

The LockedDown

# Spain

University of Deusto, Basque Country, Spain.

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## Report on Analysis of Your Country Surveys

### Supporting Organizations:

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<b>Data Collection Period:</b>	April-October 2020
<b>Language(s):</b>	Spanish
<b>Total Number of Surveys:</b>	1922
<b>Surveys analyzed:</b>	1922
<b>Ethics Approval:</b>	Y/N – LSE used

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## 1.0 Executive Summary (max 1000 words)

### Survey findings narrative

The survey is the first to obtain information from Spanish-speaking people on the implications of covid-19 lockdown on different dimensions of quality of life and mental health, as well as on the exploration of perceptions of online learning.

The research is based on the questionnaire developed by the London School of Economics (LSE), which includes 68 questions that comply with European data protection and privacy requirements.

Among the aspects included in the questionnaire are the following: changes in work activity during the pandemic, covid-19 infection and access to health services, evolution of stress, anxiety, and depression during weeks of lockdown, evolution on the perception of quality of life, social life and coexistence, impact of online learning, and physical exercise.

The information was obtained by adapting the questionnaire to a web version. The database was provided by LSE to the Deusto research team. The data analysis was carried out with the Statistical Package for the Social Sciences (SPSS) version 26.0 and Python programs.

A total of 1922 responses in Spanish were obtained. The countries with the highest number of answered surveys were the following: Spain (935), Colombia (565), Chile (74), Nicaragua (65), and Argentina (17). The number of people who indicated a link with the University of Deusto was 125 (6.5% of the total number of surveys).

Regarding the composition of the people surveyed, these are the main characteristics:

- 58% are women, and 34% men
- 31.1% are staff members of the universities
- 61.4% are students

- 10.5% are graduate students, and 48% are undergraduate students.
- 71.7% of respondents are full-time university staff, and 17.1% are part-time university staff
- 12.1% reported low income

The main findings regarding the aspects explored on the impact of lockdown are as follows:

Covid-19 symptoms:

- 78.7% had no symptoms
- 7.9% presented symptoms, but were not explored with covid-19 diagnostic tests.
- 1.2% of people had the diagnosis of covid-19 confirmed by the diagnostic test.
- 0.8% presented symptoms, but decided not to perform the diagnostic test.

Perception of stress:

- 40.7% expressed that stress had increased in weeks 1 and 2 of lockdown.
- 43.9% expressed that stress had increased in weeks 3 and 4 of lockdown
- 42% expressed that stress had increased after week 5 of lockdown

Perceived depression and anxiety:

- 39% expressed that they experienced depression and anxiety in the first two weeks of lockdown.
- In weeks 3-4 of lockdown, this percentage increased to 48.6%.
- After the 5th week, the percentage increased to 49.7

Quality of life:

- 28.5% of respondents expressed that the quality of their life had decreased in the first two weeks of lockdown
- In the following two weeks, this percentage increased to 32.3, and remained almost the same after the fifth week of lockdown.

### Social life:

- 53.9% of the interviewees stated that the lockdown had impacted their social life, but they had been able to adapt.
- 18.6% considered that the impact had been negative.
- 17.8% indicated that their relationship with their partner had been affected.
- 5.5% indicated that they had lost someone close to them due to covid-19.

### Coexistence:

- 30.4% stated that they had had problems living together during lockdown.
- 3.6% indicated that they had suffered psychological or physical abuse or harassment.

### Online teaching-learning:

- 72.6% of respondents continued activities through the online modality.
- 4.1% indicated that it was not possible to continue the activities in the online modality.
- 45.8% stated that online teaching and learning was possible but that it was better to be face-to-face.
- 13.1% indicated that online teaching/learning is adequate and should be continued.
- 18.5% indicated that teaching-learning was not a good experience.
- 49.1% indicated that their professional or educational experience had been negatively affected by the lockdown

### Physical exercise:

- 29.6% indicated that they were able to exercise during lockdown, but not to the extent they desired
- 9.3% indicated that they were unable to exercise, thus diminishing quality of life
- 15.8% indicated that they began to exercise more.

