



COVID-19 Future Trends

IMPACTS ON CHILDREN AND THE
SEARCH FOR OPPORTUNITIES

PREPARED BY
Sol Pradelli
Independent Consultant

COMMISSIONED BY
Elevate Children Funders Group

OCTOBER 2020



THERE IS A GENUINE PROSPECT THAT THE SOCIAL AND ECONOMIC EFFECTS OF THE COVID-19 CRISIS WILL PERMANENTLY ALTER THE LIVES OF TODAY'S CHILDREN.

How do we strategically allocate our limited resources to this end when the only constant is uncertainty?



CONTENTS

Executive Summary	4
Introduction	6
Overview: Impacts of Previous Crisis	7
What We Know So Far	8
What We Do Not Know Yet	12
Potential Scenarios	14
A Closer Look	17
Scenario 1.....	17
Scenario 2.....	17
Scenario 3.....	18
Scenario 4.....	18
Recommendations	20
Conclusions	22
Annex	22
Methodology.....	22
Useful Literature by Topic.....	23

EXECUTIVE SUMMARY

There is a genuine prospect that the social and economic effects of the COVID-19 crisis will permanently alter the lives of today's children. Available data and projections present a grim picture with rising household unemployment and poverty negatively impacting children's wellbeing. Against this backdrop, the protection of children and their families and/or caregivers is vital. But how do we determine how to strategically allocate our limited resources to this end when the only constant is uncertainty?

These prudent assumptions are accompanied by a number of unknowns that are impacting our work: the length and severity of the pandemic and of the economic crisis, as well as government capacity to respond and civil society capacity to influence such a response. It is also uncertain what will happen to international cooperation in this context. Most importantly, there are too many unknowns on the long-term impact on children's lives and on the invisible crises they might be facing.

Scenario planning is an approach to thinking about the future by focusing on external driving forces on which we have little or no control. In building scenarios of what the future might look like, we begin with existing data, evidence, and projections to establish prudent assumptions about our current situation:

The scenarios in this analysis are structured along two axes ranking from high to low:

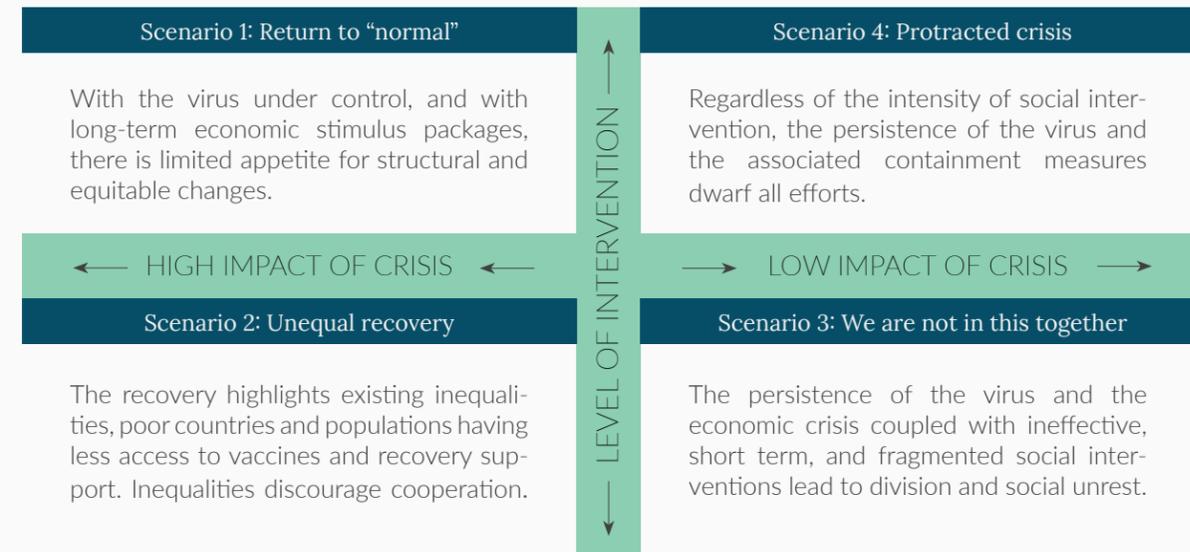
- The crisis is affecting the whole socio-ecological system of the child and is exacerbating existing inequality and vulnerabilities.
- Children are out of school, losing access to a protective measure against many of the existing risks and decreasing their chances of a better future.
- The most vulnerable children are affected the most, with a gender divide making girls face unique risks.
- Social protection measures are offering immediate relief but might not be sustainable in the long run.
- There is a growing mismatch between an increased need for non-profit services and their resources and existing capacities to meet this need.

- 1. The severity of the crisis that is, "the level of harm and dislocation experienced by the population as a result of the depth and duration of the health, economic impacts of the pandemic."¹**
- 2. The level of social intervention, defined as intentionally implemented change strategies to introduce betterment, including alleviating the impact of social and economic stressors.**

EXECUTIVE SUMMARY

COVID-19 FUTURE TRENDS

ON THESE BASES, FOUR SCENARIOS ARE PROPOSED:



While there is no "happy scenario", all of them can be reshaped to create opportunities and interventions that will have a positive impact on children. Will emerging social movements demanding structural changes and international cooperation build momentum or will they take root in the relief of returning to "normal"? How do we ensure government actors prioritize the most vulnerable children in recovery agendas? How might Non-Government Organisations (NGOs) implement interventions to mitigate this crisis and the upcoming recession and austerity? Can a succession of crises lead to positive change? What is the role of funders in these scenarios, and where and how can a partnership of funders have the biggest impact?

With the support of this paper amongst others, funders will have to build their own answers to these questions and plan accordingly. They will have to consider the whole socioecological system of the child and exercise flexibility in working towards the recovery from the COVID-19 crisis in the context of a recession. It seems plausible that efforts will need to respond both to the immediate needs and to the structural setting, with the delivery of services, the generation of knowledge, and the engagement in advocacy efforts being key in ensuring the prioritization of children's wellbeing and rights today and in the coming years.

Covid-19 Future Trends

Impacts on children and the search for opportunities

The COVID-19 global public health emergency has both immediate and long-term economic and social impacts. While children are largely spared the health impacts, available projections present a grim picture with rising household unemployment and poverty leading to children's school drop-out, malnutrition, higher risk of child marriage, early pregnancy, child labour, violence, skills gaps, and diminished lifetime earnings potential among the known impacts. With government budgets under pressure and a blooming recession, further cuts in services are highly likely.

To help navigate the uncertainty we are facing, this desk review will provide potential future scenarios to spark ideas, discussions, and planning. First, we will look at the impacts from previous crises and the available data to build prudent assumptions about the present situation. We will also look at the most pressing unknowns. Finally, the paper outlines four scenarios which provide opportunities to identify potential levers for positive change.

In attempts to delineate the future impacts on today's children, the paper will analyse the crisis as a dynamic phenomenon that shapes children's lives well into adulthood, with age and gender considered key influencing factors. Finally, recommendations will be proposed in alignment with a socioecological framework.

The methodology and limitations of this study are included in the annexes. It is worth noting that while the crisis will affect vulnerable children the most, it is not possible to address each dimension of vulnerability in this paper. With the exception of age and gender, children in this paper are considered those living in the Global South, even if their contexts vary widely.

Finally, the structure and approach to scenarios in this paper builds on the report "COVID-19 Scenario Planning For Nonprofit And Philanthropic Organizations: Practical Tool To Reflect On Potential Scenarios" completed by Deloitte².

