E-LEARNING COURSE

Piloting Report

EDY-CARE

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

Introduction

In the EDYCARE project, the aim of the e-learning course for teachers and other school staff was to make the project outcomes available to the largest possible number of learners in partner countries as well as in Europe. ***Short term*** goals were:

- **Increasing awareness** among teachers and school staff concerning the needs o young carers;
- **Strengthening the skills** of teachers and school staff concerning the identification and the support of young carers in educational contexts.

While ***Medium - long term*** goals were:

- **Prevention of drop-outs** within young carers and promotion of better school attainment;
- **Reduction of the risk of social exclusion, solitude and stigma** among young carers.

Participants and respondents

Overall, 137 users registered to the EDY-CARE e-learning courses in the available languages.

Among these, 30 persons responded to the evaluation questionnaire and in detail:

Language version	Nr. Of respondents
EN	2
IT	13
PT	3
SLO	6
SE	6
TOTAL	**30**

Here the results of the course evaluation questionnaires, divided by questions and nationalities.

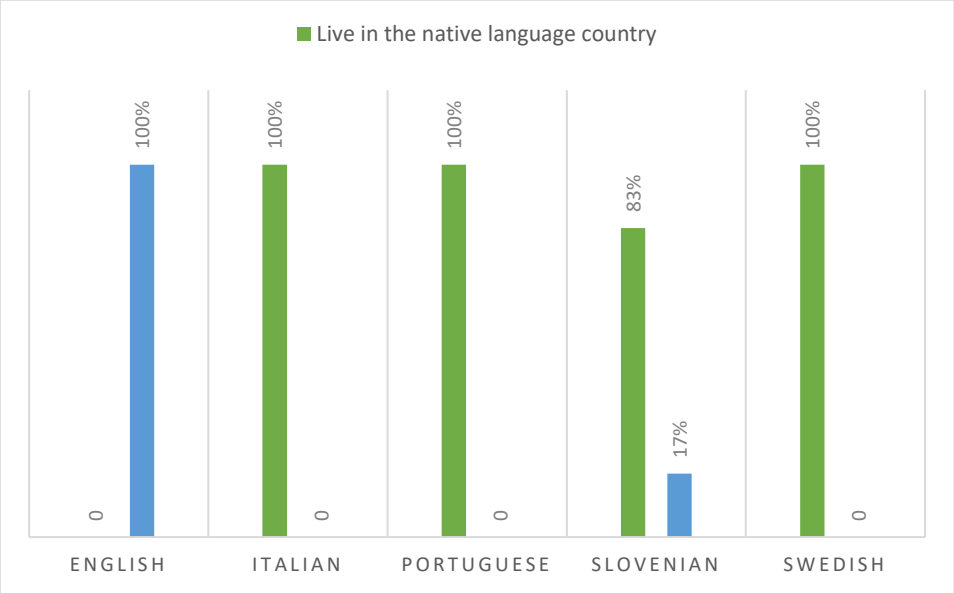
Question 1: In which country do you live?

The first question of the Edycare course's evaluation questionnaire investigated the nationality of the respondents. Collecting all the answers, it was possible to observe that provenience does not always coincide with the nationality in which the language provided by the course is used as the mother tongue. In details:

Indeed:

- the two respondents in the course provided in English don't live in the UK, but live in Switzerland;

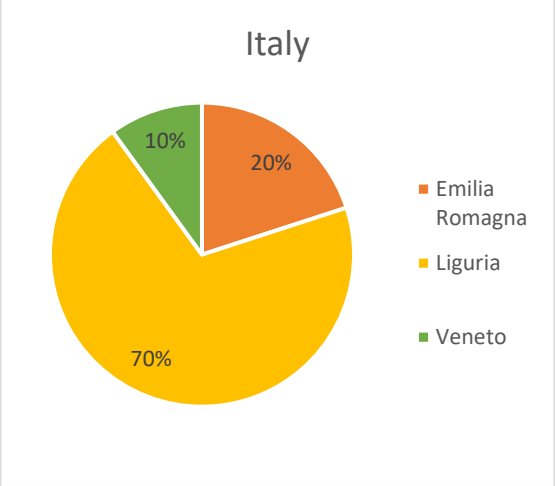
- one out of the 6 respondents of the course in Slovenian doesn't live in Slovenia, but lives in UK.



