




unicef for every child



Taking responsibility

A close-up photograph of two young children of African descent outdoors. The child in the foreground is a girl with her hair in braids, wearing a white collared shirt and a dark blue vest. She is smiling slightly. Behind her, a boy is also smiling. The background is a lush green outdoor setting.

The Effect of the COVID-19 Pandemic on Jamaican Children

Preliminary Results

September 8, 2020

Research Objectives



- The impact of the pandemic on children in Jamaica
- The capacity to respond to the situation

Sources



- Desk review
- Key informant interviews
- Representative survey

The Survey

	Households	People in Households
Sample	505 households with at least one child	1,994 Adults (56%) Children (44%)

- June 23 to July 13
- 30% reached by an online platform, 70% interviewer-assisted telephone interviews
- Stratified random sample (socioeconomic status and location)
- 95% Confidence interval is $\pm 4\%$

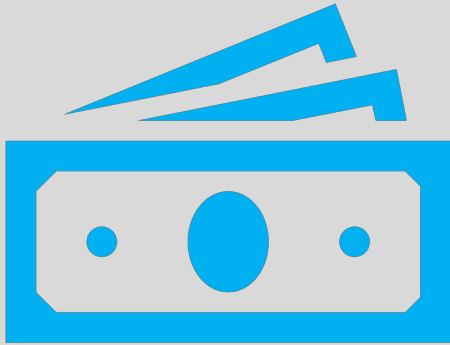
Channels of Impact



Loss of Income



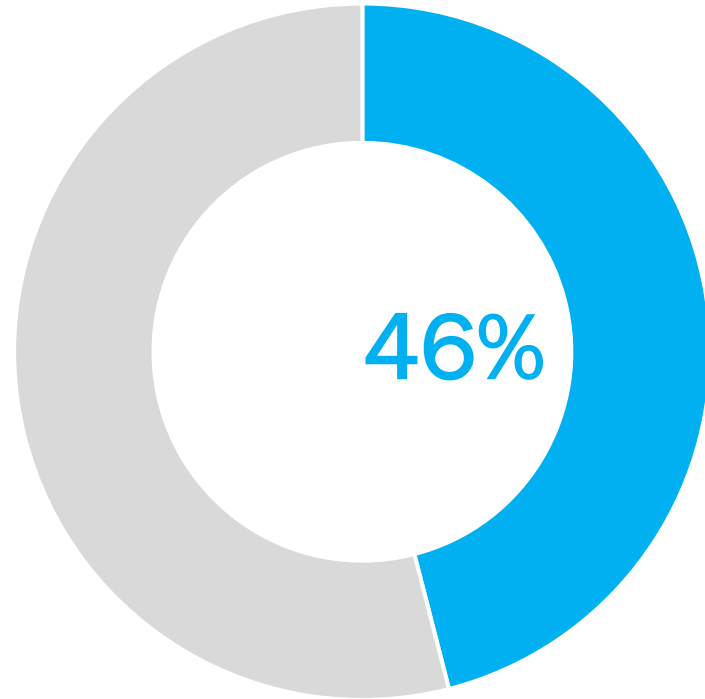
Closure of Schools



Loss of Income

Income Loss

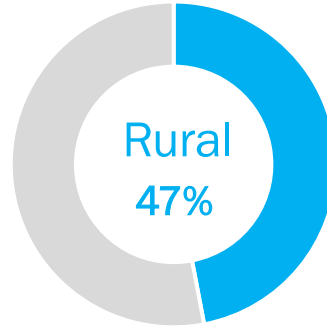
Average share
of income lost



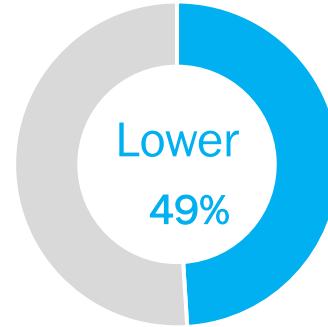
Income Loss

Average share
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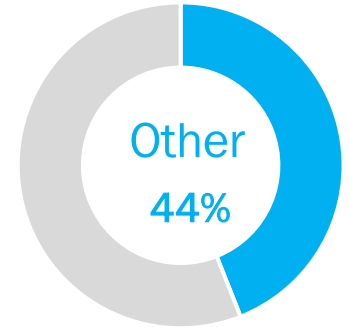
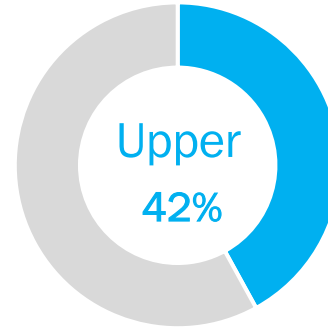
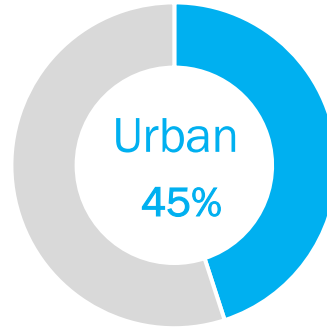
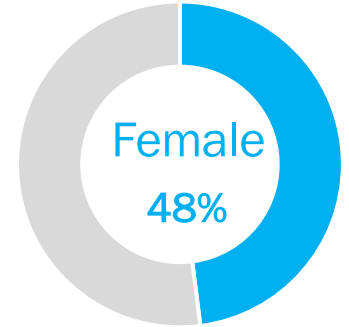
Geography



