



Race, Power and Young Carers in Europe: New evidence and directions

2nd International Young Carers Conference
“Every Child has a right to ...”
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Erasmus+

What is this session about?

- ✓ Present new research on young black and minority ethnic carers in Sweden, the UK, Greece and Italy
- ✓ Contextualise the findings within Europe's current reality
- ✓ Connect power, education, equality & young carers

What are my goals?

- ✓ Inform – the educative part
- ✓ Challenge – the dodgy part
- ✓ Reflect – the critical part



What is power?

- **Realism** defines “power” as a capability to impose, enforce or exercise influence and dominance
- **Liberalism** identifies power with law and order
- **For Foucault** power is what makes us what we are
- **For Thucydides** power is the “necessary ingredient in the pursuit of goals and aims”

Power can be a good thing!



Are we ready to see power?

How we see power depends very much on where we sit – on our own positions and identities.

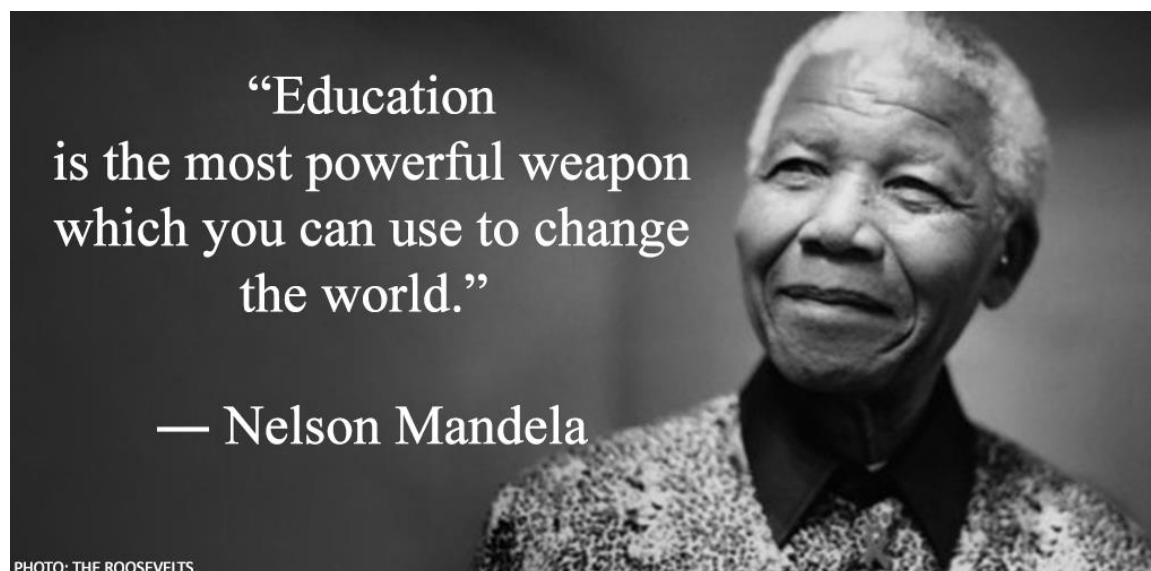
NGOs, donor agencies, social movements who are trying to understand power 'out there' are also part of the power picture themselves!

Approaching power in this way can also create discomforts. Discomfort often leads to resistance in the form of reluctance to look at our own power (personally, organizationally, or on a broader political scale).



Education: another way of viewing power

Education is the most powerful weapon which you can use to change the world." - Nelson Mandela



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Convention on the Rights of the Child

Article 28 – Every child has a right to ...

“States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity...”



Education & young BME carers: Reality check



Meet Arti – a young BME carer

- ✓ Young people = future, dreams, potential, hopes
- ✓ Young BME carers = 65% more likely not to be in education or training

Within an unequal society dealing with an economic downturn



The Numbers

There are more than **100 million carers** in Europe today. This accounts for about one fifth of the entire European population.

