



Evaluation of COVID-19 Pandemic in the Context of Children's Rights

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Abstract

This research was conducted in order to evaluate the rights of children during the COVID-19 pandemic process in accordance with the Convention on the Rights of the Child. The research is a compilation study based on a literature review. According to the Convention on the Rights of the Child, children's rights are divided into four categories as the right to life, development, participation, and protection. The right of life to survival, nutrition, shelter, warmth, medical care, health, and a quality life of the child are included. The right of development education, acquiring and receiving information, play; other rights are the child's rights to expressing his views his views, meeting, and agreeing on decisions are within the scope of his right to participation. The rights such as protecting the child from negligence and physical-emotional and sexual abuse are the right of the child to be protected. It has been determined that these rights have been violated by states and families during the pandemic process. At the end of the research, it is for the benefit of children that the family psychologist and dietician application should put into practice. It has also been determined that states should increase helping of fuel and nutrition, health assistance, and create mobile health and vaccination services for children. In addition, states should formulate emergency action plans for refugees, working children, and adolescent girls who are at risk of school dropout. Also states should task to mayors, school administrators and teachers to follow these students, giving free hotspot passwords for students without internet access, distributing computers and tablets.

Keywords: COVID-19 pandemic, children's rights, life, development, participation, protection.

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Introduction

Today, even though science, technology, informatics and social networks are fast, countries sometimes face various crises and try to cope with these crises and find solutions. One of these crises is a global pandemic known as COVID-19 pandemic (World Health Organization (WHO), 2020). This pandemic affected all countries and people of all age groups in different ways in terms of health, nutrition, survival, economical and psychological aspects and still continues to do so. The most important of the groups affected by the pandemic are children.

Every individual is considered a child up to the age of 18, because children have some rights up to this age. These rights are called "Children's Rights" (Convention on the Rights of the Child, Art.1). These rights do not belong to specific children of a particular race, nationality or ethnic group, but are a natural right granted to all children (Doek, 2008). Children's rights are valid for all children of the world, and children have all these rights until the age of 18, wherever they are in the world (Freeman, 1998). Protecting the rights of children is left to the responsibility of states (Freeman, 2000). These rights have been created in order to protect children from various aspects; it is secured by various written, legal texts (Freeman, 2007).

The reason for the creation of legal texts on children's rights is to give children rights and to ensure that these are visible and legal by all world states, to prevent various abuse and negligence situations and crimes against children, to ensure that the child is respected as a human being, to ensure that they are treated as such, to separate them from adults in various ways, and to improve the rights and lives of children according to laws and legal texts (Freeman, 1998). The concept of children's rights, on the other hand, refers to the education, health and shelter that all children in the world are born with, legally or morally; it is a universal concept that is used to describe all of their rights, such as protection against physical, psychological or sexual exploitation (UNICEF, 1998). In fact, whatever work is done on children's rights, the primary purpose of this is to protect children. Children are the most oppressed group in situations such as neglect, abuse, harassment, etc. (O'Neill, 1988). For this reason, the Geneva Declaration of Children's Rights was created in 1924, and this legal text is accepted as the first international text on all children in the world (Freeman, 2000). Subsequently, studies on children's rights continued. The most important of these is the preparation and acceptance of the Convention on the Rights of the Child on November 20, 1989 (UNICEF, 1989).

When the Convention on the Rights of the Child is examined, it is seen that it consists of 54 articles. According to Article 2, one of the general principles of the contract, all rights guaranteed by the contract should cover all children without any discrimination; according to Article 3, the best interest of the child is the basic consideration in all kinds of activities related to children; according to Article 6, every child has the right to life, survive and develop, in Article 12, it is mentioned that the opinion of the child should be listened to and taken into account in every subject that concerns himself. In addition, Articles 13 to 15 express the right of the child to express his or her views freely, to freedom of religion and conscience, to form associations and to live in peace. These rights are also included in the right to participate. Articles 15 to 19, which are within the scope of the child's right to protection, also state that the child should be protected from neglect, abuse and all kinds of harmful attempts.

As can be seen, the Children's Rights Convention gives children a number of rights. These rights are classified as the child's (1) right to life, (2) right to development, (3) right to participation, and (4) right to protection (Akyuz, 2010). The child's right to life, development, participation and protection mentioned in the children's rights convention is discussed below in the context of the COVID-19 pandemic.

