

GLOBAL COVID-19 SURVEY
TECHNICAL REPORT

Schools are shut but learning is on!

Confinement and the new normality post COVID-19 explained by children from around the world.
An exploration from the perspective of child and adolescent wellbeing.

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TECHNICAL REPORT - PROVISIONAL VERSION

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An exploration from the perspective of child and adolescent wellbeing.

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Executive Summary

*We can be heroes in our own way because we are CHILDREN,
not just children.*

Girl from the Philippines

Educo has carried out an exploratory study to find out, from the perspective of subjective wellbeing, how children, adolescents and young people are experiencing the current situation as a result of COVID-19 in places where restrictive measures have been adopted.

The study is based on an [online survey](#) as this the only possible option which guarantees the protection of the population in general and that of our staff. The dissemination has been prioritised in the countries in which Educo has a presence, but it has been open to general participation. The survey could be completed by all children without any age limit; it has also included young people aged 18-24 because of the importance Educo places on life stage transitions, including the transition to adulthood, and the importance of the role of young people in a situation like this.

Between 7th and 23rd May 2020 a total of 4476 responses were received, the majority from 10 counties in Asia, Africa, Europe and America. Approximately 55% of the participants were girls and young women, 52% participate in Educo projects and 41% of all the participants were within the 6-11-year-old age range.

The general results show that they really miss the routine activities related to children's relational wellbeing: "going to school", "seeing my friends", "visiting family and friends" and being able to "go out and play outside the home". The main worries are "that I or someone from my family could get sick", "that my family won't have enough money to pay for what we need" and "that adults are unable to go out to work".

In general, the aspects they consider to be most positive are the fact that they can spend more time with their families and that they feel safer at home, and they also value having more time for activities at home.

The future scenarios they envisage fluctuate between uncertainty and optimism. It is evident that this is influenced by the basis on which they have expressed their opinions; there are those who express their opinions based on the immediate and the simple, and another group that is more concerned with complex and long-term issues. They all agree that the current situation will involve a change in their lives.

All these opinions have been analysed according to the age groups and the sex of the participants and, although there are some differences depending on the socially assigned gender roles and age-related interests, they coincide in valuing the family as a space of security, the importance of school and friendships for their relational well-being, and their concerns about infection and the economy in general.

Lastly, messages full of optimism and hope that we will overcome this situation have been received which show that they have a lot to contribute. This aligns with the fact that people tend to have more optimistic life expectations in the early stages of life, which is a very important asset that we can enhance so that girls, boys, and young people can contribute to a better future for humanity as a result of this period of change they are experiencing.

Introduction

As an organisation, we work with an approach based on children’s rights and wellbeing. For Educo¹, child wellbeing “means the fulfilment of children’s rights and opportunities so that all children can be and do what they value, in the light of their abilities, potential and skills”.

Educo applies a 3D wellbeing approach (3D Approach). The first is the material dimension, which refers to “the resources children have”. The second is the relational dimension, which refers to “what children can do with the resources they have”, as well as their ability to be part of the social and political life and influence it. The third dimension is the subjective one, which includes “what children think, feel and value in relation to what they can do with the resources they have”. It includes perceptions, expectations and assessments of their lives and the realities they live in, and the social and cultural aspects which determine how they construct these assessments.

In accordance with these elements, at [Educo](#) we are concerned about what children and young people are experiencing during the current COVID-19 pandemic. Therefore, we have carried out a study, using an [online global survey](#), to understand this situation

better, so that the world sees the reality they live in, their opinions, experiences, feelings, interests and expectations; and in order to be able to respond in the most relevant way possible.

The study fundamentally explores aspects related to the subjective dimension of wellbeing, although it is inevitable that there will be a drift from this dimension to other dimensions due to the logic of the approach itself. The questionnaire included multiple choice questions as well as the opportunity to provide open responses.

This report is a summary of the general results and an analysis based on the sex and age of those who participated between 7th and 23rd May 2020.

1 Summary from the Educo Global Impact Framework (2020-2030).

Scope and limitations of this study



The study has focused on key elements that allowed us an initial insight into what children missed during the period of restrictions on leaving their homes, whether they had positive opinions about the situation, how they imagined their future and why, and the possibility of sending a message to their peers.

Given the possibilities offered by the online platform used (Microsoft Forms), the survey was disseminated in four languages (English, Spanish, French and Tagalog) in the countries Educo works in. The organisation was aware that they could receive responses from other countries due to the format of the questionnaire, however these were also considered in the analysis.

The answer options included the possibility of multiple choice, from a predetermined list that was agreed upon with staff from the Educo Communication and Program areas and included common activities from children's lives in any part of the world. In all the questions an option was

provided to extend their answers freely and therefore complement the options already given.

The context of the COVID-19 pandemic, in which the majority of countries implemented more or less restrictive measures and which included social distancing, mobility restrictions, family confinement and quarantines, among others, has made it impossible to address children, adolescents and young people directly, so the online option was the only viable one which guaranteed the safety of the population, Educo staff and the ability to abide by the measures decreed by governments.

This meant that we applied non-statistical sampling, the generalisation of which is not necessarily valid beyond the group that was surveyed, but which shows a certain frequency of responses that provide an insight into the daily lives and experiences of the participants and those around them.

Additionally, the situation meant that we were unable to include people who do not have access

to the internet, or those with very precarious connections, and/or without access to adequate equipment.

To encourage the participation of children from the most traditionally excluded group in studies of this type, and during emergencies in general, it was decided that children from the age of five and under would be included. This meant that, during the dissemination of the survey, caregivers were encouraged to support them in responding to it. However, we were aware that this way of reaching this age group could lead to some bias in their responses due to adult influence.

On the other hand, the study was not limited to under 18 year olds, the age which the Convention on the Rights of the Child establishes as the boundary with adulthood, and young people aged 18-24 were also included because for Educo, life stage transitions are important, including the transition

to adulthood, and because its Programmatic Areas foresee that work will be carried out with this age group.

There was an awareness that the latter might include opinions that differed greatly from a general pattern of responses, since at that stage of life interests become markedly different from the stages that precede them, so it was decided that the analysis would include, in addition to the gender difference, the difference between age groups.

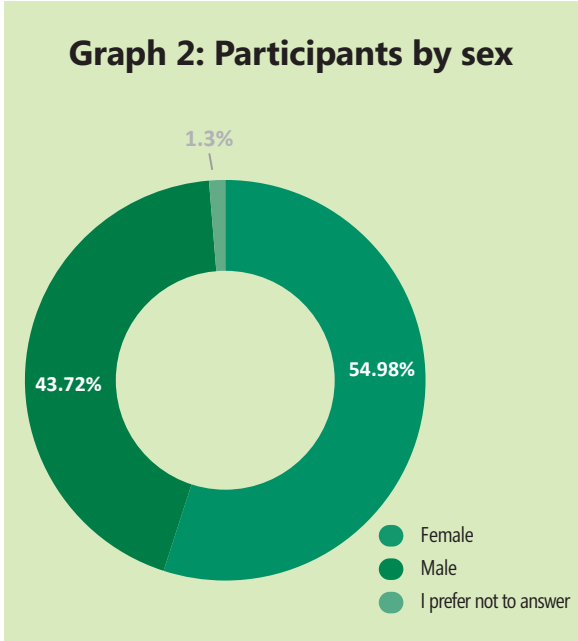
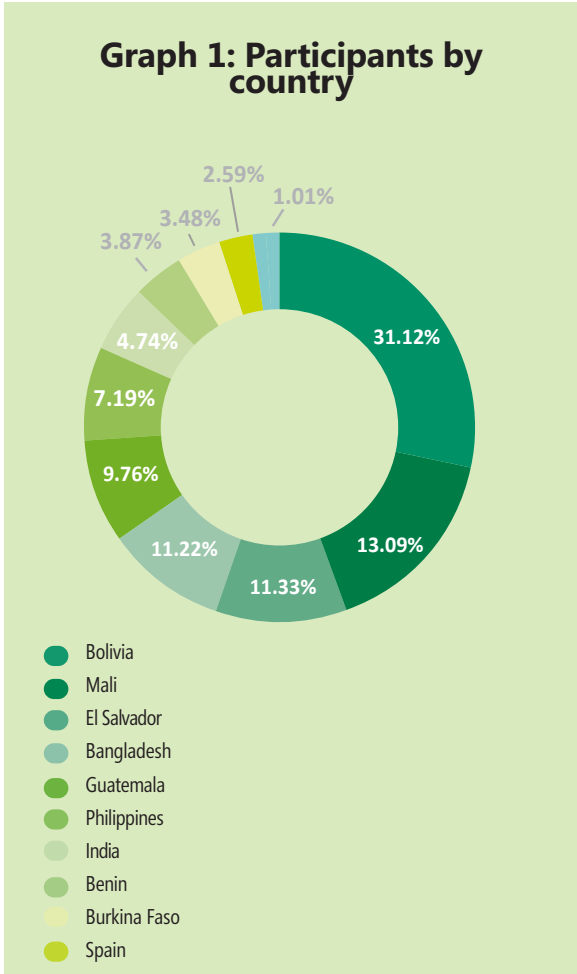
Therefore, the combination of the scope and relevance of the restrictive measures, the possibility to connect to the Internet, the level of mastery of the participating population in the languages available, the differences in evolutionary capacities to respond to an online survey, and how successful we have been in disseminating the survey, have all had an impact on the number of responses received by country.