Socio-economic

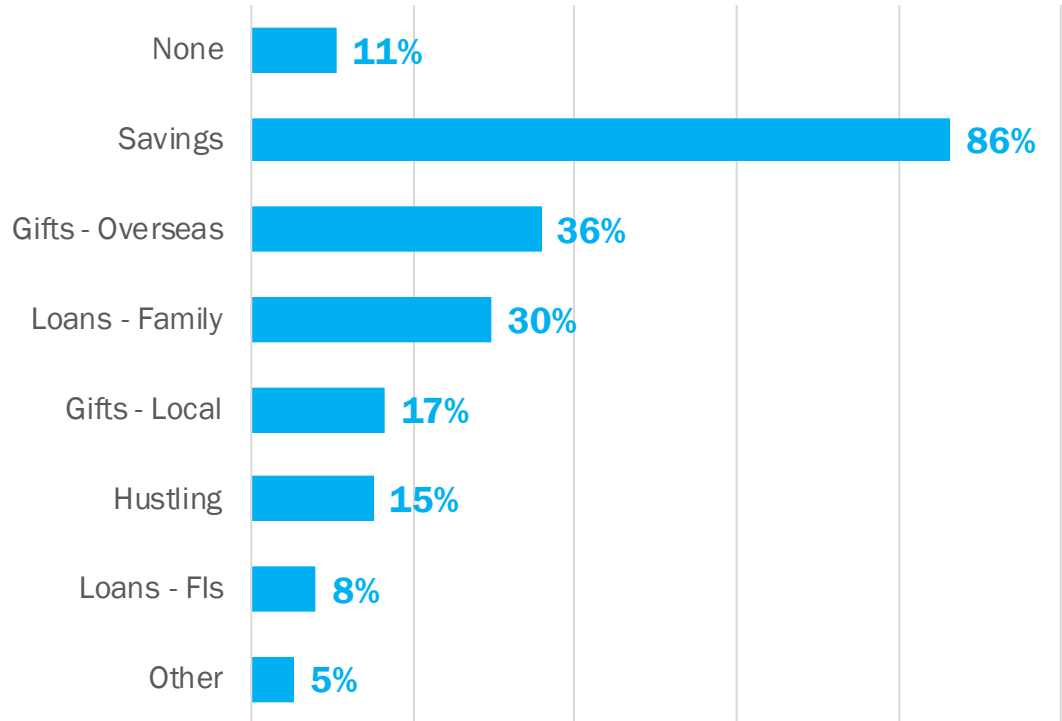


Household Head



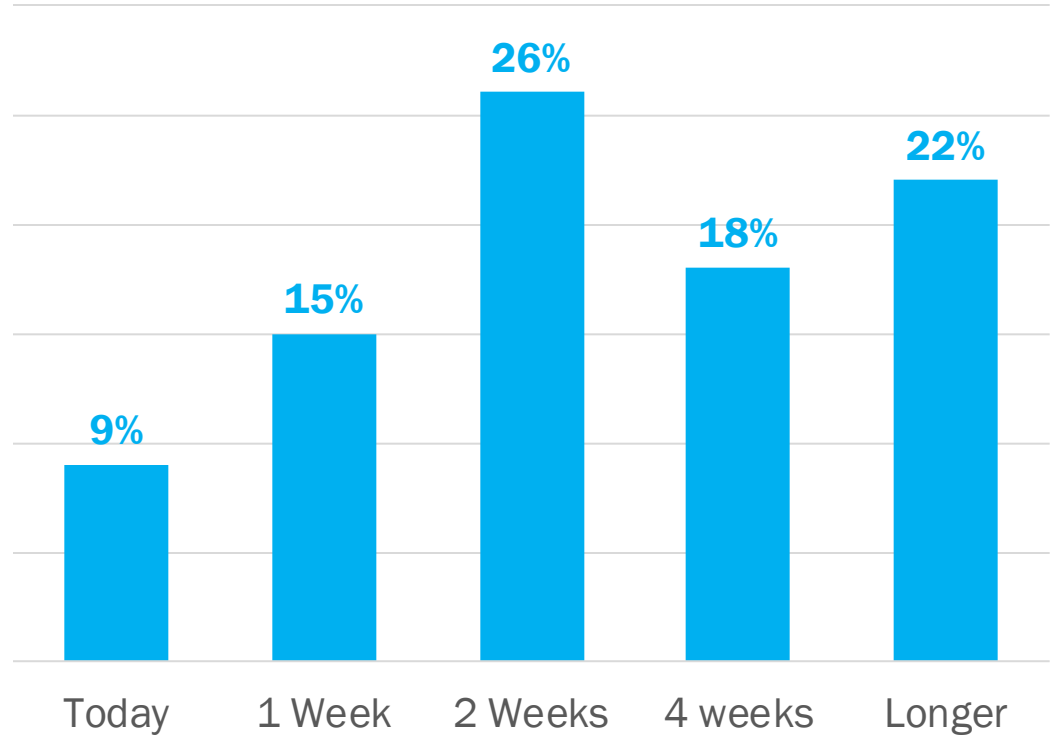
Coping Strategies

How have you made up for lost income?



