CHILDHOOD POVERTY IN TIMES OF COVID-19
Challenges and Opportunities for SoL perspective

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OVERVIEW

Impacts and challenges of COVID-19 on child development
  Focus on poverty, health and educational perspectives

Developmental approaches to impacts and challenges

Future directions for actions
  (Health, education, and SoL perspectives)
IMPACTS AND CHALLENGES

(1) The infection with the virus itself

(2) The immediate socioeconomic impacts of measures to stop transmission of the virus

(3) The potential longer-term effects of delayed the implementation of the Sustainable Development Goals
IMPACTS AND CHALLENGES

Health issues

• Social determinants of health
• 42-66 million children could fall into extreme poverty
• Child mortality
• Exacerbation of health inequalities
• Vulnerable groups
• Child malnutrition
  Key sectors at particular risk
  Meals and snacks from schools
• Mental health and well-being
  Self-regulation demands

SOURCE: See folder PAPERS & REPORTS in:
https://www.dropbox.com/sh/o6q66yb5bfhnpwy/AABxds9yEcpQ0UEG_YWY05s6a?dl=0
IMPACTS AND CHALLENGES

Educational issues

- 188 countries with school closures
  1.5 billion children and youth.

- Quality of educational instruction, digital technology, internet access

- Experience of virtual learning
  Alternative instructional strategies

- Parental and school district considerations
  Structural barriers

- Absenteeism

- Gender inequalities

- Rural and urban disparities

- Children with disabilities

SOURCE: See folder PAPERS & REPORTS in:
https://www.dropbox.com/sh/o6q66yb5bfhnpwy/AABxds9yEcpQ0UEG_YWY05s6a?dl=0
A future for the world’s children?
A WHO-UNICEF-Lancet Commission

Published: February 18, 2020

Executive Summary

The health and wellbeing of children now and in the future depends on overcoming new challenges that are escalating at such speed as to threaten the progress and successes of the past two decades in child health. The climate emergency is rapidly undermining the future survival of all species, and the likelihood of a world in which all children enjoy their right to health appears increasingly out of reach. A second existential threat that is more insidious has emerged: predatory commercial exploitation that is encouraging harmful and addictive activities that are extremely deleterious to young people’s health.

The WHO-UNICEF-Lancet Commission lays the foundations for a new global movement for child health that addresses these two crises and presents high-level recommendations that position children at the centre of the Sustainable Development Goals (SDGs).

Executive Summary Translations
Available in: Arabic, Chinese, French, Russian, Spanish

Related links

The Lancet Campaign on Child and Adolescent Health
World Health Organization: A Future for the World’s Children
After COVID-19, a future for the world’s children?

SOURCE: www.thelancet.com/commissions/future-child
FUTURE DIRECTIONS
Relational Developmental Systems (RDS) frameworks

VARIABILITY OF DEVELOPMENTAL TRAJECTORIES
(Multidirectionality and Interdependence)

- macrosystem
  (e.g., culture, physical environment)
- exosystem
  (e.g., social organization)
- mesosystem
  (e.g., teacher-parents meetings)
- microsystem
  (e.g., family)
- behavioral
- cognitive/emotional
- biological/physiological
  (neural activity)
- biological/physiological
  (genetic activity)

SOURCE: Lipina, 2019 (modified from Lerner, 2018).
**FUTURE DIRECTIONS:** Social and health determinants

<table>
<thead>
<tr>
<th>4. MACROSYSTEM</th>
<th>3. EXOSYSTEM</th>
<th>2. MESOSYSTEM</th>
<th>1. MICROSYSTEM</th>
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<tbody>
<tr>
<td>NORMS AND CULTURAL EXPECTATIONS</td>
<td>SOCIAL SECURITY ACCESS</td>
<td>PARENTAL MENTAL HEALTH</td>
<td>PRENATAL MATERNAL INFECTIONS/MICROBIOME</td>
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<td>discrimination, stigmatization, exclusion</td>
<td>health/educational policy</td>
<td>PARENTAL LIFE STYLES</td>
<td>PARENTAL MATERNAL DRUG EXPOSURE</td>
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<td>COMMUNITY RESOURCES</td>
<td>TEACHERS MENTAL HEALTH</td>
<td>PRENATAL MATERNAL POLLUTION EXPOSURE</td>
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<td>LACK OF SOCIAL MOVILITY</td>
<td>ENVIRONMENTAL STRESS</td>
<td>PARENTAL MATERNAL NUTRITIONAL HEALTH</td>
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<td>SOCIAL, POLITICAL, AND FINANCIAL CRISIS</td>
<td>home, school, community</td>
<td>PRENATAL CONTROLS</td>
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VARIABILITY OF DEVELOPMENTAL TRAJECTORIES (Multidirectionality and Interdependence)