Right to life. The rights of the child such as survival, having appropriate living standards, health, nutrition and housing are within the scope of the right to life (Akyuz, 2010). The COVID-19 pandemic has caused a number of negative consequences for the child's right to life. COVID-19 affected all individuals including children. The symptoms seen in children are similar to those seen in adults. These include fever, chills, cough, nasal congestion or runny nose, new loss of taste or smell, sore throat, shortness of breath or difficulty breathing, diarrhea, nausea or vomiting, stomachache,

tiredness, headache, muscle or body aches, poor appetite or poor feeding (Center for Disease Control and Prevention [CDC], 2021). Children with these symptoms became ill by being exposed to the virus; while some of those who got sick recovered, some died. The distribution of the children who lost their lives according to some countries is given in Table 1 below (The Lancet, 2021).

Table 1
 Child Mortality Rates in Some Countries

	Population	All-cause deaths*		COVID-19 deaths†		COVID-19 deaths as percentage of all-cause deaths, %
		n	per 100 000	n	per 100 000	
USA						
0-4 years	19 810 275	23 844	120.36	67	0.34	0.28%
5-14 years	41 075 169	4 990	12.15	67	0.16	1.34%
UK						
0-9 years	8 052 552	3 793	47.10	7	0.09	0.19%
10-19 years	7 528 144	1 109	14.73	22	0.29	1.98%
Italy						
0-9 years	5 090 482	1 569	30.83	8	0.16	0.51%
10-19 years	5 768 874	772	13.38	10	0.17	1.30%
Germany						
0-9 years	7 588 635	2 782	36.66	9	0.12	0.32%
10-19 years	7 705 657	1 249	16.21	4	0.05	0.32%
Spain						
0-9 years	4 370 858	1 369	31.31	8	0.18	0.58%
10-19 years	4 883 447	532	10.89	18	0.37	3.39%
France						
0-9 years	7 755 755	2 916	37.60	7	0.09	0.24%
10-19 years	8 328 988	1 068	12.82	4	0.05	0.38%
South Korea						
0-9 years	4 148 654	1 519	36.61	0	0.00	0
10-19 years	4 940 455	814	16.48	0	0.00	0
Total	137 047 945	48 326	35.26	231	0.17	0.48%

The sources of these data are provided in the appendix (p 2). *Includes all deaths from approximately March 1, 2020, to Feb 1, 2021. †Includes all COVID-19 deaths reported from the start of the pandemic up to Feb 3, 2021 (USA), Jan 29, 2021 (UK), Jan 20, 2021 (Italy), Feb 9, 2021 (Germany), Feb 10, 2021 (Spain), Feb 11, 2021 (France), or Feb 3, 2021 (South Korea).

Table: Age-specific data for seven countries showing estimated all-cause deaths compared with COVID-19 deaths

Source: The Lancet (2021)

Table 1 shows child mortality rates due to the COVID-19 pandemic in some countries between 01 January 2020 and 11 February 2021. The number of children dying from the pandemic has shown the highest figures in the US, just like adults. This may be due to the high number of children due to the large population of the US. The results of the research conducted by Bhopal et al. (2021) are on child mortality in the world. Related researchers also determined that child mortality rates are lower than adults and elderly people. Although the pandemic is not as much as adult mortality, it has partially affected child mortality.

Another provision of the children's rights under the right to life is the right to health and medical care. The pandemic has increased hospital occupancy rates in all states of the world. Children who need to benefit from medical care for reasons arising from the thought that hospital occupancy rates are high, facing the danger of viruses, will be infected and sick have been deprived of these rights by their parents. UNICEF executive director Henrietta Fore warned that 80 million children under the age of 1 are at risk due to the disruption of routine vaccination services in 68 countries due to the COVID-19 pandemic. In addition, Fore stated that according to the data announced by Johns Hopkins University, if the pandemic continues and interrupts health services, it is estimated that 6 thousand children will die from preventable diseases every day for the next 6 months. Fore stated that at least 80 million children under the age of one are at risk, with routine vaccination services for young children in 68 countries being severely disrupted. Fore said that vaccination campaigns for measles and polio, caused by COVID-19, have been hit hard. The consequences of this could be fatal for children; Fore shared the information that measles vaccination campaigns have been suspended in 27 countries and polio vaccination campaigns in 38 countries (Altug, 2020).