Who has participated?

Between 7th and 23rd May 2020, a total of 4476 responses were received from children and young people from ten countries in Asia, Africa, Europe and America (98.40%); another nine countries (1.60%) also participated (Graph 1).

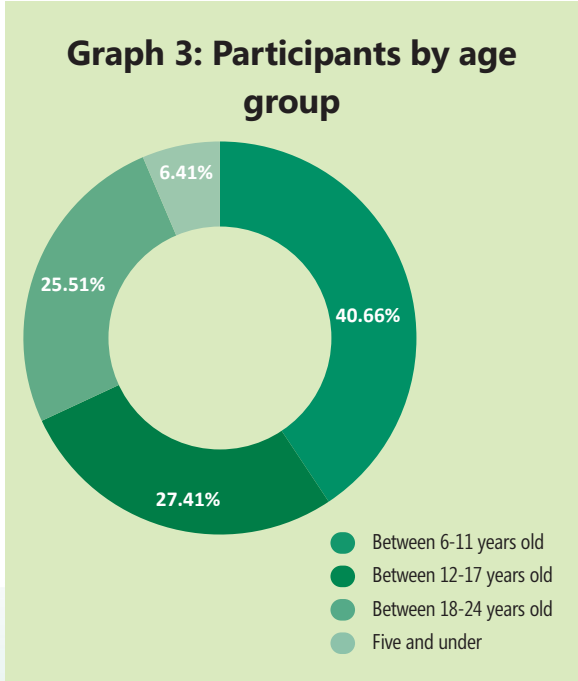
Approximately 55% of the participants were girls or young women, almost 44% were boys or young men, and 1.3% preferred not to answer this question (Graph 2).



The highest number of questionnaires were from Bolivia, Mali, El Salvador, Bangladesh, Guatemala and the Philippines (83.71%) and in all of these places Educo has a presence.

The highest level of participation is in the 6 to 11-year-old age group, which is the child population which Educo works with the most. From there, there is a decrease in participation as the age increases (Graph 3).

52% of the survey participants acknowledge that they participate in Educo projects and the distribution of the participation by age groups includes a lower quantity among those aged five or under, as was expected, because they face the greatest difficulties in responding to a survey of this nature.



Results

The results are ordered according to the logic followed by the survey, the answers to each question are analysed in general terms and the coincidences or differences according to sex and age groups. This has allowed us to have a first approximation of how children are feeling during this situation and, from this, to try to understand and explain the reasons for it.

For each question, a summary has been prepared based on the percentage of responses received for each of the options available to them, and colour patterns have been generated to quickly detect whether the behaviours are similar or different.

Lastly, this is extended with a content analysis of the open answers and a list of key words/ideas in order of relevance according to the number of times they have been mentioned.

What do you miss right now when you are restricted from leaving your home?

Table 1 summarises the answers to the question about what they miss right now. Mostly they miss being able to “go to school”, “see my friends”, “visit family and friends” and “go out and play outside the home”. These options are also the ones they miss the most regardless of their sex; although male participants slightly favour “going out and playing outside” over “visiting family and friends”. This may be influenced by parenting patterns that often oblige girls to stay at home or in socialising spaces with more adult control more than they do boys. Therefore, boys are the ones who manifest more the desire to be able to go out and play outside the home. This coincides with the research “[Confined childhood, how are children and adolescents experiencing confinement?](#)”², which concludes that “... boys are the ones who express more evidently that they are able to leave their homes.”

Table 1 - What do you miss right now when you are restricted from leaving your home?

Table 1 - What do you miss right now when you are restricted from leaving your home?					
Total participants		Analysis by gender			
		Girls and young women		Boys and young men	
Answers	%	Answers	%	Answers	%
Going to school	24.56	Going to school	24.58	Going to school	24.51
Seeing friends	20.93	Seeing friends	20.50	Seeing friends	21.45
Visiting family and friends	17.28	Visiting family and friends	19.14	Going out and playing outside the home	16.78
Going out and playing outside the home	14.86	Going out and playing outside the home	13.42	Visiting family and friends	14.92
Seeing my teacher or teachers	10.49	Seeing my teacher or teachers	10.61	Seeing my teacher or teachers	10.38
Going to the park	7.63	Going to the park	7.36	Going to the park	7.94
Others	3.09	Others	3.39	Others	2.74
Nothing	1.15	Nothing	1.00	Nothing	1.28
Summary of “Other” answers					
Girls and young women			Boys and young men		
Church, university, in-person classes, family, library, boyfriend, shops.			Church/Mosque, family, home, university, studying, cinema, eating out sport, beach.		

² Report in Spanish. Carried out by Marta Martínez Muñoz, Iván Rodríguez Pascual and Gabriela Velázquez Crespo, with support from Enclave de Evaluación y Enfoque de Derechos Humanos.

As for the open expression of those things that they miss, girls and young women mention being able to go to church, going back to university, having classes in person, resuming family traditions, going to the library, seeing boyfriends and being able to shop outside the home. Male participants coincide with the above, but they include options which enable them to leave the house like doing sport, eating out and going to the beach.

In general, it is evident that they value friendship, the importance of in-person presence, and having the possibility of going to church or places of worship as places for socialising.

This coincides with a recent study by Educo Nicaragua, which found that, according to the opinion of children of both sexes, *“it can be identified that the church represents the dynamic environment of their spirituality, as well as giving them a sense of protection by experiencing closeness and unity with their peers, with their mothers and fathers, and with the pastors and brothers and sisters who are kind to them”*³.

³ “Practices related to the protection and positive treatment of children and adolescents from the worldviews of culture and spirituality”, which is in the final design stage at the time of this research.

The analysis of the results by age group generates very interesting particularities, which show how the interests and conceptions of what they miss at different stages of personal development change (see Table 2).

The overall pattern already mentioned is different for children aged five and under. This group misses being able “to see friends” and “visiting family and friends”. However, they maintain as a first option the opportunity to continue attending school (or any other similar space aimed at early childhood) and they are the only ones who give significant value to the possibility of “going to the park” again, which is something very logical at this stage of life because it means being able to run, play, etc.

In general, the age groups 6 to 11 and 12 to 17 have a similar pattern regarding what they miss the most. The only difference is that the children aged 6-11 miss “going out and playing outside the home” more; however, 12-17 year olds are more likely to miss “visiting family and friends”, as they are at an age where they have been able to build meaningful relationships away from home and have a higher level of autonomy, hence their desire to enjoy themselves with these groups.

As expected, the order of priorities among young people (18-24 years old) is very specific. At this age missing school/university is much less important (third place). However, “visiting family and friends” and “seeing my friends” are given great importance, giving priority to relationships outside the home that involve direct contact with significant others in their lives. They also voted more for the option of missing “nothing”, although that was always the least voted option.

