Caring and Connected: Empowering Young Carers in a Digital World

Evaluation of the Digital Poverty Alliance's Tech4YoungCarers Programme

September 2026

digital poverty alliance

The Digital Poverty Alliance (DPA) exists to make digital inclusion a reality in the United Kingdom.

We work to ensure that people are not shut out of education, employment, healthcare, public services, or everyday life because they cannot access the devices, connectivity, skills, or support that so much of modern society now assumes. Our work is rooted in a simple belief that digital access is no longer optional. It is essential.

For 25 years, the DPA has brought together charities, businesses, policymakers, community organisations, educators, and local and national partners to turn that belief into practical action.

We combine delivery with advocacy, convening with evidence, and national ambition with work on the ground. From getting devices into the hands of families, children, and young carers, to shaping policy and building cross sector partnerships, we work with and for the people most affected by digital exclusion. Our purpose is not only to highlight the problem, but to help build a fairer, more connected country in which no one is left behind.

Acknowledgements

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Foreword: Closing the Digital Gap for Young Carers

Every young person deserves the opportunity to learn, connect and thrive in an increasingly digital world. Yet, for thousands of young carers across the UK, that opportunity remains out of reach.

Young carers shoulder extraordinary responsibilities. They provide practical and emotional support to family members, often alongside school, further education, work and the everyday challenges of simply being a teenager. Too often, these responsibilities are compounded by digital exclusion, leaving young people without the technology, connectivity or digital confidence they need to participate fully in education and society.

Tech4YoungCarers exists to change that.

The programme is about far more than just providing a laptop. It is about removing barriers, opening doors and ensuring that young carers have the tools, skills and support they need to fulfil their potential. By combining access to quality devices, internet connectivity, digital skills training and online safety resources, we are helping young carers build confidence, stay connected and seize opportunities that might otherwise remain beyond their reach.

Over the past year, we have continued to expand the programme, reaching more young carers across Cambridgeshire, Peterborough, Southend-on-Sea and Milton Keynes through the dedication of our delivery partners.

Since it began, this programme has provided laptops, internet connectivity and digital skills training to young carers aged 11–25 across Cambridge, Fenland, South Cambridgeshire, East Cambridgeshire, Huntingdonshire and Peterborough, with Southend-on-Sea and Milton Keynes added in year two.

Together, we have seen first-hand the difference that digital inclusion can make: supporting educational attainment, reducing social isolation, strengthening digital confidence and opening pathways for young people into further education, employment and wider support.

This report demonstrates that digital inclusion is not a luxury but an essential foundation for opportunity. Behind every statistic is a young person whose life has been made a little easier, whose confidence has grown or whose future feels that little bit brighter because they were given the tools to succeed.

None of this would have been possible without the commitment of our partners, supporters and funders, whose shared belief in the power of digital inclusion continues to transform lives. We sincerely thank E2BN, which has dedicated considerable funding to the project.

I would also like to thank the young carers who have shared their experiences throughout this programme. Their resilience, openness and generosity in telling their stories made this report possible.

While we are proud of what has been achieved, there is still much more to do. Too many young carers continue to face unnecessary barriers simply because they lack access to the digital tools many of us take for granted.

We hope the evidence presented in this report not only demonstrates the impact of the Tech4YoungCarers programme but also strengthens the case for sustained investment in digital inclusion as a vital component of supporting young carers.

Digital access is no longer optional; it is fundamental to education, employment, wellbeing and participation in modern society.

Ensuring young carers are not left behind must remain a shared priority.

Elizabeth Anderson
Chief Executive Officer
Digital Poverty Alliance

Impact at a Glance

The Tech4YoungCarers programme supported **200 young carers with devices**, with **163 recipients taking part in the evaluation**. Of those surveyed, **96% reported a positive impact on their education**, while **94% felt more confident working towards their GCSEs or A Levels**. Beyond education, **82% said they felt more socially included** and **65% found it easier to balance their caring responsibilities with education**.

