



# Caring students

How do they cope and what do they need to really belong

# Topics of presentation

- **Background** of the research
- Research's **lay-out**
- Preliminary **findings**
- What's **next**

# Topics of presentation

- Background of the research

# Young carers

- Growing interest, even **in the Netherlands**
- Signs of (over)**burdening** on the one hand
- Signs of **growth** (self reliance, efficacy) on the other
- Carers support responsibility **municipalities**
- Therefore (?) most attention to **youngsters** (up till about 18 years)



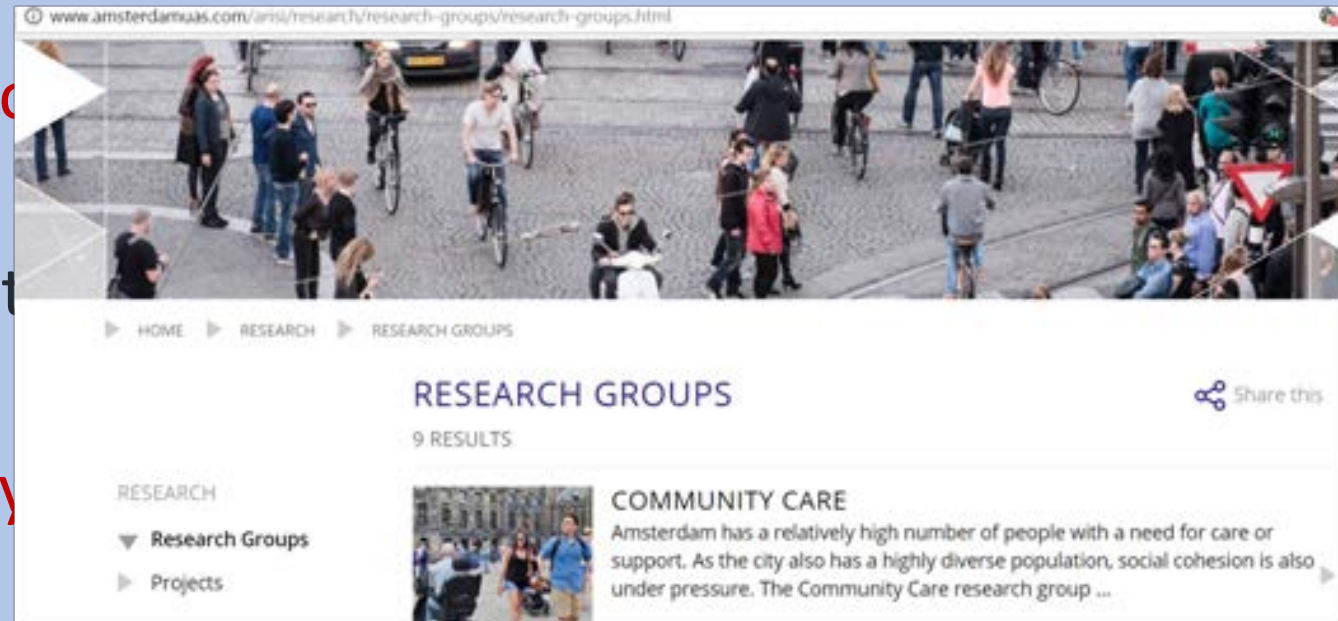
But.... What when they are leaving home???



*Or might want to.....?*

# New questions emerging...

- What do young carers **need** to grow into adolescence and adulthood
- How do they cope **co**
- Who do they (want to)
- **Whose responsibility**
- .....



# Topics of presentation

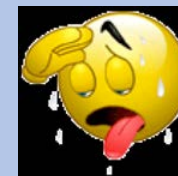
- Research's lay-out

# A multi-layered research:



- **General** survey amongst **all AUAS' freshmen** – 2015/2016
  - n=2282
- **Focused** survey amongst all **students Faculty Applied Social Sciences and Law** - 2015
  - n= 968
- In depth **interviews** (incl. CSI) students **FASSL and Faculty of Health** – 2016
  - n= 20
- Revised survey (incl. CSI) amongst students **FH/Occupational Therapy** – 2016
  - n= 63

*In the midst of analysing and reporting*





# Topics of presentation

- Preliminary findings

# Figures first:

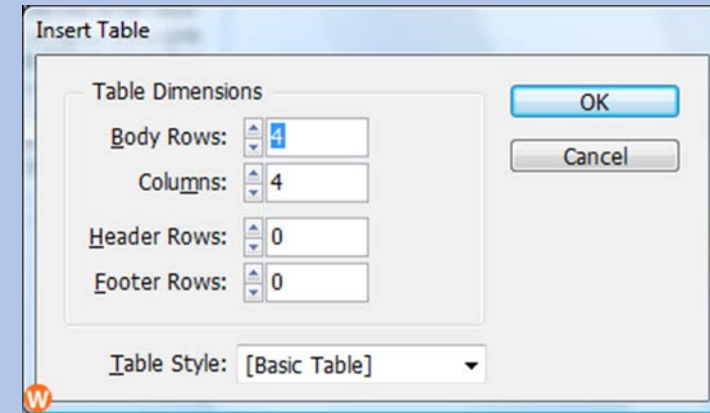
- 16% of **all** freshmen says to have care obligations