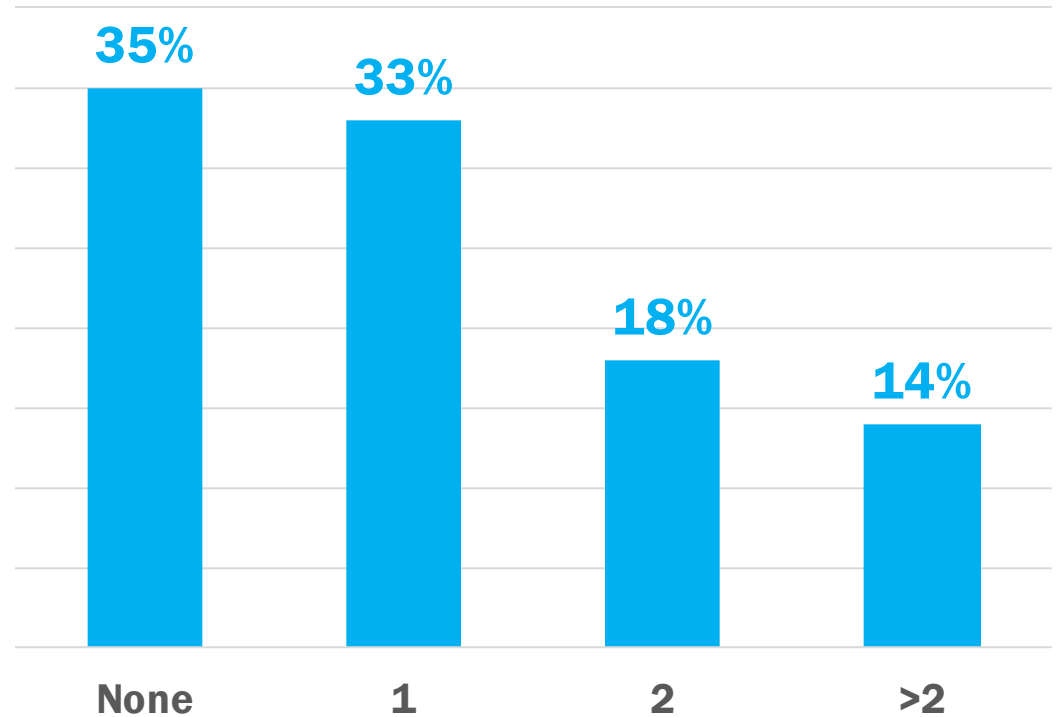
Resilience

How long can
your savings
last?



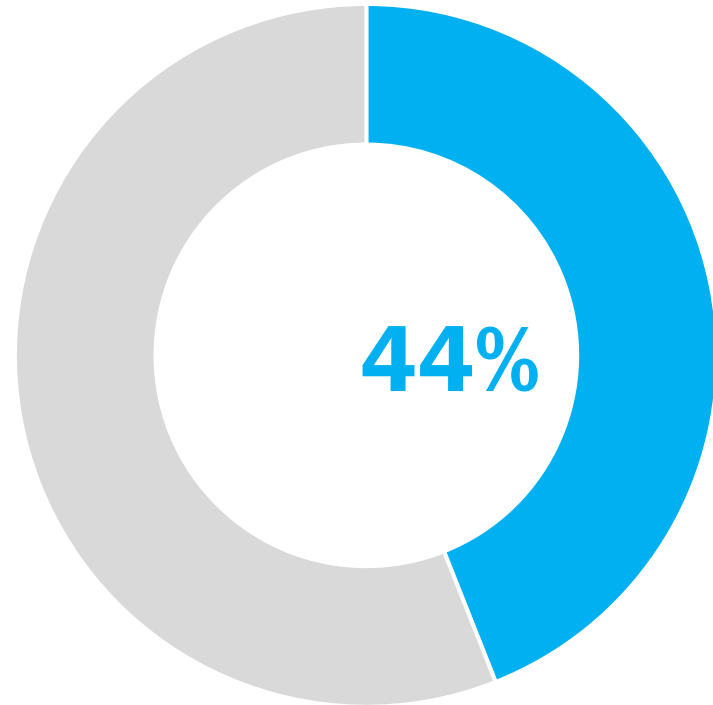
Social Protection

How many assistance programmes have you applied for?



