



# INVESTIGATION ON CHILDHOOD IN ARGENTINA

National survey



CRUZ ROJA  
ARGENTINA

Fundación

INECO







## Children and COVID-19

The COVID-19 pandemic has significant consequences on the psychosocial well-being of the entire population, challenging, in a few months, the adaptive capacity of individuals and families. Isolation, contact restrictions and economic closure impose a complete change in the psychosocial environment of the countries affected. The current situation uniquely affects children and their families. Children are particularly vulnerable due to their level of understanding of the event and their limited coping strategies.

Stressors such as fear of infection, frustration, and boredom; Inadequate information, lack of face-to-face contact with colleagues, friends and teachers, among others, can have even more problematic and long-lasting in this population group.

Anxiety, low mood, sleep and appetite disorders, and impaired social interactions are the most common presentations.

All family members struggle with their own anxieties in this situation, and for many families, financial pressure increases stress even more.



Too often, a combination of challenges accumulates in families with limited space, job loss, and other risk factors.

known such as mental illnesses or disabilities of family members or single parenting.

Additionally, with the closure of educational institutions, the need for a rapid transition from face-to-face learning to virtual education emerged. According to a UNICEF report, more than 144 million

Students in Latin America and the Caribbean have lost almost "five months of school due to the measures taken by the governments in response to the COVID-19 pandemic.

Students from less privileged regions have experienced a greater negative impacts. Reduced family income, limited access to digital resources and the high cost of Internet connectivity have affected the schooling of many children around the world.

As with most stressors, resilience and coping are sure to play their part for most people. The COVID-19 pandemic may worsen existing mental health problems and lead to more cases among children and adolescents due to the unique combination of public health crises,

social isolation and economic recession.

## Children and COVID-19



A young girl with blonde hair is looking down at a book in a library. The background is blurred, showing shelves of books. A semi-transparent dark rectangle is overlaid on the image, containing the text.

## OBJECTIVE

We set out to measure the socio-affective state of Argentine children, as well as to describe the state of schooling in the context of a pandemic and isolation measures.





## Survey national

COVID-19 is a near unprecedented emerging problem that has significant consequences on the psychosocial well-being of the entire population. The response to stressful situations is usually resilient, however, it is frequent that some Individuals experience difficulties in coping with the situations that occur in daily life.

Argentine Red Cross, through its Observatory Humanitario and Fundación INECO carried out this research, with the aim of knowing some of the most visible characteristics of reality

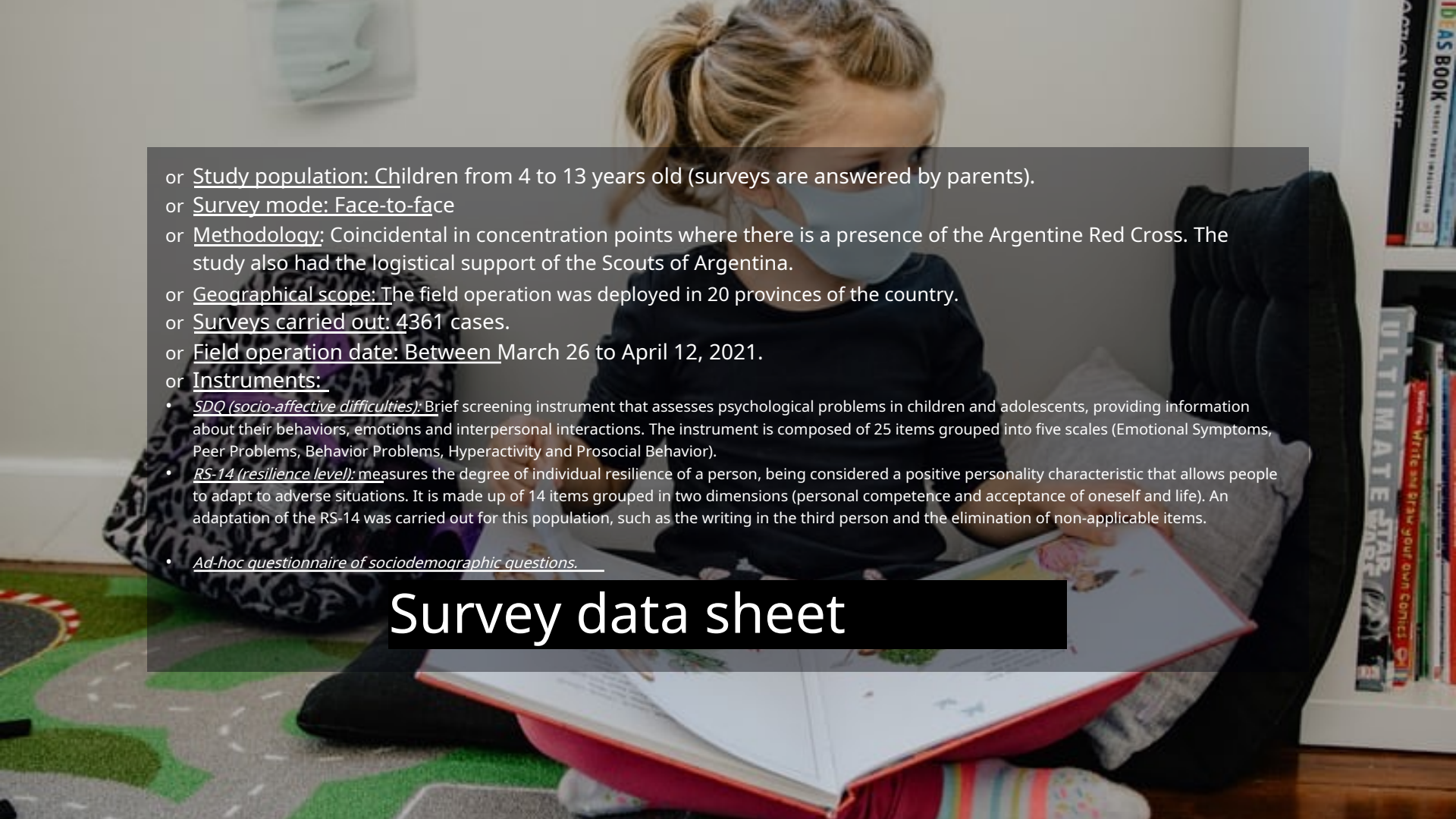
Emotional and the context of schooling of Argentine boys and girls.

