållet eftersom det bara är min mamma och jag.

☐ Jag gör manga saker i hushållet eftersom det bara är min pappa och jag.

☐ Jag gör manga saker i hushållet eftersom jag vill göra det själv.

☐ Jag gör manga saker i hushållet eftersom jag vill göra det på mitt sätt.

☐ Jag gör manga saker da vi delar på hushallsuppgifterna mellan familjemedlemmarna.

☐ Jag gör manga saker i hushållet eftersom mina föräldrar tar hand om någon som behöver mycket hjälp.

☐ Jag gör många saker i hushållet eftersom mina föräldrar måste jobba mycket för att finansiera min skolgång, och det här är mitt sätt att betala tillbaka.

☐ Jag gör manga saker i hushållet eftersom mina föräldrar ger mig ersättning för att göra saker i hushållet.

☐ Jag gör många saker i hushållet eftersom mina föräldrar arbetar långt hemifrån.

☐ Jag arbetar (deltid) för att hjälpa min familj.

☐ Jag följer med mina föräldrar eftersom jag måste översätta / tolka at dem.

☐ Jag gör en massa saker eftersom min/minaförälder/föräldrar inte kan göra det själva.

☐ Jag tar hand om mina syskon eftersom mina föräldrar arbetar.

Q13. HUR KÄNNS DETTA FÖR DIG? KAN DU BESKRIVA MED DINA EGNA ORD?

Q14. HAR DU PRATAT MED NÅGON DIN SITUATION?

○ Ja ○ Nej ○ Det är inte relevant för mig

Q15. KAN DU BESKRIVA HUR DET GICK?

Q16. KAN DU FÖRKLARA VARFÖR DET INTE GICK BRA?

Q17. HÄR ÄR NÅGRA YTTERLIGARE FRÅGOR OM HUR DU GJORDE I SKOLAN UNDER FÖRRA VECKAN, MÅNADEN, TERMINEN.

Ange endast siffror! Om ditt svar är ”aldrig” ange ”0”.

	Hur många gånger under den senaste veckan:	Hur många gånger under den senaste månaden:	Hur många gånger under den senaste terminen:
Hur många gånger har du varit borta från skolan på grund av att du vårdat/tagit hand om någon?			
Hur många gånger har du kommit försent till skolan på grund av att du har vårdat/tagit hand om någon?			
Hur många gånger har du känt dig mycket trött och haft svårt att koncentrera dig på lektionerna på grund av att du vårdat/tagit hand om någon?			
Hur många gånger har du haft för lite tid att förbereda dig ordentligt inför ett prov på grund av att du vårdat/tagit hand om någon?			
Hur många gånger har du inte kunnat göra dina läxor på grund av att du vårdat/tagit hand om någon?			

Q18. FOKUSERA NU PÅ DEN SENASTE TERMINEN

Ange endast siffror! Om ditt svar är ”aldrig” ange ”0”.

	Hur många gånger:
På grund av att du vårdat/tagit hand om någon har du inte kunnat delta i andra aktiviteter som erbjudits av skolan?	
På grund av att du vårdat/tagit hand om någon har du inte kunnat delta i skolresor/utflykter?	
På grund av att du vårdat/tagit hand om någon har du inte haft möjlighet att närvara i aktiviteter utanför skoltid?	

Du är nästan klar, bara några fler frågor om dig och din familj.

Q19. I VILKET LAND ÄR DU FÖDD?

- ◯ I Sverige
- ◯ I Norge, Finland, Danmark eller Island
- ◯ Annat land i Europa
- ◯ Annat land utanför Europa

Q20. I VILKET LAND ÄR DIN MAMMA FÖDD?

- ◯ I Sverige
- ◯ I Norge, Finland, Danmark eller Island
- ◯ Annat land i Europa

◯ Annat land utanför Europa

Q21. I VILKET LAND ÄR DIN PAPPA FÖDD?

◯ I Sverige
◯ I Norge, Finland, Danmark eller Island
◯ Annat land i Europa
◯ Annat land utanför Europa

Q22. ARBETAR DIN PAPPA?

◯ Ja
◯ Nej
◯ Vet ej
◯ Känner inte eller träffar inte min pappa

Q23. OM NEJ, VARFÖR ARBETAR INTE DIN PAPPA? MARKERA MED ETT KRYSS I DEN RUTAN SOM BÄST BESKRIVER SITUATIONEN.

◯ Han är sjuk, pensionär
◯ Han söker jobb
◯ Han tar hand om andra, eller är hemma på heltid
◯ Jag vet inte

Q24. ARBETAR DIN MAMMA?

◯ Ja
◯ Nej
◯ Vet ej
◯ Känner inte eller träffar inte min mamma

Q25. OM NEJ, VARFÖR ARBETAR INTE DIN MAMMA? MARKERA MED ETT KRYSS I DEN RUTAN SOM BÄST BESKRIVER SITUATIONEN.

◯ Hon är sjuk, eller pensionär
◯ Hon söker jobb
◯ Hon tar hand om andra, eller är hemma på heltid
◯ Jag vet inte

7.3. EDYCARE INSTRUMENT – SLOVENIAN VERSION

EDY-CARE SI

SURVEY SHORT TITLE: EDY-CARE PILOT

To orodje za samoocenjevanje je bilo razvito v okviru Erasmus+ projekta "Innovative School Education Methodologies and Tools for Guaranteeing Social Inclusion of Young Carers" (EDY-care). Cilj orodja je omogočiti učiteljem in šolskemu osebju, da z naborom eksploratornih vprašanj, prepoznajo mlade oskrbovalce v šolskem okolju in ovrednotijo vplive oskrbovalnih dejavnosti (pozitive in negativne) na šolsko udejstvovanje, obiskovanje šole in odnosov s sovrstniki. Zaznane posebnosti, ki jih pokaže vprašalnik, lahko šolski delavci dodatno raziščejo v individualnem pogovoru. Sočasno so to lahko začetne točke za implementacijo podpornih aktivnosti za mlade oskrbovalce v šolskem in izven šolskem kontekstu.