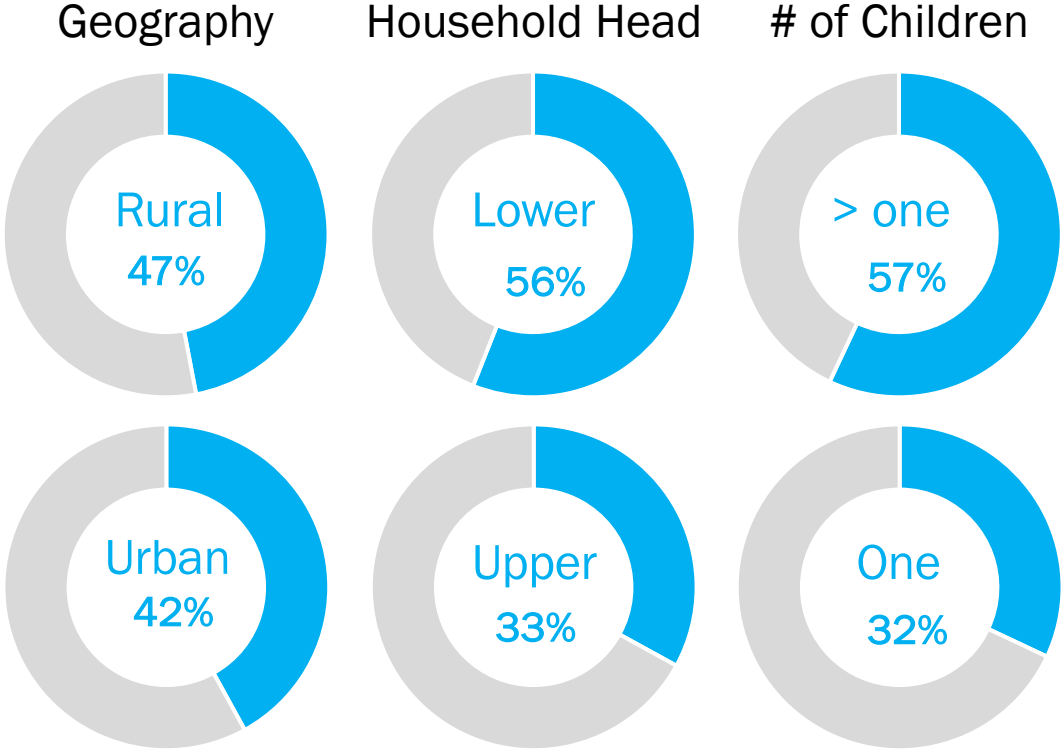
Nutritional Effect

Share of households that have experienced food shortages



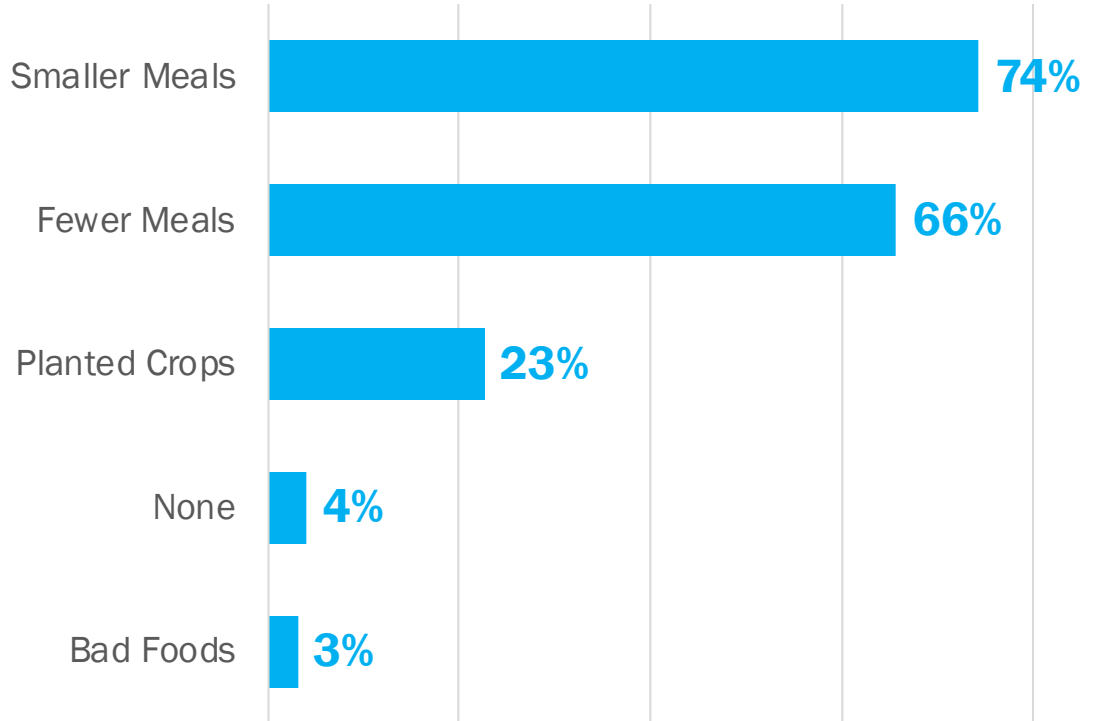
Nutritional Effect

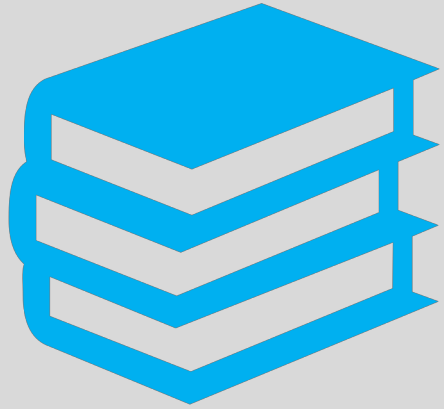
Share of households that have experienced food shortages



Nutritional Effect

How have you
coped with the
food
shortages?