The study was developed within the framework of a descriptive design using surveys face-to-face, to the parents of Argentine boys and girls between 4 and 13 years old (N = 4361).

Questions related to 3 specific areas of emotional health were included: discouragement, anxiety and resilience. Validated scales were used for each of the dimensions. Finally, questions were selected

related to the schooling status of the children and additional consultations were carried out related to the concerns and feelings that their parents have about the classes in pandemic context.



- 
- or Study population: Children from 4 to 13 years old (surveys are answered by parents).
  - or Survey mode: Face-to-face
  - or Methodology: Coincidental in concentration points where there is a presence of the Argentine Red Cross. The study also had the logistical support of the Scouts of Argentina.
  - or Geographical scope: The field operation was deployed in 20 provinces of the country.
  - or Surveys carried out: 4361 cases.
  - or Field operation date: Between March 26 to April 12, 2021.
  - or Instruments:
    - SDQ (socio-affective difficulties): Brief screening instrument that assesses psychological problems in children and adolescents, providing information about their behaviors, emotions and interpersonal interactions. The instrument is composed of 25 items grouped into five scales (Emotional Symptoms, Peer Problems, Behavior Problems, Hyperactivity and Prosocial Behavior).
    - RS-14 (resilience level): measures the degree of individual resilience of a person, being considered a positive personality characteristic that allows people to adapt to adverse situations. It is made up of 14 items grouped in two dimensions (personal competence and acceptance of oneself and life). An adaptation of the RS-14 was carried out for this population, such as the writing in the third person and the elimination of non-applicable items.
    - Ad-hoc questionnaire of sociodemographic questions.

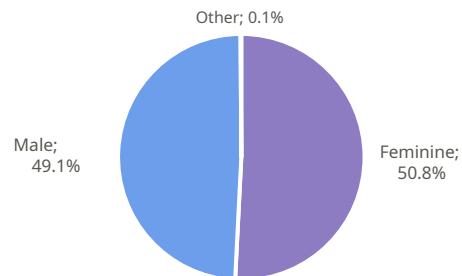
## Survey data sheet



## \*Home

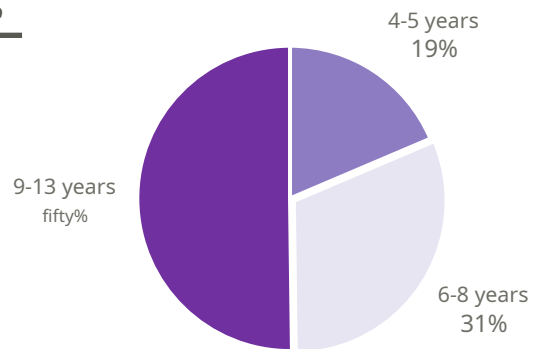
	%
AMBA	30%
Center	3.4%
Whose	6%
NEA	12%
NOT	13%
Patagonia	5%