What is a Young Carer?

For the Tech4YoungCarers programme, we support young carers and young adult carers up to the age of 25.

“A young carer is someone aged under 18 who cares for a friend or family member who, due to illness, disability, a mental health problem or an addiction, cannot cope without their support. Older young carers are also known as young adult carers and they may have different support needs to younger carers.”

“The 2021 Census said there were approximately 120,000 young carers, aged between 5 and 17 years, in England and 8,200 in Wales. Scottish Government recognises that there were 42,050 unpaid carers identified in the Carers Census in 2021-22.”

Source: Carers.org

Executive Summary

Every day, young carers are expected to complete homework online, access learning platforms, research assignments, communicate with teachers and apply for opportunities beyond school. Yet many are trying to do all of that on a shared family laptop, an outdated tablet or, in some cases, a mobile phone because they don’t have access to a device with a keyboard.

This research shows what happens when that barrier is removed. It demonstrates that when young carers have reliable access to their own laptop, they are better able to participate in education, manage their caring responsibilities and prepare for adulthood.

Through Tech4YoungCarers, young carers received a laptop of their own to keep for good. What followed wasn’t simply easier access to technology. Young carers described feeling more organised, more confident and better able to keep up at school. Parents spoke about fewer arguments over shared devices, homework being completed on time and children becoming more independent. For many, having a laptop meant having the same starting point as their classmates for the first time.

This evaluation examines the impact of the Tech4YoungCarers programme, which provides young carers with a personal laptop alongside connectivity and digital inclusion support. Drawing on baseline and follow-up surveys, as well as in-depth interviews with young carers and their families, the findings demonstrate that access to a personal laptop delivers measurable improvements across education, digital confidence, social inclusion and future opportunity.

The evaluation also provides a window into the impact of technology on young carers who may face financial hardship. Among respondents to the final survey, 69% (49 respondents) were either eligible for or had previously been eligible for Free School Meals (FSM). While FSM is not a perfect measure, this research shows the very high number of young carers who, through their FSM eligibility, may face financial challenges. In turn, this evaluation paints a picture of how their lives can be enhanced through access to technology.

The strongest evidence of impact relates to education. Before receiving a laptop, many participants described relying on shared family devices, outdated technology or mobile phones to complete schoolwork. Others reported delaying homework until a device became available, staying behind after school to access computers or struggling to use school platforms on devices that were not fit for purpose. Following receipt of a laptop, 96% of respondents reported a positive impact on educational attainment and 94% said they felt more confident working towards GCSEs or A-levels.

The benefits extended beyond the classroom. Participants reported improved digital confidence, greater social inclusion and increased independence. 65% said the laptop had helped them better balance education with their caring responsibilities, while 82% felt more socially included since receiving their device. Many also described being better able to research future education and career options, manage their workload and access online services.

The findings also challenge the assumption that access to digital technology is universal. Across the evaluation, young carers and their families consistently described the practical consequences of digital exclusion, from completing homework on a mobile phone to sharing one laptop between multiple family members. As education and public services continue to digitise, these barriers risk widening existing inequalities for young carers unless access to appropriate technology is treated as an essential component of support.

The evidence presented in this report suggests that providing young carers with their own laptop is a relatively modest intervention that can deliver meaningful improvements in educational participation, confidence and future opportunity. The programme demonstrates how targeted digital inclusion can help remove practical barriers that prevent young carers from participating fully in education and preparing for adulthood.

Five Key Findings for Policymakers

The evidence in this report highlights five findings with direct implications for policy and support for young carers.

1. Smartphones are not a substitute for a laptop.
2. Digital exclusion is an educational issue.
3. Young carers are disproportionately affected by digital poverty.
4. A relatively modest intervention delivers measurable benefits.
5. Digital inclusion should form part of support for young carers.