OF THE IMPACTS OF PREVIOUS PANDEMICS AND ECONOMIC CRISIS ON CHILDREN

Past pandemics have negatively impacted children in a range of ways. There are limited reviews^{3,4} on the issue and they focus mainly on the impacts of HIV/AIDS in sub-Saharan Africa and the Ebola outbreak in West Africa (Sierra Leone, Liberia and Guinea from 2013 to 2016). Yet, the impacts highlighted can help us see the patterns that emerge during and after a crisis:

Reductions in household income, food shortages, and price increases, with children increasingly engaged in wage labour and younger children and girls in work within the home.

Early pregnancy, associated with economic insecurity and transactional sex. Evidence suggests increases in child marriage but decreases in Female Genital Mutilation (at least temporarily). Ebola-related disruption in health services led to a 75% regional increase in maternal mortality and a 47% increase in early pregnancy in Sierra Leone⁵.

School closures and re-entry barriers: after nine months of school closures in Sierra Leone, the government banned the 18,000 estimated pregnant girls from re-entering⁶, though a UNFPA⁷ assessment cited money as the main barrier.

Child abuse and maltreatment, and sexual violence and abuse, particularly of women and girls increased, yet data on its magnitude and impacts are limited.

Negative impact on mental health, impacts on children, which have been little studied. One study on psychosocial responses of families to pandemics found that criteria for Post Traumatic Stress Disorder were met in 30% of children and 25% of parents⁸ experiencing quarantines and isolation.

Children orphaned during outbreaks, who lived with extended families, or were in foster or institutional care, were more prone to discrimination and stigmatization and sexual exploitation and abuse.

Stigmatization and discrimination was prevalent among children.

Similarly, reports^{9,10,11} on the impact of past economic crises on children highlight increases in child mortality and morbidity, child labour, child exploitation, violence against children and women, and other forms of abuse, alongside declines in school attendance and the quality of education, nurture, care, and emotional wellbeing.

WHAT WE KNOW SO FAR

In order to generate scenarios of what might potentially happen and what the impacts would be, we should look at a few prudent assumptions we can make about the current impact of the COVID-19 crisis.

The ones proposed here are based on the impacts from previous crises and the limited data, evidence, and projections available. As explained in the methodological approach of this paper, we can use the information available to look for potential patterns, but we need to be conscious that crises are context specific, that data collection in times of lockdowns is complex, and that projection models might turn out not to be accurate – partially because they prompt policy changes that changes the trajectory of the projection. To strengthen our scenarios, we will also look at factors that are still unknown but could have strong impacts.

The crisis is affecting the whole socio-ecological system of the child and is exacerbated by poverty, inequality, and existing vulnerabilities.

Children’s wellbeing is in large part dependent on families’ socioeconomic stability, which relies on economies generating employment for their parents and caregivers. Current predictions project the loss of between 158 million and 242 million jobs worldwide¹², with women affected the most by job destruction¹³.

Unemployment increases the risks of families and children falling into poverty. Save the Children and UNICEF estimate that the number of children living in poverty could soar by up to 117 million by the end of 2020¹⁴. With poverty also come risky coping mechanisms, and ILO and UNICEF¹⁵ estimate millions of children are at risk child labour, potentially rising for the first time in 20 years.

Virtual education has highlighted the digital divide, and the risks children face, including cyberbullying, sexual exploitation, access to harmful content risk-taking behaviour¹⁶, and behavioural changes like less sleep, reading, and socialising¹⁷.

The risk of violence is not exclusive to online activity. In May 2020 World Vision¹⁸ estimated that violence against children could increase by between 20% and 32% over the coming three months. This could mean up to 85 million more girls and boys worldwide may be exposed to physical, sexual and/ or emotional violence.

Looking at the bigger picture of children's socio-ecological system is a first step to think about the factors that are and will continue to affect them both directly and indirectly:



- Blooming recession
- Restrictions to movement of people and goods (including refugees)
- Potential cuts to overseas development assistance budgets

GLOBAL

macro-level political, economical, & social policy



- Social protection spending capacity increased in the short term
- National debt / stimulus packages increased in the short term
- Potential budget cuts in the long term
- Potential for political and social unrest

STRUCTURAL

formal institutions and services



- Disruption/ reduction in services (education, health, justice, child protection, etc.)
- Lack of child sensitive/child inclusive system responses
- Entrenched gender inequality

INSTITUTIONAL

networks, informal institutions



- Disruption/reduction of access to support networks
- Disruption/reduction of NGOs programmes
- Reduction in community practices (harmful or helpful)/ interactions

COMMUNITY

immediate relationships



- Unemployment, poverty, risky coping mechanisms, housing safety, violence, digital divide, lack of childcare and schooling, mental health deterioration, family breakup, stigma, etc.

FAMILY

and YOUTH in all their diversity



- Reduced immunization and malnutrition, lack of access to contraception, early pregnancy/ marriages, increased child mortality and morbidity, isolation, child labour, mental health deterioration, family breakup, stigma, orphanhood, etc.

CHILDREN

Children are out of school, missing on a protective measure against many of the existing risks and decreasing their chances of a better future.

Schools provide nutrition, health, hygiene, psychosocial support, reduce the risk of violence¹⁹ and early pregnancy, and offer structure and stability for children in times of uncertainty, including in emergency situations²⁰.

By mid-April 2020, 94 per cent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth in 200 countries²¹. UNESCO²² estimates that 23.8 million additional children and youth may drop out or not have access to school in 2021 due to the pandemic's economic impact. Distance-learning solutions are being implemented worldwide – although not all children can access them, nor do they replace the classroom experience.

Schools are also a gateway to access social protection mechanisms. Currently, 300 million

primary school children who depend on school meals are missing out, increasing food insecurity²³. The closures have also affected many parents' ability to work, and increased women's share of childcare and household tasks.

The learning loss, in the short and long-term, is expected to be great. Studies estimate that the socio-economic skills gap could increase by more than 30%²⁴, with future scenarios^{25,26,27} ranging from students falling below a baseline level of proficiency needed to participate effectively and productively in society, to students falling so far behind to drop out of school or not be able to learn anything at school. School closures today, coupled with the economic crisis, are putting children at risks of not acquiring the necessary skills to escape unemployment, related mental health issues, and poverty in the years to come.

The most vulnerable children are affected the most, with a gender divide making girls face unique risks.

Almost all documents consulted for this paper highlight how the most vulnerable children are at greater risk, but there are very little projections or evidence of long-term impacts. There is anecdotal evidence on how the crisis affects them, for instance children with disabilities are not always included in strategies of distance learning²⁸, and studies from previous economic crisis in Europe point to cuts to services and more difficult access to therapists, education, social care, and welfare support and benefits²⁹. There is very little mention of LGBTQ+ youth, but what there is centres on unemployment, homelessness, and suicide risks³⁰.

Refugee children cannot easily transition from the classroom to online learning, with the potential of half of refugee girls not returning to school and gaps in learning outcomes set to widen³¹. It is now more difficult for refugees to access the labour market, social safety nets, and aid support. Going forward, as refugee-hosting countries face

a recession, increasing unemployment, and rising xenophobia, there will be increased scepticism of refugees' economic inclusion³². Remittances are critical for children staying behind when one or both parents have migrated, and the World Bank projects a decline by 20% in 2020³³.

For children in the alternative care system, the risk of violence, abandonment, neglect, and diminishing social workers' support has increased. Additionally, care facilities are closing in an unplanned way, putting children in danger³⁴. A study³⁵ on rapid returns of children to families highlights risks related to unresolved antecedents to separation, lack of economic capacity, limited monitoring, and lack of access to education. Young people aging out of care and transitioning into independent living are facing unemployment, lack of protection, and interruption of education, among others³⁶. With socio-economic conditions in the family being a main reason behind institutional care, the upcoming recession could

easily result in further institutionalisation. At the same time, the pandemic could be an opportunity to accelerate on-going reforms to close institutions properly and support the transition to family-based and community-based programmes³⁷.