Table 2 - What do you miss right now when you are restricted from leaving your home?							
Analysis by age group							
Total participants							
Going to school	Seeing friends	Visiting family and friends	Going out and playing outside the home	Seeing my teacher or teachers	Going to the park	Other	Nothing
24.56	20.93	17.28	14.86	10.49	7.63	3.09	1.15
Five years old and under							
Going to school	Going to the park	Going out and playing outside the home	Seeing friends	Visiting family and friends	Seeing my teacher or teachers	Other	Nothing
21.99	18.12	16.74	14.38	13.97	12.17	1.80	0.83
Between six and eleven years old							
Going to school	Seeing friends	Going out and playing outside the home	Visiting family and friends	Seeing my teacher or teachers	Going to the park	Other	Nothing
27.35	20.17	16.43	13.42	12.09	8.37	1.79	0.38
Between 12 and 17 years old							
Going to school	Seeing friends	Visiting family and friends	Going out and playing outside the home	Seeing my teacher or teachers	Going to the park	Other	Nothing
26.57	23.16	16.43	14.92	9.43	5.02	3.11	1.36
Between 18 and 24 years old							
Visiting family and friends	Seeing friends	Going to school	Going out and playing outside the home	Seeing my teacher or teachers	Going to the park	Other	Nothing
26.56	21.66	17.70	11.32	8.26	6.25	5.84	2.41
Summary of "Other" answers							
Five years old and under		Between six and eleven years old		Between 12 and 17 years old		Between 18 and 24 years old	
Friends, church, grandmother, home, shopping, sky, flowers, fruit, butterflies, trees, toys		Going to church or the mosque, sport, eating out, going for walks and travelling.		Doing sport, being able to go for walks or travelling, going to church or to the mosque, eating out, going shopping, and seeing boyfriends/girlfriends.		University, classes/studying/in-person, church, family, going out, children, library, money, family members, gym, partner, work, participating.	

In general, the fact that there are people who do not miss anything when they are in a situation with restrictive measures is very noteworthy; a possible explanation is that young people are the age group which, probably, maintains contact more easily with people from outside the home telematically. This concurs with the results shown below regarding the positive aspects of this situation, in which they are the age group that most values the options for using the Internet and the relationships they maintain online (see Table 6 below).

The open response options show common interests between all ages, like going to church or the mosque, doing sport, eating out, going shopping, etc.

From age 12 they also emphasise a desire to practise sport and see boyfriends/girlfriends. The over 18-year-olds want to go back to university, in-person classes, work, etc.

Child aged five and under described very specific desires; they took the opportunity to say that they wanted to see their friends and their grandmothers; they also missed the sky, flowers, fruit, butterflies, trees and toys.

What are you worried about at this time of limited freedom to leave the house?

For the topic of what they are most worried about at this time there is a general pattern that differs very little when the data is analysed by sex. According to what is summarised in Table 3, almost 75% of the worries focus on “that I or someone from my family might get sick”, “that my family might not have enough money to pay for what we need”, “that the adults may not be able to go out to work” and “that there are people who can’t get the medical attention they need”. Even in the less voted options there is general agreement, and by sex as well.

The family as a source of wellbeing and, therefore, as a cause for concern if it is threatened or cannot carry out its role, is one of the most recurring themes throughout the investigation.

Table 3 - What are you worried about at this time of limited freedom to leave the house?

Table 3 - What are you worried about at this time of limited freedom to leave the house?					
Total participants		Analysis by gender			
		Girls and young women		Boys and young men	
Answers	%	Answers	%	Answers	%
That I or someone from my family might get sick	23.21	That I or someone from my family might get sick	23.61	That I or someone from my family might get sick	22.62
That my family won't have enough money to pay for what we need	18.86	That my family won't have enough money to pay for what we need	18.85	That the adults are unable to go to work	18.88
That the adults are unable to go to work	17.94	That the adults are unable to go to work	17.17	That my family won't have enough money to pay for what we need	18.84
That there are people who can't get the medical attention they need	14.36	That there are people who can't get the medical attention they need	15.25	That there are people who can't get the medical attention they need	13.28
That there is less food at home compared to before this situation	12.52	That there is less food at home compared to before this situation	12.50	That there is less food at home compared to before this situation	12.75
That we can't go out shopping	9.09	That we can't go out shopping	9.02	That we can't go out shopping	9.11
Others	2.29	Others	2.27	Others	2.30
Nothing	1.73	Nothing	1.33	Nothing	2.22
Summary of "Other" answers					
Girls and young women			Boys and young men		
House / parents / family / children; school, people in general, going out, catching the virus, food, shopping, country / economy / money, violence, academic year, classmates / friends.			Catching the virus, economy / employment / money, missing an academic year / inadequate training, going out, family, violence, access to the internet, church, migration, news.		

The only change in relation to this pattern happens because the male participants worry a bit more “that adults are unable to go out to work” compared to “that the family may not have enough money to pay for what we need”; although both concerns are intimately linked and this does not generate

significant changes in relation to the general pattern and to the meaning of the concerns as such.

The analysis of the open response options shows how the concerns are linked to gender patterns that are mostly associated with women and men that are shaped from childhood.

Girls are more worried about what could happen in their homes, to their parents, to the family in general, and to other children (protective and caring role). On the other hand, male participants are significantly more worried about catching the virus, followed by an emphasis on the state of the economy in general, loss of employment and lack of money (role of resource provider).

It is important to note that, although it was not a predominant topic, both sexes show concern about violence, the actions of the police and some adolescent girls and young women mention violence against women, which denotes a level of sensitivity on this issue. This is one of the global warnings with the most emphasis on behalf of human rights bodies, including the [Committee on the Rights of the Child](#), due to the possibility that the restrictive measures could worsen the difficult situation of women and children in relation to violence.

The detail of the concerns by age groups (Table 4) confirms what has already been said in the analysis of the general results versus the opinions by sex; all the age groups are fundamentally worried about the possibility that they, or someone from their families, could get infected with coronavirus. We therefore analysed the levels of concern beyond this aspect they concur on.

The children aged five years and under coincide with the young people aged 18-24 in that their second highest concern is "that the family will not have enough money to pay for what we need". This concurrence is striking and may be influenced by the fact that younger children needed much more adult support in responding to the questionnaire and this may have added some level of bias.

Again, in relation to children and young people, the latter also are most worried about "people who can't get the medical attention they need" and "adults not being able to go out to work".

In contrast, the children aged five and under include as a priority the concern "that there will be less food at home than before this situation".

In the case of the age groups 6-11 and 12-17, there is very little difference between these two groups, and between these groups and the general pattern. Both groups are worried in second and third place about the possibility "that the adults are unable to go out to work" and "that the family may not have enough money to pay for what we need". The only difference appears in the order of the concerns they give the least importance to. The 12-17 age group are more worried "that there are people who can't get the medical attention they need" and less worried about the availability of food at home. This is perceived in reverse order by the 6-11-year-old group.

Table 4 - What are you worried about at this time of limited freedom to leave the house?

Analysis by age group							
Total participants							
That I or someone from my family might get sick	That my family won't have enough money to pay for what we need	That the adults are unable to go to work	That there are people who can't get the medical attention they need	That there is less food at home compared to before this situation	That we can't go out shopping	Others	Nothing
23.21	18.86	17.94	14.36	12.52	9.09	2.29	1.73
Five years old and under							
That I or someone from my family might get sick	That my family won't have enough money to pay for what we need	That the adults are unable to go to work	That there is less food at home compared to before this situation	That we can't go out shopping	That there are people who can't get the medical attention they need	Others	Nothing
31.49	18.89	14.89	10.69	9.92	9.35	2.48	2.29
Between six and eleven years old							
That I or someone from my family might get sick	That the adults are unable to go to work	That my family won't have enough money to pay for what we need	That there is less food at home compared to before this situation	That there are people who can't get the medical attention they need	That we can't go out shopping	Others	Nothing
24.16	18.91	18.06	13.80	11.53	8.24	2.73	2.57
Between 12 and 17 years old							
That I or someone from my family might get sick	That the adults are unable to go to work	That my family won't have enough money to pay for what we need	That there are people who can't get the medical attention they need	That there is less food at home compared to before this situation	That we can't go out shopping	Others	Nothing
20.11	19.82	17.22	15.87	11.81	11.21	2.7	1.26
Between 18 and 24 years old							
That I or someone from my family might get sick	That my family won't have enough money to pay for what we need	That there are people who can't get the medical attention they need	That the adults are unable to go to work	That there is less food at home compared to before this situation	That we can't go out shopping	Others	Nothing
23.61	21.56	17.85	15.12	11.84	7.81	1.48	0.73
Summary of "Other" answers							
Five years old and under	Between six and eleven years old	Between 12 and 17 years old	Between 18 and 24 years old				
Catching the virus, going out, money, grandmothers	Concern for the lack of resources and the economy in general, missing an academic year, catching the coronavirus, and access to the internet in order to follow their classes. The girl who reports being a victim of violence corresponds to this age group.	Concerns about catching the virus, the lack of resources in their homes and the economy in general, missing an academic year and the quantity of schoolwork.	Economy / Employment / Money, Catching the virus, inadequate education / missing a year, vulnerable people, general violence and gender violence, hunger, mental health.				