DRAGA DIJAKINJA, DRAGI DIJAK!

Ta vprašalnik je o stvareh, ki jih počneš v vsakodnevnem življenju in kako se počutiš glede njih. Prosimo, preberi vsako vprašanje in označi tvoj odgovor. Ni pravilnih ali nepravilnih odgovorov, želimo samo vedeti, kaj počneš in kako se počutiš glede tega.

S klikom na Naslednja stran pričneš z izpolnjevanjem ankete.

Q1. ALI SI FANT ALI DEKLE?

◯ Fant ◯ Dekle

Q2. KATEREGA LETA SI ROJEN/-A?

Vsaka družina je nekaj posebnega (na primer, včasih mlada oseba živi z obema staršema, včasih le z enim, ali pa ima dva doma ali živi z dvema družinama) in mi bi radi izvedeli, kakšna je tvoja družina.

Q3. PROSIMO, ODGOVORI NA TO VPRAŠANJE O TVOJEM DOMU, KJER ŽIVIŠ VEČINO ČASA IN OZNAČI OSEBE, KI ŽIVIJO TAM.

Možnih je več odgovorov

☐ Mater	☐ Oče	☐ Mačeha (ali očetova punca / partner/-ka)
☐ Očim (ali materin fant / partner/-ka)		☐ Živim v rejniškem domu ali zavodu
☐ Večino časa živim z nekom drugim ali nekje drugje (npr. bratje, sestre, stari starši). Navedite, s kom oz. kje:		

Q4.KAKŠNO SE TI ZDI TVOJE SPLOŠNO ZDRAVJE?

○ Odlično ○ Dobro ○ Še kar dobro ○ Slabo

Q5. PODANA JE LESTVICA OD 1 DO 10.

Na vrhu lestvice ‚10' označuje najboljše možno življenje zate, na dnu pa ‚0' najslabše možno življenje zate.

Na splošno – kje na lestvici se nahajaš trenutno? Izberi krožec poleg tiste številke, ki najbolje opiše, kje se nahajaš.

10	○	NAJBOLJŠE MOŽNO ŽIVLJENJE
9	○	
8	○	
7	○	
6	○	
5	○	
4	○	
3	○	
2	○	
1	○	
0	○	NAJSLABŠE MOŽNO ŽIVLJENJE

Q6. KOLIKO SI ZARADI DELA ZA ŠOLO POD PRITISKOM?

○ Sploh nič ○ Malo ○ Še kar ○ Zelo

Q7.SPODAJ SO NAŠTETA OPRAVILA, KI JIH LAHKO OPRAVLJAJO MLADI LJUDJE

Razmisli o pomoči, ki si jo nudil/-a v zadnjem mesecu. Prosim, preberi vsako trditev in označi odgovor, ki prikazuje, kako pogosto si v zadnjem mesecu opravljal/-a katero opravilo.

	Nikoli	Včasih	Pogosto
a. Pospravil/-a sem svojo sobo.	○	○	○
b. Pospravil/-a sem ostale sobe.	○	○	○

	Nikoli	Včasih	Pogosto
c. Pomil/-a sem posodo oziroma zložil/-a posodo v pomivalni stroj.	○	○	○
d. Okrasil/-a sem sobe.	○	○	○
e. Prevzel/-a sem odgovornost za nakup hrane.	○	○	○
f. Pomagal/-a sem pri dvigovanju ali nošenju težjih stvari.	○	○	○
g. Nudil/-a sem pomoč pri finančnih zadevah (plačevanje računov, dvigovanje in polaganje denarja na banko, itd.).	○	○	○
h. Zaslužil/-a sem denar z dodatnim delom.	○	○	○
i. Tolmačil/-a sem znakovni jezik, uporabil/-a sem znakovni jezik ali uporabil/-a sem drug način komuniciranja z oskrbovancem.	○	○	○
l. Pomagal/-a sem oskrbovancu pri oblačenju ali slačenju.	○	○	○
m. Pomagal/-a sem oskrbovancu pri umivanju.	○	○	○
n. Pomagal/-a sem oskrbovancu pri tuširanju ali kopanju.	○	○	○
o. Delal/-a sem družbo oskrbovancu npr. druženje z njim/njo, branje in pogovarjanje.	○	○	○
p. Pazil/-a sem na oskrbovanca, da bi zagotovil/-a, da je v redu.	○	○	○
q. Peljal/-a sem oskrbovanca na sprehod ali obisk prijateljev/sorodnikov.	○	○	○
r. Peljal/-a sem brate ali sestre v/iz šolo/-e.	○	○	○
s. Pazil/-a sem na brate/sestre v bližini druge odrasle osebe.	○	○	○
t. Sam/-a sem pazil/-a za brate/sestre.	○	○	○

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Q8. KAKO JE PRIŠLO DO TEGA, DA POLEG ŠOLE IN HOBIJEV POČNEŠ ŠE VSE TE STVARI, KI SI JIH OMENIL/-A?

Q9. KOMU VSE NUDIŠ POMOČ?