## 2.0 Pandemic Measures in Your Country (500 words max)

### **Stating what measures were taken in which regions – provide references as needed**

Control measures for the first wave of the covid-19 pandemic in Spain can be divided into two stages: (1) pre-lockdown, and (2) lockdown. The main features of these measures, according to the Coronavirus Government Response Tracker of the University of Oxford (Hale et al 2020), are indicated below.

#### **1. Pre-lockdown**

The pre-lockdown period extends from January 31 (day of the first measure) to March 13. The first measure consisted of the start of a coordinated government public information campaign, using traditional media and social networks. The campaign was launched on January 31st. It was the only control measure implemented until March 8. During this period the Government Response Stringency Index (GRSI) remained at 11 points (100 is the maximum value).

On March 9, the closure of all educational institutions is established, as well as the closure of workplaces, and the start of teleworking. Also approved on this day is the recommendation that no trips be made between autonomous communities. With all these measures, the GRSI rises to 25. On March 10th the cancellation of public events is approved, as well as the prohibition of meetings with more than 1000 people, and the arrival of international travelers from selected countries. This brings the GRSI to 45.

#### **2. Lockdown**

On March 14, the state of alarm goes into effect throughout Spain. As of this day, people are only allowed to leave their homes for essential activities. It is also approved the closing of businesses in certain productive sectors, and the recommendation to close public transport. With these measures the GSRI rises to 68.

On March 17 all international travel is suspended. From this date until March 29, the GSRI remains at 71.

On March 30th, the closure of all work sites, except those considered essential, is approved. Meetings of more than 10 people are also prohibited. This brings the GRSI to 86. It remains at this level until May 3 (33 days).

On May 22, the resumption of the activity of the companies in certain sectors is authorized. Consequently, the GRSI decreases to 75. On May 26th, educational activity resumes at some levels. The GRSI decreases again to 71.

As of May 27, people are allowed to leave their homes for daily activities, although the recommendation that it be as little as possible is maintained. The GRS drops to 68.

On June 1, meetings with less than 100 people are authorized. The GRSI drops to 66. On June 8, the full opening of businesses is authorized, although the recommendation for teleworking is maintained. The restrictions on the operation of public transport are eliminated. The GRSI reaches 57, remaining at this level until June 20.

## 2.1 Measures taken by higher education institutions nationally (500 words max)

On April 15, 2020, the General Conference on University Policy of the Ministry of Universities approved the following recommendations on general criteria for the adaptation of the Spanish university system to the covid-19 pandemic during the 2019-2020 academic year (Ministry of Universities, 2020):

The objectives underlying these recommendations are as follows: (1) to avoid the loss of courses and the extra cost for students, (2) to guarantee academic quality, and (3) to respect the autonomy of the universities, and the guardianship of the autonomous communities.

The measures recommended for the universities were the following:

- o Maintain the planned completion date of the courses.
- o Transform the teaching activity (classes, evaluations and practices) from a classroom format to a non-classroom format in the official degrees of each university.
- o Approve a document of academic criteria for the adaptation of the classroom format to the non-classroom format. This could also be extended to the university's own degrees and to continuous training. This document should establish the schedule for the second quarter of the 2019-2020 academic year, as well as the form of organization, the virtual platform, the evaluation criteria, and the dates for the presentation of the exams. These standards should be informed to the respective quality agencies.