Apart from vaccination, children also lacked other medical care services. For example, children who needed to go to an ophthalmologist or needed dental treatment could not go to these doctors due to the hesitation of their families, and their treatment had to be postponed. The children who need to go to the emergency doctor may not be able to go to the doctor, causing possible diseases to be diagnosed late. Ophthalmologists state that there is an increase in eye diseases and vision loss in children. It is stated by ophthalmologists that eye numbers increase in children who constantly play games in front of computers and tablets, take online lessons, watch TV, and the chances of success in eyeglass treatments decrease due to the inability to go to an ophthalmologist (Cumhuriyet Newspaper, 2020). When considered in the context of children's rights, children could not benefit sufficiently from medical care, vaccination, going to the doctor, and the right to a healthy life during the pandemic process due to the concern of getting viruses and sick.

Another provision of the children's rights within the scope of the right to life is the nutrition of the child. There have been serious deficiencies in the nutrition of children with the pandemic. One of the most important reasons for this is that the families are unemployed, the poverty level has increased and the families cannot meet the nutritional needs of their children. Big countries such as the US have provided aid to their citizens. For example, nutritional packages were prepared and daily hot meals were distributed to the families of students with insufficient financial status. For this, they determined grab-and-go locations, school buses took daily meals to the closest points to their children's addresses or students' families bought meal packages from their schools. In addition, cards were issued for families with insufficient financial means to exchange food, and money was loaded only to be used for food shopping (US Department of Agriculture Food and Nutrition Service, 2021). While a country like the US with a good economy is trying to achieve this, unfortunately this has not been achieved in countries with middle, lower-middle and low economy. The people have tried to combat the unemployment, poverty, and hunger that came with the pandemic. This, of course, caused significant losses in the nutrition and development of children (WHO, 2020).

The UNICEF report reveals the effects of the pandemic on children. Cuts in critical health and social services related to COVID-19 pose a serious threat to children, according to the report. Some of the results from UNICEF surveys in 140 countries are as follows: In 135 countries there is a 40% reduction in nutrition services for women and children. As of October 2020, 265 million children worldwide are missing out on school meals due to still not attending school. In September 2020, there was a decrease in social workers' home visits in 65 countries. It is estimated that there could be an estimated 2 million child deaths and 200 thousand stillbirths over a 12-month period due to severe disruptions in services and increased malnutrition. It is estimated that between 6 and 7 million children under the age of 5 suffer from wasting or malnutrition in 2020 (UNICEF, 2020).

Globally, the number of children living in poverty without access to education, health, housing, nutrition, sanitation, or water is estimated to increase 15% by mid-year. This situation puts the future of children at risk. In the world, it is thought that the future of children who are uneducated, who are likely to experience violence at home, and who cannot be fed adequately are at risk. UNICEF announced a significant increase in malnutrition among young children worldwide as a result of the COVID-19 pandemic. It is stated that, due to the economic and social consequences of the pandemic, 6.7 million children will suffer from more acute malnutrition by the end of the year. UNICEF executive director Henrietta Fore explained that the economic and social impact of the corona pandemic harmed children more than the disease itself. Fore stated that poverty in families has increased, food prices have risen, and there have been cuts in basic nutrition services and supply chains. Fore stated that all this means that children are eating less healthily (UNICEF, 2020).

According to Yardimci (2020), isolated lifestyle, lack of physical activity, and eating habits, as well as family poverty and purchasing power, have had serious effects on children. In addition, mainly due to the restrictions in grocery shopping, the preference of more stocked foods, the irregularity of mealtimes resulting from being isolated from social life, and the increase in stress level caused by following the news/announcements caused by the internationally effective COVID-19 have led to changes in eating habits and behaviors. In addition, being in the house for a long time and advertisements that increase the desire to eat have also led to differences in food choices.

Pandemic conditions made it difficult to adapt to the creation of an adequate and balanced diet. For example, limited access to daily grocery shopping leads to less consumption of fresh foods, especially fruits, vegetables and fish; led to higher consumption of highly processed foods such as convenience foods, snacks, and ready-to-eat grains (Yardimci, 2020). When this is considered within the scope of children's rights, children have been deprived of a balanced and regular diet due to the pandemic.