Možnih je več odgovorov

☐ Mami

☐ Mačehi

☐ Očetu

☐ Očimu

☐ Bratu/-om (Polbratu/-om). Kolikim: ___

☐ Sestri/-am (Polsestri/-am). Kolikim: ___

☐ Starim staršem. Kolikim: ___

☐ Drugemu družinskemu članu. Napiši, komu: ___

☐ Družinskemu prijatelju/-em. Kolikim: ___

☐ Komu drugemu. Napiši, komu: ___

☐ Nikomur ne nudim pomoči

Q10. ZAKAJ TA/-E OSEBA/-E POTREBUJE/-JO TVOJO POMOČ?

(Svoj odgovor vpišite spodaj)

Q11. KATERE OD TEH IZJAV TE NAJBOLJE OPIŠE? (OZNAČI VSE, KI VELJAJO ZATE.)

SKRBIM ZA NEKOGA...

Možnih je več odgovorov.

☐ ki ima težave s prekomernim uživanjem alkohola, zdravil, drog ali podobnega

☐ ki ima težave, ki so povezane s starostjo in staranjem

☐ s psihičnimi težavami

☐ s fizičnimi težavami

☐ z dolgotrajnimi zdravstvenimi težavami

☐ s fizično / telesno invalidnostjo / prizadetostjo

☐ z učnimi težavami

☐ z življenje omejujočim stanjem

☐ z duševno motnjo

☐ brata(-e) / sestro(-e)

☐ ki nima nekih specifičnih zdravstvenih težav

☐ iz lezbične, gejevske, biseksualne ali transspolne skupnosti

☐ iz romske skupnosti

☐ iz podeželja

☐ iz etnične manjšine

Q12. KATERE OD TEH IZJAV TE NAJBOLJE OPIŠE? (OZNAČI VSE, KI VELJAJO ZATE.)

Možnih je več odgovorov.

☐ Doma opravljam veliko stvari, ker ima/ta moja mama/oče dolg delavni čas.

☐ Doma opravljam veliko stvari, ker živim samo z mamo.

☐ Doma opravljam veliko stvari, ker živim samo z očetom.

☐ Doma opravljam veliko stvari, ker jih želim opraviti sam/a zase.

☐ Določene stvari raje opravim sam/a, saj jih le sam/a naredim tako, kot mi je všeč.

☐ V gospodinjstvu si opravila delimo.

☐ Moji starši skrbijo za osebo, ki potrebuje veliko pomoči, zato jaz opravim več dela v gospodinjstvu, da jim pomagam.

☐ Moji starši veliko delajo, da mi omogočijo šolanje in se jim tako oddolžim.

☐ Moji starši mi dajejo žepnino, zato ker opravljam stvari v gospodinjstvu.

☐ Moji starši so zaposleni v oddaljenem kraju.

☐ Delam (kakršnakoli oblika zaposlitve), da pomagam svoji družini.

☐ Družinskemu članu pomagam pri opravkih, ker ne razume/govori slovensko.

☐ Doma opravljam veliko stvari, ker jih starša sama ne moreta.

☐ Skrbim za brata/-e, sestro/-e, ker moja starša delata.

Q13. KAKO SE ZARADI TEGA POČUTIŠ? OPIŠI S SVOJIMI BESEDAMI.

Q14. ALI SI SE S KOM POGOVORIL/-A O TVOJI SITUACIJI GLEDE POMOČI IN PODPORE DRUŽINSKEMU ČLANU / PRIJATELJU Z ZDRAVSTVENIMI TEŽAVAMI?

○ Da ○ Ne ○ Se ne nanaša name, ker nikomur ne nudim pomoči

Q15. ALI LAHKO OPIŠEŠ, KAKO JE ŠLO?

Q16. ALI LAHKO POVEŠ, ZAKAJ NE?

Q17. TUKAJ JE ŠE NEKAJ DODATNIH VPRAŠANJ O TEM, KAKO TI JE ŠLO V ŠOLI V ZADNJEM TEDNU, MESECU, SEMESTRU.

Samo številke! Če je tvoj odgovor „nikoli“, vnesi število „0“.

	Kolikokrat v zadnjem tednu:	Kolikokrat v zadnjem mesecu:	Kolikokrat v zadnjem semestru:
Koliko dni si manjkal/-a v šoli zaradi pomoči, ki si jo nudil/-a svoji družini?			
Koliko dni si zamujal/-a v šolo zaradi pomoči, ki si jo nudil/-a svoji družini?			
Kolikokrat nisi mogel/-a slediti pouku, ker si bil/-a utrujen/-a zaradi pomoči, ki si jo nudil/-a svoji družini?			
Kolikokrat se nisi mogel/-a dobro pripraviti na test/kontrolno zaradi pomoči, ki si jo nudil/-a svoji družini?			
Kolikokrat nisi mogel/-a narediti domače naloge zaradi pomoči, ki si jo nudil/-a svoji družini??			

Q18. SEDAJ PA POMISLI NA ZADNJI SEMESTER OZ. KONFERENCO.

Samo številke! Če je tvoj odgovor „nikoli“, vnesi število „0“.

	Kolikokrat:
Zaradi pomoči, ki sem jo nudil/-a svoji družini, se nisem mogel/-a udeležiti dodatnih šolskih aktivnosti.	
Zaradi pomoči, ki sem jo nudil/-a svoji družini, se nisem mogel/-a udeležiti izletov/ekskurzij.	
Zaradi pomoči, ki sem jo nudil/-a svoji družini, se nisem mogel/-a udeležiti aktivnosti izven šolskega časa.	