Question 2: Please specify

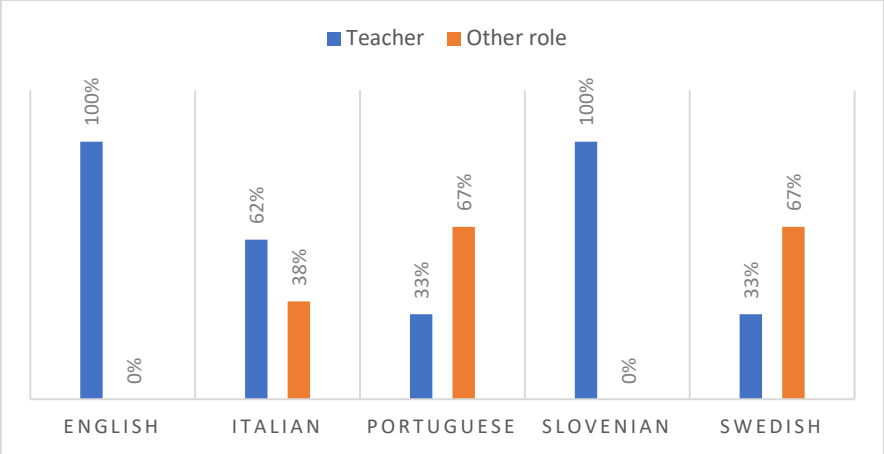
This question was proposed only within the evaluation questionnaires in English and Italian. The two English-speaking respondents declared they both live in Switzerland (as said previously).

On the other hand, the Italian respondents specified cities and regions of origin. The results show that 20% (2 out of 10 responding to the question) are from Emilia Romagna, 70% from the Liguria region and 10% from the Veneto.



Question 3: What is your professional role?

The third question, aimed at investigating the professional roles of learners, showed that they are not always teachers. The following (4th) question then has examined the other different roles.



By comparing the different nationalities (despite the numbers of participants are quite different) it is possible to observe how in Italy, Portugal and Sweden the professionalisms in the educational world that performed the course are different. Instead the course in English and Slovenian was only followed by teachers.

Question 4: Please specify

This question specifically investigated both the different types of teachers that have followed the Edycare training course and the other professionals which have been involved. Among the teachers, replied:

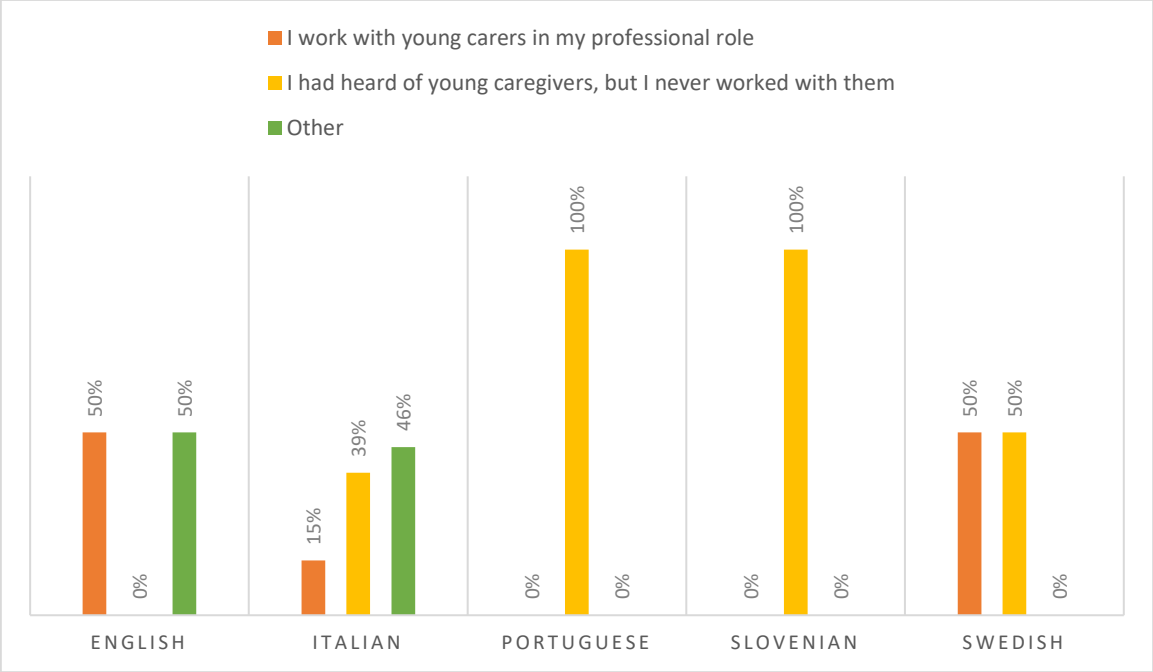
- Teachers of higher education
- Primary school teacher
- Support teacher
- School curator
- Researchers