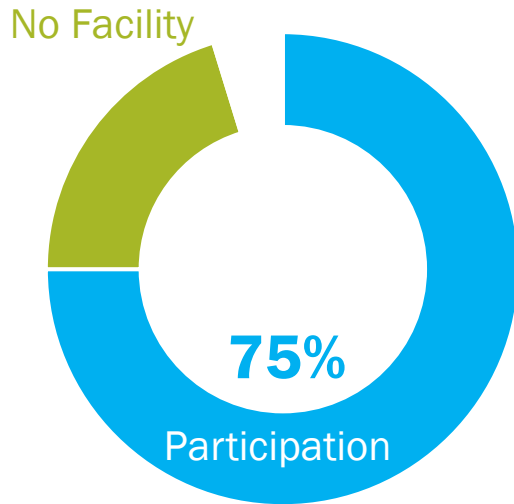




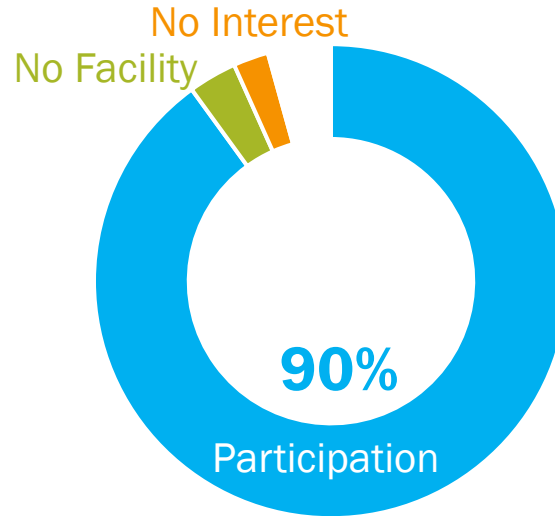
Closure of Schools

Participation in Distance Learning

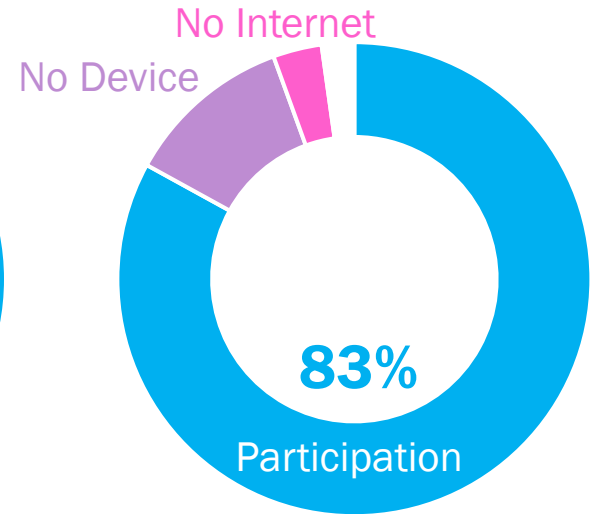
Pre/Basic



Primary

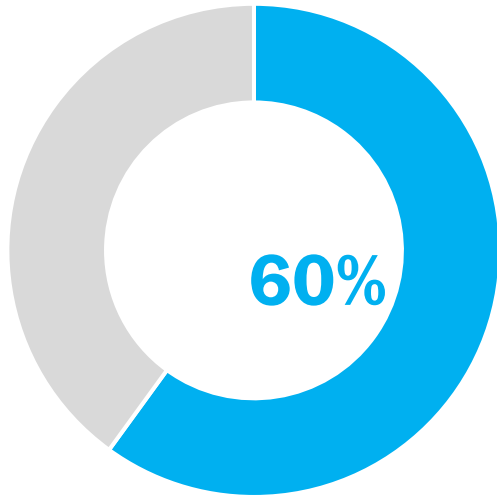


Secondary

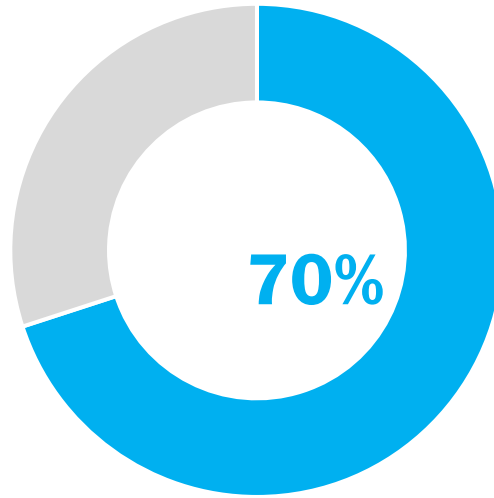


Satisfaction with Distance Learning

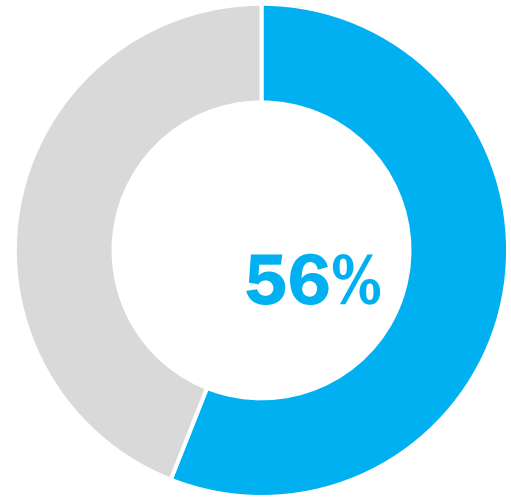
Pre/Basic



Primary

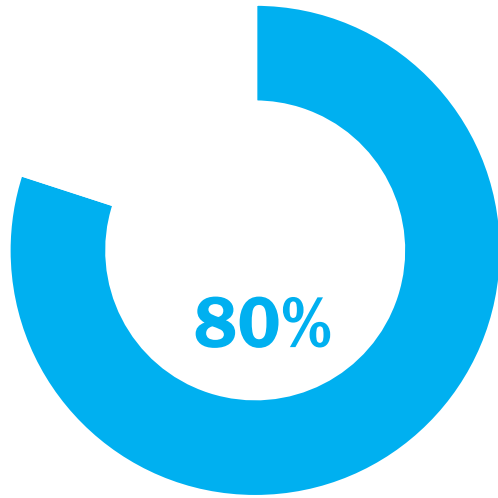


Secondary

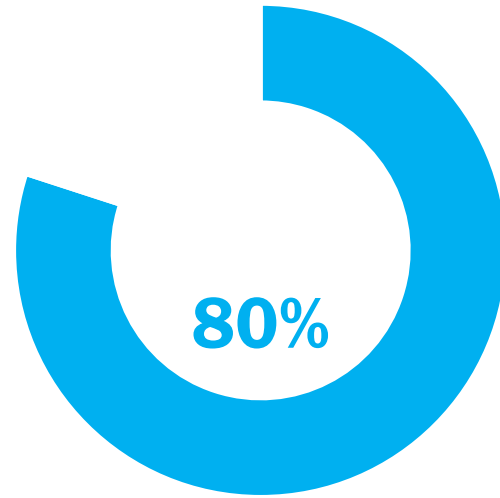


Access...