Skoraj smo pri koncu ankete, sledi le še nekaj dodatnih vprašanj o tebi in tvoji družini.

Q19. V KATERI DRŽAVI SI BIL/-A ROJEN/-A?

- ◯ Slovenija
- ◯ Bosna in Hercegovina
- ◯ Hrvaška
- ◯ Srbija
- ◯ Makedonija
- ◯ Druga država: ___

Q20. V KATERI DRŽAVI JE BILA ROJENA TVOJA MAMA?

- ◯ Slovenija
- ◯ Bosna in Hercegovina
- ◯ Hrvaška
- ◯ Srbija
- ◯ Makedonija
- ◯ Druga država: ___

Q21. V KATERI DRŽAVI JE BIL ROJEN TVOJ OČE?

◯ Slovenija
◯ Bosna in Hercegovina
◯ Hrvaška
◯ Srbija
◯ Makedonija
◯ Druga država: ___

Q22. ALI IMA TVOJ OČE SLUŽBO?

◯ Da ◯ Ne ◯ Ne vem ◯ Nimam stikov/ne poznam/je umrl

Q23. ZAKAJ TVOJ OČE NIMA SLUŽBE?

◯ Je bolan ali upokojen ◯ Išče zaposlitev ◯ Skrbi za druge ali je ves čas doma (kot npr. gospodinjec)
◯ Ne vem

Q24. ALI IMA TVOJA MAMA SLUŽBO?

◯ Da ◯ Ne ◯ Ne vem ◯ Nimam stikov/ne poznam/je umrla

Q25. ZAKAJ TVOJA MAMA NIMA SLUŽBE?

◯ Je bolna ali upokojena ◯ Išče zaposlitev ◯ Skrbi za druge ali je ves čas doma (kot npr. gospodinja)
◯ Ne vem

7.4. EDYCARE INSTRUMENT – ITALIAN VERSION

EDY-CARE IT

SURVEY SHORT TITLE: EDY-CARE PILOT

Questo strumento di valutazione è stato sviluppato nell'ambito del progetto europeo Erasmus+ "Innovative School Education Methodologies and Tools for Guaranteeing Social Inclusion of Young Carers" (EDY-care). Il suo obiettivo è fornire a docenti e altro personale scolastico una serie di possibili domande esplorative per identificare studenti che siano giovani caregiver e valutare gli impatti (positivi o negativi) dell'attività di cura sui risultati scolastici, sulla frequenza, sulle interazioni con i compagni etc.

Le questioni sollevate tramite il questionario dovrebbero essere ulteriormente discusse a livello individuale e potrebbero essere il punto di partenza per at- tivare azioni di supporto per il giovane caregiver, all'interno e all'esterno del contesto scolastico

Caro/a studente/studentessa. Questo questionario riguarda cose che tu fai nella vita quotidiana e come ti senti nel farle. Per favore leggi ciascuna domanda e seleziona la casella corrispondente alla risposta che vorresti dare. Non ci sono risposte giuste o sbagliate, vogliamo soltanto sapere che cosa fai e come ti senti in relazione a questo.

Q1. SEI UN RAGAZZO O UNA RAGAZZA?

◯ Ragazzo ◯ Ragazza

Q2. IN CHE ANNO SEI NATO/A?

Ogni famiglia è diversa dalle altre (ad esempio non tutti i ragazzi vivono con entrambi i genitori, a volte vivono con un solo genitore, o hanno due case o vivono con due famiglie), vorremmo raccogliere qualche informazione sulla tua famiglia.

Q3.TI CHIEDIAMO DI RISPONDERE A QUESTE DOMANDE PENSANDO ALLA CASA IN CUI VIVI O IN CUI TRASCORRI LA MAGGIOR PARTE DEL TUO TEMPO. SELEZIONA LE PER-SONE CHE VIVONO CON TE.

Puoi scegliere più opzioni

☐ Mamma	☐ Papà	☐ Moglie o compagna/fidanzata del papà
☐ Marito o compagno/fidanzato della mamma		☐ Vivo presso una famiglia affidataria o in una casa-famiglia
☐ Altro (ad esempio fratelli, nonni). Si prega di specificare:		

Q4. COME DEFINIRESTI IL TUO STATO DI SALUTE IN GENERALE?

◯ Eccellente ◯ Buono ◯ Discreto ◯ Scarso

Q5. DI SEGUITO E RAPPRESENTATA UNA SCALA.

La parte superiore della scala, in cui e indicato il numero "10", rappresenta la miglior condizione di vita possibile per te, mentre la parte inferiore, in cui e indicato il numero "0", rappresenta la peggior condizione di vita possibile per te.

In generale, a che punto della scala pensi di trovarti in questo momento? Spunta la casella accanto al numero che meglio descrive la tua posizione sulla scala.

10	◯	MIGLIOR CONDIZIONE DI VITA POSSIBILE
9	◯	
8	◯	
7	◯	
6	◯	
5	◯	
4	◯	
3	◯	
2	◯	
1	◯	
0	◯	PEGGIOR CONDIZIONE DI VITA POSSIBILE

Q6. QUANTO TI SENTI SOTTO PRESSIONE A CAUSA DEI COMPITI SCOLASTICI CHE DEVI SVOLGERE?

◯ Per niente ◯ Un po' ◯ Abbastanza ◯ Molto

Q7. SOTTO SONO INDICATE ALCUNE ATTIVITÀ CHE UN/A RAGAZZO/A POTREBBE SVOLGERE PER AIUTARE IN CASA

Pensa a quello che hai fatto nell'ultimo mese. Leggi ciascuna affermazione e indica quante volte hai svolto ciascuna attività.