Better documented is the impact the crisis will have on girls and women. UNFPA³⁸ estimates a rise in different forms of gender-based violence:

- If the lockdown continues for six months, 31 million additional gender-based violence cases can be expected.
- Two million FGM cases and 13 million child marriages could occur over the next decade that would otherwise have been averted.

- Some 47 million women in 114 countries are projected to be unable to use modern contraceptives if disruptions continue for six months, and an additional seven million unintended pregnancies are expected.

- Reductions in coverage of maternal health of around 15% to 45% could result in between a 9.8% to 44.7% increase in under-five child deaths per month, and between a 8.3% to 38.6% increase in maternal deaths per month, across 118 countries³⁹.

Crises can be an opportunity to modify social and gender norms. Anecdotal evidence suggests men are doing more childcare work, and some signs of men and women doing more joint decision-making⁴⁰.

Social protection measures are offering immediate relief but might not be sustainable in the long run.

Strengthening social protection responses is essential to mitigate the immediate and long-term economic impacts of the crisis on the most vulnerable. As of June 2020, 195 countries had planned or introduced social protection measures with about 30% being various forms of cash-based transfers⁴¹. Yet, 4 billion people have no access to any social protection, including 2 out of every 3 children⁴².

During previous crises many governments adopted economic stimulus packages in the initial phase of a recession, pushing up public spending. The persistence of the recession led to a decrease in national revenues and an increase in deficits. Pressure from financial markets forced governments to cut budgets, with an abrupt fall in social spending on children and families^{43,44,45}.

There is a growing mismatch between an increased need for non-profit services and resources and existing capacities to meet this need.

As of today, large and small programmes by NGOs from all over the world have been scaled back or suspended. A survey⁴⁶ of international development organisations in the UK revealed that 40% wouldn't survive longer than six months without additional funding and 53% had already or are planning on cutting back programmes and staff. NGOs will face real limits – not just financially – and will have to make tough choices on whose needs get prioritized, the quality of services, and whether

to focus on immediate need or more systemic causes. Funding shortages are taking different forms, from pre-existing declines in funding⁴⁷ for INGOs, to government funding being channelled through UN Agencies⁴⁸ and only slowly reaching front-line organisations, to NGOs working on very different sectors launching COVID-19 appeals, both nationally and globally. An increase in demand will also put pressure on donors, and test an already imbalanced power dynamic with grantees.

WHAT WE DO NOT KNOW YET

The length and severity of the pandemic.

While there is promising news in terms of global collaboration to find a vaccine, it is uncertain when it will be available, how, to whom, and at what cost. This uncertainty will drive other aspects of the crisis, as second waves could halt any progress made and even create new risks. The length of the pandemic will test the willingness of society to cooperate across social, cultural, age, and race boundaries, and will increase the potential for social unrest or division.

The length and severity of the economic crisis.

A significant slow-down or a recession of the global economy is foreseen. Projections warn that global poverty could increase by as much as half a billion people, or 8% of the total human population⁴⁹, and its location is likely to shift towards middle-income countries and South Asia and East Asia⁵⁰. The World Food Programme estimates that the number of hungry could increase by 82% in countries where it operates⁵¹.

Government revenues will be affected, and so the resources available to provide social services – which are currently underfunded. We can expect an uneven scale, duration, and distribution of job losses, a disproportionate distribution of economic impacts among the most vulnerable populations –including youth – and an increased demand for services from governments and NGOs.

Government capacity to respond and civil society capacity to influence the response.

According to Deloitte⁵², the government's response to – and in particular the strength of the public social safety net and stimulus efforts – will have massive implications for the social sector and the recovery of individuals, businesses, and organizations. Other uncertainties around government response include possible new regulation, potential disruption of democracy processes like elections, civil unrest, and the use of power to impose emergency laws that might undermine human rights and limit civic spaces.

The crisis could be a window of opportunity for systemic change. More and more we are reading about "Build Back Better"⁵³ and similar initiatives⁵⁴. Civil society could influence the capacity of government to respond both short and long term and push for more child sensitive and child-centred budgets, policies and institutions.

Long term impact on children's lives and emerging invisible crises.

Research on the long-term impacts of crises on children is mostly oriented towards policy and tends to homogenise children. There is also little research on the long-term socio-psychological impacts of crises, on mental health effects of social distancing and economic pressure, on risk and resilience factors, or on the impact on nurture, care, and emotional wellbeing. There are few studies on the process and impact of rapidly returning children to their biological families and on what types of supports lead to better outcomes –particularly at the scale it is happening now.

Lack of data, evidence, and research can create invisible crises. For example, during the Ebola crisis an estimated 70,000 births went unregistered⁵⁵, making mothers and their newborns invisible. Support to research and data production will be key to address the unseen consequences of the crisis.

Level of international cooperation.

International cooperation will be key to stop the spread of the virus and to implement socioeconomic policies that support the most vulnerable countries. Low-income countries will be doubly impacted if there is a reduction of Official Development Assistance (ODA) from high-income countries. Development Initiatives (DI) projects that global ODA levels could drop by \$25 billion by 2021 as a result of the recession⁵⁶. This could hit issues that are already underfunded, such as ending violence against children, which accounts for just 0.6% of total ODA and 0.5% of global humanitarian funding⁵⁷.

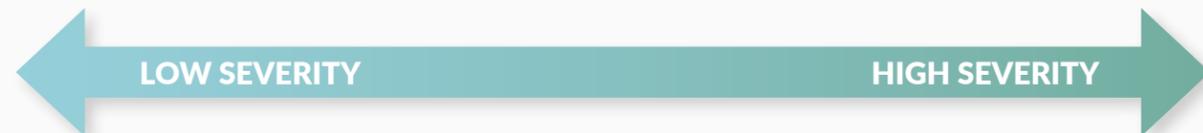
POTENTIAL SCENARIOS

Scenario planning is an approach to thinking about the future. Rather than focusing on definitive predications, it is useful for identifying a set of possible future states.

They focus is on external driving forces on which we have little or no control. Organisations can benefit from scenario planning by imagining what different futures would mean for their work and anticipating key aspects such as: what would their strengths, weaknesses, threats and opportunities be in each of them? What, when and for how long should be prioritised? Who should they partner with? What level of influence could they exercise in their field? etc. Scenarios are pictures of what could happen, a tool for prompting thinking and discussion, to exercise flexibility, and to support strategizing and planning in uncertain times.

The below scenarios explore two factors, conceptualized on two axes, that could significantly affect the socioecological environment of children over the next 3-24 months: the severity of the crisis and the level of social intervention. The time frame for the scenarios has been kept short, with the logic that decisions, actions and changes could be set in motion in the coming two years as governments and other actors take steps to respond to the crisis.

The first axis looks at the severity of the crisis, that is, “the level of harm and dislocation experienced by the population as a result of the depth and duration of the health, economic impacts of the pandemic.”⁵⁸ We will also look at school closures, as they are a big source of disruption for children.



- The virus is brought under control and lockdown and containment measures are relaxed.
- The economy steadily recovers, though unevenly. The poorest countries and families are hit the hardest.
- Schools reopen, and efforts are made to facilitate the return of all children.

- The virus is not under control and lockdown and containment measures go on and off.
- The economic crisis worsens, national debts, unemployment and poverty increases.
- Schools intermittently open and close, and large numbers of children drop-out. Efforts to improve access to distance learning continue.