The economic value of unpaid informal care in the community and at home is estimated from 50-90% of the overall cost of formal care provision

- **UK:** 1.5 million carers **below the age of 35**
- **Italy:** 170,000 young carers **below the age of 17**
- **Sweden:** 25,000 **below the age of 17**
- **Greece:** unavailable national statistics



Findings: Visibility – Research - Policy

- The grey number of young BME carers (culture and stigma)
- There is a higher prevalence of hidden young carers in families from refugee or migrant backgrounds
- There is no legal or policy framework, which focuses on young BME carers at the EU or the examined national levels (UK, Greece, Italy and Sweden).
- The key reasons for becoming a young BME carer
 - financial difficulties of their families face
 - inability to access the welfare system
 - migration status
 - language barriers.
 - Moral obligation to take care of their family



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Findings: The barriers & challenges of young BME carers

- More likely to develop 'adultized' behaviours and role reversal meaning that many children and young people miss the chance of enjoying their real age
- Live socially isolated both as members of ethnic groups or minorities
- Have a higher likelihood not to be in education, training or employment (NEET) between the critical ages of 16-19
- Twice as likely not to speak the local language as their first language
- Less likely to access services that support people with a disability/mental health problem
- Do not know where and how to find information



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Findings: The barriers & challenges

- Do not have the time or the appetite to improve themselves as carers, because of the great psychological burden they bear and the frustration they feel.
- Public services are generally resoundingly absent. Some limited activities implemented by NGOs funded through EU programmes are in place, but are not adequate to cover the increasing needs of young BME carers.
- The frustration that the young carers feel and the lack of free time do not allow them to develop their skills or to search for a job, which could improve
 - Their living standards
 - Professionalise them
 - Better integration into society.



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Findings: The strengths & the opportunities

- Caring helps develop empathy towards other people
- Communication and negotiation skills, multitasking and perseverance
- They perceive themselves as being more sensitive, responsible, mature and self-confident
- They believe to have developed problem solving skills.
- They feel empowered by their caring experience



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Findings: What do BME young carers need?

- ✓ Flexible and tailored access to education and training
- ✓ psychological and mental health support
- ✓ communication with their peers
- ✓ targeted financial support
- ✓ connections with employers
- ✓ confidence building and the realisation of their key strengths and skills



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Where did these findings come from?

C2C was 2 year programme (May 2015 – April 2017) funded under Erasmus+ (KA2) in the field of youth



Care 2 Work – Aims and Objectives

- ***Understand and help tackle the barriers faced*** by young carers from Black and Minority ethnic groups (BME) in accessing employment, education and training.
- ***Empower young BME carers*** by recognising and cultivating skills developed through caring and turning them into a sustainable skill-set that can be transferred to employment.
- ***Increase the capacity of service providers***, youth professionals and educational services in the areas of integration, equity, inclusion and discrimination.
- ***Promote cultural and institutional change*** that can be embedded within our modern European societies.

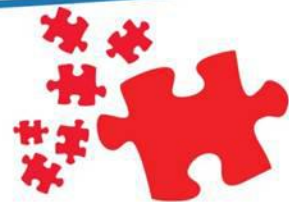


Working in partnership

The programme was delivered in partnership with our 3 European Partners, namely:

- ✓ **Anziani e non solo (Italy)**
- ✓ **Linnaeus University (Sweden)**
- ✓ **KMOP(Greece)**

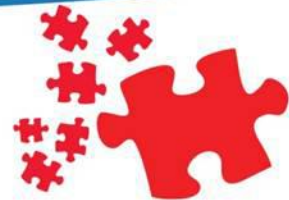
- ✓ **The IARS International Institute (UK) - Coordinator.**



Working in partnership



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Care 2 Work & Europe

Care 2 Work was inspired and motivated by the priorities of the ***European Youth Strategy*** and is developed aligned with the provisions of ***Lisbon Treaty***:

In 2009, the *Council of Ministers Responsible for Youth* adopted the new European Youth Strategy aiming to guide both the EU institutions and the member states in pursuing policies to improve the lives of all young people.