	Mai	Alcune volte	Molte volte
a. Pulire la tua camera.	◯	◯	◯
b. Pulire altre stanze.	◯	◯	◯

	Mai	Alcune volte	Molte volte
c. Lavare i piatti o metterli nella lavastoviglie.	○	○	○
d. Mettere in ordine la casa.	○	○	○
e. Fare la spesa.	○	○	○
f. Aiutare a sollevare/portare cose pesanti.	○	○	○
g. Aiutare in questioni finanziarie come avere a che fare con le bollette, i soldi in banca, etc.	○	○	○
h. Lavorare part time per portare a casa un po' di soldi.	○	○	○
i. Fare da interprete a qualcuno che vive con te, anche usando la lingua dei segni o altri sistemi di comunicazione.	○	○	○
l. Aiutare qualcuno che vive con te a vestirsi o svestirsi.	○	○	○
m. Aiutare qualcuno che vive con te a lavarsi.	○	○	○
n. Aiutare qualcuno che vive con te a fare il bagno o la doccia.	○	○	○
o. Fare compagnia a qualcuno che vive con te, es. sedersi insieme, leggere per lui/lei, parlare, giocare a carte.	○	○	○
p. Dare un' occhiata a qualcuno che vive con te per assicurarti che sia tutto a posto.	○	○	○
q. Portare fuori qualcuno che vive con te, ad esempio per una passeggiata o a trovare amici o familiari.	○	○	○
r. Portare i fratelli o le sorelle a scuola.	○	○	○
s. Controllare i fratelli/sorelle mentre un adulto è nelle vicinanze.	○	○	○
t. Controllare i fratelli/sorelle da solo/a.	○	○	○

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Q8. COME MAI FAI TUTTE QUESTE COSE, OLTRE AD ANDARE A SCUOLA ED OCCUPARTI DEI TUOI HOBBY?

Q9. DI CHI TI PRENDI CURA?

Puoi scegliere più opzioni

☐ Mamma

☐ Moglie/ compagna del papa

☐ Papa

☐ Marito / compagno della mamma

☐ Fratelli/ Fratellastri. Se Sì, quanti: ___

☐ Sorelle/Sorellastre. Se Sì, quanti: ___

☐ Nonni. Se Sì, quanti: ___

☐ Altri parenti adulti (Per favore specifica): ___

☐ Amici di famiglia. Se Sì, quanti: ___

☐ Altro (Per favore specifica): ___

☐ Nessuno

Q10. PER QUALE MOTIVO LA PERSONA DI CUI TI PRENDI CURA HA BISOGNO DEL TUO AIUTO?

(Per favore rispondi sotto)

Q11. QUALE DELLE SEGUENTI AFFERMAZIONI TI DESCRIVE MEGLIO?

(Seleziona tutte quelle che si possono riferire a te)

Mi prendo cura di qualcuno..:

Puoi scegliere più opzioni

☐ Che ha problemi di abuso di alcol, di farmaci, di droghe illegali o altre sostanze

☐ Che ha problemi correlati all'invecchiamento

☐ Che ha problemi psichici

☐ Che ha problemi fisici

☐ Affetto/a da malattie croniche

☐ Con una disabilità fisica

☐ Con una disabilità intellettiva

☐ Con una grave malattia (ad es. cancro, malattie cardiache etc.)

☐ Con una malattia mentale

☐ Di/Dei mio/miei fratelli - di/delle mia/mie sorelle

☐ Che non ha nessun problema particolare (non è malato)

Q12. QUALE DELLE SEGUENTI AFFERMAZIONI TI DESCRIVE MEGLIO? (SELEZIONA TUTTE QUELLE CHE SI POSSONO RIFERIRE A TE)

Puoi scegliere più opzioni

☐ Svolgo molte faccende domestiche perché mia mamma/mio papa lavorano molte ore al giorno.

☐ Svolgo molte faccende domestiche perché in casa ci siamo solo io e mia mamma.

☐ Svolgo molte faccende domestiche perché in casa ci siamo solo io e mio papà.

☐ Svolgo molte faccende domestiche perché voglio occuparmene da solo/a.

☐ Svolgo molte faccende domestiche perché le faccio come piace a me.

☐ Svolgo molte faccende domestiche perché le faccende domestiche vengono suddivise tra i membri della famiglia.

☐ Svolgo molte faccende domestiche perché i miei genitori si prendono cura di qualcuno che ha bisogno di molto aiuto.

☐ Svolgo molte faccende domestiche perché i miei genitori devono lavorare molto per pagare i miei studi e questo è il mio modo di ripagarli.

☐ Svolgo molte faccende domestiche perché i miei genitori mi danno la paghetta per svolgere queste mansioni.

☐ Svolgo molte faccende domestiche perché i miei genitori lavorano in un'altra città.

☐ Lavoro (part time) per aiutare la mia famiglia.

☐ Devo andare con i miei genitori perché devo fare da interprete per loro.

☐ Svolgo molte faccende domestiche perché i miei genitori non sono in grado di farle da soli.

☐ Mi prendo cura dei miei fratelli perché i miei genitori lavorano.

Q13. COME TI FA SENTIRE QUESTA SITUAZIONE? PUOI DESCRIVERLA CON PAROLE TUE?

Q14. HAI MAI PARLATO CON QUALCUNO DI QUESTA SITUAZIONE?

○ Sì ○ No ○ Non rilevante per me

Q15. PUOI RACCONTARCI COME È ANDATA?

Q16. PUOI DIRCI PERCHÉ NO?