The second axis focuses on the level of social intervention, defined as intentionally implemented change strategies – mainly by the State and other actors - which aim to eradicate risk factors, activate protective factors, reduce harm, or introduce betterment, including to alleviate social and economic problems. They can happen at the national or global level, or both.



- Social interventions are exclusively focused on short-term mitigation and recovery.
- Interventions are fragmented, focused on siloed issues, particularly linked to the economic recovery, and with limited space for children's issues.
- There is little interest in cooperation, both at national and international levels.

- Social interventions are focused on the long-term mitigation and recovery with an eye towards systemic changes.
- Interventions are built around multisectoral consensus, with the potential to affect many aspects of children's wellbeing.
- There is appetite for collaboration both at national and international levels.

POTENTIAL SCENARIOS

ACCORDING TO SEVERITY OF THE CRISIS AND LEVEL OF SOCIAL INTERVENTION



A CLOSER LOOK AT THE SCENARIOS AND KEY QUESTIONS THAT COULD DETERMINE LONG-TERM OUTCOMES:

01
A RETURN TO "NORMAL"

- Governments focus on economic recovery against a backdrop of high levels of global cooperation on debt relief and international loans but fail to prioritize children in the international recovery agenda.
- Opportunities to make lasting change focus on issues affecting the majority of children directly, such as education, while neglecting those issues that prevent the most marginalized from thriving.
- In some countries there is a window of opportunity for relative change, particularly around maintaining or adapting initiatives implemented as emergency measures.

Key questions that could determine long-term outcomes:

- Will emerging social movements demanding structural changes and international cooperation to build more equitable, resilient, inclusive, and sustainable societies, particularly for children, take root in the relief of returning to "normal"?
- Will complacency built on debt without systemic changes lead to on-going and protracted economic and social crises, and with that to a generation of children losing their chance to break the poverty cycle?

02
UNEQUAL RECOVERY

- The inequalities exacerbated by the crisis persist during the recovery, both between and within countries. There is little cooperation in the global distribution of vaccines and of international finance for stimulus packages. Every country rush to get their own deal, with poor countries being hit with the hardest conditions.
- Nationally, emergency measures put in place to support the most vulnerable families are no longer considered necessary, leaving many worse off.
- Schools are opened, but the return also shows inequalities. Many of the most vulnerable children have already dropped off, and without targeted support many more will remain behind.

Key questions that could determine long-term outcomes:

- Will the unequal recovery lend momentum for social movements to mobilise, or will they be focused on the immediate needs of those left behind?
- Will debt and accompanying austerity lead to on-going economic crises?

03 WE ARE NOT IN THIS TOGETHER

- Globally and nationally, inequalities along social, political and economic lines are too evident, societies are emotionally and financially drained, limiting the interest and capacity of groups to work together towards common goals.
- Each country deals with the crisis according to their capacities, and the North/ South divide becomes more evident.
- Nationally, there is more potential for social unrest than for collective action. The focus of social interventions is on mitigating the impacts of the crisis. Mistrust in institutions over the handling of the crisis grows, and some governments restrict civic spaces.

Key questions that could determine long-term outcomes:

- Will social movements be able to work on common goals in a context of social unrest and shrinking civic spaces? Or will they not be in it together?
- Will we have a generation of children and youth growing in financial debt and social division? Will they grow disenchanted, feel robbed by previous generations, and have little confidence in institutions?

04 PROTRACTED CRISIS

- Globally and nationally all efforts are on simply mitigating the effects of the on-going crises, with more social interventions – including in child protection- and stimulus packages that are still not enough to catch up with the growth in unemployment and poverty.
- Debt continuous to grow, but social intervention keeps the fabric of society together. Austerity would mean a reduction in the protection and support mechanisms for the growing number of families and children that need them.
- With schools intermittently opened and closed, children are at risk of not having the necessary skills to face a world of protracted crises.

Key questions that could determine long-term outcomes:

- Will the protracted social and economic crises lend social movements for structural change momentum, or will the immediate crisis continue to dominate?
- How and for how long can NGOs work in a context of protracted crisis and continuous mitigation?

Using these scenarios, we could start thinking what the impacts on children could be in the next three to seven years. The economic crisis seems to be the main certainty on which to base this exercise. While we cannot look at the diversity of children, we can think about childhood development in a dynamic way, recognising age and gender as key factors, and use them to imagine today children's future, and the interventions that will be needed to support them.

TODAY	2023	2027
0-5 years old	They would now be 3-8 y/o and could potentially suffer from preventable diseases, stunting, and be behind in early development . Some of these children will be born to adolescent mothers who got pregnant during the pandemic.	Now they are 7-12 y/o and they might not have all the skills required for schooling . Their parents were probably young adults at the start of the pandemic, and probably hit harder by the recession/ recovery .
6-12 years old	This group would have suffered from school closures, isolation, increased work at home, and increased violence , among others. Now they are 9-15 y/o and facing the transition from primary to secondary school. With poverty levels rising, their education is at risk .	Now they are 13-19 y/o. They remember the pandemic and how it changed their lives, with the possibility of suffering mental health issues . They are in high school and the recession/recovery keeps school drop out, early pregnancy, child marriage, and child labour as main risks.
13-17 years old	They would have suffered from school closures, decreased agency, isolation, and increased violence, among others. Many would have dropped out of school and had an early pregnancy/marriage, be working, or engaged in risky coping mechanisms . They are 16-20 y/o and those who stayed in school are facing the prospects of skills gaps, fewer jobs, and financial needs coming before education . Those who left school will probably not return and have fewer short or long term opportunities .	Now they are 20-24 y/o starting their young adults life facing a recession/ recovery that limits their opportunities . Skill gaps, fewer jobs, one or multiple pregnancies, early marriages among others, would have increased their chances of staying in the poverty cycle . They might suffer mental health issues associated with the pandemic or with unemployment. They are disenchanted, feel robbed by previous generations, and have little confidence in institutions .
18-21 years old	They would have suffered from higher education closures, unemployment, violence, risky coping mechanisms, early marriages and pregnancies (even second or third), etc. They are 21/24 y/o, starting their young adults lives in a recession.	They are 25-28 y/o and all they have experienced is recession/ recovery, unemployment or low paid jobs, poverty, and related mental health issues . They feel disenchanted, robbed by previous generations, and have little faith in institutions.

RECOMMENDATIONS

ON FUNDING, ADVOCACY, AND RESEARCH

Now is the time to fundamentally rethink how to support vulnerable children, and that also means supporting families. We cannot abstract children from their family and care-giving settings. A dynamic approach to childhood is needed, considering the child growing up to be an adult in a stressed socio-ecological system. Interventions should look at minimising risk and also increasing protective factors – such as parenting competences, employment, or community support – across the socioecological levels.