Another provision of children's rights under the right to life is the right to housing. Poverty and unemployment, which increased with the pandemic, caused people to be unable to pay their rents and debts. For this reason, some people had to leave their homes and migrate to settlements or lower-level places where they could find a job (Koca, 2020). Again, the pandemic, unemployment and poverty caused families to be unable to afford fuel. Children of families who could not afford fuel faced risks such as cold and sickness. The results of the research conducted by the Turkey Representation of the Heinrich Boll Stiftung Association (2020) show that the pandemic increases unemployment, as well as sheltering, warming, access to diapers and food, medical assistance, etc. It shows that access to social, physical, and economic needs is a problem. Various studies (Wang et al., 2020) have shown that being off at home for a long time may increase sedentary time and cause disruption to sleep patterns. Problems such as accommodation, nutrition, sleep, and warming can be expressed as issues that limit the child's right to live. According to the results of a study conducted in America (Brown et. All, 2020); while the majority of adults (91%) report that their lives have changed at least slightly since the onset of the pandemic, almost half (44%) said their lives had changed drastically. More than one-third (35%) of the parents who continue to work stated that they had difficulty in fulfilling their childcare responsibilities. In line with the above, it can be said that the COVID-19 pandemic prevents the child's rights such as survival, nutrition, shelter, warming, health, and quality life.

Right to development. Rights such as education, obtaining, and receiving information, playing, entertainment, and resting are within the scope of the child's right to development. With the acceptance and announcement of the COVID-19 pandemic as a global pandemic by the world health organization, schools from kindergarten to 12th grade in various countries had to be closed for an indefinite period and education was suspended (Phelps & Sperry, 2020). Among the countries that have closed schools, examples such as China on January 26, Iran on February 23, Italy on March 4, Turkey on March 12, some states of the United States and March 26 New Zealand can be given. Considering the date of 20 March, it was seen that the number of countries from all over the world closing schools from seven continents reached 124 (UNICEF, 2020). With the closure of schools, the right to education is one of the most affected and deprived rights within the scope of the child's right to development.

It has been demonstrated that 1.6 billion children around the world cannot fully enjoy their right to education due to the closure of schools. The event that caused the largest mass disruption in education in history has been the COVID-19 pandemic. Still, even before schools closed their doors, one in five school-age children (3-17 years old) were out of school, and 617 million children and adolescents worldwide did not reach the minimum levels of proficiency in reading and mathematics (UNICEF, 2020). Although it is known that losses in the education of children will increase, the closure of schools has been made mandatory to protect the physical health of children and adults (Masonbrink & Hurley, 2020).

According to data released by UNICEF on March 3, 2021, more than 168 million children's schools around the world have been closed for almost a year due to COVID-19-related measures. In addition, around 214 million children around the world, in other words 1 in 7 children missed more than 3/4 of their face-to-face education. In the review report on the closure of schools, it was stated that between March 2020 and February 2021, schools in 14 countries remain largely closed. 2/3 of these countries are in Latin America and the Caribbean. This situation has affected approximately 98 million children of school age. Among 14 countries, Panama was the country with the most schools closed. It is followed by El Salvador, Bangladesh and Bolivia. As the COVID-19 pandemic is about to enter its second year, the educational crisis and emergency caused by curfew restrictions across the world are once again revealed. Children who are absent from face-to-face education are falling behind with each passing day, and those in the most vulnerable are paying the heaviest price (UNICEF, 2021).

The countries determined based on the number of training days from March 11, 2020, which is the reference date when schools are completely closed, to February 2021. The data reflect the closure of schools over the past 11 months. Countries with less than 10 days when schools are fully open and less than 12 days when they are partially open have considered it to be closed for almost one academic year. The review covers schools from pre-primary education to high school. As shown in the table, for almost a year, schools have a total of 168 million children, including Latin America (98 million children) and South Asia (37 million children) and East Asia (25 million children) and the Middle East and North Africa (9 million children). It has been determined that he has not been able to attend school for 1 year.

Even though the schools were closed, educational activities were organized in various countries in order for the child to benefit from the right to education. Among these educational activities, activities such as distance-online education, television and radio-based education can be counted. The training activities of some countries in the pandemic are given in Table 2 below.