Tech4YoungCarers Evaluation

Launching Tech4YoungCarers

Digital technology now underpins almost every aspect of a young person's education. Homework is set online, coursework is completed using digital platforms, teachers communicate through virtual learning environments and applications for further education, employment and support services are increasingly digital by default.

For many young people, access to a laptop is therefore taken for granted. For many young carers, it is not.

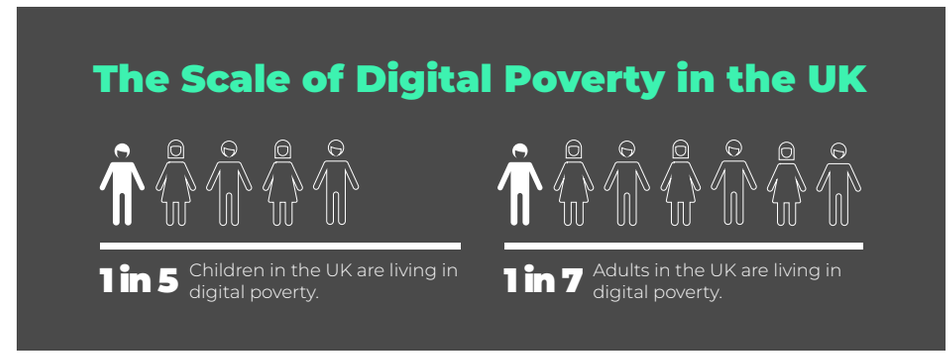
Young carers already balance education alongside caring responsibilities that can be unpredictable, time-consuming and emotionally demanding. Where access to a suitable device is limited, those challenges are compounded.

Throughout this evaluation, young carers and their families described sharing laptops between multiple family members, relying on outdated devices or attempting to complete schoolwork on smartphones because there was no other option. Others spoke about staying behind after school to use computers, waiting for a parent's work laptop to become available or struggling to access school platforms that were not compatible with older devices.

The findings demonstrate that digital exclusion is no longer simply about whether a household has internet access or any form of technology. Rather, it is about whether young people have reliable access to the right device at the right time. While many participants had access to a mobile phone, both young carers and parents consistently described the limitations of using smartphones for learning, including difficulties completing assignments, accessing school software, editing documents and avoiding distractions.

As education and public services continue to become increasingly digital, the consequences of not having access to a suitable device are becoming more significant. Without appropriate technology, young carers risk falling behind academically, missing opportunities to develop digital skills and facing additional barriers to accessing information, support and future opportunities.

Tech4YoungCarers was established in response to this challenge. By providing young carers with a personal laptop, alongside connectivity, digital skills support and online safety resources, the programme seeks to remove a practical barrier that too often limits participation in education and wider society. This report examines the impact of that intervention and the difference that access to a personal laptop can make to young carers' education, confidence and future aspirations.



Programme Impact

The evaluation found that access to a laptop delivered benefits beyond improved access to technology. Young carers described being better able to participate in education, manage their caring responsibilities and engage with friends, while parents reported improvements in independence, organisation and confidence. Although education emerged as the strongest area of impact, the findings suggest that digital inclusion also supports wellbeing, resilience and future opportunity in ways that extend beyond the classroom. The following sections examine these outcomes.

Boosting Educational Attainment

Education was the area in which the programme demonstrated the strongest and most consistent impact. Before receiving a laptop, many young carers relied on shared devices, outdated technology or smartphones to complete schoolwork. Others waited to access a laptop or used school computers after hours. These barriers limited their ability to complete homework, revise effectively and participate fully in education.

Following receipt of a laptop, participants reported improvements in their educational experience. Overall, 96% of respondents said the laptop had a positive impact on educational attainment, while 94% reported feeling more confident working towards their GCSEs or A-levels. Respondents described being able to complete homework more efficiently, stay organised and engage more confidently with learning, while parents observed improvements in motivation, homework completion and academic performance.