## \* Gender

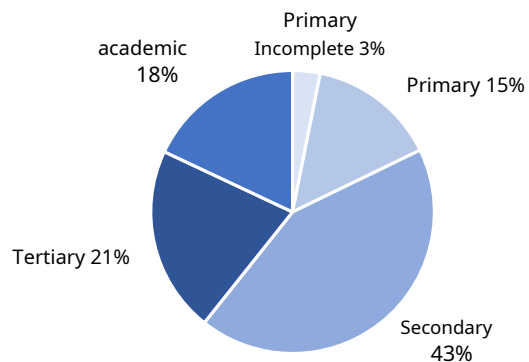




### \* Age



### \* Highest educational level of the home



Profile of the  
show

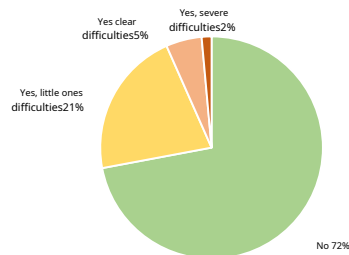




# Difficulties of the child or little girl

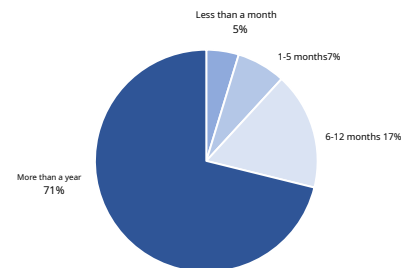
Do you think your child has difficulties in any of the following areas: emotions, concentration, behavior or ability to relate to other people?

(The data correspond to percentages)



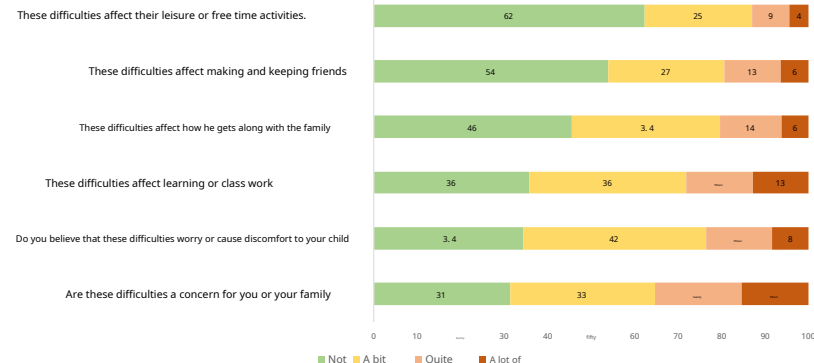
Base: Total interviewed

Since when do you have these difficulties? (The data correspond to percentages)



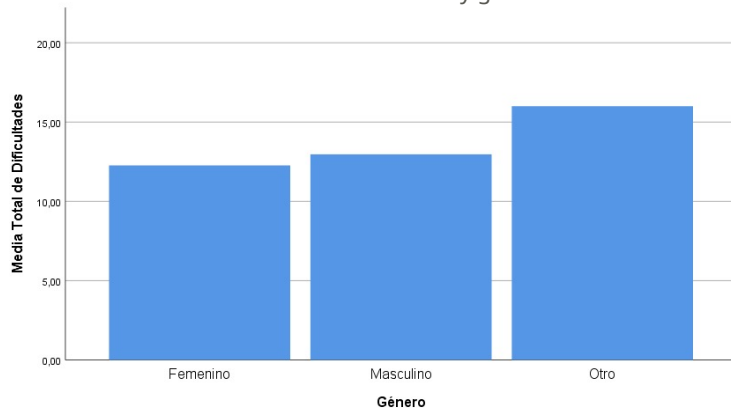
Base: Interviewees who have difficulties

Do you think these difficulties ...? (The data correspond to percentages)