Table 2
Educational Activities in Some Countries After School Closures

Education	Sample countries
WEB	Germany, America, Argentina, Brazil, Colombia, Costa Rica, Croatia, Czechia, Denmark, Dominican Rep, Japan, Egypt, El Salvador, France, India, Indonesia, Italy, Jordan, Kenya, Korea, Malaysia, Mexico, Mongolia, Morokko, Macedonia, Peru, Russia, Saudi Arabia, Serbia, Spain, Turkey, Ukraine, Uruguay.
TV	Argentina, Brazil, China, Colombia, Costa Rica, Czechia, Indonesia, Jordan, Kenya, Korea, Malaysia, Mexico, Mongolia, Morokko, Peru, Russia, Saudi Arabia, Spain, Turkey, Ukraine.
Radio	Argentina, Kenya, Korea, Mexico.

Source: World Bank (2021).

As seen in Table 3, countries have carried out WEB, TV and radio-based educational activities for students to benefit from the right to education. For example, education in Turkey from these countries is carried out remotely through EBA (Education Information Network), which is a digital education platform. There are 18 million students in Turkey. These students can enter educational activities via EBA if they have internet access. Since not everyone has online access, students have been tried to support their families with extra internet packages. Apart from this, educational activities are carried out on TV with TRT EBA TV in Turkey. This is a system intended as an alternative for students who do not have internet access. During COVID-19, EBA programs have been adapted for TV. It was published during this period and still continues to be published (Turkish Ministry of National Education, 2020).

Ethiopia's Ministry of Education has developed a COVID-19 Education Sector Emergency Response Plan. The government has identified key areas to assist students, including providing educational services through radio broadcasts for primary and digital technology for secondary and higher education. The Ministry also broadcasts radio lessons for primary school students in different regions and TV programs for secondary school students (World Bank, 2020b).

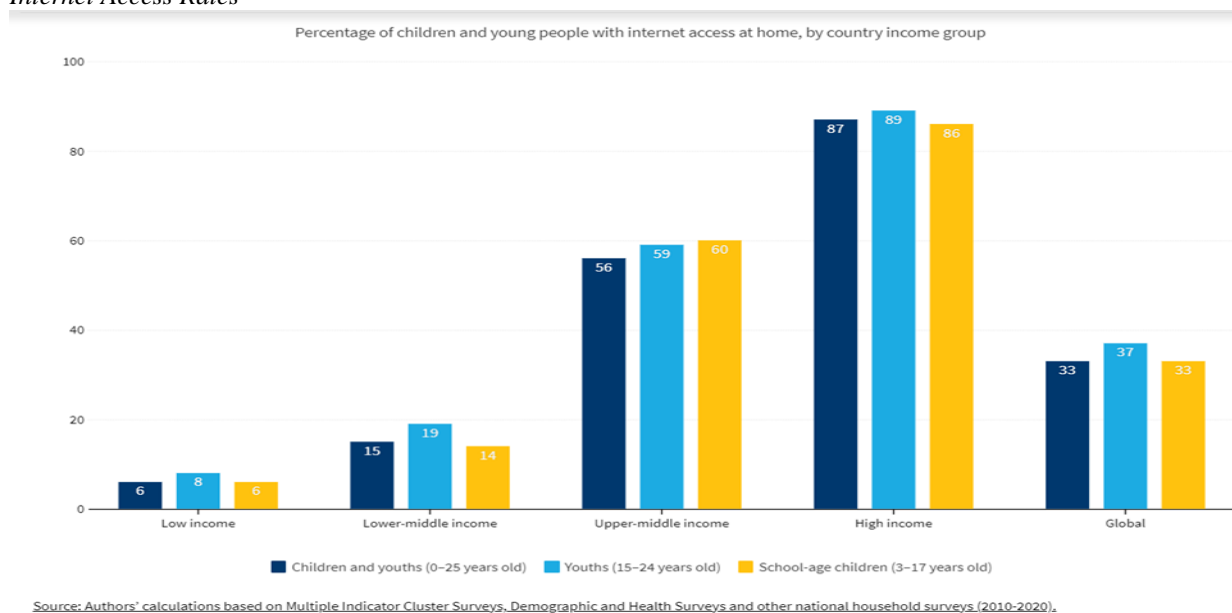
The state-owned Television network, Bangladesh Television (BTV) in Bangladesh has started broadcasting television education lessons for students. The program "My School at Home" broadcasts every day between 09.00 - 12.30. These television lessons can also be accessed as on-demand content on the Bangladesh Television YouTube channel. To ensure that learning continues from home during school closures, the government is working with UNICEF to help implement effective distance learning programs using TV, radio, mobile phone and internet platforms (World Bank, 2020b).