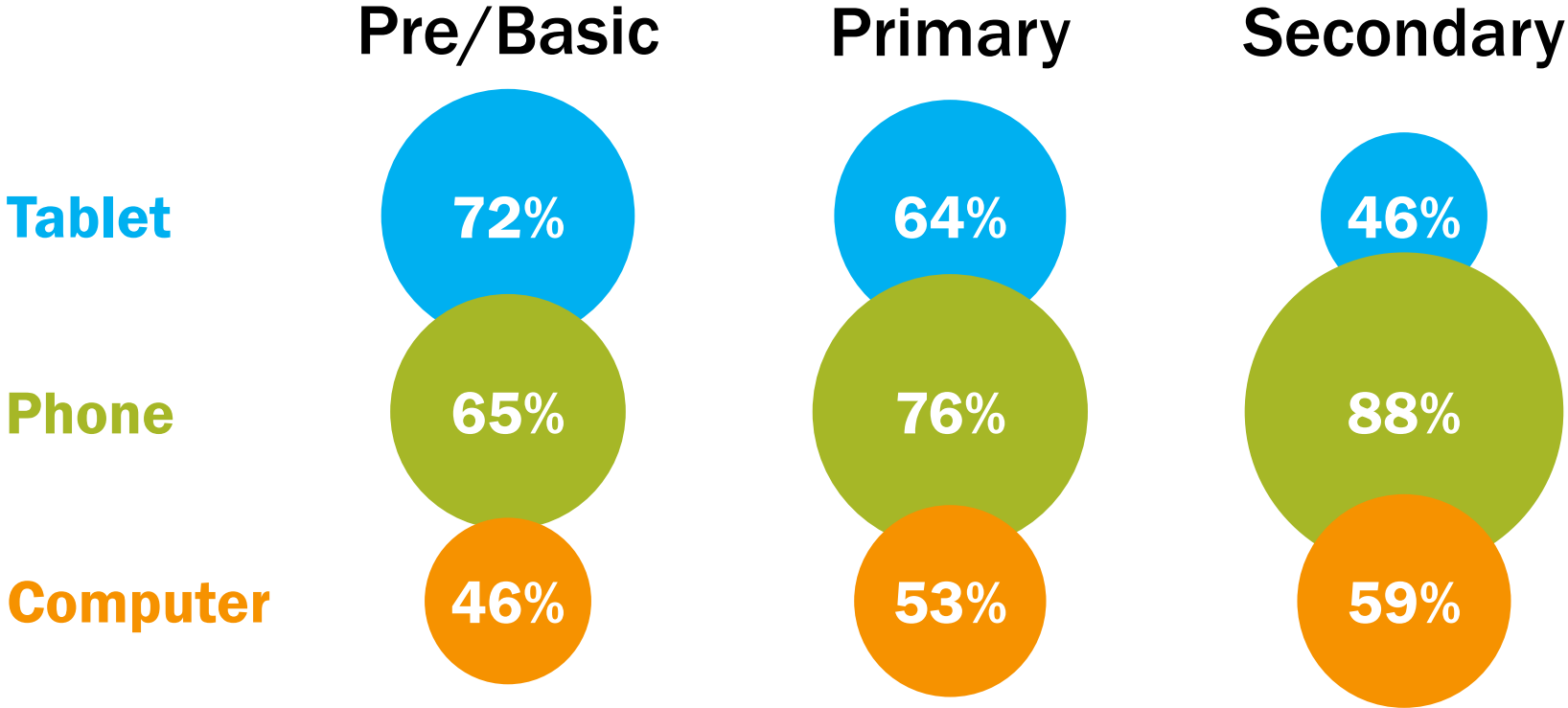
...to the Internet



...to a Device

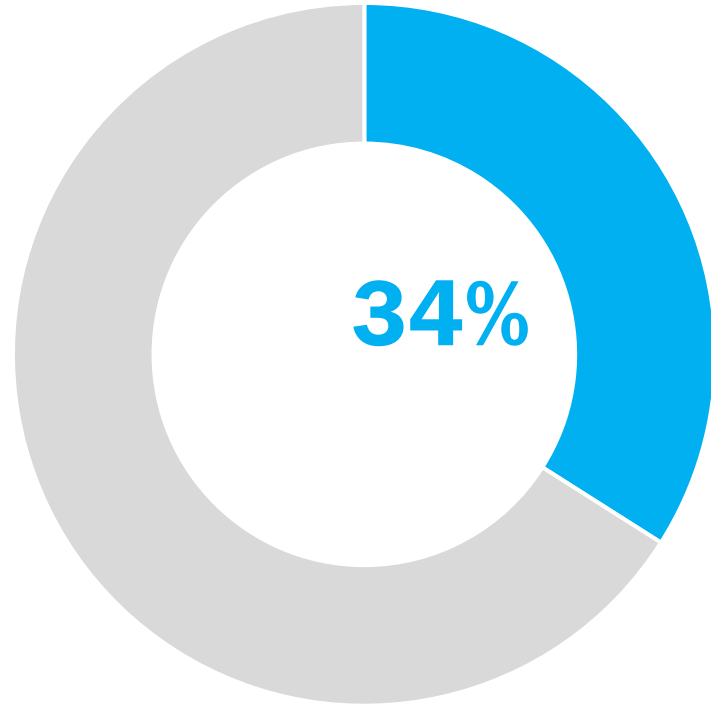


Devices Used



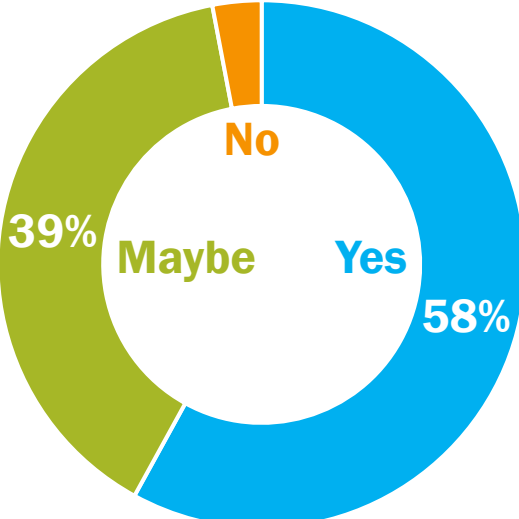
Devices Used

Share of households in which each child does not have exclusive access to a device for educational purposes