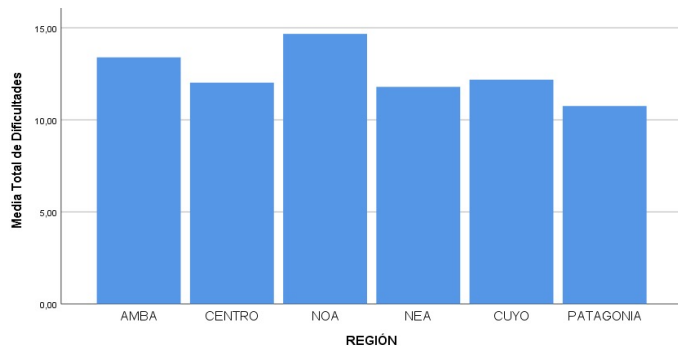


Socio-affective difficulties by gender



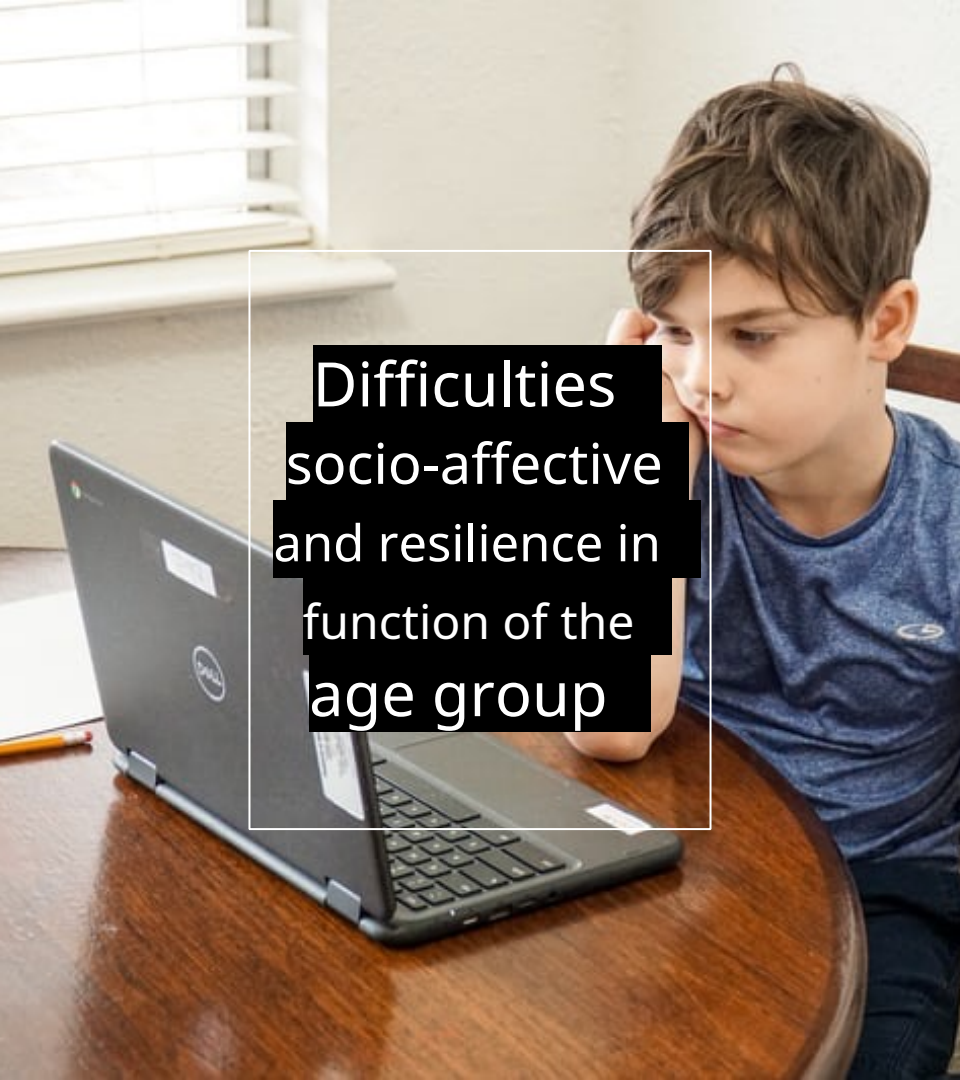
*Note: Average for "Other" is based on the 5 people who answered that option. Although we cannot make a comparison in statistical terms, it is relevant report that they presented a great emotional affection*

Socio-affective difficulties by region



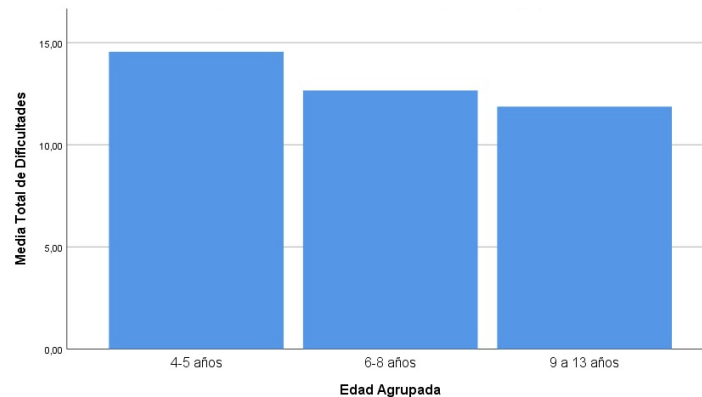
Difficulties  
socio-affective  
depending on the  
gender, region  
and age group