Lisbon Treaty: “Encourage the participation of young people in democratic life in Europe”



What did we do?

- ✓ Youth-led research x 4 countries (evidence base)
- ✓ Curriculum (training material)
 - ✓ Young people
 - ✓ Professionals
- ✓ Pilot the curriculum (face to face and online)

Independent Youth Advisory Board, Care 2 Work utilises a youth-led methodology that directly involves young carers in the development, delivery and evaluation of the project. Through their active engagement and involvement not only they learn their rights but also shape, influence and inform policies and practices that affect them directly.



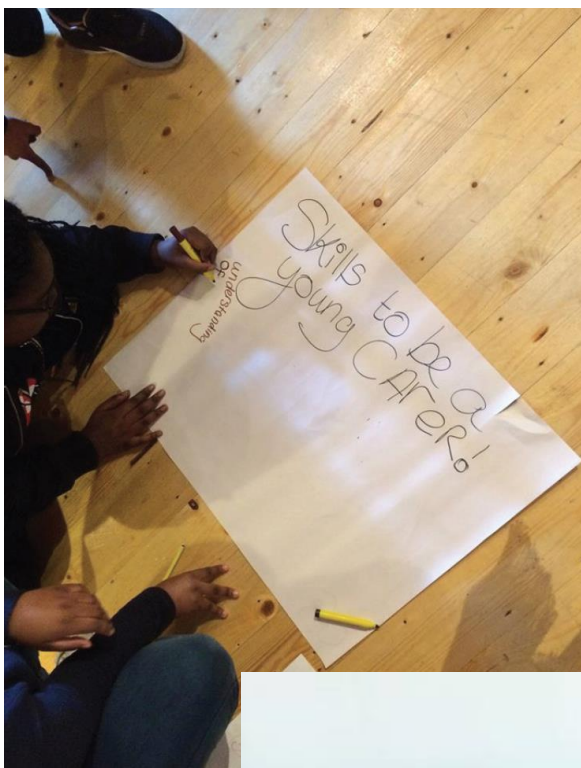
Our Results

Over the last 24 months Sweden, Italy, Greece and United Kingdom developed in their **national language**:

- ✓ **2 e-books** taking into consideration their national differences including cultural, societal, financial, Institutional.
- ✓ **Accredited Face to face training for professionals**
- ✓ **Certified face to face training courses for young carers**
- ✓ **Accredited E-learning awareness and empowerment courses for both professionals and young carers**

freely available!!





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- Caring
- Clumsy
- A young career
- Music
- Like to sleep
- I like travelling
- I like traditional cuisine from other countries

A young
career

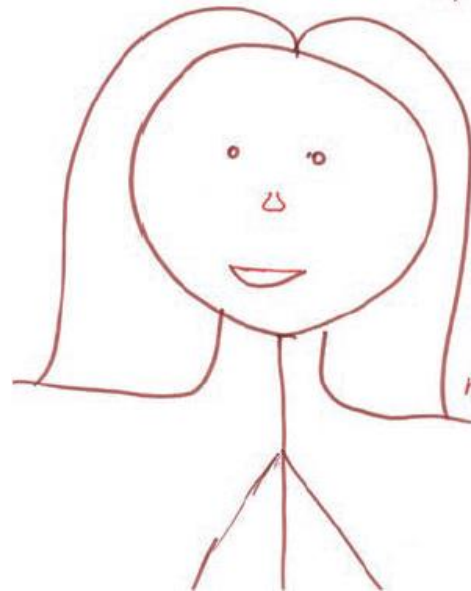
A sister

A daughter

A friend

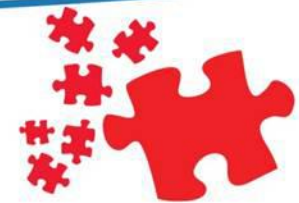
A student

- caring
- kind
- helpful
- funny
- hard working



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www.care2work.org

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TEARING DOWN BARRIERS TO EMPLOYMENT & EDUCATION FOR YOUNG, BLACK AND MINORITY ETHNIC CARERS



The "Care2Work" project is funded by Erasmus+ KA2 under Grant Agreement 2014-2-UK01-KA205-011967

www.care2work.org



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Returning to power: Why?