On the other hand, among other professional figures have mainly replied:

- School nurse
- Clinical psychologist
- Administrative school staff (ATA in Italy)

Question 5: What is your experience with young carers?

The 5th question investigates previous experience with young caregivers, giving different answer options. As shown below, the distribution is different according to nationality:



If in one hand the Portuguese and Slovenian respondents have heard of the young caregiver figures, but have never worked with them, on the other hand the other nationalities appear to have a little higher knowledge of the subject. In particular, 50% of English and Swedish respondents and 15% of Italians work with young caregivers in their daily lives.

Question 6: Please specify

This question specifically investigated what types of relationship and/or knowledge the respondents have on the young caregiver topic. The main answers were:

- "*I teach this topic*";
- "*I'm involved in a project about young caregivers*";
- "*I experienced myself*";
- "*Before this course I had never heard of young caregivers*".

Question 7: What did you like the most about the e-learning course?

There are numerous elements appreciated by the respondents, who for all the nationalities involved have concentrated mainly on some points:

A. The most liked activity was the video that tells directly how the real life of a young caregiver is, showing the difficulties and barriers. A respondent said about it:

> "*When the YCs talk about their experiences, it's so real. You see a person, you see her/his face why telling his/her story. For me this is the most central part to tell other people, what YC's do.*"

B. Secondly, the clear and concise case-supported information, "*to raise awareness on the target audience*". The contents have been described as "*direct and accessible, easy-reading and useful*" and most of the respondents said that thanks to this it was possible to absorb all the notions. Also the shared *PP and concrete tools* to identify and support the target group in a good way were appreciated.
C. Thirdly, the international guidelines and practical indications to support young caregivers at school. Having a parallel between different nationalities was highly appreciated by teachers.
D. Lastly, someone said that he/she discovered that there is a term for defining youth with these family problems.

> "*I did not know the existence of the specific term, but in my professional experience as a teacher I found myself in situations of uneasiness for children due to family problems.*"

So, the course also helped professionals to shape these needs, providing the ability to recognize them.