The Ministry of Education, Youth and Sports of the Czech Republic launched the "Distance Education" website on 12 March, which supports schools and teachers in providing distance education. This website contains links to online education tools, updated information and examples of good practice, and experiences related to distance education. Czech national television broadcasts educational programs for students under the expert supervision of the ministry. On March 16, the

implementation of a live daily program called "UčiTelka", managed by teachers, for primary school students (grades 1-5) started (World Bank, 2020).

During the pandemic period, not all countries could use digital technologies sufficiently in education. The reason for this is that not all students have internet access. According to the report on "How Many Children and Youth at Home Have Internet Access", a joint study of UNICEF and the International Telecommunication Union (ITU), it was determined that 2/3 of the children and young people aged 2.2 billion or under 25 do not have internet access at their homes. According to the report, there are significant disparities between countries, regions, wealth groups and urban-rural environments. For example, only 5% of children and youth in West and Central Africa have internet access at home, compared to 33% of the global average. Differences are still sharper between rich and poor countries, where only 6% of children and youth in low-income countries have internet access compared to 87% in high-income countries. Significant expansion of internet access is vital to ensuring that all children and young people learn and acquire the knowledge and skills they need to support a sustainable future. Internet access rates are given in Graphic 1 below.

Graphic 1
Internet Access Rates



As seen in Graphic 1, while the internet access of countries with low income is between 6 and 8%, internet access rates for people in high-income countries range from 86 to 89%. The conclusion drawn from this is that even before the pandemic period, the rate of children of all countries using digital technologies is not possible, especially for students in the middle and lower groups. During the pandemic period, the interval between access rates to education using online or digital technologies has gradually increased.

Economically strong countries have offered hotspot passwords for internet access to their citizens in order for students to gain access to education, and all students have endeavored to have access to online and digital education tools. The best example of this has been the United States of America (The World Bank, 2020a). In Turkey, which is one of the middle-income countries, the ministry has tried to define free internet packages for students to enter EBA. Unfortunately, in countries with middle-and lower-income levels, no different educational activities other than radio and TV could be carried out for students to access education. In addition to internet access, children also had problems such as not being able to access digital education and having internet problems because they do not have a computer, laptop, tablet or smart phone. Even though tablets were distributed to students through the Turkish Ministry of National Education, this rate remained very low. Children of rural and low-income families could not access education due to the closure of schools, lack of tablet

computers, lack of internet or access problems (Turkish Ministry of National Education, 2020). When evaluated in terms of children's rights, this means that the child cannot reach the right to education.

Children who cannot go to school, have limited internet access, or do not have electronic devices such as tablets, have also been deprived of their right to information. The children who had used online lessons and videos to get information. However, some children have been more passive online than usual. This is another factor affecting the child's learning, information, and activity. School closures further increased the gap between children's learning and education. (Psacharopoulos et al., 2020).

Orhan (2020) collected data from 6342 public and private school students living in 38 districts of Istanbul, Turkey, over the internet with a digital form. In order to access the lessons of public school students in the distance education process. While the use of laptops for remote access to lessons is significantly different in private schools (58.90%) compared to public schools (39.70%); the use of mobile phones for access to lessons was found to be much higher among public school students (75.60%) than in private schools (46.60%). Students who regularly attend classes are 83.6% in private schools and 36.70% in public schools. In public schools, especially at the high school level, only 23.30% of the students stated that they regularly attend classes. In both school types, 52.50% of primary and secondary school students stated that they regularly attend classes. It is noteworthy that the behavior of attending classes regularly decreases towards high school in both school types. In public schools, only 46.6% of primary school students say, "yes I am learning", while this rate rises to 60.4% in private schools. Again, the rate of students who say, "yes I am learning" in public secondary schools is 37.3%, while it is 48.0% in private schools. On the other hand, it is seen that 53.5% of the students stated "what they learned in some lessons and they could not learn in some lessons". The ratio of students (10.1%) who state that they cannot achieve learning in the distance education process in any way is very low.