Q17. DI SEGUITO TROVERAI ALCUNE DOMANDE RISPETTO A COME E ANDATA A SCUOLA DURANTE LA SCORSA SETTIMANA, MESE, SEMESTRE.

Devi inserire solo numeri! Se la tua risposta è "mai", scrivi "0"

	Ultima settimana:	Ultimo mese:	Ultimo semestre:
Quante volte sei stato a casa da scuola perché hai dovuto aiutare un tuo familiare?			
Quante volte sei arrivato tardi a scuola perché hai dovuto aiutare un tuo familiare?			
Quante volte ti sei sentito molto stanco ed incapace di concentrarti perché hai dovuto aiutare un tuo familiare?			
Quante volte non hai avuto abbastanza tempo per prepararti in modo adeguato ad un compito in classe perché hai dovuto aiutare un tuo familiare?			
Quante volte non hai potuto svolgere i compiti a casa a perché hai dovuto aiutare un tuo familiare?			

Q18. ADESSO PENSA ALLO SCORSO SEMESTRE.

Devi inserire solo numeri! Se la tua risposta e "mai", scrivi "0"

	Quante volte:
Ti è capitato di non riuscire a partecipare ad attività supplementari offerte dalla scuola perché hai dovuto aiutare un tuo familiare?	
Ti è capitato di non riuscire a partecipare a gite/uscite scolastiche perché hai dovuto aiutare un tuo familiare?	
Ti è capitato di non riuscire a partecipare ad attività extra-scolastiche perché hai dovuto aiutare un tuo familiare?	

Hai quasi finito, solo alcune altre domande su di te e sulla tua famiglia.

Q19. IN CHE PAESE SEI NATO/A?

- ◯ Italia
- ◯ Romania
- ◯ Albania
- ◯ Marocco
- ◯ Cina
- ◯ Altro (specifica): ___

Q20. IN QUALE PAESE È NATA LA TUA MAMMA?

◯ Italia
◯ Romania
◯ Albania
◯ Marocco
◯ Cina
◯ Altro (specifica): ___

Q21. IN QUALE PAESE È NATO IL TUO PAPÀ?

◯ Italia
◯ Romania
◯ Albania
◯ Marocco
◯ Cina
◯ Altro (specifica): ___

Q22. IL TUO PAPÀ HA UN LAVORO?

◯ Sì ◯ No ◯ Non lo so ◯ Non conosco o frequento mio padre

Q23. SE HAI RISPOSTO NO, PERCHÉ TUO PAPÀ NON HA UN LAVORO? SELEZIONA LA RISPOSTA CHE MEGLIO DESCRIVE LA SITUAZIONE.

◯ E' ammalato, o in pensione ◯ Sta cercando un lavoro
◯ E' casalingo o è a casa a tempo pieno ◯ Non lo so

Q24. LA TUA MAMMA HA UN LAVORO?

◯ Sì ◯ No ◯ Non lo so ◯ Non conosco o frequento mia madre

Q25. SE HAI RISPOSTO NO, PERCHÉ TUA MAMMA NON HA UN LAVORO? SELEZIONALA RISPOSTA CHE MEGLIO DESCRIVE LA SITUAZIONE.

◯ E' ammalata, o in pensione ◯ Sta cercando un lavoro
◯ E' casalinga, o e a casa a tempo pieno ◯ Non lo so

7.5. EDYCARE INSTRUMENT – PORTUGUESE VERSION

EDY-CARE PT

SURVEY SHORT TITLE: EDY-CARE PILOT

O presente instrumento de auto-avaliação foi desenvolvido no âmbito do projeto do programa Erasmus + "Metodologias e ferramentas educativas inovadoras para garantir a inclusão social dos jovens cuidadores" (EDY-care). O seu objetivo é dar aos docentes e não docentes, um conjunto de perguntas exploratórias para identificar os jovens cuidadores e avaliar os impactos (positivos e /ou negativos), das atividades associadas à prestação dos cuidados, na sua realização escolar, frequência, interação com os colegas, etc. Questões levantadas pelo questionário poderão posteriormente ser discutidas em conversas individuais e ser o ponto de partida para a implementação de ações de apoio ao jovem cuidador, dentro e fora do contexto escolar.

Caro(a) aluno(a),

Este questionário é sobre algumas coisas que tu fazes na vida quotidiana e como te sentes a respeito disso.

Não há respostas certas ou erradas, apenas queremos saber o que tu fazes e como te sentes em relação a isso.

Este questionário é completamente anónimo, e a tua participação é voluntária.

Q1. ÉS UMA RAPARIGA OU UM RAPAZ?

○ Rapaz ○ Rapariga

Q2. EM QUE ANO TU NASCESTE?

Todas as famílias são diferentes (por exemplo, nem todos vivem com os dois pais; às vezes as pessoas vivem apenas com um deles, têm duas casas ou vivem com duas famílias) e nós gostaríamos de conhecer a tua.

Q3.POR FAVOR, RESPONDE À PERGUNTA SOBRE A CASA ONDE MORAS A MAIOR PARTE DO TEMPO E ASSINALA AS PESSOAS QUE MORAM CONTIGO.

Múltiplas respostas são possíveis

☐ Mãe ☐ Pai ☐ Madrasta (ou namorada do pai/parceira)

☐ Padrasto (ou namorado da mãe/parceiro) ☐ Eu vivo num orfanato ou casa de crianças

☐ Outra pessoa ou outro lugar (por ex., irmãos, avós). Por favor, especifica:

Q4. COMO AVALIAS A TUA SAÚDE GERAL?