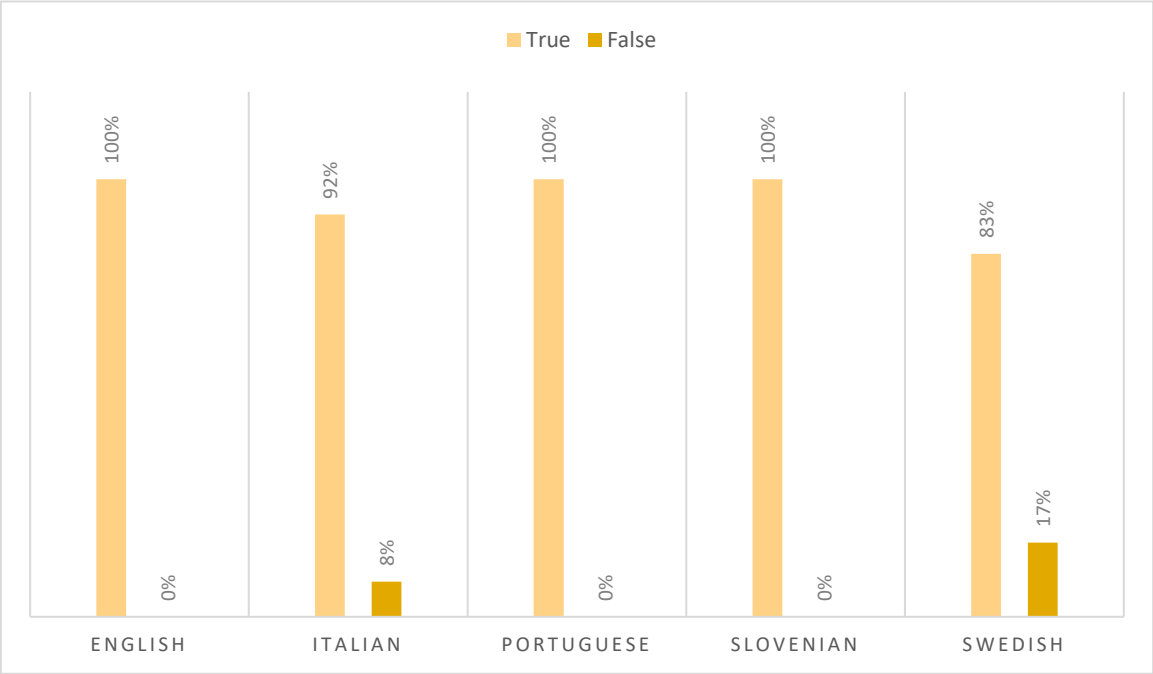
Question 8: What did you dislike the most about the e-learning course?

Depending on the different nationalities, the critical points of the course are different. For this reason, the different answers are now described according to the different languages in which the Edycare training course was provided:

- **EN**. A respondent said that in some parts, there was many to read. And he/she is not sure young people will really read that long texts. He/she thinks they would learn more through stories narrated in short films (for example the story of Max and the other YC's).
- **IT**. A respondent claimed that some parts are not accessible, for example the personalized learning plan and the final video; further investigations would have been also appreciated.
- **PT**. All respondents claimed a lack of subtitles and translation of texts and videos. Were registered also errors and several jackdaws in the multiple choices options that compromise the rigor of the analysis of the trainees' responses. Finally, also access difficulties were declared: they claimed access was only possible in Hotmail account, not with Gmail for example.
- **SL**. All respondents claimed the video did not fit into their context (and there aren't either subtitled). Additionally, the case of Anne is expressed in in male gender - which diminishes the credibility of the story. Other translation problems were also encountered: a respondent didn't find himself/herself on the page because some texts are only in English.
- **SW**. All respondents claimed a linguistic deficiency. It was also registered an inconsistency in two questions in the Quiz 2 and Quiz 3 and difficulties to read some parts (for example, the turquoise and the white colour make the text unclear when reading the information). Finally, a problem was reported regarding training times: to take part of every package, learn from the course, complete all the quiz, and complete the evaluation, it takes longer than advertised, at least 1.5 hours.

Question 9: After completing the course, I think I have improved my knowledge about young carers and their challenges in education

Generally, at the end of the course, most of the respondents declare that they have increased their knowledge on the topic of young caregivers. As shown in the table below, only a percentage of Italian and Swedish respondents answer this question negatively. To understand the reasons for this answer, it is recommended to refer to the answers previously described in the 8th question of the evaluation questionnaire.