Key Findings

Education and confidence

- 96% reported a positive impact on attainment
- 94% felt more confident about GCSEs or A Levels
- 85% saw positive changes in school life
- 81% said they are expected to have access to a laptop
- Digital confidence rose from 6.7 to 7.3
- 87% reported increased confidence in tackling difficult tasks

Connection and wellbeing

- 82% felt more socially included
- 55% felt less isolated or lonely
- 61% connected more with other young people
- 56% changed how they spent leisure time online
- Laptops also supported relaxation and wellbeing

Health and caring responsibilities

- 18% had previously struggled to access health information or services without a laptop
- 20% said access became easier
- Laptops supported appointments, therapy, health research and family support
- 65% said the laptop helped balance education and caring
- Young carers reported better organisation and time management
- Families reported less homework stress and greater flexibility to study at home

Digital Confidence

As education and everyday life become increasingly digital, confidence in using technology is becoming an essential life skill. Before joining the programme, many participants felt that schools and wider society expected them to have access to a laptop, despite not always having a suitable device at home.

Following receipt of a personal laptop, participants reported greater confidence in using technology for both education and everyday tasks. Overall digital confidence increased from an average of 6.7 to 7.3 out of 10, while participants also reported improvements across a range of digital skills, including recognising misleading online content, protecting their privacy online and using generative AI tools safely and responsibly.

Social Connection and Wellbeing

For many young carers, digital exclusion extends beyond education. Limited access to a suitable device can reduce opportunities to maintain friendships, participate in social activities and connect with support networks, increasing the risk of isolation. At the beginning of the programme, 59% of respondents reported experiencing feelings of isolation or loneliness during the previous six months, while a similar proportion said they had previously felt left out because they did not have access to a laptop.

The evaluation suggests that providing young carers with a personal laptop can make a meaningful difference to their sense of inclusion. Following receipt of a laptop, 82% of respondents reported feeling more socially included, whether through participating more fully in school, communicating with friends or engaging in online communities. More than half (55%) of respondents who had experienced loneliness said the laptop had helped reduce those feelings, while 61% reported that it had helped them connect with other young people more generally.

Interview participants described how the laptop enabled them to stay connected with friends outside school through activities such as completing homework together or playing online games. Parents also reported that young people were spending more time pursuing hobbies, exploring creative interests and engaging in activities beyond passive social media use. Together, these findings suggest that digital inclusion supports not only educational participation but also social wellbeing and a stronger sense of belonging.

Health and Accessing Support

Access to digital technology increasingly plays an important role in managing health and wellbeing, from researching medical conditions and booking appointments to participating in remote consultations. However, before joining the programme, nearly one in five respondents reported having previously struggled to access health information or services because they did not have access to a laptop.

Participants anticipated that a personal laptop would increase their independence by making it easier to research health conditions, access online resources and attend virtual appointments. Follow-up responses suggest these expectations were realised for many young carers. Among those who used digital health services, respondents described using their laptop to attend hospital appointments, participate in online therapy sessions, research their own health needs and better understand the health conditions of family members they cared for.

Although many respondents indicated that digital health services were not relevant to their circumstances, the findings demonstrate that, where required, access to a personal device can remove practical barriers to healthcare and information. For young carers supporting relatives with long-term health conditions, this also provides greater independence in understanding and managing caring responsibilities.

Balancing Caring Responsibilities

Young carers often balance education alongside responsibilities at home. Time spent caring for family members can reduce the time available for homework, revision and activities, making efficient access to learning important. The evaluation suggests that providing a laptop helped young carers manage these competing demands effectively.

Overall, 65% of respondents reported that the laptop had helped them balance school, college or work with their caring responsibilities. Participants described improvements in organisation, time management and productivity. Being able to complete homework more quickly, organise documents electronically and access schoolwork from home reduced the need to travel to libraries or rely on shared household devices. Parents reported that young carers had more time to relax, spend time with friends and establish healthier routines once schoolwork became easier to manage.