**SOURCE:** Bradley, 2015; Bronfenbrenner, 1979; Lipina, 2016; Yoshikawa et al., 2012.
FUTURE DIRECTIONS: Social and health determinants

IMPACT OF POVERTY ON CHILD DEVELOPMENT

Accumulation of risks
Individual susceptibility
Co-occurrence of adversities
Exposure time to deprivations

SOURCE: Bradley, 2015; Bronfenbrenner, 1979; Sheridan & McLaughlin, 2014; Yoshikawa et al., 2012.
FUTURE DIRECTIONS
Identification of vulnerable groups

SOURCE: Lopez-Rosenfeld et al., 2019.
FUTURE DIRECTIONS
Health perspective

• Nutrition

• Vulnerable groups
  Disability and disadvantages perspectives
  Vulnerabilities clusters

• Poverty perspectives

SOURCE: See folder PAPERS & REPORTS in:
https://www.dropbox.com/sh/o6q66yb5bfhnpwy/AABxds9yEcpQ0UEG_YWY05s6a?dl=0
FUTURE DIRECTIONS
Educational perspective

• Availability of resources
  Structural barriers

SOURCE: See folder PAPERS & REPORTS in:
https://www.dropbox.com/sh/o6q66yb5bfhnpwy/AABxds9yEcpQ0UEG_YWY05s6a?dl=0
FUTURE DIRECTIONS
Educational perspectives

• Availability of resources

• Reopening schools

Table 1. Strategies being adopted internationally to reopen schools after the COVID-19 lockdown

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain closures indefinitely until a vaccine or treatment available</td>
<td>Current default position for most countries eg, Canada, Israel, Italy, Malta, Spain, UAE, many US states</td>
</tr>
<tr>
<td>Open completely</td>
<td>Some regions of Japan; Taiwan</td>
</tr>
<tr>
<td>Partial reopening:</td>
<td></td>
</tr>
<tr>
<td>By school-level (eg, primary schools)</td>
<td>Denmark, France, Germany, Iceland, Israel, Mexico, Netherlands, New Zealand, Norway, South Africa, Sweden, Vietnam; regions of China</td>
</tr>
<tr>
<td>Shifts</td>
<td>Vietnam</td>
</tr>
<tr>
<td>Outdoor schooling</td>
<td>Denmark</td>
</tr>
<tr>
<td>Hybrid physical and virtual school</td>
<td>New Zealand, Vietnam; regions of Russia</td>
</tr>
</tbody>
</table>

FUTURE DIRECTIONS

Educational perspectives

• Availability of resources
• Reopening schools
• Child labor

SOURCE: See folder PAPERS & REPORTS in:
https://www.dropbox.com/sh/o6q66yb5bfhnppy/AABxds9yEcpQ0UEG_YWY05s6a?dl=0
FUTURE DIRECTIONS
Role of Science

• Pending questions
• Research
• Advocacy
FUTURE DIRECTIONS
Role of Science

• Pending questions
• Research
• Advocacy

SOURCE: Duncan et al., 2020
FUTURE DIRECTIONS

Role of Science

- Pending questions
- Research
- Advocacy
- Networking
FUTURE DIRECTIONS
Role of Science

- Pending questions
- Research
- Advocacy
- Networking

SOURCE: http://sesn-network.org/
FUTURE DIRECTIONS
Role of Science

• Pending questions
• Research
• Advocacy
• Networking
• SoL potential specific topics
  - Loneliness
  - Parental mental health
  - Emotional symptoms (media)
  - Health habits
  - Pedagogies and learning strategies
  - Physical exercise, nutrition, sleep

PROVISIONAL CONCLUSIONS IN HYPER-DYNAMIC TIMES

- Expand critical programs
- Digital learning gaps
- Social service
- Research
- Delivery mechanisms
- Infrastructure initiatives

SOURCE: See folder PAPERS & REPORTS in:
https://www.dropbox.com/sh/o6q66yb5bfhnpwy/AABxds9yEcpQ0UEG_YWY05s6a?dl=0
Thank you for your attention...
... and take care.