The open responses option about their concerns included very few mentions by those in the five and under age group, and even the adults who helped them respond informed us that they had nothing else to add. However, in some cases they express that they are also worried about catching the virus, going out, money and grandmothers.

The 6-11 and 12-17 age groups also show no notable differences between the other things they voluntarily report as concerns. They mention the lack of resources and the economy, missing an academic year, catching the coronavirus and the lack of access to the internet in order to follow their classes.

Young people are more worried about the real danger of catching the coronavirus.

This can be explained by the fact that these are ages where it is possible to understand the danger more clearly and adults are obliged to give more explanations, in addition to the fact that they can already look for information more autonomously.

Lastly, young people (male and female) place a lot of emphasis in the open responses on the issues of economy/employment/money, followed by the possibility of catching the virus, inadequate education and missing the school year. They also worry about more vulnerable people, the increase in violence and towards women in particular, the possibility that there may be more people suffering from hunger, and the effect on mental health. They are more worried about more complex issues and the long term.

Do you think there is anything positive about this situation?

There is a clear emphasis among children and young people on the negative side of this situation. They express that the immediate consequences are evident and that there is no doubt that there will also be consequences in the future.

Children and young people propose that it is a time to generate positive changes in favour of humanity and the environment.

It is seen as an opportunity for change to work towards a world where we invest in what is really important, such as universal access to quality health services, and for us to rethink the model of society that we have been building at the expense of the environment. In summary, like any crisis, we can also take something positive from it and, from the wellbeing point of view, this positive outlook is very important. This is why Educo has investigated this issue with children and young people and the findings can be found in Table 5.

Generally speaking, and also disaggregated by sex, they believe that it is positive to “spend more time with my family”, the option that is most appreciated, followed by “I feel safer at home” and “more time to play at home, draw, listen to music, watch television, etc.”.

Once again, the value placed on being at home, on family relationships and the perception of security that these environments generate is significant. Equally, other Educo research has arrived at very similar conclusions about the huge importance that family has for children.

A recent investigation, currently in the process of completion (Child wellbeing: their views and their voices⁴), points out that "In order to talk about child wellbeing it is not enough to have a family, but, most importantly, to live with and share daily life with that family. Family relationships are highly significant for wellbeing as they are a source of reciprocal love and satisfaction of basic needs, as well as being a key

reference point for ethics in life and guidance for the future. Home and family life are considered the primary setting for the protection and safety of children and adolescents. Intrafamily communication, respect and peace of mind stand out among adolescents when talking about child wellbeing."

Table 5 - Do you think there is anything positive about this situation?

Total participants		Analysis by gender			
		Girls and young women		Boys and young men	
Answers	%	Answers	%	Answers	%
Spending more time with my family	28.83	Spending more time with my family	29.20	Spending more time with my family	28.43
I feel safer at home	16.09	I feel safer at home	16.43	I feel safer at home	15.53
More time to play at home, draw, listen to music, watch television, etc.	10.33	More time to play at home, draw, listen to music, watch television, etc.	10.54	More time to play at home, draw, listen to music, watch television, etc.	10.01
Being able to do my lessons without going to school	8.91	Being able to support my family somehow so that we don't get sick	9.54	My family can support me more with my studies	9.27
Being able to support my family somehow so that we don't get sick	8.79	Being able to do my lessons without going to school	8.94	Being able to do my lessons without going to school	8.95
My family can support me more with my studies	8.67	My family can support me more with my studies	8.20	Being able to support my family somehow so that we don't get sick	8.00
Being connected to friends and family via the Internet or the telephone	6.08	Being connected to friends and family via the Internet or the telephone	6.02	Being connected to friends and family via the Internet or the telephone	6.11
Having more time to use the internet	4.13	Having more time to use the internet	3.29	Having more time to use the internet	5.15
Not going to school	3.15	Not going to school	2.75	Not going to school	3.63
Nothing	1.44	We have received help	1.45	Nothing	1.51
We have received help	1.28	Nothing	1.38	Others	1.27
I don't have to go out to work	1.16	I don't have to go out to work	1.23	We have received help	1.08
Others	1.13	Others	1.03	I don't have to go out to work	1.06
Summary of "Other" answers					
Girls and young women			Boys and young men		
Safe at home, help at home / cook / share, crafts / play / read, hygiene practices, more time to myself, more internet / TV, sleep / rest, study more, work from home, no socialising, has put everyone in the same situation.			Interact with family / share / help, atmosphere, sleep / rest, hygiene measures, do different things, online classes, physical exercise, security, more time to myself, have been supported.		

4 This research has been centred on four locations in Bolivia, Nicaragua, El Salvador and Guatemala and the aim was to get to know the perception of child wellbeing among children, adolescents and their immediate environment. At the time of writing this report, several communication products derived from it are in the final stage of development and will be used for the official launch.

However, in contrast to this, violence against many children in their homes remains a reality. The study [Violence against Children Explained by Children](#) (ChildFund, which Educo is a member of) coincides with the findings of this research in relation to the value of the family environment for protection, but it also highlights that violence remains a major problem.

The importance of family is such that in this context, there have been a number of warnings like the one which the Committee on the Rights of the Child has announced: *“Confinement can expose children to a higher level of physical and psychological violence, or force children to stay in homes which are overpopulated and lack minimum living conditions. Children with disabilities and behavioural problems, as well as their families, could be facing additional difficulties behind closed doors”*.

However, as has already been said, this survey, due to its content and form of application in the current context, did not seek to ascertain the situation in relation to this issue, but it is essential to mention it and monitor it through other processes, as violence against children is a priority problem that must be prevented.

It is interesting to note that the option of receiving more support from family in their studies is valued in fourth place in general, and moves down to fifth place when analysed by sex. This is despite the fact that there are several countries with measures that involve the closure of schools, where people are forced to stay at home, and the use of online educational alternatives / TV / radio, etc.

In this regard, the [Committee on the Rights of the Child has warned](#) that *“learning online is a creative alternative to learning in the classroom, but it poses challenges for the children who have limited or no access to technology or the internet or who do not have adequate support from their parents. Alternative solutions must be provided so that these children benefit from the guidance and support provided by teachers.”*

Therefore, this result should be a kind of warning to explore in more depth educational alternatives for emergency situations and the levels of involvement of adults in the general education of their children, including the reality of alternatives from home.

Another striking aspect is that the possibility of having more time to be connected to the internet and in contact with friends and families online has not received a higher score. The explanation could be related to the fact that the questionnaire could only be answered by those who had access and adequate equipment, so confinement did not represent a new opportunity to communicate using these methods. There may already have been a certain level of “communication without community” as indicated by Byung-Chul Han in his essay “The Disappearance of Rituals” (2020); this being another issue which emerges as a product of the results of this research and which is linked to the relational wellbeing of children.

In addition to the nuances already noted by the disaggregation of responses by sex, it is also notable that girls and young women have placed in fourth place “being able to support my family in some way so that we do not get sick”; Meanwhile, that option falls to sixth place among male participants, which could be influenced by the roles socially assigned to girls and women as caregivers, while they value less the possibility that “my family can support me more with my studies”; that is, they put helping the family before the support they may receive individually.