 <h4>GLOBAL</h4>	 <h4>STRUCTURAL</h4>	 <h4>INSTITUTIONAL</h4>
<ul style="list-style-type: none"> • Support advocacy/coalitions for debt relief, ODA commitments, and child sensitive budgets • Support efforts to build back better at international and regional settings • Support advocacy efforts to ensure human rights standards prevail, particularly related to Child Rights, freedom of movement and speech, and International Refugee Law 	<ul style="list-style-type: none"> • Support advocacy/coalitions for the extension, expansion and range of social protection mechanisms, such as basic universal income, cash transfers, etc. with a child-sensitive and a gender equality approach • Support advocacy/coalitions working on gender budgeting, accountability, and rule of law • Support advocacy/coalitions working to ensure all children can go back to school and access child protection services and health services, including sexual and reproductive health services • Support research that can give visibility to the specific needs of vulnerable children to be used for advocacy, policy, awareness raising, etc. • Plan ahead for upcoming austerity measures, knowing the most vulnerable children and women will be hit the hardest 	<ul style="list-style-type: none"> • Reinforce the support of organisations providing services that have been disrupted/ reduced as well as pilot programmes to test alternative methods to deliver services. • Support advocacy and capacity building on child sensitive and gender equality system responses, including prevention and mitigations plans for COVID-19 • Plan ahead for upcoming austerity measures, knowing the reduction in services will hit the most vulnerable children the hardest and demands on NGOs will grow • Continue trends in grantmaking toward increased flexibility, long-term and core funding, and participation

COMMUNITY



- Ensure your grantees plan for a recession, have risks assessments, and the tools to adapt
- Support efforts to avoid the stigmatization of children and families around COVID-19
- Support the strengthening of communities, including through capacity building to serve the most vulnerable children
- Support positive community practices and continue to prevent harmful ones like FGM and child marriage, and access to sexual and reproductive health services
- Support the safe reopening of schools and other community places
- Support the teaching profession, social workers, and health care workers
- Support programs that counter a potential increase in discrimination and hostility towards refugees and immigrants

FAMILY



- Build families' resilience, both financially, through employment and other support systems as well as emotionally, through positive parenting competencies and violence prevention
- Prioritize the mental health and wellbeing of parents and caregivers, and support their ability to promote their children's learning and development

CHILDREN & YOUTH



- Urgently work to prevent and mitigate girls' early pregnancies and marriages and ensure access to sexual and reproductive health services for adolescents
- Focus on addressing learning losses and preventing and mitigating dropouts, by among others closing the digital divide and making the online world safe, providing learning support for those left behind, and offering programme to develop employability skills
- Address the mental and physical consequences of violence and isolation

There is currently a growing literature on how to address the crisis but very little on long-term consequences or on interventions. Support and partnering for research and data production will be key to address the unseen consequences of the crisis, both in direct programming and advocacy efforts.

As mentioned before, there are knowledge and data gaps, including on the rapid return of children and best mechanisms to support them, on children with disabilities, on LGBTQ+ children, on group treatment of PTSD in children, on the long-term socio-psychological impacts of crises, on mental health effects of social distancing and economic pressure, on risk and resilience factors, and on the impact on nurture, care, and emotional wellbeing.

UNICEF's Office for Research – Innocenti⁵⁹ has a research agenda on children, with upcoming projects on estimating the impact of COVID-19 on violence prevalence, the impact of school closures, reviews on mental health consequences, and on social impacts among others. Keeping up to date with various organisations research will be key to update the assumptions, unknowns and scenarios.

CONCLUSIONS

Data, evidence and projections predict a dire future for families and children.

Now is the time to plan for alternative potential futures, recognising the strengths, weaknesses, opportunities and threats that each one provides. These futures still hold the potential to be – if not fully reshaped-, at least impacted in positive ways along an interrelated socioecological system.

Funders have a pivotal role in providing support to interventions, research and advocacy efforts that can today start building a more prosperous future for children. They also have the on-going compromise to the children that are now part of the programmes of their grantees, and that as we have seen, will most likely grow in the context of not just a pandemic, but on a lasting economic crisis.

ANNEX

METHODOLOGY | USEFUL LITERATURE BY TOPIC

METHODOLOGY

This desk review was undertaken with a focus of the mid-term (three to seven year) impact of COVID-19 and its associated crises on the Global South. At this stage there are limited data and projections on the long terms impact of the pandemic, and much of the information available relates to the Global North. I have drawn from the available information, fully recognising the impacts will play differently in different contexts and amongst the most vulnerable children.

It is worth noting that while the crisis will affect vulnerable children the most, it is not possible to address each type of vulnerability in this paper. With the exception of age and gender, children in this paper are considered those living in the Global South, even if their contexts vary widely.

This paper makes reference to past crises, which were shaped by a particular conjunction of factors. Reports and analysis of these past crises are limited, as they look at a set of data to reply to specific research questions. They have been used to provide with patterns on the development of a crisis, but

it would be incorrect to automatically assume that because it happened before it will happen now. COVID-19 is an unprecedented crisis in terms of its scale, and the complexities of the juxtaposition of health, economic and social factors.

Likewise, the data, evidence and projections available on COVID-19 respond to the specific research undertaken by different organisations and institutions. Many of them rely on their own definitions of key terms, on particular statistical data sources, and on specific predictive models, which further analysis might prove not comparable. Even if projections are accurate and indicate existing trends, new interventions can then be introduced that may result in the original projections not being realised.

There are few rapid assessments on COVID-19 that include the voices of families and children, but then again this information might not be representative of a whole country or region, nor comparable to other sources.

All the resources consulted for this paper are publicly available for consultation.

USEFUL LITERATURE BY TOPIC

Some of the most important resources used for this paper have been categorised by topics in this annex for easy reference.

IMPACT OF PAST PANDEMICS/CRISES

Description	Publisher and link
Review of impacts on children, with info on impact of the control measurements, moderating and risks factors and long term impact. Highly recommended.	Bakrania, S. and Subrahmanian, R. (2020). Impacts of Pandemics and Epidemics on Child Protection: Lessons learned from a rapid review in the context of COVID-19. Florence: Office of Research – Innocenti. https://www.unicef-irc.org/publications/pdf/WP-2020-05-Working-Paper-Impacts-Pandemics-Child-Protection.pdf
A rapid review of economic policy and social protection responses to health and economic crises and their effects on children.	Tirivayi, N., Richardson, at al. (2020). A rapid review of economic policy and social protection responses to health and economic crises and their effects on children - Lessons for the COVID-19 pandemic response, Innocenti Working Paper 2020-02, UNICEF Office of Research – Innocenti, Florence. https://www.unicef-irc.org/publications/pdf/WP2020-02.pdf
Assessment of pregnant adolescent girls with data on their marital status, access to SRHS, schooling, etc. to inform programming.	UNFPA. (2017). Recovering From The Ebola Virus Disease: Rapid Assessment Of Pregnant Adolescent Girls In Sierra Leone. https://sierraleone.unfpa.org/sites/default/files/pub-pdf/Rapid%20Assessment%20of%20Pregnant%20Adolescent%20Girls.pdf
Ebola in children’s words via a recovery assessment. Good methodology, with children divided by age groups.	Save the Children et al. (2015). Children's Ebola Recovery Assessment: Sierra Leone. https://www.savethechildren.org/content/dam/global/reports/emergency-humanitarian-response/ebola-rec-sierraleone.pdf
Three researches on the impact of economic crises on children. While a big part of the information comes from the Global North, they are worth reading.	ODI. (2009). <i>Children in times of economic crisis: Past lessons, future policies.</i> https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3749.pdf (accessed on 28th August 2020) ILO, UNICEF, The World Bank. (2009). <i>Child labour and the global financial crisis: an issues paper.</i> http://www.ucw-project.org/attachment/financial_crisis_and_CL_15dec20110517_141701.pdf (accessed on 28th August 2020) UNICEF. (2014). <i>Children of the Recession: The impact of the economic crisis on child well-being in rich countries.</i> https://www.unicef-irc.org/publications/733-children-of-the-recession-the-impact-of-the-economic-crisis-on-child-well-being-in.html