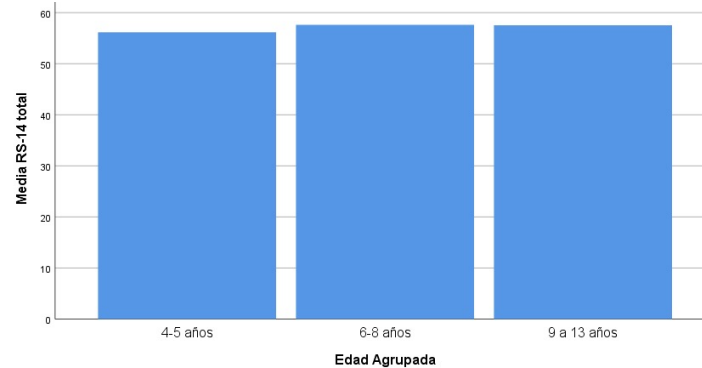


# Difficulties socio-affective and resilience in function of the age group

Socio-affective difficulties by age



Resilience level by age





Is the child in school?

Yes: 98%

No: 2%

Can the child attend the number of days according to the regime established by the school or jurisdiction?

Yes: 93%

No: 2%

Partially: 5%

Before the pandemic, how many days did the child attend classes?

1	two	3	4	5	Did not attend
1%	0%	two%	3%	89%	5%

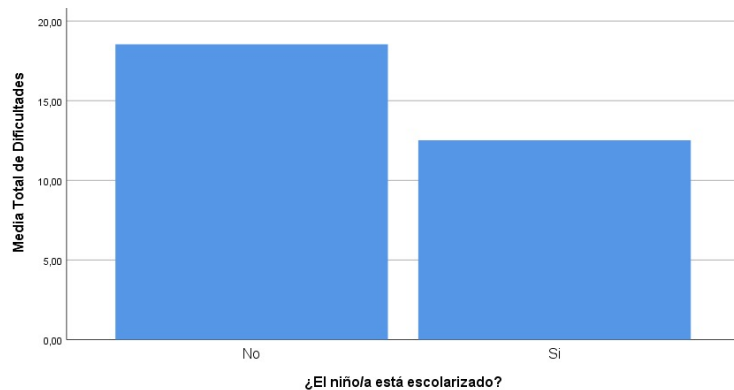
Schooling of the child according to the highest educational level of the household as an estimator of socioeconomic level

	Primary Infull	Primary	Secondary	Tertiary	University or
1	3%	1%	1%	0%	1%
two	3%	1%	0%	0%	0%
3	7%	4%	two%	1%	1%
4	two%	6%	3%	3%	1%
5	<b>71%</b>	<b>83%</b>	<b>88%</b>	<b>93%</b>	<b>95%</b>
Did not attend	14%	5%	6%	3%	two%

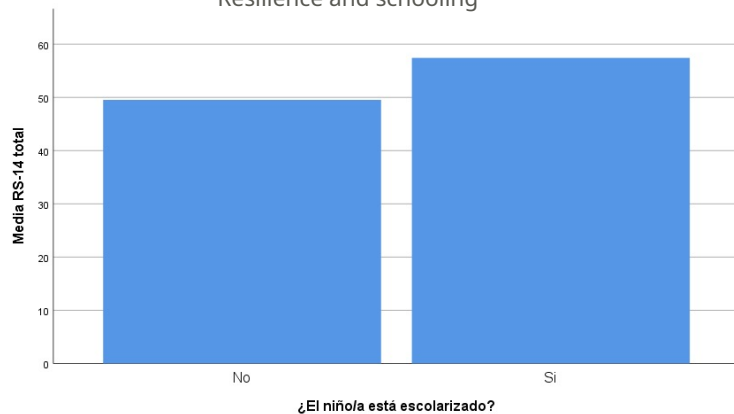




### Socio-affective difficulties and schooling



### Resilience and schooling



Difficulties  
socio-affective,  
resilience and  
schooling





Is the relationship between the family and the school (teachers, teams managers) is good, do you feel accompanied?

Yes: 91%


No: 9%

Base: Total interviewed

How do you think the school could better accompany you?