There is also a small percentage which celebrates that this situation has meant they haven’t had to work, which is slightly more positive for girls and young women, despite the fact that they are at home most of the time and tend to do more domestic chores.

There could be an erroneous conception of what work is and that which society does not recognise or reward (reproductive) and that, paradoxically, substantially reinforces the material conditions of wellbeing. In summary, the result opens up new questions for the future.

In the open response options girls and young women once again highlight that they feel safer at home; as well as help at home / cook, share with the family, doing crafts / play / read, hygiene practises with family, more time to myself, more use of the internet / watch TV, sleep / rest, study more, work from home, etc.

Lastly, the male participants coincide in the majority of the open responses, but include a new piece of positive information: the benefits for the environment and the possibility of doing physical exercise at home.

On the other hand, an analysis of the positive side of the situation, according to the age groups consulted (Table 6), reflect that there are no differences in relation to the general pattern for the two aspects most valued and already mentioned ("spend more time with my family" and "I feel safer at home"). The order of responses from that point onwards shows very interesting changes.

Children aged 6-11 are the ones who most appreciate the option "my family can support me more with my studies", which coincides with the age range which mostly studies primary level education and tends to have the highest coverage rates.

Adults give it much more importance than early education, whereas during later studies students are more autonomous. This option was given fourth place by the youngest and falls down to sixth and seventh place among those aged 12-17 and 18-24.

Another interesting finding is that the eldest participants are the ones who most appreciate the possibility to "support my family so that we don't get sick", a fact that is linked to the abilities one already has at that age to make that desire a reality. This value diminishes as the age of the participants gets younger.

Between the ages of 6-11 and 12-17 there are very slight changes in perception, except that the option "being able to support my family somehow so that we don't get sick" is the fourth most appreciated for those aged between 12 and 17, because they are at an age when they have already acquired greater responsibilities in their homes and have a higher level of awareness of the situation and how they can contribute to not spreading the virus.

In the case of how they value the possibility of having "more time to play at home, to draw...", it's importance diminishes for the 6-11-year-old group and, above all, for the 18-24 age group.

In the case of the older participants, it is perfectly understandable because the sense of play at these ages changes and other types of interactions are preferred, but the reasons for this are not clear for the 6-11-year-old group; although it is striking that they are the ones who most appreciate the possibility of family support for their studies, so the space that school is occupying at home could leave less margin for the enjoyment of play for this age group.

The open responses show that the children aged five and under emphasise the positive side of being safe at home and the fact that they can be with their mothers.

Those aged between 6 and 11 years old ratify that they appreciate spending time with their families, but also being able to sleep and rest more, help at home, practise hygiene, they think the atmosphere has improved and it is good to watch more TV.

The 12-17 age group also highlights these aspects and include the novelty of being able to do exercise at home. Lastly, the eldest participants also include the benefits for the environment, hygiene practices at home, being able to work from home, spending time with family, online classes and more time for themselves.

Table 6 - Do you think there is anything positive about this situation?

Analysis by age group												
Total participants												
Spending more time with my family	I feel safer at home	More time to play at home, draw...	Being able to do my lessons without going to school	Being able to support my family somehow so that we don't get sick	My family can support me more with my studies	Being connected via the internet or the telephone	Having more time to use the internet	Not going to school	Nothing	We have received help	I don't have to go out to work	Others
28.83	16.09	10.33	8.91	8.79	8.67	6.08	4.13	3.15	1.44	1.28	1.16	1.13
Five years old and under												
Spending more time with my family	I feel safer at home	More time to play at home, draw...	My family can support me more with my studies	Being able to do my lessons without going to school	Being able to support my family somehow so that we don't get sick	Being connected via the internet or the telephone	Not going to school	Having more time to use the internet	Nothing	We have received help	I don't have to go out to work	Others
34.31	15.93	13.66	9.92	7.32	5.04	4.55	3.41	2.76	1.30	1.14	0.33	0.33
Between six and eleven years old												
Spending more time with my family	I feel safer at home	My family can support me more with my studies	More time to play at home, draw...	Being able to do my lessons without going to school	Being able to support my family somehow so that we don't get sick	Being connected via the internet or the telephone	Not going to school	Having more time to use the internet	Others	Nothing	We have received help	I don't have to go out to work
29.81	15.97	12.18	10.48	8.62	7.19	5.01	3.38	3.31	1.32	1.04	0.91	0.77
Between 12 and 17 years old												
Spending more time with my family	I feel safer at home	More time to play at home, draw...	Being able to support my family somehow so that we don't get sick	Being able to do my lessons without going to school	My family can support me more with my studies	Being connected via the internet or the telephone	Having more time to use the internet	Not going to school	Nothing	We have received help	I don't have to go out to work	Others
26.58	16.03	11.42	8.76	8.70	6.82	6.43	4.97	4.35	2.11	1.56	1.14	1.13
Between 18 and 24 years old												
Spending more time with my family	I feel safer at home	Being able to support my family somehow so that we don't get sick	Being able to do my lessons without going to school	More time to play at home, draw...	Being connected via the internet or the telephone	My family can support me more with my studies	Having more time to use the internet	I don't have to go out to work	We have received help	Not going to school	Nothing	Others
28.57	16.37	12.13	9.94	8.17	7.71	4.95	4.81	1.98	1.59	1.41	1.34	1.03
Summary of "Other" answers												
Five years old and under			Between six and eleven years old			Between 12 and 17 years old			Between 18 and 24 years old			
Safe at home, my mother at home.			Spending time with the family, sleeping and resting more, being able to help at home, practising hygiene, the atmosphere is better and being able to watch more TV.			Helping at home, practising hygiene, improved atmosphere, resting, family and doing exercise.			Improved atmosphere, hygiene practise at home, working from home, spending time with family, online classes, more time to myself.			

What do you think will happen when we come out of this situation?

Given that the world is experiencing a situation that will mark a before and after in our lives, the research has investigated how children, adolescents and young people see their future.

The results are extremely interesting, but, above all, we must remember that this is an exploratory study, where the perception of wellbeing is very much marked by the context of each person, the type of life they have, the references of a good life, the predominant culture, the place they live in, their age, gender, their own desires and aspirations, etc.

It is therefore not surprising that there are significant differences of opinion when we ask how they see the future. In addition, each country has taken measures with very different implications. There is only one

pandemic, but it is being experienced very differently and a subjective welfare approach helps to capture those nuances.

The responses show a general pattern in order of priority and do not differ in the case of girls and young women, as follows: 1) I don't know or I'm not sure; 2) My life will be better; 3) My life will be more difficult; and 4) My life will be the same as it was before.

The two most voted scenarios show little difference between them, and perceptions are divided between uncertainty and optimism.

The male participants do show a change in perception in the order of the two least voted options. There is a general consensus and by sex for the two most voted options. Table 7 shows a summary of these results.

Table 7 - What do you think will happen when we come out of this situation?

Total participants		Analysis by gender			
		Girls and young women		Boys and young men	
Answers	%	Answers	%	Answers	%
I don't know or I'm not sure	31.64	I don't know or I'm not sure	31.61	I don't know or I'm not sure	30.97
My life will be better	30.23	My life will be better	30.19	My life will be better	30.71
My life will be more difficult	19.39	My life will be more difficult	20.44	My life will be the same as it was before	20.18
My life will be the same as it was before	18.74	My life will be the same as it was before	17.76	My life will be more difficult	18.14

In general, only 19% think that this is not going to mean a change in their lives, so there is a majority feeling that we are in a period of change.

Although it does not have such a significant percentage, the female adolescents and young women are those who most believe that their life will be worse after this (20%).

On the other hand, the male participants are a bit more optimistic and break the overall pattern and think that the likelihood that their lives will be worse is the last option (18%).

A summary of the open responses option for explaining the reasons for choosing their vision of the future (Table 8) clearly illustrates their views. These reasons also indicate that not all of them based their answers on the same assumptions.