In a study conducted by Yilmaz et al. (2020) in Turkey, 1 out of every 10 students at primary and secondary school levels cannot benefit from distance education activities carried out by their teachers, while this number triples at high school level. They observed problems with distraction in 6 out of every 10 children. While the sleep patterns of the children were negatively affected by this process, about 8 out of every 10 children had sleep patterns disorders. As a result of all these, nearly half of the parents stated that there was an increase in the negative behavior of their children. The level where this increase is seen the most is the primary and secondary school levels. As the income level of the parents' decreases, their opportunities to provide a private working environment, where their children will not be disturbed, also decrease. Almost all of the private school parents, 97%, can provide this opportunity. While private school parents can use all means to access books and auxiliary education resources, approximately 1 out of every 5 parents whose children study at public schools stated that they cannot access these resources. Technological difficulties, restrictions, and connection problems in communication reduce the efficiency of internet-based distance education services. Only half of the students have a computer that can adequately benefit from distance education services. While this rate is 37% for low-income parents, 65% for high-income parents reveals the serious gap between them. 68% of the students' experience connection problems during the entrance to distance education over the internet and during the lesson. When analyzed according to the income levels of parents, it is stated that low-income parents have more internet connection problems than high-income parents (Yilmaz et al., 2020). As can be seen, the pandemic has further increased the gap between public and private school students.

Another issue within the scope of the right to development within the children's rights is the right of the child to play and have fun. The right to play and the right of entertainment is one of the most important rights in children's rights. However, due to the child not being able to go to school, the families not being able to send their children to the gardens and parks to play with their friends, countries such as Turkey, the application of time to go out for children, and various restrictions, the children stayed only at their homes, and they could not meet their needs for play, entertainment and physical activity by going out to the parks and gardens. Children tried to fulfill their need for games and entertainment by playing indoor games, playing games on tablets and smartphones, watching cartoons on televisions. In addition, the child has not even been granted the right to have fun and play

from time to time by the parents. At the time when the child will watch cartoons, the family's desire to watch the programs and TV series of the parents, especially the mothers or adults, and the child is prevented, the child is silenced due to the noise while playing, the family gives the child a smartphone tablet to silence or dismiss the child, and the child is left uncontrolled and unattended. In addition to negativities such as eating with electronic devices, aggression, unbalanced nutrition and weight gain, anti-sociability has also started to develop in the child (CNNTurk, 2021). While the child should have the most natural right to run and play, he was deprived of the right to play and entertain at home and faced other negativities. In addition, the fact that children cannot participate in activities such as school sports, tournaments, theater, clubs, courses, etc. is another issue that restricts the child's right to have fun and develop. The child could not make friends with an isolated lifestyle.

Friendships play a big role in the child's personality development, because personality development is highly dependent on the child's relationships and interactions with others. In addition, friendship relationships play an important role in the socialization of the child. Staying away from friendships during the pandemic process led to an increase in aggressive behaviors in students. During the restriction process, it is observed that some children get angry and behave aggressively without any reason (MEB, 2020). Students who could not communicate with their peers turned to digital tools during their stay at home. In this process, it was determined that the students used these tools excessively (CNNTurk, 2021).

During the pandemic period, the most used right among children's rights can be considered as the right to rest. However, another issue here is that school administrations do not put online courses in sequence as in face-to-face education. The time interval between classes is very long on some days, and on some days the lessons are set in the morning, a few of the lessons, even in the evening. This situation eliminated the concept of school hours for children and families. Apart from this, some teachers restricted the child's right to rest by uploading too much homework and online lessons to their students. While the children in the countryside could not access the lessons, the children in the city started to suffocate with the burden of homework (Erdem, 2020).

Learning losses and access to education have been more difficult for socio-economically disadvantaged students, girls, ethnic minorities and disabled students, and it is estimated that the educational gap between these groups and others will deepen. This situation has resulted in both the inability to learn the things that need to be learned due to the closed schools and the forgetting of the existing learning. In addition, it is estimated that the rate of learning losses and school dropouts that occur as a result of all these will increase, especially for disadvantaged students (TEDMEM, 2020)

It is considered by international organizations that when schools are reopened, it will be very difficult for some of the children to return to and attend school (Moroni et al., 2020). The tendency for school dropouts to increase is a significant risk, especially as schools in countries with middle and low economies close for a long time. Children who may turn to work for economic reasons, refugee children, children of seasonal agricultural workers, children with special education needs (United Nations, 2020) who may be disconnected from the learning process faster without special and professional support, and children of parents who lost their jobs and income during the COVID-19 pandemic are the most worrying groups about school dropouts (Pew Research Center, 2020a/b) is being evaluated. In addition, the United Nations Secretary-General Antonio Guterres is committed to marrying, working, etc. He pointed to the risk of not being able to go back to school for reasons (United Nations, 2020).