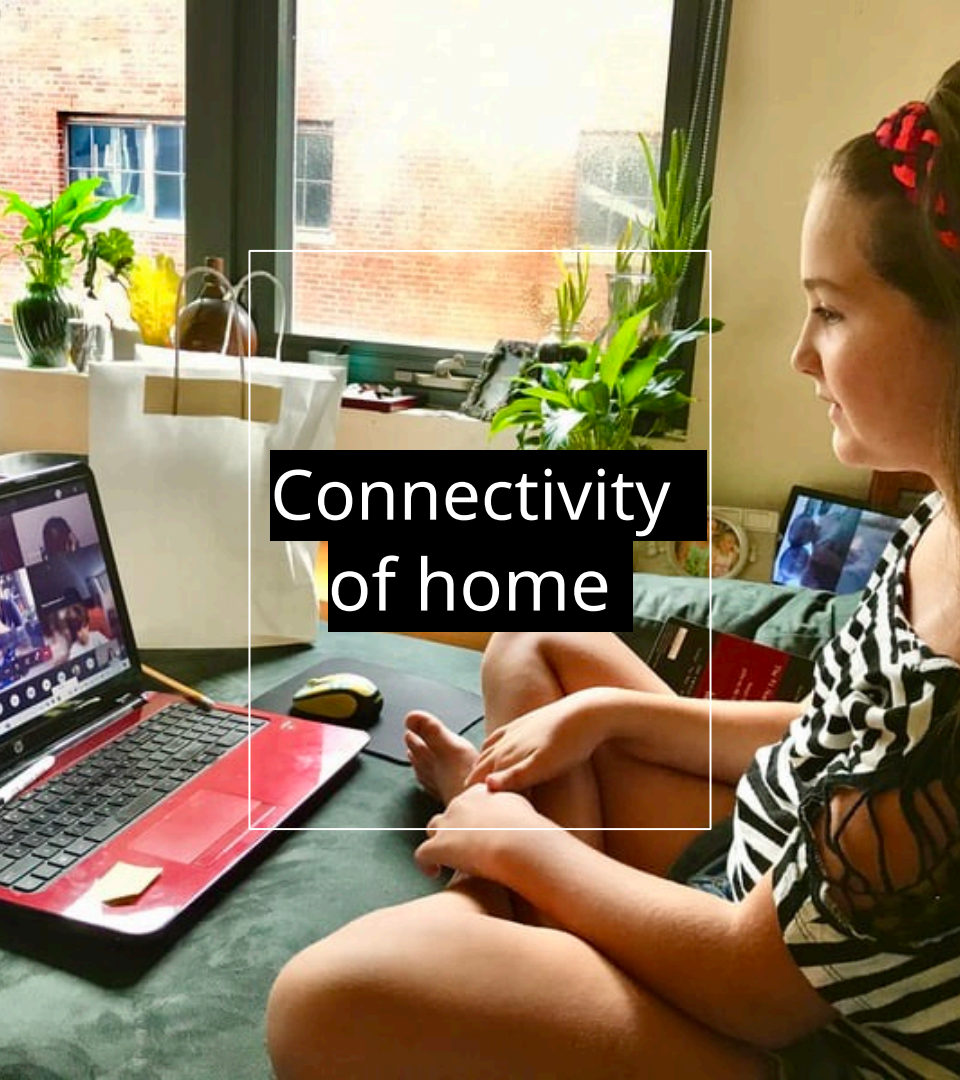
	%
With workshops / extra school support	70%
With educational materials	31%
With scholarships / financial aid	28%
With snacks / meals	17%
With clothes	10%

*The percentages do not add up to 100% because it is a multiple question*



Relationship of  
boy or girl with  
the school





## Connectivity of home

Which of the following devices does the child have at home that the child can use to carry out their tasks or attend virtual classes?

	%
Mobile	85%
Computer	47%
Tablet	twenty%
Does not have technological devices	5%

*The percentages do not add up to 100% because it is a multiple question*

Do you have internet access?

Yes: 91%

No: 9%



What kind of connectivity?