Some of them focused on the "here and now" and said that just the fact that social distancing comes to an end will mean a positive change in their lives. Another group thought more about how they lived before and took a longer-term view.

Also, the responses show that those with a more uncertain or difficult perspective of the future (response options like “I don’t know or I’m not sure” and “my life will be more difficult”) mainly refer to reasons that are out of their control. They reflect the uncertainty society is living in at this point in time, they depend on what will happen at a macro level and are very complex (the economy, employment, social distancing and hygiene rules that will be imposed).

On the other hand, the most hopeful perspectives and even those who envision a “new and better reality” base their hypotheses on things which are more under their control, or that of their families, or are more simple for the government (opening schools, letting people leave the house).

It is obvious that this is a topic to try to understand over the course of time and, above all, with research

Table 8 - Perception of the future by sex	
Girls	Boys
My life will be better	
Because I have learnt to appreciate simple things, I am learning to be a better person, my family is supporting me more and it has become a time for learning. Getting over this and returning to normal will already make life better.	We will be able to go back to school, there will be no more coronavirus, we will be able to see our friends again, we have learned new hobbies in quarantine, the economy will improve and we have learned to give more value to family and to the things that are really important like being together.
I don't know or I'm not sure	
Many agree that there is no certainty about how this situation will evolve and what the effects will be in the long term, there is fear and uncertainty.	There is a lot of uncertainty, it is not possible to visualise a future situation, there is no certainty that we have learned valuable things from this situation, there is going to be a lot of stress, doubts about the "new normal" and why the virus could still be present.
My life will be the same as it was before	
They are happy because they believe that they could return to a situation with open schools, be able to go out and do activities outside the home, and they do not believe that the pandemic will bring an end to these possibilities.	My life will be the same as it was before: they think that they could return to a situation with open schools, being able to go out and do activities outside the home, and they do not believe that the pandemic will bring an end to these possibilities.
My life will be more difficult	
There will be a difficult economic situation with high unemployment, a "new normality" is expected but with many limitations such as having to always practice social distancing and not being able to lead the same lifestyle, and a great fear of reinfection because the virus will not disappear.	The economy is going to be very affected, there will be crises, unemployment, lack of food, social distancing and other hygiene measures will have to continue, there could be a very long quarantine and, in general, they do not believe that life will be as it was before.

techniques that allow for a more in-depth approach (statistical sampling, focus groups, in-depth interviews, etc.) and that differentiate the population consulted and their responses according to their situation and condition; in order to adequately combine the context, culture and not just this period of time, as in the case of the research in question.

However, there are considerable similarities with other studies like the one carried out by World Vision ([Children’s voices in times of COVID-19](#)) and which points out that “Most of the children and young people we spoke to were specifically concerned about the economic impact of COVID-19. They were especially concerned about the ability of their parents to earn a living under the difficult conditions that their countries had to impose. They were also worried about the

economic impact that the crisis would have on the most vulnerable and they worried about all the people in their communities who did not have savings and depended on the money they earned on a daily basis”.

On the other hand, the analysis of future perceptions has generated a total break with the general pattern of responses (Table 9), consistent with what various studies have shown in relation to the influence of age on personal perceptions of life satisfaction. Here is an analysis according to age group, and the table also contains the open responses by age and which determined their choice of future.

Table 9 - What do you think will happen when we come out of this situation?

Analysis by age group			
Total participants			
I don't know or I'm not sure	My life will be better	My life will be more difficult	My life will be the same as it was before
31.64	30.23	19.39	18.74
Five years old and under			
I don't know or I'm not sure	My life will be better	My life will be the same as it was before	My life will be more difficult
42.86	25.09	16.38	15.67
Between six and eleven years old			
My life will be better	I don't know or I'm not sure	My life will be the same as it was before	My life will be more difficult
30.33	30.05	24.45	15.16
Between 12 and 17 years old			
My life will be better	I don't know or I'm not sure	My life will be more difficult	My life will be the same as it was before
30.81	28.36	22.90	17.93
Between 18 and 24 years old			
I don't know or I'm not sure	My life will be better	My life will be more difficult	My life will be the same as it was before
34.85	30.74	23.29	11.12
Summary of the reasons for each future option and for each age group			
Five years old and under	Between six and eleven years old	Between 12 and 17 years old	Between 18 and 24 years old
<p>My life will be better: they have learned, they won't get sick, there won't be a virus, the family will be healthy, they'll be able to go out, they'll go to school, their father will work.</p> <p>I don't know or I'm not sure: mostly they find it impossible to give concrete reasons, there is confusion, they mention crises, and there are those who believe that dinosaurs are going to appear.</p> <p>My life will be the same as it was before</p> <p>My life will be more difficult: there will be limitations, it will not be possible to go out as before, hygiene measures will be followed, the virus will be there, there will be no money.</p>	<p>My life will be better: I will go back to school, I will be able to go out and go to school, they have learned a lot as a family as well as the value of family, and the adults will be able to go back to work.</p> <p>I don't know or I'm not sure: a lot of uncertainty, the virus could be around for a long time and the quarantine could be very long.</p> <p>My life will be the same as it was before: they think that they could return to a situation with open schools, being able to go out and do activities outside the home, and they do not believe that the pandemic will bring an end to these possibilities.</p> <p>My life will be more difficult: the economy is going to be very affected, there will be crises, unemployment, lack of food, social distancing and other hygiene measures will have to continue, there could be a very long quarantine and, in general, they do not believe that life will be as it was before.</p>	<p>My life will be better: because there will be no more coronavirus, they've learned to appreciate simple things like going out, playing, doing sport and the family is stronger.</p> <p>I don't know or I'm not sure: there is a lot of uncertainty, it is hard to imagine scenarios and whether it will be better or worse, the virus could continue, social distancing and other hygiene measures will continue, there might be new quarantines, economic crisis and high unemployment.</p> <p>My life will be the same as it was before: the simple fact that the quarantine and other measures are over is seen as enough to return to how they lived before: going out, playing, playing sports, seeing friends, going back to school, etc.</p> <p>My life will be more difficult: the economy is going to be very affected, we will need to invent new ways of doing business, there will be crises, unemployment, lack of food, social distancing and other hygiene measures will have to continue, there could be a very long quarantine and, in general, they do not believe that life will be as it was before.</p>	<p>My life will be better: lockdown will be over, we'll be able to go out, we'll go back to school, we'll see our friends, we'll appreciate being alive, what we have and what is important adults will work, we will be more careful about illnesses.</p> <p>I don't know or I'm not sure: the news is very confusing still, too early to have an idea of the future, uncertain future, they just don't know.</p> <p>My life will be the same as it was before: return to school, see friends, return to normal, although there has been learning, hope that everything will be the same, return to work, it will be like before but with some precautions.</p> <p>My life will be more difficult: much concern for the economy, employment, income; we will have to adapt to changes, many things have had to be postponed, the virus and the fear of contagion will continue, every aspect of life will have to be reorganised, hygiene measures will have to continue, governments are not prepared to handle the future.</p>

Children aged five and under differ from the general pattern in their last two response options. They think it is less likely that their life will be the same and in general they have a more negative perception of the

future, which may reflect a perception of concern for the moment, and/or direct adult influence in giving the answer, and/or the methodological difficulties of consulting them with an online tool.

which may reflect a perception of concern for the moment, and/or direct adult influence in giving the answer, and/or the methodological difficulties of consulting them with an online tool.

Those aged 6-11 years old totally break with the general pattern. Their order of scenarios starts with the highest probability for “my life will be better” and “I don’t know or I’m not sure”, both with almost identical values. It is important to apply in this case, and in all age groups, what has already been mentioned about the differences that exist regarding the basis on which they approach this response and which explains such disparate scenarios and with such similar levels of perception.

In this age group, the most unlikely thing they think will happen is that “my life will be the same as it was before this situation” and “my life will be more difficult” with scores well outside the first two options, but close to each other. In general, among 6-11 year olds there is a more optimistic perspective about life than that of the youngest age group.

Those aged 12-17 coincide in the first two options with those aged 6-11. For this group the option that life will be the same as before is the least popular. In general, they are less optimistic about life than the previous age group.