- o Adapt the teaching guides to the non-attendance format and inform students of these changes.
- o Setting general criteria for the whole system of practices according to the restrictions of the face-to-face activity. For this purpose, a minimum percentage of the non-attendance of other related academic activities that can be evaluated can be set. In the case of internships for students in their final year of undergraduate or master's degrees, the above criteria can be applied or, depending on the case, the internship can be carried out in an intensive and concentrated manner as soon as the health situation allows.
- o Transform the system of classroom evaluation into a virtual evaluation system. To do this, the general criteria for non-presential evaluation must be approved. It must be ensured that the technological modalities of any proposal can be assumed by all students, and do not imply an overload of work.
- o Maintain the processes of monitoring the qualifications by the National Agency for Quality Assessment and Accreditation (ANECA) and the quality agencies of the autonomous communities.
- o To disseminate these changes to all teachers, students, administrations and quality agencies.
- o To decide on the start and end dates of the academic year.
- o To adapt the final work of undergraduate students (TFG) and Master's students (TFM) to the emergency situation. The universities may set new academic requirements, new time frames and arbitrate the non-attendance formula for presentation and assessment by the respective committees. Given the current situation, the universities could extend the deadlines for presentation to facilitate their preparation by students, although whenever possible within the present time frame of the 2019-2020 academic year. In the event that it is not, there should be no extra cost for students. Those students who are already developing their TFG or TFM, but are not in their final year of studies, should be able to continue doing so during the following year or subsequent years as normal.

### 3.0 Analysis Context (1000 words max)

If other more in-depth projects took place in your county to collect data on the impact of the pandemic on university students and staff and you considered those findings or collaborated with those researchers, please provide this information here.

As of December 7, 2020, three publications had been recorded in the PUBMED database reporting findings on the effects of the pandemic on students and university staff in Spain.

Odrizola-González et al 2020, through a multiple-choice web survey directed to people in the community of the University of Valladolid, explored the effects on the stress and anxiety situation. The survey was answered by 2530 people (76.8% corresponded to students, 9.8% to administrative staff, and 13.4% to professors and academic staff). The findings indicated moderate to extremely severe rates of anxiety, depression and stress in 21.34%, 34.19%, and 28.14 of the respondents, respectively. Students in the arts and humanities and social sciences showed higher levels of anxiety, depression and stress than students in engineering and architecture. University staff members were less affected, in terms of anxiety, depression and stress, than students.

Gonzalez et al 2020, with the implementation of a field experiment with 458 students from three areas of study at the Universidad Autónoma de Madrid, identified effects of confinement on autonomous learning performance, through the consolidation of continuous study habits and the improvement of efficiency. This effect was similar among students who increased the burden of activities such as those who did not.

Martinez-Lezaun et al 2020 analyzed the changes in sleeping habits of students from different Spanish universities in confinement. About 70% of the students showed a worsening of sleep quality at 20 days, more than double the pre-lockdown situation. At 40 days, it was more difficult to fall asleep and go back to sleep after waking up at night. Work activity and rest activities (reading, listening to music) were associated with better sleep quality.

In the development of this project, research on the effect of lockdown in Spain was identified. We found 55 projects that used surveys as a means of obtaining information. Only one of these projects was concentrated on the population of young people between 18 and 19 years old (developed by the Food Bioscience Research Group of the Research Institute of Food Sciences of the Autonomous University of Madrid, CIAL, UAM-CSIC). This study focuses on the change in lifestyle and eating habits of Spanish adolescents in this particular situation and its impact on the spread of the pathology in a specific population group.



## 4.0 Policy Context (max 1000 words)

Please provide your conclusions reflecting on policy measures (section 2) and or/recommending policy measures.

List Policy Recommendations (if any)

After the detection of the first case of covid-19 in Spain (February 1, 2020), control measures consisted primarily of the initiation of communication activities on the pandemic. This period ran from January 31st to March 8th 2020 (37 days). It is possible that the implementation of other control measures such as restrictions on internal and international mobility would have prevented the significant increase in cases experienced from the first week of March.