IMPACT OF COVID-19

Description	Publisher and link
Rapid recovery assessment in 335 communities in 9 Asian countries on COVID impact, coping mechanisms, and recovery capacity.	World Vision International (2020). Unmasking The Impact Of COVID-19 On Asia's Most Vulnerable Children. https://www.wvi.org/sites/default/files/2020-07/W510-0006-001_UNMASKING_THE_IMPACT_of_COVID-19_on_Asias_Most_Vulnerable_Children%281%29.pdf
Another resource on the situation in Asia Pacific.	Save the Children (2020). COVID-19 Lessons from Asia Pacific. https://bettercarenetwork.org/sites/default/files/2020-07/covid-19_pandemic_lessons_from_asia_pacific.pdf
Impact on girls, with voices from the ground and a call to action.	Plan International (2020). Living Under Lockdown: Girls And COVID-19 https://plan-international.org/publications/living-under-lockdown
Impacts on children without or at risk to losing parental care. Based on data and accounts provided by SOS Children Villages offices.	<i>A Call to Action: Protecting Children Without or at Risk of Losing Parental Care.</i> https://www.sos-childrensvillages.org/getmedia/2f48da70-4326-4fa8-950f-44fb5effe7c2/Covid19_Advocacy_PositionStatement.pdf
Resource focusing on the impacts of child care and family life in tomes of COVID-19.	UNICEF INNOCENTI. (2020). Childcare in a global crisis: the impact of COVID-19 on work and family life. https://www.unicef-irc.org/publications/pdf/IRB-2020-18-childcare-in-a-global-crisis-the-impact-of-covid-19-on-work-and-family-life.pdf

COVID-19 PROJECTIONS

Description	Publisher and link
Based on research and evidence from the 2014-16 Ebola Outbreak in West Africa, this report estimates secondary health impacts of COVID-19 which could be felt by children in 24 of the world's poorest and most fragile countries.	World Vision. (2020). COVID-19 Aftershocks: Secondary Impacts Threaten More Children's Lives Than Disease Itself. https://www.wvi.org/sites/default/files/2020-04/COVID-19%20AFTERSHOCKS-%20SECONDARY%20IMPACTS%20THREATEN%20MORE%20CHILDREN'S%20LIVES%20THAN%20DISEASE%20ITSELF_0.pdf
Resource predicting a major spike in the cases of children experiencing physical, emotional and sexual violence, both now and in the months and years to come.	World Vision. (2020). A Perfect Storm: Millions More Children At Risk Of Violence Under Lockdown And Into The 'New Normal'. https://www.wvi.org/sites/default/files/2020-05/Aftershocks%20FINAL%20VERSION_0.pdf

Impact of the COVID-19 Pandemic on Family Planning and Ending Gender-based Violence, Female Genital Mutilation and Child Marriage.

Based on the Ebola crisis, this paper make projections on the future of girl's education.

Projects on refugee children and learning.

Simulations on the impacts of school closures to provide global estimates.

UNFPA. (2020). Impact of the COVID-19 Pandemic on Family Planning and Ending Gender-based Violence, Female Genital Mutilation and Child Marriage <https://www.unfpa.org/resources/impact-covid-19-pandemic-family-planning-and-ending-gender-based-violence-female-genital>

Malala Fund. (2020). Girl's education and COVID-19. https://inee.org/system/files/resources/GirlsEducationandCOVID19_MalalaFund_04022020.pdf

International Rescue Committee (2020). *Learning In A Covid-19 World: The Unique Risks of Falling Behind For Children in Humanitarian Settings.* <https://reliefweb.int/sites/reliefweb.int/files/resources/learninginacovidworldvf082820.pdf>

World Bank. (2020, June 18). Simulating the Potential Impacts of the COVID-19 School Closures on Schooling and Learning Outcomes: A set of Global Estimates. <https://www.worldbank.org/en/topic/education/publication/simulating-potential-impacts-of-covid-19-school-closures-learning-outcomes-a-set-of-global-estimates>

ONLINE DANGERS

Description	Publisher and link
Quick read on the online dangers for children during COVID-19.	ECPAT. (2020) Why children are at risk of sexual exploitation and abuse, 2020, https://www.ecpat.org/news/covid-19-sexual-abuse/
While this resource is not about COVID-19, its analysis and recommendations are still valid.	DQ Insitute. (2018). <i>Outsmart the Cyber-Pandemic: Empower Every Child with Digital Intelligence by 2020.</i> https://www.dqinstitute.org/2018DQ_Impact_Report/

MENTAL HEALTH

Description	Publisher and link
A call for research on mental health. While not focused on children, it still provides valuable information.	Holmes E., O'Connor R, Perry, V, et al. Multidisciplinary research priorities for the COVID-19 pandemic: a call for action for mental health science. <i>Lancet Psychiatry</i> , Published Online April 15, 2020 https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(20)30168-1/fulltext
One of the few resources on the impact of containment measurements in children.	Sprang, G., & Silman, M. (2013). Posttraumatic stress disorder in parents and youth after health-related disasters. <i>Disaster medicine and public health preparedness</i> , 7(1), 105–110. https://doi.org/10.1017/dmp.2013.22

GENDER BASED VIOLENCE IN CRISIS

Description	Publisher and link
Resource on violence against girls in Asia Pacific, primarily intended for regional policy-makers and duty-bearers responsible for regulating, planning and resourcing protection of all children.	Save the Children and Plan International.(2020). Addressing COVID-19 and Violence Against Girls in Asia-Pacific https://bettercarenetwork.org/sites/default/files/2020-08/becausewematterpolicybrief-final.pdf
Interesting read that documents nine main (direct and indirect) pathways linking pandemics and VAW/C.	O'Donnell, Thompson, Shah, Oertelt-Prigione, and van Gelder. (2020). Pandemics and Violence Against Women and Children. CGD Working Paper 528. Washington, DC: Center for Global Development. https://www.cgdev.org/publication/pandemics-and-violence-against-women-and-children
Reader digest on SGBV and COVID-19.	The Alliance for Child Protection in Humanitarian Action. (2020). COVID-19. Synthesis #1. https://bettercarenetwork.org/sites/default/files/2020-06/1_evidence_synthesis_covid-19_cp_may_1-22_final_10june2020.pdf

COVID RESEARCH AGENDA

Description	Publisher and link
UNICEF – INOCENTI research agenda on COVID and Children. Highly recommended to check their website for updates.	INOCENTI research agenda. (2020). https://www.unicef-irc.org/files/documents/d-4121-COVID-19%20Research%20at%20Innocenti_update.pdf

REFERENCES

¹ Deloitte (2020). COVID-19 Scenario Planning For Nonprofit And Philanthropic Organizations Practical Tool To Reflect On Potential Scenarios. <https://www2.deloitte.com/content/dam/Deloitte/us/Documents/about-deloitte/us-deloitte-monitor-institute-scenarios-for-the-social-sector.pdf> (accessed 26th august 2020)

² Ibid Deloitte (2020).