The 18-24 age group is the least optimistic about their future, which is a logical result of the tendency for life satisfaction to decline with age.

The 18-24-year-old age group is the only one whose response pattern is identical to the general one, although the importance given to each option differs.

Once again there are similarities with the research [Confined childhood, how are children and adolescents experiencing confinement?](#), in which they corroborate this same trend.

What message would you like to send to other children?

The questionnaire included the option to send a message to all children and young people. Thousands of messages have been received, the vast majority written by them and, in a few cases, there are also quotations, poems or links to interesting videos or music. The immense majority of these messages have a positive, optimistic meaning, they encourage, are inspiring and show that children and young people have a lot to contribute. For example, they mention the hygiene measures that have to be taken, social distancing and a recurring mention of God as a source of calm and positive solutions.

They show that they are aware of the moment and that they are informed, concerned about their situation and that of other people, that they are capable of giving advice, and that they want to return to routines that allow them to relate to other people.

In their messages, they express the value of having a family to rely on in this situation, the hope generated by the faith they practice, and that they are the protagonists of a historical moment.

This majority of optimistic messages contrasts with many of the opinions expressed in the other questions, because they reflect concerns like the lack of resources at home because the adults or they

themselves are unable to go out to work, very few of them refer to help received during this situation (1.28% of the total responses) and some say they have large families and are staying at home without the adult caregivers, left in charge of younger children, that lockdown is not good, but that it is necessary to find options to deal with it, etc.

This apparent contradiction can be explained by what has already been said: at earlier ages in life people tend to be much more optimistic, even in particularly difficult situations, which is a very important asset and which generates a capacity for resilience among children and young people that, if properly supported, could help them to be a generation that builds a better and fairer world.

It is not a question of them hiding their problems, but they usually make a fairer balance in relation to the positive, unlike adults, who tend to “problematise” life much more. We believe this study is an example of this. We should not be surprised by these final messages; they are an invitation to adopt this optimism as a basis for improving our societies.

A selection of these messages is included below. An effort has been made to ensure that they are representative of what children and young people feel and express, and that they are also representative of the ages of the participants. We think these messages help spread the feelings of children and how they express them.

What message would you like to send to other children?



I love you.
(Boy, Bolivia)



I hope everyone will be able to celebrate their birthdays with their friends
(Girl, Germany)



Live, dream, make your home into a world for exploring and having fun; and most of all, never give up.
(Girl, El Salvador)



Everything will be fine when the time is right. We have lived until now and we will continue to fight after this. Just pray and stay safe, cooperate and pray.
(Boy, Bangladesh)

My message would be to take things easy, even though confinement may seem desperate you can take this quarantine as a time for you and do all those things that you couldn't do before, learn new things, exercise your mind and body, be active, write, cook, read; you may even be surprised at how good you can be at certain activities that you didn't do before, organise your day to day, but, above all, the best way to do all this is as a family.
(Girl, El Salvador)



What message would you like to send to other children?



Prepare yourselves for the coronavirus. Protect yourself from coronavirus infection. Be intelligent and get informed. Be kind and support each other.

(Girl, Philippines)



After this pandemic, I hope to see you soon. I hope we will be able to hold hands, freely... without any doubt.

(Girl, Philippines)

Always keep smiling. It may be something simple. But it can be a great encouragement for all children. And for our beloved staff that is on the front line.



(Chose not to be identified, Philippines)



"We should not be afraid of anything in life. All we have to do is understand it".

Marie Curie

(Child's quote, Philippines).



*Schools are shut, learning is on!
Playgrounds are closed but playing isn't!
Cinemas are closed, but the television is on!
Restaurants are closed, but your mother's kitchen is open! We will stay home for longer.
Always remember that life is much more than just going out!
Remember this to make your stay at home safe!*

(Boy, Bangladesh)



What message would you like to send to other children?



We have to look after ourselves and the littlest ones. We will be fine.

(Girl, Mali)

I know what we are all going through, it can be stressful, boring, and sometimes repetitive, but since we are all at home, even if it seems endless, home is an infinite sea of possibilities for learning, teaching and training. It's not the situation that is bad, it's the way we see it that is bad, it's not the virus that is bad, it's the way we relate to it...

(Boy, Bolivia)



These days I have met real heroes starting with my parents who do everything they can to make sure my family is safe. Heroes in the hospitals, heroes cleaning the streets, heroes looking after us, and the biggest heroes of them all, the CHILDREN fighting alongside their parents for the common good, without understanding everything that is going on, but always keeping smiles on their faces. A round of applause for all those children who use a space in their homes to turn it into a fun game. A huge round of applause.

(Boy, Bolivia)



What message would you like to send to other children?



Let's stay brave in this situation.

(Girl, Mali)

Appreciate your life, enjoy yourselves, spend time with your families, look after the planet, our small actions can make a change, our decisions can change the future, in the darkest moments the light always shines through, you can be that light.



(Girl, Bolivia)



These days I have been using the internet more than ever. I like food and I learnt some recipes, my parents say that wherever you are the most important thing is to be happy, see the positive aspects and enjoy yourself, not to be a "complainer".

(Boy, Bolivia)

Be careful with the coronavirus. As long as there is coronavirus, children should not go outside. I want them to take care of the planet and the animals, because they too are afraid.

(Girl, Bolivia)



What message would you like to send to other children?



Keep going, don't give up, this is a complicated situation, I recommend you to use, for example, a diary and write down what happens day by day, since in the future students will be receiving lessons about this hard situation and we can be of great help in providing information because we have it recorded it in a diary.

(Boy, Guatemala)



That they keep going no matter how difficult, every day is a gift and must be lived as if it were the last. Good days give you happiness, Bad days give you experience, Intense days keep you strong, Trials keep you human, Falls keep you humble.

(Boy, Bolivia)



That all children stay at home, and look after their families. And look after their grandparents.

(Girl, Guatemala)

We are fighting from home; the conditions are poor and parents cannot go out to work.

(Girl, India)



What message would you like to send to other children?



To other children I would like to tell them that even when the crisis has passed we must continue to observe hygiene measures.



(Girl, Benin)

My friends all over the world I would ask you to go back to school after this situation.



(Boy, Benin)

Everyone has to get organised to learn their lessons because, even though schools are closed, we can keep listening to our lessons on the radio.



Our schoolbooks should not be closed...

(Girl, Burkina Faso)

That we are making history.

(Girl, Spain)



That, although this situation is difficult we need to think positive, and try not to focus on the bad. Help from home, for example: tell your relatives not to leave the house; focus on the opportunities this situation gives us to spend more time with our families, to be more aware of our health and to study online.

(Girl, Nicaragua)



What message would you like to send to other children?



Staying at home is difficult, but it will all pass.

(Boy, Spain)



I have always been afraid of losing the people I love, but sometimes I ask myself, is there anyone out there who is afraid to lose me?

(Young woman, Burkina Faso)

Let us maintain the moral integrity to overcome this pandemic by respecting the rules established by the State.

(Young woman, Mali)



Do not be discouraged, because life is a struggle and is made of difficulties. As long as we have come out of this pandemic alive, we will have to thank God, have courage and move on.

(Young woman, Burkina Faso)

This situation is an obstacle that only together as human beings we can overcome, leaving aside our differences, selfishness and indifference.

(Young man, El Salvador)



Conclusions

The summary of the results in general, and of the analysis according to sex and ages of those who participated, show a population of girls, boys, adolescents and young people who are very aware of the moment they are living in, concerned about the spread of the virus, about their situation, about that of the population in general, about the impact on the environment and the economy, and that it is an event that goes beyond a specific impact on a group of people or on very specific areas of life.

There is awareness that it will generate very complex effects, there is a lot of uncertainty and the concern is not only personal: there is awareness of a shared planet.

They place a high value on family life for their wellbeing. Above all, they want to improve their relational wellbeing by getting back the spaces that restrictive measures are currently denying them. There is also concern about material wellbeing issues such as the current and future economic situation, their families' income, the environment, and how all this will influence their future lives.