◯ Excelente ◯ Boa ◯ Razoável ◯ Fraca

Q5. AQUI ESTÁ O DESENHO DE UMA ESCADA.

O número"10" representa o topo da escada, isto é, a melhor vida possível para ti e o "0", no outro extremo, representa a pior vida possível para ti.
Em geral, com base no exemplo da escada, onde sentes que te encontras neste momento?

Assinala na caixa seguinte o número que melhor descreve onde estás neste momento.

10	◯	A MELHOR VIDA POSSÍVEL
9	◯	
8	◯	
7	◯	
6	◯	
5	◯	
4	◯	
3	◯	
2	◯	
1	◯	
0	◯	A PIOR VIDA POSSÍVEL

Q6. QUAL O NÍVEL DE SOBRECARGA QUE SENTES PELOS TRABALHOS ESCOLARES QUE TENS DE FAZER?

◯ Nenhuma ◯ Pouca ◯ Alguma ◯ Muita

Q7. INDICAMOS DE SEGUIDA ALGUNS TRABALHOS QUE OS JOVENS FAZEM PARA AJUDAR

Pensa sobre a ajuda que prestaste durante o último mês. Por favor, lê cada opção e assinala com um X a tua resposta para mostrar a frequência com que realizaste cada um dos trabalhos no último mês.

	Nunca	Algumas Vezes	Muitas Vezes
a. Limpas o teu próprio quarto.	◯	◯	◯
b. Limpas o quarto dos outros.	◯	◯	◯
c. Lavas a loiça ou colocas-a na máquina de lavar.	◯	◯	◯
d. Fazes reparações na casa.	◯	◯	◯
e. Tomas a responsabilidade pela compra de alimentos.	◯	◯	◯
f. Ajudas a levantar ou a transportar coisas pesadas.	◯	◯	◯

g. Ajudas com as questões financeiras, como lidar com as contas, gerir dinheiro do banco, ir receber dinheiro.	○	○	○
h. Trabalhas a tempo parcial para contribuíres com dinheiro para casa.	○	○	○
i. Interpretas, utilizas linguagem gestual ou usas outro sistema de comunicação para com a pessoa que cuidas.	○	○	○
l. Ajudas a pessoa que cuidas a vestir-se ou a despir-se.	○	○	○
m. Ajudas a pessoa que cuidas a lavar-se.	○	○	○
n. Ajudas a pessoa que cuidas a tomar banho ou duche.	○	○	○
o. Fazes companhia à pessoa que cuidas, ex. sentaste com ela, lês para ela, conversas com ela.	○	○	○
p. Ficas atento à pessoa que cuidas para te certificares de que ela está bem.	○	○	○
q. Levas a pessoa que cuidas a sair, por ex. para uma caminhada ou a ver amigos ou familiares.	○	○	○
r. Levas os irmãos e irmãs para a escola	○	○	○
s. Tomas conta dos teus irmãos ou irmãs enquanto outro adulto está por perto.	○	○	○
t. Cuidas sozinho dos teus irmãos ou irmãs.	○	○	○

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Q8. O QUE É QUE FEZ COM QUE TIVESSES DE FAZER TODAS ESSAS COISAS, ALÉM DAS TUAS ATIVIDADES ESCOLARES E DOS TEUS "HOBBIES"?

(por favor, escreve a tua resposta abaixo)

Q9. QUAL A PESSOA A QUEM TU PRESTAS AJUDA?

(Múltiplas respostas são possíveis)

☐ Mãe

☐ Madrasta

☐ Pai

☐ Padrasto

☐ Irmãos/Meio irmãos. Se sim, quantos: ___

☐ Irmãs/Meio irmãs. Se sim, quantos: ___

☐ Avós. Se sim, quantos: ___

☐ Outro parente adulto (especifica): ___

☐ Amigo da família. Se sim, quantos: ___

☐ Outro (especifica): ___

☐ Eu não presto cuidados a ninguém

Q10. POR QUE RAZÃO PRECISA(M) DA TUA AJUDA A(S) PESSOA(S) DE QUEM CUIDAS?

(escreve a tua resposta abaixo)

Q11. QUAL DESTAS AFIRMAÇÕES TE DESCREVE MELHOR? (ASSINALA TODAS AS QUE SE APLICAM À TUA SITUAÇÃO).

Eu estou a cuidar de alguém…:

Múltiplas respostas são possíveis.

☐ Que tem problemas com o uso indevido de álcool, medicamentos prescritos, drogas ilegais ou outras substâncias

☐ Que tem problemas pela sua idade avançada ou envelhecimento

☐ Que tem problemas psicológicos

☐ Que tem problemas fisiológicos

☐ Que tem necessidade de cuidados de saúde continuados

☐ Com deficiência física

☐ Com dificuldades de aprendizagem

☐ Com uma condição de vida limitada

☐ Com uma doença de saúde mental

☐ De um irmão (s) /uma irmã (s)

☐ Sem nenhuma condição especial (não está doente)

☐ De uma comunidade lésbica, gay, bissexual ou transgénero

☐ De uma comunidade de viajantes

☐ De uma comunidade rural

☐ De uma comunidade de minorias étnicas

Q12. QUAL DESTAS AFIRMAÇÕES TE DESCREVE MELHOR?

(Assinala todas as que se aplicam a ti)

Múltiplas respostas são possíveis.

☐ Eu faço muitas coisas em minha casa porque minha mãe / pai trabalha(m) muitas horas.

☐ Eu faço muitas coisas em minha casa porque sou só eu e a minha mãe.