Interview participants also described emotional benefits. Having a laptop reduced the stress associated with meeting deadlines, accessing homework and finding suitable places to study. For some young carers, the device provided an opportunity to unwind after caring responsibilities through activities such as watching films or playing games, highlighting the wellbeing benefits of digital inclusion.

Preparing for the Future

Digital access is increasingly essential for progression in education, employment and independent living. Before receiving a laptop, 90% of respondents believed that having access to a personal device would make it easier to apply for college, university or employment. Parents and young carers highlighted the importance of being able to complete online applications, research courses and develop the digital skills expected by employers and education providers.

The evaluation indicates that these expectations translated into greater confidence about future opportunities. Following the programme, two-thirds (66%) of respondents said the laptop had helped them prepare for the future while balancing caring responsibilities. Participants described using the laptop to research careers, prepare CVs, complete coursework more efficiently and explore higher education options. Several also reported becoming more organised, motivated and confident in planning their next steps.

Rather than simply improving access to technology, the programme appears to have strengthened young carers' confidence in their future pathways. By removing practical barriers to education and career planning, the laptop enabled participants to spend more time exploring opportunities and developing the skills needed for adulthood.

Did the Programme Have a Different Impact for Young Carers Receiving Free School Meals?

Young carers who are currently, or have in the past been, eligible for FSM were more likely to report feeling more socially included since

receiving the laptop compared to their counterparts who have never received FSM (84% vs. 77%). Moreover, over half of FSM recipients reported feeling less isolated or lonely since receiving the laptop, compared to half of non-FSM recipients (57% vs. 50%).

In contrast, FSM recipients benefited less from their personal laptop in other areas. After several months, 84% reported that their general confidence to complete tasks had improved, compared to 95% of non-FSM recipients. They were also less likely to report that they found it easier to balance time commitments since receiving the laptop (61% FSM vs. 73% non-FSM). Lastly, and most significantly, only 59% of FSM recipients reported that they were now finding it easier to prepare for their future, compared to 82% of non-FSM recipients.

These findings suggest that young carers who receive Free School Meals, or who have received Free School Meals in the past, benefit more from a personal laptop in some areas and less in others compared to their peers who do not receive Free School Meals. It may be that those facing financial pressures face a wide range of challenges that make it difficult to make the most of the technology. However, due to the smaller size of the Tech4YoungCarers sample, particularly when split into different demographics such as FSM and non-FSM, we believe further research in this area would be worth exploring.

“

I’ve definitely thought more about going to university than I did before. It’s just a lot easier to do everything. I can finish a task quicker and then I get more time for myself afterwards.

Tech4YoungCarers recipient, reflecting on how having her own laptop has shaped her ambitions for university and the future.

Young Carers in Their Own Words

Case Study 1: A 16-Year-Old Young Carer Balancing College and Caring Responsibilities

One 16-year-old young carer explained that, before receiving a laptop, completing college work was often more time-consuming than it needed to be. Writing notes by hand, searching for documents on a mobile phone and keeping track of coursework all added to the pressures of balancing education with caring responsibilities.

Having access to a personal laptop made everyday tasks much easier. She described being able to research information while taking notes, organise documents into folders and complete assignments more efficiently than when relying on paper or a mobile phone.

“I would have to get it up on my phone and then I would just do it on paper. It was more stressful, because I don’t really like writing on paper… It’s a lot easier to research stuff [on the laptop]… It’s easier to organise everything on there in files.” (Female, 16)

The improvements in organisation also helped her manage her time more effectively alongside her caring responsibilities.

“If I had to do [college work] on paper, it would take longer to do the work… if I needed to look back at something on my laptop, I could just open the Word document because it’s clearly in sub folders, in folders and stuff like that.” (Female, 16)

Looking ahead, she explained that the laptop had changed how she thought about her future.