Despite all this, they mostly send a message of optimism and confidence that we will overcome this situation. More specifically, and according to the research questions, here are some conclusions:

In general, they really miss their routine activities linked to children's relational wellbeing: in-person relationships and the value of friendship, like "going to school", "seeing my friends", "visiting family and friends" and being able to "go out and play outside the home".

1. What they miss the most:

- There are no major differences in opinions by sex, although the male participants prioritise "going out and playing outside the home" rather than "visiting family and friends".
- Emphasis has been placed in the open responses on the need to be able to go to the church or mosque where they normally congregate, and other activities outside the home. Also, the male participants add the desire to be able to go back to doing sport outside the home and other outdoor activities.
- The analysis by age group generates very interesting peculiarities, which show how the interests and the conception of what they miss change in the different stages of personal development. However, all age groups prioritise the desire to "go to school" as the thing they miss most; except for the 18-24 year olds who place this option in third place and prefer, above all, to "visit family and friends" and see their friends.

2. Their concerns:

- There is a greater general emphasis on issues of material wellbeing and the importance given to the family. The first mention is "that I or someone from my family could get sick", "that my family won't have enough money to pay for what we need" and "that adults are unable to go out to work". For the most part, this pattern is independent of the sex of the participants.

The open responses show patterns of concern according to gender roles. Girls and young women are more focused on issues of protection and care; male participants are more worried about resource provision. However, the possibility of catching the virus is a common concern, with more of an emphasis in the case of boys and young men.

- The analysis by age ratifies the general concerns for those issues most voted for in relation to the overall pattern. The only age group which places a new element in the top three priorities is the one aged 18-24, who are more worried about people that might need medical attention and can't get it.

3. Their positive assessments of the situation:

In general, and disaggregated by sex, the aspects they consider to be most positive are the fact that they can spend more time with their families and that they feel safer at home, and they also value having time for activities at home.

- The option of receiving more support from family in their studies is valued in fourth place in general, and moves down to fifth place when analysed by sex. All this in spite of the fact that the issue of continuity of classes from home, through alternative means (Internet, radio, TV), is one of the

most recurrent measures in this situation. This result raises questions that will have to be addressed in greater depth in the future.

- The possibility of having more time to be connected to the internet and stay in contact with their friends and families this way has not received as high a score as could be expected when spending more time at home. This indicates the need to go deeper into this subject that is linked to wellbeing in times of such relevance for relationships that are not in person.
- Girls and young women consider supporting their family much more positive than the support they receive themselves from their family. The male participants reverse that order, which may be influenced by socially assigned behaviour patterns.
- In the open responses, girls and young women confirm the security they have at home and the possibility of support. The male participants mostly agree but add the positive view that the environment is recovering and the ability to do exercise at home.

The value given to the percentage of children who value as positive that this situation allows them not to have to go to work is not so high in relation to other response options. However, it raises questions about what is considered child labour for girls.

- The age group analysis shows no difference in the two aspects seen as the most positive (“spending more time with my family” and “I feel safer at home”). From there, all age groups break with the general pattern and generate an order of priority according to age-appropriate interests. It is worth noting that the group that most values support in their studies is the 6-11-year-old group, and the 18-24-year-old group is the one that most values the fact that they can support their families in this situation.

4. Their perception of the future:

In general, and without differences by sex, the future scenarios that are foreseen fluctuate between uncertainty and optimism.

- It is evident that this is influenced by the basis on which they have expressed their opinions; there are those who express their opinions based on the immediate and the simple (regaining relationships outside the home), and another group that is more concerned with complex and long-term issues (economy, income, material wellbeing). Additionally, the specific living conditions that they already have and that determine their future quality of life must have influenced them.
- The majority agree that this is a key moment of change for humanity and that this will influence their lives to be somehow different from what they are now, either for better or for worse.

- Girls and young women have a slightly stronger perception that their lives might be more difficult in the future. The male participants not only assign less percentage to this option; they also place it as the least likely overall.
- The analysis of the options for the future by age group totally breaks with the general pattern, except for those aged 18-24, but their percentages for each option vary substantially, which demonstrates the influence of age on levels of life satisfaction.
- The most optimistic age group regarding the future are those aged 6-11; as the age increases so does the negative perception and those aged 18-24 are the group that predict the least optimistic future.

5. The messages they send:

- The immense majority of these messages have a positive, optimistic meaning, they encourage, are inspiring and show that children have a lot to contribute.
- This majority of optimistic messages contrasts with many of the opinions expressed voluntarily in other questions, because they reflect concern for what they are going through and for their future.
- This can be explained by the fact that at earlier ages in life, people tend to be much more optimistic, life expectations are more positive, even in particularly difficult situations. Therefore, their messages are a positive breath of fresh air on which a better and fairer world could be built.

Recommendations:


This exploratory study provides valuable contributions, from the voices of children, adolescents and young people, during an important moment for humanity, which should be taken into account by society in general. Here are some recommendations based on these contributions:

1

Listen to and take into account children, adolescents and young people

Listening to the voices of children and taking them into account, even in crisis situations, has been part of the main purpose of this investigation. Their perceptions are very important and the exercise of listening to them generates learning; which is why we recommend:

Establishing or improving mechanisms that enable you to find out what they think and feel systematically, reliably and directly, so that their opinions are heard in any circumstances, even in crisis situations. To give just one example, official population surveys can include children and young people with the appropriate age distinction.



Establishing appropriate channels so that children's opinions are widely disseminated and can be taken into account in legislation, public policies, and be shared with society, the academic world, children themselves, etc. and that this can serve to change over time the social conception that society has of these life stages and children's ability to contribute to their own wellbeing and general wellbeing.

Incorporating, in these listening mechanisms and dissemination channels, approaches and non-discriminative strategies which allow for attending to the differences in perception and their implications in relation to gender, age, origin or provenance, ethnicity or other factors of discrimination in the lives of children and young people, and which serve to strengthen equality policies and plans.

Including children in the reflections and public debates about education policies and programs in general, attending to their experiences and opinions in relation to alternative education methods; the school-family relationship; education in emergency contexts; as well as the shaping of the educational process as a space for relational wellbeing.

2

Build collective wellbeing which includes the voices of children

The results clearly show that children and young people possess an acute perception of what is going on around them. In their responses, we can see what is of vital importance to them, highlighting the importance they give relationships, especially family and friends, in relation to their wellbeing; so we also recommend:

That authorities establish community and family care programs; as well as policies to be able to adequately reconcile family and work life, and that they be more ambitious and consistent with the developmental needs of children and young people; as well as with their rights and wellbeing, and that their voices be taken into account according to their situation and context.

An increase in research efforts in order to gain in-depth knowledge of the perception of children and young people and their unique perspective on key aspects of their lives, such as child labour, education, age and gender differences, the value of relationships and general wellbeing.

Recognition of children as fundamental social change agents, with a singular outlook on life, society and the planet; with their own concerns and interests; with specific expectations and hopes, and with a concrete vision of what collective wellbeing means and the abilities for contributing to building it.

3

For Educo in particular

This research also enables us to make specific recommendations for Educo, both in reference to methodological aspects and content in relation to our work, for example:

Monitor the situation of the children who continue to be affected by restrictive measures, including encouraging them, and assisting, technically and methodologically, the elaboration of similar reports in the locations we work in. This helps to identify specific tendencies which could escape this more general analysis and, when the end of the restrictive measures permits it, to include the technical ones as well which will enable investigating in depth what this report has indicated as necessary.

Share the results in a way in which children and young people can see their opinions, including not just mass media but also social media and the communication channels Educo has with the people it works with. It is considered essential that this sharing include the textual opinions of the participants which, as well as being vital from a rights-based approach, would give real meaning to investigating their desires, perceptions and the possibility of freely expressing their opinions.

Use the results of this investigation, as well as others which may be done in the future, to improve Educo programmatic practise based on well-supported evidence. This could include, as an example, supporting statements and, in this context, increasing the emphasis of work with families as a result of the importance they have for the perception of wellbeing from childhood onwards, and contributing actively to the inevitable changes which will come in relation to education in its broadest sense and not limited to schools.

Use these results to be accountable on all levels and to support the search for new funds which enable us to broaden our work in favour of children, their rights and wellbeing.

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