³ Bakrania, S. and Subrahmanian, R. (2020). *Impacts of Pandemics and Epidemics on Child Protection: Lessons learned from a rapid review in the context of COVID-19*. Florence: Office of Research – Innocenti. <https://www.unicef-irc.org/publications/pdf/WP-2020-05-Working-Paper-Impacts-Pandemics-Child-Protection.pdf> (accessed on 26th August 2020)

⁴ Plan International (2015). *Ebola: beyond the health emergency - Summary of research into the consequences of the Ebola outbreak for children and communities in Liberia and Sierra Leone*. <https://plan-international.org/publications/ebola-beyond-health%20emergency#download-options> (accessed on 26th August 2020)

⁵ The Bridgespan Group (2020). *Mitigating Socioeconomic Impacts in Low- and Middle-Income Countries (LMICs)*. [https://www.bridgespan.org/bridgespan/Images/articles/opportunities-philanthropic-response-covid-](https://www.bridgespan.org/bridgespan/Images/articles/opportunities-philanthropic-response-covid-19/20200408-update-lmics.pdf)

[19/20200408-update-lmics.pdf](https://www.bridgespan.org/bridgespan/Images/articles/opportunities-philanthropic-response-covid-19/20200408-update-lmics.pdf) (accessed on 26th August 2020)

⁶ Their World (2020, March 27). *Five Things You Need To Know This Week About The Coronavirus Effect On Global Education*. <https://www.alliancecpha.org/en/child-protection-news/world-five-things-you-need-know-week-about-coronavirus-effect-global-education> (accessed on 26th August 2020)

⁷ UNFPA (2017). *Recovering From The Ebola Virus Disease: Rapid Assessment Of Pregnant Adolescent Girls In Sierra Leone*. <https://sierraleone.unfpa.org/sites/default/files/pub-pdf/Rapid%20Assessment%20of%20Pregnant%20Adolescent%20Girls.pdf> (accessed on 26th August 2020)

⁸ Sprang, G., & Silman, M. (2013). Posttraumatic stress disorder in parents and youth after health-related disasters. *Disaster medicine and public health preparedness*, 7(1), 105–110. <https://doi.org/10.1017/dmp.2013.22> (accessed on 26th August 2020)

⁹ ODI. (2009). *Children in times of economic crisis: Past lessons, future policies*. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3749.pdf> (accessed on 28th August 2020)

¹⁰ ILO, UNICEF, The World Bank. (2009). *Child labour and the global financial crisis: an issues paper*. http://www.ucw-project.org/attachment/financial_crisis_and_CL_15dec20110517_141701.pdf (accessed on 28th August 2020)

¹¹ UNICEF. (2014). *Children of the Recession: The impact of the economic crisis on child well-being in rich countries*. <https://www.unicef-irc.org/publications/733-children-of-the-recession-the-impact-of-the-economic-crisis-on-child-well-being-in.html> (accessed on 26th August 2020)

¹² Save the Children (2020). *COVID-19 Pandemic Lessons from Asia Pacific*. <https://resourcecentre.savethechildren.net/library/covid-19-pandemic-lessons-asia-pacific> (accessed on 26th August 2020)

¹³ ILO. (2020). *ILO Monitor: COVID-19 and the world of work*. Fifth edition Updated estimates and analysis. https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/briefingnote/wcms_749399.pdf (accessed on 26th August 2020)

¹⁴ Oliver Fiala . (2020, May 1). *The Changing Face of COVID-19: A Live Tracker of its Impact on Children*. <https://www.savethechildren.org.uk/blogs/2020/the-changing-face-of-covid-19-a-live-tracker-of-its-impact-on-children> (accessed on 26th August 2020)

¹⁵ ILO and UNICEF (2020). *COVID-19 And Child Labour: A Time Of Crisis, a Time To Act*. https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipecc/documents/publication/wcms_747421.pdf (accessed on 26th August 2020)

¹⁶ UNICEF et al. (2020). *COVID-19 and its implications for protecting children online*. <https://www.unicef.org/media/67396/file/COVID-19%20and%20its%20Implications%20for%20Protecting%20Children%20Online.pdf> (accessed on 26th August 2020)

¹⁷ DQ Insitute. (2018). *Outsmart the Cyber-Pandemic: Empower Every Child with Digital Intelligence by 2020*. https://www.dqinstitute.org/2018DQ_Impact_Report/ (accessed on 26th August 2020)

¹⁸ World Vision. (2020). *A Perfect Storm: Millions More Children At Risk Of Violence Under Lockdown And Into The 'New Normal'*. https://www.wvi.org/sites/default/files/2020-05/Aftershocks%20FINAL%20VERSION_0.pdf (accessed 26th August 2020)

¹⁹ WHO et al. (2016). *INSPIRE: Seven strategies for Ending Violence Against Children*. <https://www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children> (accessed on 26th August 2020)

²⁰ UNICEF. (2009). *Psychosocial Support of Children In Emergencies*. <http://www.unicefemergencies.com/downloads/eresource/docs/MHPSS/Psychosocial%20support%20of%20children%20in%20emergencies.pdf> (accessed on 26th August 2020)

²¹ United Nations. (2020). *Policy Brief: Education during COVID-19 and beyond*. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf (accessed 26th August 2020).

²² United Nations. (2020). *Policy Brief: Education during COVID-19 and beyond*. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf (accessed 26th August 2020).

²³ SOS Children Villages. (2020). *COVID-19 Outbreak and its Aftermath A Call to Action: Protecting Children Without or at Risk of Losing Parental Care*. https://www.sos-childrensvillages.org/getmedia/2f48da70-4326-4fa8-950f-44fb5effe7c2/Covid19_Advocacy_PositionStatement.pdf (accessed on 26th August 2020)

²⁴ Catherine Haec and Pierre Lefebvre, Program for International Student Assessment (PISA), “Pandemic school

closures may increase inequality in test scores”, *Working Paper No. 20-03, June 2020*. https://grch.esg.uqam.ca/wp-content/uploads/sites/82/Haack_Lefebvre_GRCH_WP20-03-5.pdf (accessed on 26th August 2020)

²⁵ World Bank. (2020, April 13). We should avoid flattening the curve in education – Possible scenarios for learning loss during the school lockdowns. <https://blogs.worldbank.org/education/we-should-avoid-flattening-curve-education-possible-scenarios-learning-loss-during-school> (accessed on 26th August 2020)

²⁶ World Bank. (2020, June 18). Simulating the Potential Impacts of the COVID-19 School Closures on Schooling and Learning Outcomes: A set of Global Estimates. <https://www.worldbank.org/en/topic/education/publication/simulating-potential-impacts-of-covid-19-school-closures-learning-outcomes-a-set-of-global-estimates> (accessed on 26th August 2020)

²⁷ Michelle Kaffenberger. (2020 June 4). Modeling the long-run learning impact of the COVID-19 learning shock: Actions to (more than) mitigate lose. *RISE Insight Series. 2020/017* https://doi.org/10.35489/BSG-RISE-RI_2020/017 (accessed on 26th August 2020)

²⁸ United Nations, (2020). *Policy Brief: The impact of COVID-19 on children*. https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf. (accessed on 26th August 2020)

²⁹ Horridge, K.A., Dew, R., Chatelin, A., Seal, A., Macias, L.M., Cioni, G., Kachmar, O., Wilkes, S. and (2019). Austerity and families with disabled children: a European survey. *Dev Med Child Neurol*, 61: 329-336. doi:10.1111/dmcn.13978 (accessed on 26th August 2020)

³⁰ The Trevor Project (2020, April 3). Implications Of Covid-19 For LGBTQ Youth Mental Health And Suicide Prevention. <https://www.thetrevorproject.org/2020/04/03/implications-of-covid-19-for-lgbtq-youth-mental-health-and-suicide-prevention/> (accessed on 26th August 2020)

³¹ International Rescue Committee (2020). *Learning In A Covid-19 World: The Unique Risks of Falling Behind For Children in Humanitarian Settings*. <https://reliefweb.int/sites/reliefweb.int/files/resources/learninginacovidworldvf082820.pdf> (accessed on 3rd September 2020)

³² Helen Dempster, Thomas Ginn, Jimmy Graham, Martha Guerrero Ble, Daphne Jayasinghe, and Barri Shorey, 2020. Locked Down and Left Behind: The Impact of COVID-19 on Refugees’ Economic Inclusion. *Policy Paper 179. Washington, DC: Center for Global Development and Refugees International*. <https://www.cgdev.org/publication/locked-down-and-left-behind-impact-covid-19-refugees-economic-inclusion> (accessed on 26th August 2020)