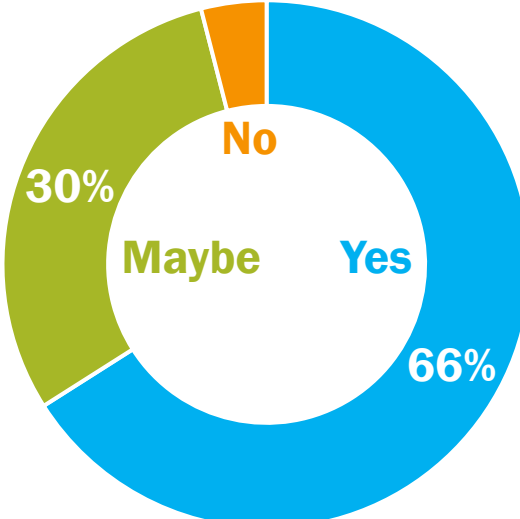


Return to School

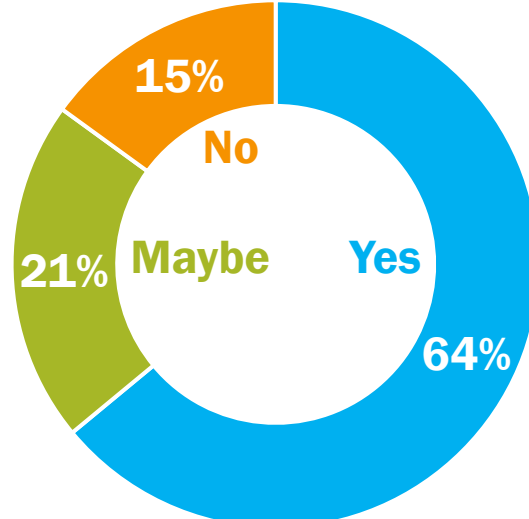
Pre/Basic



Primary



Secondary



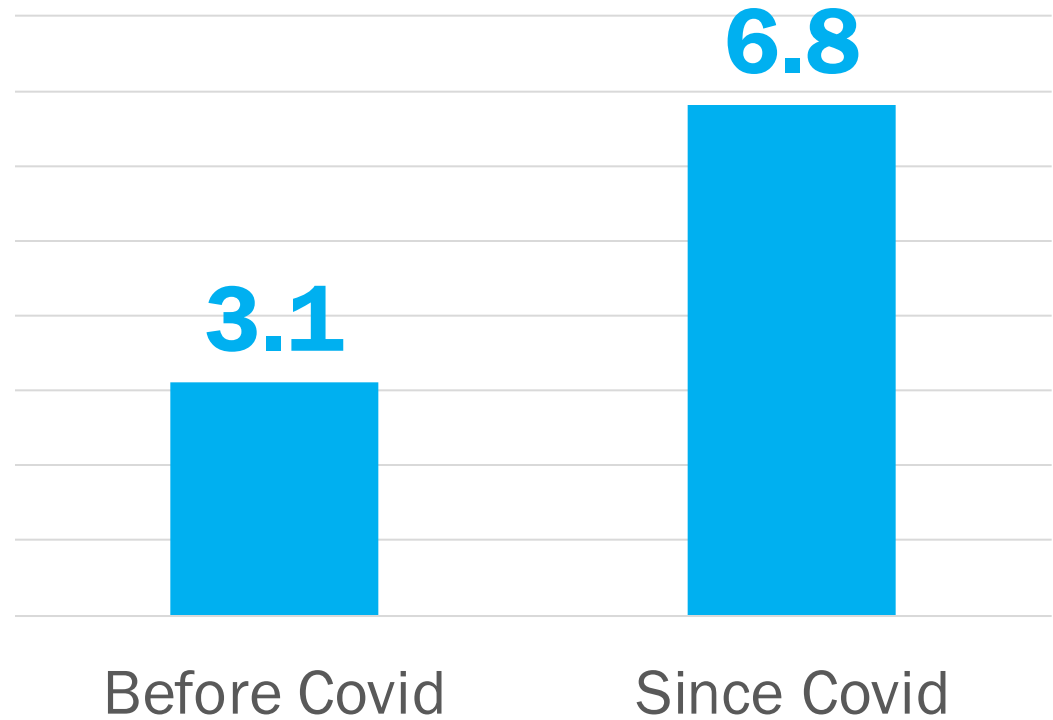
Return to School

Reasons for Reluctance

- Fear of infection
- No resources
- Asthmatic children
- Waiting to see situation

