Committee: JR UNICEF

Topic: Impact of Covid-19 on children

Country: Netherlands

**I.What’s Covid-19?**

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus.Anyone can get sick with COVID-19 and become seriously ill or die at any age. The virus can spread from an infected person’s mouth or nose in small liquid particles when they cough, sneeze, speak, sing or breathe. The Covid-19 outbreak started in a city in central China.

**II.Covid-19 effects on children**

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.

**III.Covid-19 effects on children in Netherlands**

In March 2020 the Netherlands went into lockdown in response to the pandemic and schools had to close their doors, to open again in May (primary schools) and June (secondary schools). The pandemic brought potential stress to families with children who had to cope with balancing work and homeschooling, with possible fear of an unknown virus, the impact of restrictions on social life, and later the relaxing of the measures.

**IV.Covid-19’s mental effects on children**

School closures harm children’s educational centers for children. It also offers socialization, emotional development, and an escape from troubled families for some children. Prof . Viner said the pandemic has wreaked havoc on children, from isolation to sleep problems, from loneliness to lack of physical activity.

**V.Covid-19’s educational effects on children**

Governments worldwide have implemented measures to contain the spread of COVID-19, including school closures, home isolation/quarantine, and community lockdowns, all of which have had secondary impacts on children and their households. The effects of the COVID-19 pandemic and related school closures on education provision, learning, and well-being are severe for most children. Given the huge and unprecedented scale of the global crisis in education, and the grave effects of COVID-19 and related school closures on learning and wellbeing, there is a need for concerted global efforts to ensure a safe return to school where possible and the provision of quality learning resources and support outside of school where necessary. This requires an adequate financial, policy, and programming response with a particular emphasis on marginalized children.

**VI.Covid-19’s physical effects on children**

Emerging evidence on how COVID-19 related restrictions may be affecting people's physical activity, sleep quality, and screen time has been mixed but it is not difficult to see how such restrictions may have a negative impact across these domains. For example, the closure of parks, beaches, and sports facilities, a lesser need for active transport as people are urged to stay home and increases in screen use related to working and schooling from home, are likely to reduce the time that children and parents spend in environments associated with physical activity. Similarly, increased time at home may disrupt normal routines, with increased access to screens and potential changes to bedtime routines. In addition, pre-pandemic research has shown that, on unstructured and non-school days (i.e., similar to COVID-19-related home confinement), children are less physically active and more sedentary, engage in more recreational screen time, and have less regularity in sleep patterns. For example, poor sleep is closely linked with symptoms of depression and anxiety in children. Similarly, lower levels of physical activity and greater amounts of time spent in sedentary activities are linked to poorer mental health outcomes among children, including anxiety and depressive symptoms, and irritability. Furthermore, any negative change to movement behaviors, brought about by COVID-19 restrictions, may be further compounded by COVID-19 stressors, including educational (school disruption), environmental (e.g., loss of employment, housing), and biopsychosocial (e.g., COVID-19 diagnosis, loss of social support) stressors.

**VII. Solutions to these problems**

With the Covid-19 quarantine; children could not go to school and because of that they could not socialise, the couldn’t see their friends so they found the solution with the phone. It’s not healty to use phone for under 12 years old children but because of the Covid-19 quarantine they nearly all got one and for these group of children it affects them physically with not getting enough sleep, not moving . it affects educational with the grades , being addicted to the phone . We think children is the future of us and our World so we suggest forbid not having phones for under 12 year old children. We should try to normilize Covid-19 and live with it not affecting the children with panicing.