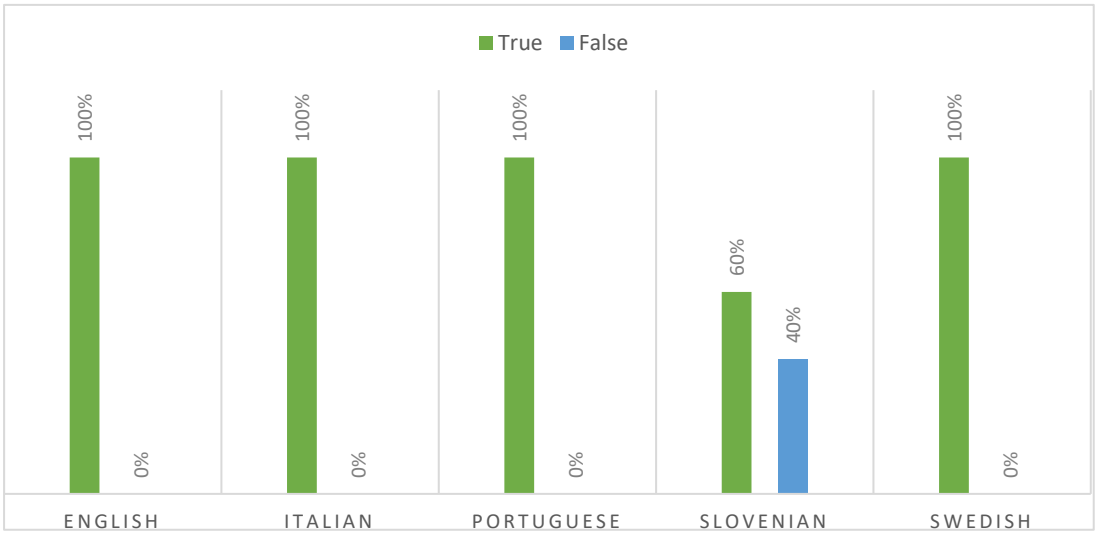


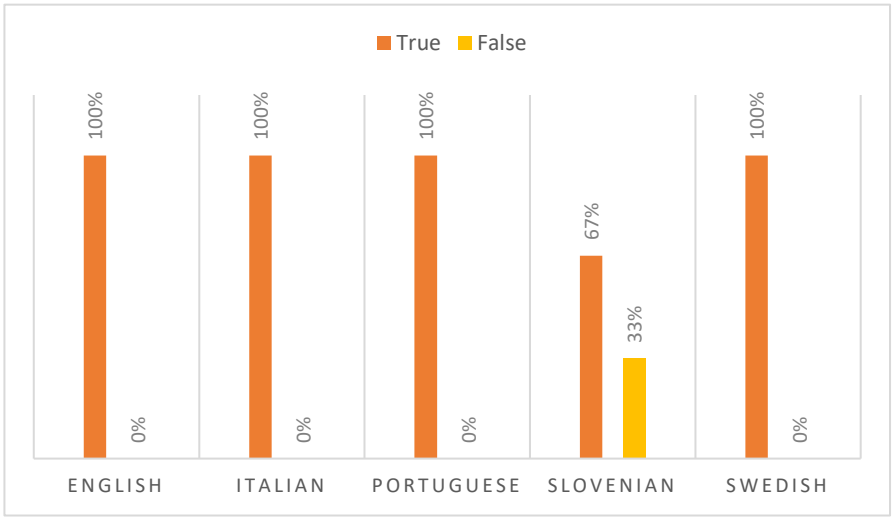
Furthermore, it should be underlined that the two aforementioned nations are also those with the highest number of respondents (13 in Italy and 6 in Sweden). By virtue of this, the probability of finding data different from those of other nationalities is higher.

Question 10: After completing the course, I think I will suggest to other colleagues to attend it

Generally, at the end of the course, most of the respondents declare that they will suggest the course to other colleagues.

As shown in the table, only a percentage of Slovenian respondents answer this question negatively (the 40%, 3 people out of 5 respondents to the question). To understand the reasons for this answer, it is recommended to refer to the answers previously described in in the 8th of the evaluation questionnaire.



Question 11: After completing the course, I think I will be able to do something in my school to support young carers

Generally, at the end of the course, most of the respondents declare that they will be able to do something in their school to support young carers. As shown in the table below, only a percentage of Slovenian respondents answer this question negatively (the 33%, 2 people out of 3 respondents to the question). To understand the reasons for this answer, it is recommended to refer to the answers previously described in in the 8th of the evaluation questionnaire.