Committee: UNICEF

Topic: Impact of covid-19 on children

Country: Kazakhstan

Covid-19 started in Wuhan, China on December 1, 2019. It was found in our country, namely in Kazakhstan, on March 9, in a passenger from America. Since then, numerous studies have been conducting in general perspectives including children in the country.

IN EDUCATION

The education system in Kazakhstan was struggling even before the pandemic struck. Before COVID-19, six out of 10 students were functionally illiterate in Kazakhstan, a higher-middle-income country where, on average, a child is expected to complete 13.7 years of schooling. The pandemic now threatens to push over 100,000 more students into functional illiteracy. What is worse, these losses and negative implications are going to be most pronounced for the already vulnerable and disadvantaged. Even in short-term, school closures will widen the reading achievement gap by 18 percent between children from poor and rich households, as can be seen. We can prevent or end domestic violence towards children while they are in lockdown. The house alarm system will work in case of domestic violence.

Education Quality and Equity

Four themes emerged with the analysis focusing on how the pandemic has impacted the equitable access to quality education: 1) the transition to distance/online education and the widening of educational inequities; 2) the ways education authorities and teachers sought to mitigate inequities during school closure; 3) perceptions of the quality of distance/online education; and 4) how student learning and engagement was affected.

1. Distance/online education and widening educational inequities

The transition to distance/online education exposed and extenuated existing educational inequities. Pre-existing inequality in educational quality shaped how different schools responded to the abrupt move to distance/online education and how each stakeholder experienced transitioning to the distance learning mode in April 2020.

The more privileged NIS prepared promptly within the three weeks of the extended 2020 spring break. Already digitally competent NIS teachers were offered online training to effectively teach and support students’ online learning. Schools distributed laptops, computers and Wi-Fi routers to teachers and students and pre-paid Wi-Fi cards to students. IT specialists supported teachers and students to troubleshoot IT problems. Schools regularly sought feedback from parents and students through online surveys.

2. Mitigating inequities in distance/online education

The long summer break gave MoES, local education authorities, school leaders and teachers time to prepare for the new academic year. Teachers across the different regions reported having received extended training in effective online teaching. By the new academic year, mainstream schools were provided access to online platforms. The two platforms identified by most participants were Online Mektep and BilimLand

3. Perceptions of distance/online education

With training and experience and greater support from schools and education authorities, teachers’ perceptions of distance/online education gradually improved over time. NIS teachers were confident that any initial challenges had been dealt with effectively. Likewise, most mainstream teachers in urban areas expressed confidence in their competence to effectively teach online. Despite perceived improvement in the quality of distance/online education, several concerns were voiced.

Parental satisfaction remains largely negative: While teachers believed that parental complaints and dissatisfaction with online learning have declined over time, with one exception, parents interviewed held negative perceptions of distance/online education. Overall, parents agreed that their child’s education was less rigorous or had been compromised.

### 4. Student learning and engagement

No reliable assessment data exists: Stakeholders across the school sectors and urban and rural locations expressed that no reliable knowledge exists on what students know or do not know. This knowledge is pivotal to offer remedial teaching when schools start operating entirely on-site. Assessment serves a range of purposes such as improving instruction, motivating learners, improving learning, identifying students who need tailored support, making judgements about the quality of teaching and learning, and certifying students. However, students and parents mainly approached assessment as an “end” rather than a means towards improving learning. Both NIS and mainstream teachers indicated they do not have reliable assessment data as students copy from one another or parents are completing assessment tasks for children. Both parents and students concurred with teachers.

IN HEALTH

İn covid-19 clilderens psychology is so bad. They are feeling alone so they are getting awey from parents. On a global scale, the COVID-19 pandemic has caused immeasurable loss, grief, pain, and solitude, putting our collective mental health and well-being at risk. As the virus spread, schools around the world were closed for months at a time, preventing children from learning, playing with friends, and accessing a critical social safety net. Many families were forced into poverty, and children under lockdown were particularly exposed to domestic violence. The pandemic's mental health effects on children and adolescents have been significant, and they will continue to be felt long after the epidemic is over. Millions of people have been impacted by the COVID-19 pandemic around the world. The pandemic has crushed our goals, upended our family dynamics and employment responsibilities, and destroyed our economic stability, in addition to having serious health effects. As a result, the pandemic's unprecedented worldwide crisis has had a significant influence on our mental health.The coronavirus pandemic spreads around the globe, it is causing widespread anxiety, worry, and fear among the public, as well as specific groups in particular such as teens and children. In public mental health terms, the main psychological impact to date is elevated rates of stress or anxiety. But as new measures and impacts are introduced – especially quarantine and its effects on many people’s usual activities, routines or livelihoods – levels of loneliness, depression, harmful alcohol and drug use, and self-harm or suicidal behaviour have risen outrageously. In populations already heavily affected, such as Lombardy in Italy, issues of service access and continuity for people with developing or existing mental health conditions are also now a major concern. According to a new report by the United Nations Children’s Fund (UNICEF) on child, adolescent, and caregiver mental health, the pandemic may represent the tip of a mental health iceberg. According to the World Health Organization, more than 13% of teenagers aged 10 to 19 have a documented mental condition (WHO). However, children and adolescents' often unmet mental health needs were never fully met. eople in their life must recognize, listen to, and take the experiences of children and teenagers seriously. Young people's mental health must be protected both at home and at school. This starts with open, honest discussions with parents and teachers about topics that have been avoided for far too long. It entails offering support to parents and caregivers, as well as providing schools with resources to detect and assist young people in need. It also relies on strong data collection to determine the scope of the problem.

Precautions which are taken against the problem are online education and mask requirement in public places. Besides, many people need hygiene and medical products although they cannot afford them. Thus, we need to donate hygiene and medical products for them as a part of our solutions.

If we look from the viewpoint of general solutions, we think that houses could be alarmed so that when there is domestic violence, social services are informed. We could also donate people in need every two months by organizing campaigns. Another solution might be spreading the amount of vaccines by reducing the age range suitable for them.

To conclude, there are a few things to discuss and solve about the Covid-19 process and impacts on children. These could be easier with the union of forces.