“I’ve definitely thought more about going to university than I did before. It’s just a lot easier to do everything. I can finish a task quicker and then I get more time for myself afterwards.” (Female, 16)

Case Study 2: A 14-Year-Old Young Carer Completing Schoolwork Independently

Before receiving a laptop, one 14-year-old young carer relied on a mobile phone to complete homework. He explained that using a phone made it difficult to access all the functions available through Microsoft Teams and meant he often missed notifications when homework had been set.

“It’s easier to do my homework because I have a laptop now instead of doing it on my phone… The laptop gave me notifications of when homework is set… most stuff in general is easier.” (Male, 14)

Having a laptop also made it easier to concentrate by separating schoolwork from social media.

“If my friend also has a laptop, we can just do [homework] together… If my friend would be working on his laptop and then see if I was doing it on my phone or iPad, it would be kind of different.” (Male, 14)

He also described how completing homework more efficiently helped him balance school alongside his responsibilities at home.

“…I can get the job done quickly and then I can just move on to the other things.” (Male, 14)

Case Study 3: An 18-Year-Old Young Carer Finding Confidence for the Future

One 18-year-old young carer described how the laptop became an important tool for both education and staying connected with friends.

When completing coursework, she found it much easier to separate study from social media by keeping her phone out of reach.

“With my laptop I separate the social from the professional so I can actually focus on my work… I never logged on to my social media on the laptop, purely for that reason.” (Female, 18)

Outside education, having access to a laptop also helped her stay in touch with friends.

“I’ve literally got one game on my laptop and that’s the one I’d play on call with my friends… It’s given me access to them, you know, outside of school.” (Female, 18)

She also reflected on how caring responsibilities could affect her ability to concentrate in lessons, even when she was physically present at school, and how having access to a laptop enabled her to catch up afterwards using resources uploaded by her teachers.

“The laptop would give me easier access to my schoolwork and whatever I’ve missed that day and the resources my teachers have put on… Even though I was in the building and in the lessons, I would not really pay attention… I’d have to reteach myself everything that I was taught within the lesson using the resources put onto Teams.” (Female, 18)

Tech4YoungCarers Evaluation

Lessons Learned

Digital Exclusion Is About More Than Connectivity

This evaluation demonstrates that digital exclusion cannot be addressed through internet access alone. While many young carers had some form of digital access, this often meant relying on shared household devices, smartphones or outdated technology that limited their ability to participate fully in education and everyday life. Meaningful digital inclusion requires access to an appropriate device, alongside connectivity, digital skills and ongoing support.

Access to a Personal Device Can Reduce Educational Disadvantage

The findings reinforce that access to an appropriate digital device is increasingly essential for participating in modern education. Young carers reported improvements in homework completion, organisation, confidence and educational attainment after receiving a personal laptop, demonstrating that relatively simple interventions can help reduce barriers to learning and enable young people to participate on a more equal footing with their peers.

Digital Inclusion Creates Benefits for Young Carers Beyond Education

While education was the most significant area of impact, the benefits extended much further. Participants described greater confidence, improved social inclusion, increased independence and a better ability to balance caring responsibilities alongside school and everyday life.

This is particularly important as more essential services and everyday tasks move online. Technological change has moved far more quickly than the way young carers are supported. They can be required to navigate complex information and services as part of their caring role, often taking on responsibilities beyond those expected of their peers, or even their peers' parents. Ensuring they have the technology and digital confidence to do so is therefore increasingly important as the pace of digital change accelerates.

Digital inclusion should therefore be viewed not only as an education issue but as an important contributor to wellbeing, resilience and future opportunity.

Early Intervention Helps Prevent Wider Inequalities

The findings indicate that relatively modest interventions can have a meaningful impact on young carers' education, confidence and future aspirations. By addressing digital exclusion early, programmes such as Tech4YoungCarers can help prevent existing inequalities from widening and better equip young carers to participate fully in education, employment and society.