³³ World Bank. (2020, April 22). World Bank Predicts Sharpest Decline of Remittances in Recent History. www.worldbank.org/en/news/press-release/2020/04/22/world-bank-predicts-sharpest-decline-of-remittances-in-recent-history (accessed on 26th August 2020)

³⁴ Child Rights Now! (2020). *Ending Violence against Children and COVID-19*. <https://bettercarenetwork.org/sites/default/files/2020-07/Ending%20violence%20against%20children%20and%20COVID-19%20publication.pdf> (Accessed 3rd September 2020)

³⁵ Nicole Gilbertson Wilke et al. (2020, 4 September). Rapid return of children in residential care to family as a result of COVID-19: Scope, challenges, and recommendations. *Child Abuse & Neglect*, <https://doi.org/10.1016/j.chiabu.2020.104712> (accessed on 10th September 2020)

³⁶ SOS Children’s Villages. (2020). *Covid-19 Outbreak And Its Aftermath A Call To Action: Protecting Children Without Or At Risk Of Losing Parental Care*. https://www.sos-childrensvillages.org/getmedia/2f48da70-4326-4fa8-950f-44fb5effe7c2/Covid19_Advocacy_PositionStatement.pdf (accessed on 26th August 2020)

³⁷ CRIN. (2020). *Children in Out-of-Home Care: Lessons from the Pandemic*. <https://home.crin.org/readlistenwatch/stories/children-in-out-of-home-care-lessons-from-the-pandemic> (accessed on 26th August 2020)

³⁸ UNFPA. (2020). *Impact of the COVID-19 Pandemic on Family Planning and Ending Gender-based Violence, Female Genital Mutilation and Child Marriage* Available in English Spanish Arabic Russian <https://www.unfpa.org/resources/impact-covid-19-pandemic-family-planning-and-ending-gender-based-violence-female-genital> (accessed 26th August 2020).

³⁹ Robertson, Timothy and Carter, Emily D. and Chou, Victoria B. and Stegmuller, Angela and Jackson, Bianca D. and Tam, Yvonne and Sawadogo-Lewis, Talata and Walker, Neff. (2020, April 15). Early Estimates of the Indirect Effects of the Coronavirus Pandemic on Maternal and Child Mortality in Low- and Middle-Income Countries . SSRN: <https://ssrn.com/abstract=3576549> or <http://dx.doi.org/10.2139/ssrn.3576549> (accessed on 26th August 2020)

⁴⁰ CARE International. (2020). *Rapid Gender Analysis - COVID-19 West Africa*. <https://insights.careinternational.org.uk/media/k2/attachments/CARE-West-Africa-Rapid-Gender-Analysis-COVID-19-May-2020.pdf> (accessed on 26th August 2020)

⁴¹ Gentilini,Ugo; Almenfi,Mohamed Bubaker Alsaifi; Dale,Pamela; Lopez,Ana Veronica; Mujica Canas,Ingrid Veronica; Cordero,Rodrigo Ernesto Quintana; Zafar,Usama.(2020). Social Protection and Jobs Responses to COVID-19 : A Real-Time Review of Country Measures (June 12, 2020) (English). COVID-19 Living Paper Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/590531592231143435/Social-Protection-and-Jobs-Responses-to-COVID-19-A-Real-Time-Review-of-Country-Measures-June-12-2020> (accessed on 26th August 2020)

⁴² UNICEF. (2020). *UNICEF Social Protection response to COVID-19: Technical Note*. <https://www.unicef.org/sites/default/files/2020-04/UNICEF-Social-Protection-Response-to-COVID-19-2020.pdf> accessed on 26th August 2020)

⁴³ ODI. (2009). *Children in times of economic crisis: Past lessons, future policies*. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3749.pdf> (accessed on 28th August 2020)

⁴⁴ ILO, UNICEF and The World Bank. (2009). *Child labour and the global financial crisis: an issues paper*. http://www.ucw-project.org/attachment/financial_crisis_and_CL_15dec20110517_141701.pdf (accessed on 28th August 2020)

⁴⁵ UNICEF. (2014). *Children of the Recession: The impact of the economic crisis on child well-being in rich countries*. <https://www.unicef-irc.org/publications/733-children-of-the-recession-the-impact-of-the-economic-crisis-on-child-well-being-in.html> (accessed on 26th August 2020)

⁴⁶ BOND UK. (2020). Programmes at risk as more NGOs face closure. <https://www.bond.org.uk/news/2020/05/programmes-at-risk-as-more-ngos-face-closure>

⁴⁷ Barney Tallack (2020, May 6). *The Existential Funding Challenge for Northern INGOs*. <https://icscentre.org/wp-content/uploads/2020/05/THE-EXISTENTIAL-FUNDING-CHALLENGE-FOR-NORTHERN-INGOS-002.pdf> (accessed on 26th August 2020)

⁴⁸ DEVEX. (2020, May 15). *NGOs say most COVID-19 funding is stuck in multilateral system*. <https://www.devex.com/news/ngos-say-most-covid-19-funding-is-stuck-in-multilateral-system-97255> (accessed on 26th August 2020)

⁴⁹ Sumner, A., Hoy, C. & Ortiz-Juarez, E. (2020) Estimates of the impact of COVID-19 on global poverty. *WIDER Working Paper 2020/43. Helsinki: UNU-WIDER*. <https://www.wider.unu.edu/publication/estimates-impact-covid-19-global-poverty> (accessed on 26th September 2020)

⁵⁰ Ortiz-Juarez, E, Sumner, A & Hoy, C (2020). Precarity and the Pandemic. COVID-19 and Poverty Incidence, Intensity, and Severity in Developing Countries. *WIDER Working Paper, no. 77/2020*. <https://doi.org/10.35188/UNU-WIDER/2020/834-4> (accessed on 26th September 2020)

⁵¹ World Food Programme (2020, June 29). World Food Programme to assist largest number of hungry people ever, as coronavirus devastates poor nations. <https://www.wfp.org/news/world-food-programme-assist-largest-number-hungry-people-ever-coronavirus-devastates-poor> (accessed on 26th September 2020)

⁵² Ibid Deloitte (2020).

⁵³ UNICEF. (2020). *Reimagining our Future: Building Back Better from COVID-19*. <https://www.unicef.org/media/73326/file/COVID-Climate-Advocacy-Brief.pdf> (accessed on 26th September 2020)

⁵⁴ Plan International. (2020). *A Better Normal: Girls Call For A Revolutionary Reset*. <https://plan-international.org/publications/better-normal-girls-call-for-revolutionary-reset> (accessed on 26th September 2020)

⁵⁵ Ibid Deloitte (2020)

⁵⁶ Development Initiatives. (2020), April 17. *Coronavirus and aid data: what the latest DAC data tell us*. <https://devinit.org/resources/coronavirus-and-aid-data-what-latest-dac-data-tells-us/> (accessed on 26th September 2020)

⁵⁷ World Vision. (2020). *COVID-19 Aftershocks: Secondary Impacts Threaten More Children’s Lives Than Disease Itself*. https://www.wvi.org/sites/default/files/2020-04/COVID-19%20AFTERSHOCKS-%20SECONDARY%20IMPACTS%20THREATEN%20MORE%20CHILDREN’S%20LIVES%20THAN%20DISEASE%20ITSELF_0.pdf (accessed on 26th August 2020)

⁵⁸ Ibid Deloitte (2020).

⁵⁹ UNICEF –INOCENTI. (2020). Research agenda https://www.unicef-irc.org/files/documents/d-4121-COVID-19%20Research%20at%20Innocenti_update.pdf