	%
Wifi	82%
Mobile data with prepaid card	14%
Free mobile data	4%

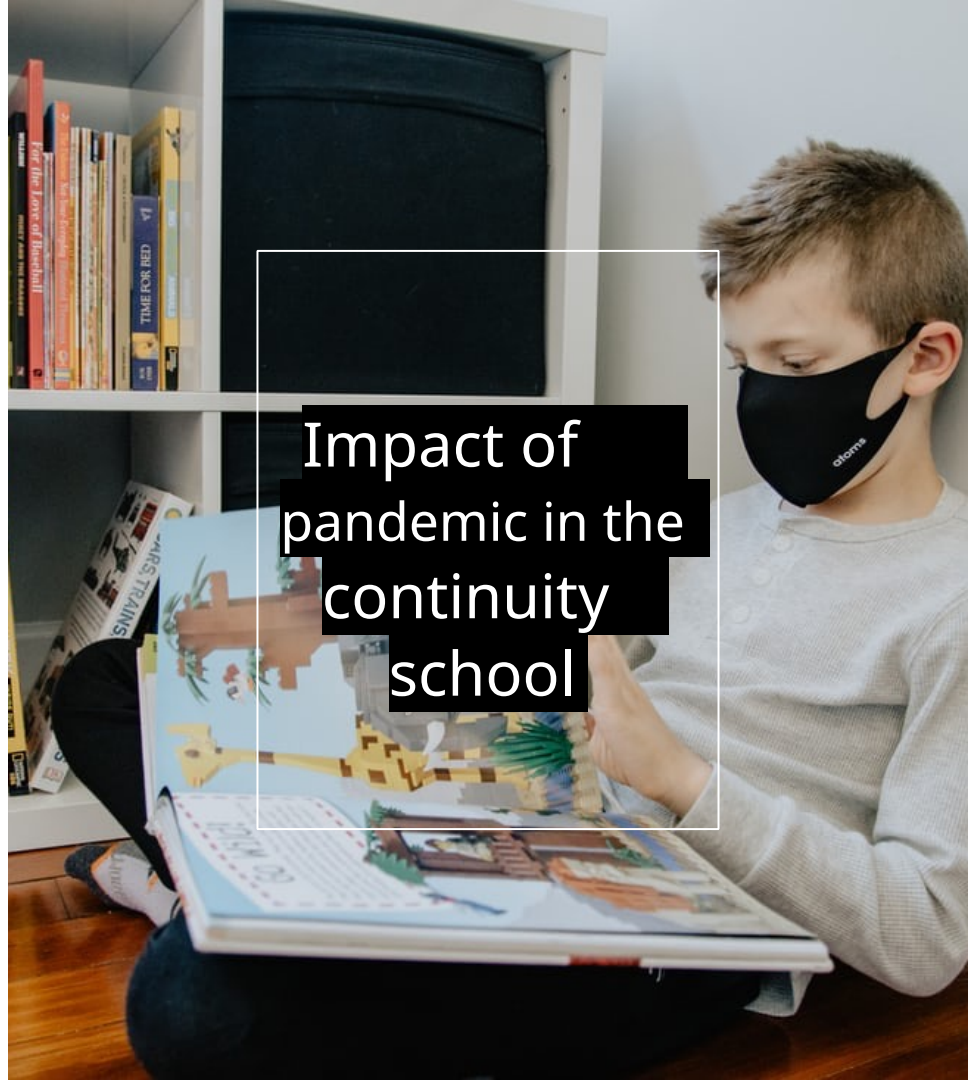
Base: Total interviewed



Did the pandemic affect school continuity? How?

	%
The school sent a lot of homework.	22%
It was affected by connectivity difficulties	16%
The school and / or teacher did not contact the family	6%
The family, despite the contact from the school, did not stay in communication	4%
Did not affect continuity	52%

Base: Total interviewed

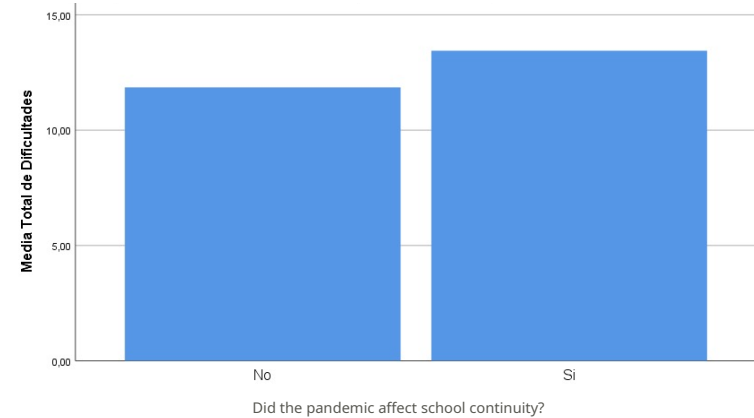


Impact of  
pandemic in the  
continuity  
school

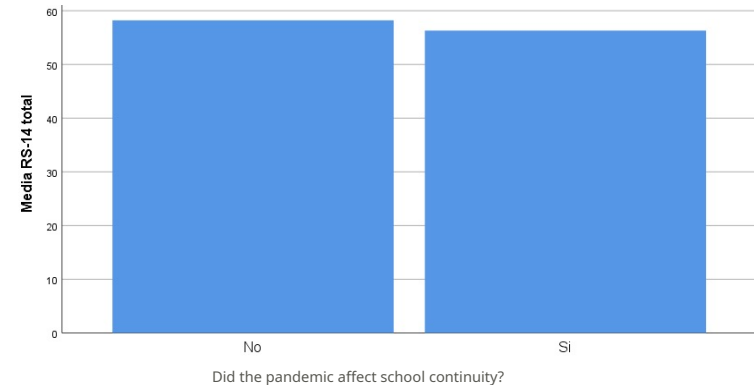


Difficulties  
socio-affective,  
resilience and  
continuity  
affected school  
during the  
pandemic

Socio-affective difficulties according to the affection of the school continuity in pandemic



Resilience level according to the impact of continuity school in pandemic



reviewed



WE OBSERVE THAT THE  
SCHOOLING IS ASSOCIATED WITH  
THE SOCIO-AFFECTIVE STATE,  
RESILIENCE BEING A  
PROTECTIVE FACTOR

AT LESS AGE, WE SEE GREATER AFFECTION.