Tech4YoungCarers Evaluation

Policy Recommendations

Recognise Digital Inclusion as an Essential Component of Support for Young Carers

Government should recognise access to an appropriate digital device, reliable connectivity and digital skills as an essential part of supporting young carers, alongside education, health and wellbeing services. A robust national research programme – a Schools Census – would help to identify the scale of the challenge and benchmark progress.

Embed Digital Inclusion Within National and Local Young Carers Strategies

National and local strategies for supporting young carers should explicitly include digital inclusion, ensuring that access to technology is considered as part of assessments, support planning and service delivery. Strategies should include funding a digital inclusion lead at every local authority with a remit to work with partners and tailor support locally.

Improve Identification of Digitally Excluded Young Carers in Education

Schools and colleges should strengthen efforts to identify young carers experiencing digital exclusion and work with trusted partners to ensure they have access to appropriate devices and digital support. Every school leadership team, governing body and local authority commissioning young carer support should have a named individual responsible for digital inclusion.

Deliver Holistic Digital Inclusion Programmes, Drawing in Cross-Sector Partnerships

Future digital inclusion initiatives should move beyond providing internet access alone, combining appropriate devices, connectivity, digital skills training and ongoing support to maximise long-term impact.

Strengthen Cross-Sector Partnerships

Government, education providers, charities and technology organisations should continue to work collaboratively to identify digitally excluded young carers and scale programmes such as Tech4YoungCarers.

Implement Targeted Support for Those in Financial Need

Policy should recognise that access to technology alone may be insufficient for those facing complex financial needs. Digital inclusion programmes must integrate wider support, such as digital skills, specifically for those who may find it more difficult to make the most of the technology available.

Methodology

To understand the impact of providing a personal laptop through the Tech4YoungCarers programme, we adopted a mixed-methods approach, combining closed- and open-ended survey questions with semi-structured telephone interviews. Through the programme, 200 devices were distributed to young carers.

The first 163 beneficiaries of the programme, those who had applied by April 2026, were invited to complete two surveys, referred to throughout this report as the Baseline and Final surveys. Distributed approximately two months apart, the surveys received a total of 150 responses: 79 at Baseline and 71 at Final. Most responses were completed by parents or caregivers (75 at Baseline and 64 at Final), while a smaller number were completed directly by young carers (4 at Baseline and 7 at Final).

Telephone interviews were conducted at least three months after completion of the Baseline survey, with nine participants interviewed during the week commencing 25 May 2026. Where participants were under the age of 16, a parent or caregiver was present throughout the interview. Survey participants received a £10 One4all voucher, while interview participants received either a £20 One4all voucher or a £20 bank transfer in recognition of their time.

Digital poverty should never determine a young carer's education, independence or future. The evidence in this report shows that it does not have to.

For young carers, the right technology can remove barriers that are otherwise woven into everyday life. It can make it easier to keep up with schoolwork, manage time, stay connected, access support and begin to think more confidently about the future. Those are not marginal gains. They shape how fully a young person is able to participate in the world around them.

The findings of this report demonstrate that digital inclusion is not simply a technology issue, but an education, health and social mobility issue. That has clear implications for how young carers are identified and supported. Digital access should not sit at the edge of that support. It should be recognised as part of the foundation that enables young carers to learn, participate and move forward. Tech4YoungCarers has shown that a focused intervention can make a measurable difference. The task now is to build on that evidence, reach more young carers and ensure digital exclusion is identified earlier, with the right support available before it becomes another source of disadvantage.

The Digital Poverty Alliance (DPA) will continue to work across government, education, local authorities, industry and the third sector to strengthen that response. Because young carers already carry responsibilities that many of their peers do not. Access to the technology they need should not be another burden they are left to overcome.

Join Us

digitalpovertyalliance.org
hello@digitalpovertyalliance.org

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