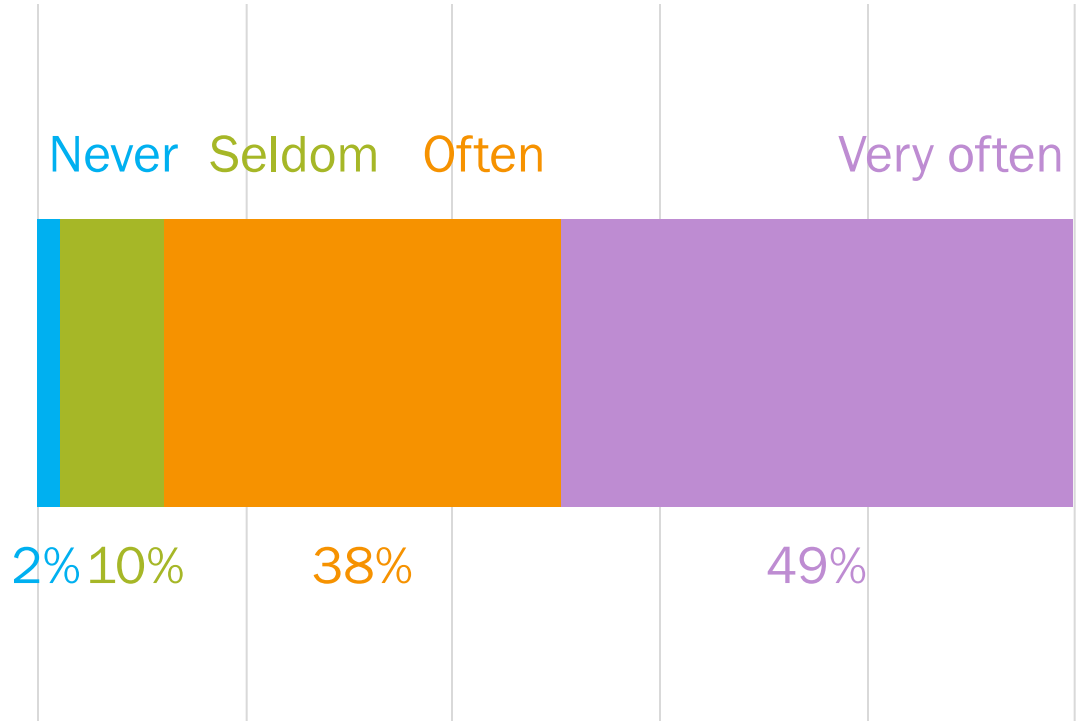
Screen Time

Hours per day

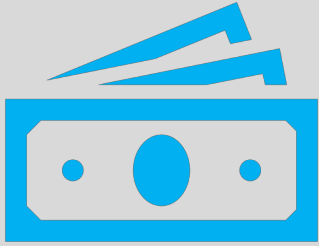


Online

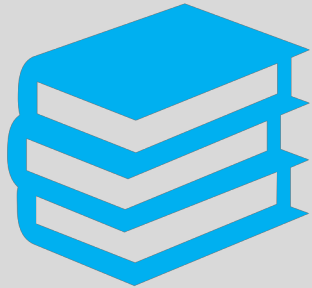
Degree of supervision



Emotional Impact of the Combination



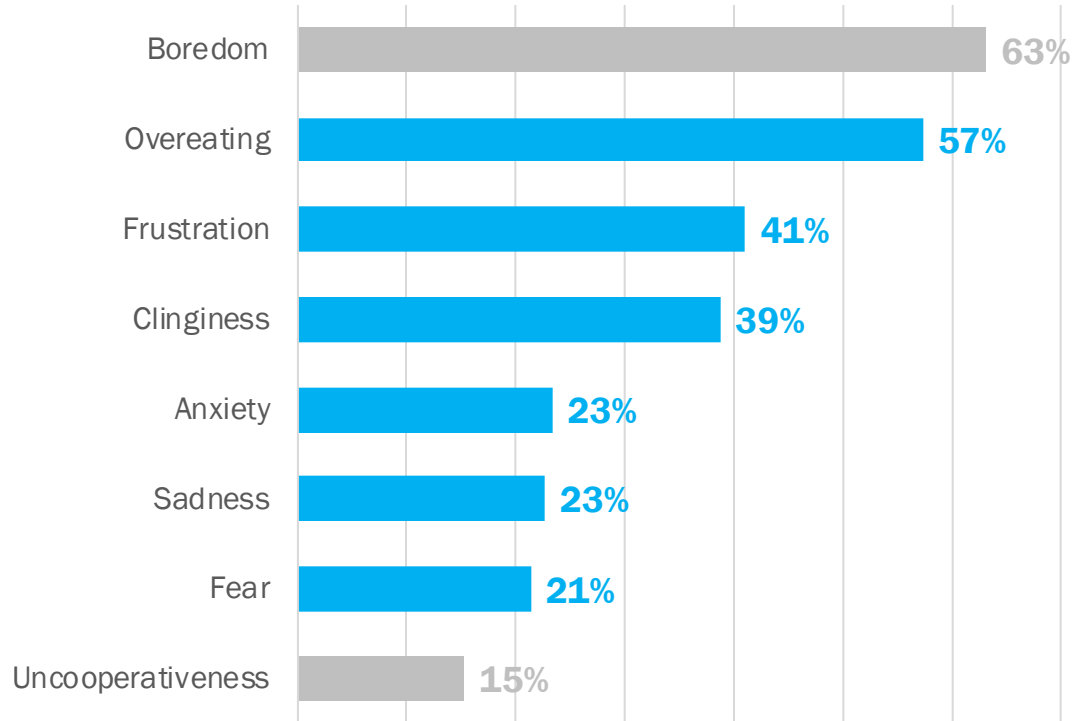
Loss of Income



Closure of Schools

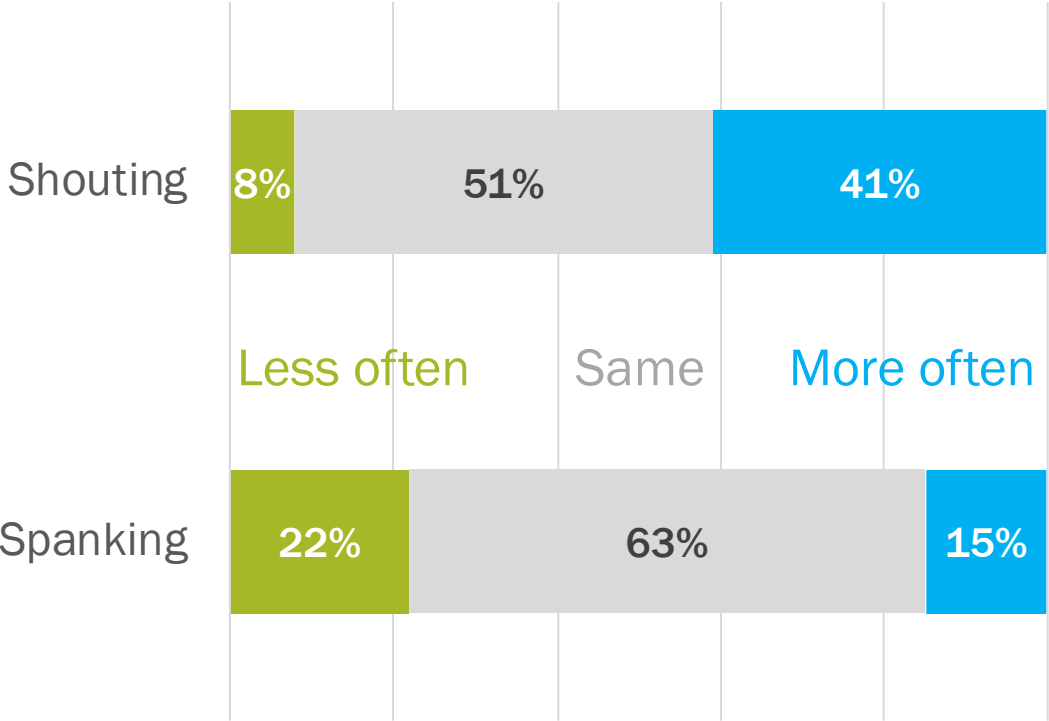
Emotional Impact

Share of households with children that experienced increases in the following



Emotional Impact

Changes in frequency of shouting and spanking



Implications



- Worse food insecurity
- Learning loss and regression
- Increases in mental health issues
- Greater exposure to physical and sexual abuse

What We Need

- **Strict bio-secure protocols in schools**
 - To keep children safe
 - To reassure parents
- **Financial support for families**
 - Specifically for nutritional support for children
- **Universal internet access for school children**
- **Flexible work and leave arrangements for workers**
- **Psychosocial support services for children and parents**
- **Stronger mechanisms to detect and report child abuse**



for every child



Taking responsibility