☐ Eu faço muitas coisas em minha casa porque sou só eu e o meu pai.

☐ Eu faço muitas coisas em minha casa porque quero fazê-las sozinho.

☐ Eu faço muitas coisas em minha casa porque gosto de as fazer à minha maneira.

☐ Eu faço muitas coisas porque compartilhamos as tarefas domésticas pelos membros da família.

☐ Eu faço muitas coisas em minha casa porque os meus pais cuidam de alguém que precisa de muita ajuda.

☐ Eu faço muitas coisas em minha casa porque os meus pais têm que trabalhar muito para financiar a minha escola e esta é a minha maneira de lhes retribuir.

☐ Eu faço muitas coisas em minha casa porque os pais dão-me uma mesada para o fazer.

☐ Eu faço muitas coisas em casa porque os meus pais trabalham longe.

☐ Eu trabalho (part-time) para poder ajudar a minha família.

☐ Eu acompanho os meus pais porque eu tenho que traduzir /interpretar para eles.

☐ Eu faço muitas coisas porque os meus pais não conseguem fazê-las sozinhos.

☐ Eu faço muitas coisas porque os meus pais pedem-me

☐ Eu faço muitas coisas porque a colaboração na família é importante para mim

☐ Eu faço muitas coisas porque isso me faz sentir uma pessoa mais madura e responsável

☐ Eu faço muitas coisas porque acho que é meu dever

☐ Eu faço muitas coisas porque é a minha maneira de retribuir os sacrifícios que os meus pais fizeram por mim

☐ Eu faço muitas coisas porque é importante para mim dedicar-me aos outros

☐ Eu faço muitas coisas porque ajudar aqueles de quem eu amo dá-me uma sensação de satisfação

☐ Eu tomo conta dos meus irmãos porque os meus pais trabalham.

Q13. COMO TE SENTES COM ESSAS TAREFAS QUE TENS DE FAZER?

Q14. JÁ FALASTE COM ALGUÉM SOBRE ESTA SITUAÇÃO?

○ Sim ○ Não ○ Não é importante para mim

Q15. PODES DESCREVER COMO CORREU?

Q16. PODES DIZER PORQUE NÃO FALASTE?

Q17. RESPONDE ÀS PERGUNTAS SOBRE O MODO COMO CORREU A TUA VIDA ESCOLAR DURANTE A ÚLTIMA SEMANA OU MÊS.

Números apenas! Se a tua resposta é "nunca", escreve "0".

	Quantas vezes na última semana:	Quantas vezes no último mês:	Quantas vezes no último semestre:
Quantas vezes estiveste ausente da escola por causa de teres de cuidar de alguém?			
Quantas vezes chegaste atrasado à escola por causa de teres de cuidar de alguém?			
Quantas vezes te sentiste muito cansado e incapaz de te concentrar nas aulas por teres de cuidar de alguém?			
Quantas vezes não tiveste tempo suficiente para te preparares adequadamente para um teste por teres de cuidar de alguém?			
Quantas vezes não fizeste os teus trabalhos de casa por teres de cuidar de alguém?			

Q18. AGORA, FOCA-TE NO ÚLTIMO SEMESTRE

Números apenas! Se a tua resposta é "nunca", escreve "0".

	Quantas vezes:
Por teres de cuidar de alguém, não tens tido a oportunidade de participar nas atividades adicionais oferecidas pela escola?	
Por teres de cuidar de alguém, não tens podido participar nas viagens escolares / excursões?	
Por teres de cuidar de alguém, não tens conseguido participar em atividades fora do horário escolar?	

Estás quase a terminar, só mais algumas perguntas sobre ti e a tua família.

Q19. EM QUE PAÍS TU NASCESTE?

◯ Portugal

◯ PALOPS

◯ Brasil

◯ Ucrânia/Roménia/Moldávia/Rússia

◯ China

◯ Outro (especifica): ___

Q20. EM QUE PAÍS NASCEU A TUA MÃE?

◯ Portugal

◯ PALOPS

◯ Brasil

◯ Ucrânia/Roménia/Moldávia/ Rússia

◯ China

◯ Outro (especifica): ___

Q21. EM QUE PAÍS NASCEU O TEU PAI?

◯ Portugal

◯ PALOPS

◯ Brasil

◯ Ucrânia/Roménia/Moldávia/ Rússia

◯ China

◯ Outro (especifica): ___

Q22. O TEU PAI TEM UM EMPREGO?

◯ Sim ◯ Não ◯ Não sei ◯ Não conheço ou não tenho contato com o meu pai

Q23. SE NÂO, PORQUE RAZÃO O TEU PAI NÃO TEM EMPREGO? POR FAVOR ASSINALA NESTA CAIXA, A CONDIÇÃO QUE MELHOR DESCREVE A SITUAÇÃO.

◯ Ele está doente, ou reformado

◯ Ele está a procura de um emprego

◯ Ele cuida de outros, ou ele está a tempo inteiro em casa

◯ Eu não sei

Q24. A TUA MÃE TEM UM EMPREGO?

◯ Sim ◯ Não ◯ Não sei ◯ Não conheço ou não tenho contato com a minha mãe

Q25. SE NÂO, PORQUE RAZÃO A TUA MÃE NÃO TEM EMPREGO? POR FAVOR ASSINALA NESTA CAIXA, A CONDIÇÃO QUE MELHOR DESCREVE A SITUAÇÃO.

◯ Ela está doente, ou reformada

◯ Ela está a procura de um emprego

◯ Ela cuida de outros, ou ela está a tempo inteiro em casa

◯ Eu não sei