By the time additional measures were implemented (March 9), the number of new cases per day was already at 2.9/million inhabitants. At the beginning of the lockdown (March 14), the incidence rate had increased to 18 cases per million inhabitants. It is possible that the implementation of preparatory measures in the health services throughout the month of February would have made it possible to control the increase in cases, which peaked in the first wave on March 31, with 171 cases per million inhabitants. This peak in cases was the third highest in European Union countries.

Stringency measures in educational institutions peaked between March 9 and May 25 (78 days). The implementation of control measures in other aspects would have meant fewer days of closure of educational institutions. After May 26, educational institutions continued to be closed, although not in all sectors. This level remains in place long after the pandemic has been brought under control in the country.

On June 5, Spain reached a rate of less than 8 new cases per day of covid-19 per million inhabitants. This is the level at which most European Union countries achieved control. Due to the aspects mentioned, it is possible that control could have been achieved with much less affectation of the population.

## 5.0 Public Outreach

The University of Deusto implemented a website to report on research activities related to the covid-19 pandemic: <https://www.deusto.es/cs/Satellite/deustoresearch/es/inicio/deusto-research-for-covid19>

Below are the results of research (papers, reports), and blog content in the following areas:

### **Health, Ageing, and wellbeing**

Almeida, A., Bilbao Jayo, A., Ruby, L., Rominger, M., López-de-Ipiña, D., Dahl, J., El Kaffas, A., Sanabria, S. (2020) Lung Ultrasound for Point-of-Care COVID-19 Pneumonia Stratification: Computer-Aided Diagnostics in a Smartphone. First Experiences Classifying Semiology from Public Datasets. Proceedings of the International Ultrasound Symposium 2020. <https://morelab.deusto.es/publications/info/lung-ultrasound-for-point-of-care-covid-19-pneumonia-stratification-computer-aided-diagnostics-in-a-smartphone-first-experiences-classifying-semiology-from-public-datasets/>

Castañeda, S., Arbillaga-Etxarri, A., Gutiérrez-Santamaria, B., Coca, A. (2020). Impact of COVID-19 confinement on the time and intensity of physical activity in the Spanish population. 10.21203/rs.3.rs-26074/v1. [https://www.researchgate.net/publication/341198063\\_Impact\\_of\\_COVID-19\\_confinement\\_on\\_the\\_time\\_and\\_intensity\\_of\\_physical\\_activity\\_in\\_the\\_Spanish\\_population](https://www.researchgate.net/publication/341198063_Impact_of_COVID-19_confinement_on_the_time_and_intensity_of_physical_activity_in_the_Spanish_population)

Moreno Cano, A., Romón Sagredo, R., García Carrión, R., Garcia Zapirain, B. (2020) [Social Impact Assessment of HealthyAIR Tool for Real-Time Detection of Pollution Risk](#) in Sustainability 2020, 12(23), 9856; <https://doi.org/10.3390/su12239856>

### **B-Creative**

Iñaki Peña. “Situación del emprendimiento en España ante la crisis del COVID-19. Análisis y recomendaciones”. (Innovation, Knowledge, Entrepreneurship and Sustainability research team). <https://www.gem-spain.com/wp-content/uploads/2020/06/Informe-GEM-Espa%C3%B1a-COVID19-2019-20.pdf>

### **Social Justice and Inclusion**

Marije Goikoetxea. “¿La salud de quien estamos defendiendo? Desigualdades sociales y sanitarias en tiempo de pandemia”. (Faculty of Psychology and Education) in collaboration with social and sanitary services. 6 May 2020. <http://www.asociacionbioetica.com/blog/la-salud-de-quien-estamos-defendiendo-desigualdades-sociales-y-sanitarias-en-tiempo-de-pandemia>

Lourdes Villardón Gallego. “¿Qué hacen los centros docentes para adaptarse a la formación on-line que exige la crisis del Covid-19?”. (eDucaR research team).