Understanding how power relations affect and shape any particular issue can help to deepen our understanding of the problem and help to shape deeper, more robust solutions.

It requires bringing politics and the political back into development and social change processes, not just technical solutions.



Power and human rights

Liberalism and realism recognize that power undeniably influences global politics and that human rights may construct an appropriate framework that can bring balance of power

Hobbes stressed the importance of controlling forces of power or authorities' control in imposing compliance with treaties.



Care to Work and power

C2W aimed to foster integration, social equity and inclusion through a two-tier approach

- ✓ by empowering and involving directly marginalised youth in its delivery
- ✓ By increasing the capacity of professionals and organisations servicing them

The Europe 2020 Strategy and the European Youth Strategy



The user led model of social action projects

If “Youth-led” policy is constructed through youth-led research methods, then by default its content will be informed by the lived experiences of its target group.

However, this cannot be achieved without learning to share ***power*** with young people.



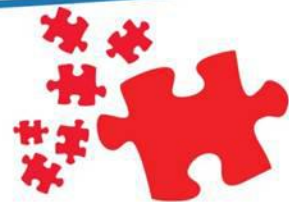
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Steps for IARS model of youth-led research for policy

- ✓ **Step 1:** Relinquish power and remove hats
- ✓ **Step 2:** Reach out widely and recruit diverse groups with others
- ✓ **Step 3:** Empower through ad hoc and tailored accredited training that is flexible and adjustable to young people's needs as these are defined by their diverse lives
- ✓ **Step 4:** Facilitate discussions on current topics that need change
- ✓ **Step 5:** Coordinate their action research and support to write evidence based solutions through peer reviewed processes (Youth Voice Journal), websites, social media, campaigns, videos, posters and other means that reach young people
- ✓ **Step 6:** Support the evaluation, monitoring, project management and control of all previous steps through youth-led tools and a standing Youth Advisory Board
- ✓ **Step 7:** Reward and accredit.



Where do we go from here?

- ✓ The law alone cannot bring social justice!
- ✓ It is through the result of millions of small actions that we change *status quo*.
- ✓ The role of civil society has long been underestimated and it is now becoming clearer that without the NGOs, movements and campaigns that comprise it, governments and other vessels of power would not be held to account.

Disadvantage thinking vs positive thinking



The foundations of positive thinking

- ✓ Young people are not “risks” to manage
- ✓ Young people “at risk” have talents and it is those that we need to target for nurturing – not the young people!
- ✓ Europe needs the hopes and ideals of young people more than ever. This cannot be a mere statement of intent and theory, but one of genuine and proactive action.



Some Recommendations for Europe

- ✓ Continuous support to strategic partnership programmes with emphasis to programmes that develop the skills and competencies of young carers.
- ✓ Development of learning opportunities from other countries, sharing knowledge and experience.
- ✓ Adoption of legislation on recognition of non-formal and informal skills.
- ✓ Professional development opportunities for youth workers that support young carers.
- ✓ Recognition of the skills of professionals in a wider EU level.
- ✓ Continuous building on the intelligence of community based organisations.



Final words

However much money is thrown by the EU, the Council of Europe, government, trusts and donors for new policies, good schooling, textbooks, volunteering programmes, different curricula, improved parenting or even affirmative action schemes it won't help address the real issues faced by young people and the widening gap between the powerful and powerless

Share power and this will allow young people from all walks of life to construct their own philosophies

If power and with it responsibility are shared, then young people will be left to develop their much needed autonomy



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