- **Study discipline matters:**

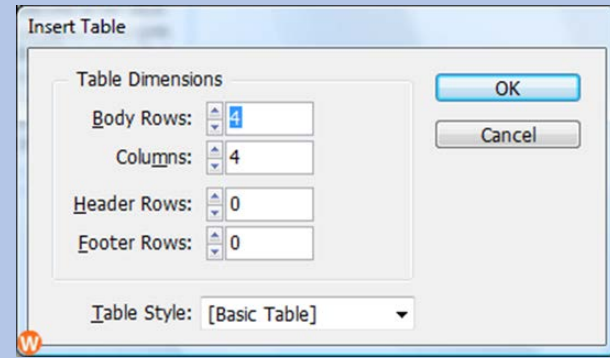
- Students FoH and FASSL overrepresented (26% resp. 19%)
- Students FT and FDMCI underrepresented (13% resp. 10%)

Or did they better understand the meaning?

- **Half** of those who combine study and care spend **> 4 h/week** on caring tasks, **quart** of them even **> 8 h/week**

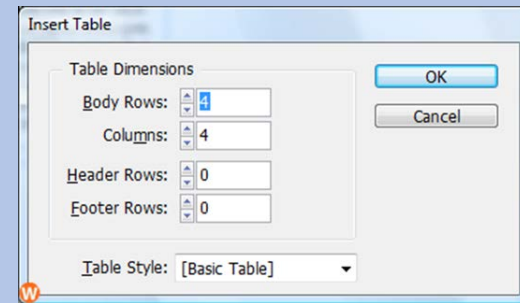


# Figures first:



- 27% of all students FASSL assumes themselves to be ‘young carer’
- 67% actually is; 6 of 10 having care obligations
- Discipline matters: ‘Social Care’ overrepresented, Law underrepresented
- Half of those who have care obligations state that these influence their social life; almost two third says that caregiving (also) influences their study

# Figures first:



- Care was mostly given to **parents** (mother 35%, father 25%) or **siblings** (sister 13%, brother 16)
- Main reasons for caregiving were **psychiatric problems** (49%) and/or **physical impairment/chronic diseases** (40%)
- Caregiving mostly implied **emotional support** (87%), **house help** (59%) and **logistics** (30%, administrative, accompany)
- **More than half** of the students with care obligations 'admits' to have **missed** classes or an appointment or was **late** with delivering documents

# Students speaking:



- Yes, **care situation** does **influence study**:
  - Sometimes an exam has to be **missed** and so chances are taken for a **resit**
  - **Results** might have **been better**
  - Studies suffer a **delay**, up to two years
- Yes, care students could be **helped** if
  - Rules for exams and deadlines were **less rigid** or **more** resits were **possible**
  - Their **counsellors** were **more aware** of their situation and exhibited more interest
  - An UASS broad **regulation** for combining study and care was developed

# Students speaking:



- Care is given out of **love**, not felt as **obligation**
- And even not all 'like' it, they feel their caregiving as **self-evident**
- Care Strain Index (n=16):
  - **Only two** students scored '**unburdened**' (CSI < 7)
  - **One** of them severely **overburdened** (CSI > 11)
  - ...
  - Students **do not see themselves as burdened**, maybe a little stressed....

# The last (?) round –

Survey (incl.CSI) amongst students Occupational Therapy (n=63)

- **Half of them** are combining study and care
- Most of them give care for **more than three years**
- Caregiving takes up **more than eight hours a week**
- About a third of them feels **not having enough time** for themselves
- Still: almost three out of four scores **less than 7** on CSI, so are presumed not burdened



# Topics of presentation

- What's next



# Accomplishments and ambitions



- Publications **fact sheets**
- **Presentations** (preliminary) results on several occasions
- **Public and political** attention during week ‘informal carers’
- **Grant application** by three Amsterdam Universities i.c.m. Dutch and Amsterdam Carers Association

# Accomplishments and **ambitions**



- **Continue cooperation** Amsterdam Universities in **comprehensive research** amongst all students
  - Draw **comparisons** between **disciplines, universities** and students' background
  - Extend research towards **secondary vocational education**
  - Enhance **commitment students themselves** in seeking/developing **own solutions**
- **Convince universities' Boards** of importance specific regulation to support combination study and care
- **Promote awareness** of caring students' position, needs and opportunities amongst universities personnel

*Thanks for your attention*