<https://www.interempresas.net/Tecnologia-aulas/Articulos/301482-Que-hacen-centros-docentes-adaptarse-formacion-on-line-que-exige-tesis-COVID-19.html>

Marta Enciso. Reflexiones sobre el cooperativismo ante el Covid-19. Social development, economy and innovation for people research team.

<https://www.deusto.es/cs/Satellite/deusto/es/universidad-deusto/vive-deusto/noticias-2/la-facultad-de-derecho-de-la-universidad-de-deusto-junto-con-otras-universidades-participa-en-un-proyecto-para-reconocer-el-cooperativismo-como-modelo-empresarial-sostenible-/noticia>

### **Strengthening Participation**

BBK-Behakotia: Encuesta de percepción ciudadana sobre COVID 19 en Bizkaia (June 2020).

<https://www.bbk-behatokia.com/wp-content/uploads/2020/06/INFORME-3%C2%AA-OLA-COVID-BIZKAIA.pdf>

COVID-19 Regional Competitiveness Observatory (Orkestra Basque Institute of Competitiveness).

<https://www.deusto.es/cs/Satellite/deustoresearch/es/inicio/deusto-6i-response-to-covid/strengthening-participation-1/generico>

Deusto Social Barometer, including the analysis of the attitudes and perceptions of Basque citizens regarding the coronavirus crisis and its implications for their lives (May 2020).

<http://barometrosocial.deusto.es/wp-content/uploads/2020/05/Informe-DeustoVerano-2020.pdf>

### **Communication**

Pulido Rodríguez, C., Villarejo Carballido, B., Redondo-Sama, G., Guo, M., Ramis, M., & Flecha, R. (2020). False News Around COVID-19 Circulated Less On Sina Weibo Than On Twitter. How To Overcome False Information?. *International and Multidisciplinary Journal of Social Sciences*, 9(2), 1-22.

[https://www.researchgate.net/publication/340610318\\_False\\_News\\_Around\\_COVID-19\\_Circulated\\_Less\\_On\\_Sina\\_Weibo\\_Than\\_On\\_Twitter\\_How\\_To\\_Overcome\\_False\\_Information](https://www.researchgate.net/publication/340610318_False_News_Around_COVID-19_Circulated_Less_On_Sina_Weibo_Than_On_Twitter_How_To_Overcome_False_Information)

Pulido Rodríguez, C., Villarejo-Carballido, B., Redondo-Sama, G., and Gómez A. (2020). COVID-19 infodemic: More retweets for science-based information on coronavirus than for false information. *International Sociology*:1-16. doi: 10.1177/0268580920914755.

<https://journals.sagepub.com/doi/full/10.1177/0268580920914755>

Pulido, C.M.; Ruiz-Eugenio, L.; Redondo-Sama, G.; Villarejo-Carballido, B. (2020) A New Application of Social Impact in Social Media for Overcoming Fake News in Health.

International Journal of Environmental Research and Public Health 2020, 17, 2430.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7177765/pdf/ijerph-17-02430.pdf>

## 6.0 Other outputs (optional)

If you produced reports, publications, etc, please attached

Please list if any deliverables are in production/planned stating due dates.

Work is currently underway on two publications dedicated to analyzing the impact of policy measures for the control of COVID 19 on the living conditions and teaching and learning processes of both students and staff at universities.

The first publication includes the quantitative assessment of the results of the survey in the following areas: physical and mental health, access to resources, family and social life and academic life. The second publication consists of the qualitative exploration of the perceptions of the respondents through the application of analysis based on artificial intelligence methods.

## References

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2. Hale, T., T. Boby, N. Angrist, E. Cameron-Blake, L. Hallas, B. Kira, S. Majumdar, A. Petherick, T. Phillips, H. Tatlow, S. Webster. "Variation in government response to COVID-19". Version 9.0. Blavatnik School of Government Working Paper. University of Oxford. 2020/032. 24 November 2020. [www.bsg.ox.ac.uk/covidtracker](http://www.bsg.ox.ac.uk/covidtracker)
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