Main conclusion





## Conclusions

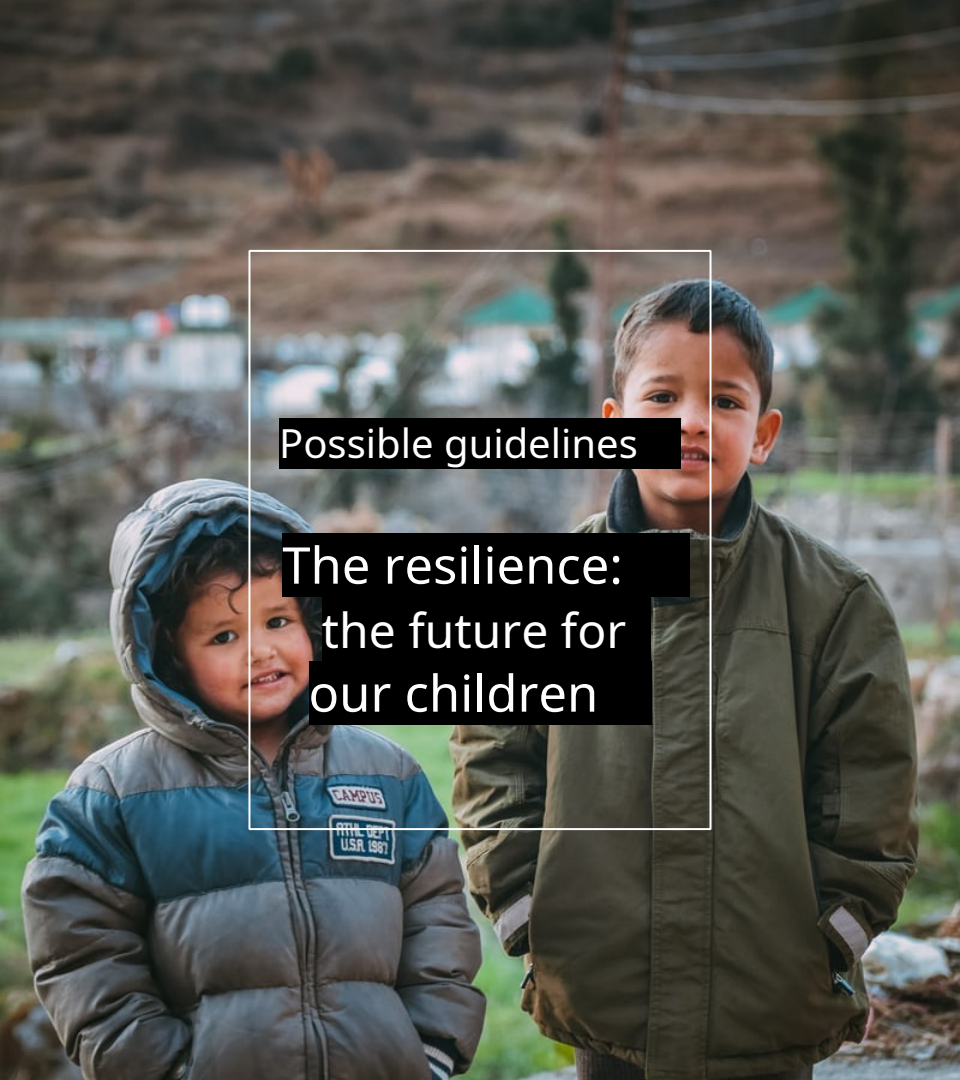
Although the NEA region is one of those that report the worst indicators in terms of education and connect presents similar levels of socio-affective difficulties than the rest of the regions.

Lower schooling of parents, greater socio-affective difficulties and lower level of resilience are observed. Being the youngest children (4-5 years) the most affected.

The level of resilience remains the same at all ages, despite the differential emotional impact.

Those participants who report school involvement in a pandemic also report difficulties socio-affective. However, the level of resilience remains stable and can be considered a possible protective factor.





Possible guidelines

The resilience:  
the future for  
our children

In emergency situations, school is a fundamental space for emotional support, educational continuity and social and material support to students and their families.

The responses of the educational system must be adapted to the diversity of situations of each family and each community. Schools, families and communities should prioritize the development of vital adaptive skills and emotional resilience.

These are valuable tools to mitigate the harmful effects that the social and health crisis have on the socio-emotional health of children, and they are a necessary condition for learning in the current context.

In summary, the current COVID-19 pandemic poses significant challenges for the education system, which must be addressed in a coordinated manner. At the same time, it offers us the opportunity to rethink the purpose of education and its role in the development of coping skills and resources that function as protective factors against the difficulties posed by the context for children in Argentina.





THANK YOU!