Learning losses and learning gaps that occurred during the period when schools were closed caused disadvantaged students to stay away from education. Moreover, it is thought that where distance learning is not effective, students may remain uninterested in education even after schools reopen. As a matter of fact, the chronic academic failure and failure to achieve the targeted achievement scores in national central exams push the student out of the system and can turn into an act of dropping out. Within the situations that can be counted among the negativities experienced in education during the COVID-19 pandemic period, it is seen that the leading problems emerge as learning loss, increased dropout rates and nutrition (Saavedra, 2020). In addition, students who have inequality of opportunity

to access online education (Saran, 2020) is an important problem that arises especially in developing countries.

UNESCO's studies covering 180 countries and regions estimate that by 2020, approximately 24 million students (including schools, universities or other educational institutions from pre-school to higher education) will be at risk of not returning to educational institutions. The largest share of students at risk of absenteeism is in South and West Asia (5.9 million) and Sub-Saharan Africa (5.3 million). Globally, at the university level, boys are at greater risk of not returning to school than girls, but girls are more at risk in primary and secondary education. Girls (3.41%) in preschool education are more likely to be affected than boys (3.15%) in South and West Asia. In sub-Saharan Africa, a higher percentage of girls at all education levels are likely to be affected compared to boys (1.90%) (1.99%). In addition, in Sub-Saharan Africa, pre-school education will be most affected and enrollments for both boys and girls are expected to decline by 7.9 percent. Students living in poverty and marginalization and students under migration and conflict are the most adversely affected (UNESCO, 2020).

In short, the losses caused by the closure of schools under pandemic conditions have taken on a quality and dimension that will affect the future of individuals and society. These losses are due to the fact that students have learning losses and deficiencies that are very difficult to compensate, and the losses increase as the school is closed, the learning losses are more in disadvantaged students, the social and emotional development of students is negatively affected, nutrition and behavioral problems occur, students are physically inactive. Emergence of health problems in the medium and long term, the economic impact of deficiencies in basic skills (TEDMEM, 2019). The pandemic has widened the gap between students, especially in public and private schools, rural areas and cities, between high-income parents and children of middle and low-level parents in terms of access to education and the right to education.

Right to participation and protection. Rights such as expressing opinions, establishing an association, meeting, and participating in decisions are within the scope of the right to participation. The first place where these rights are learned is the family environment, and then the schools (Nayir & Kepenekci, 2011). Schools are institutions where children learn their right to participate, internalize democracy and learn by experiencing (Kepenekci, 2003). Children who cannot socialize and cannot go to school during the pandemic period can express their opinions, participate in the decision, elect their class president by voting, and be in clubs with their friends, etc. They could not participate in activities. Children who could not participate in activities such as class presidency, school and class representation were deprived of rights such as choosing and being elected, participating in decisions, and expressing their opinions during the pandemic process. When this situation is considered in the context of children's rights, it is possible with the development of the child's personality, sharing his views and participating in such activities.

Another right within the scope of children's rights is the right of the child to be protected. Rights such as the protection of the child from negligence and physical-emotional and sexual abuse are within the scope of the child's right to protection. States have taken measures to ensure that children are protected from disease (live, survive and physically protect) by closing schools. However, there were negative effects on the psychological health of children who could not play, make friends, socialize and participate in decisions, and states and families could not prevent this (National Association of School Psychologists, 2020; American Academy of Pediatrics Children and Disasters, 2020). School life constitutes much more than academic achievements for students. With the closure of schools, children were deprived of the physical and mental stimuli and social relationships provided by the school environment. The fact that children stay away from friends and school, their daily routines change sharply, and their concerns about their own and their families' health have resulted in increased levels of stress and anxiety (WHO, 2020a).

It has been determined that 24.9 of the students have anxiety (Huang et al., 2020) and high levels of psychological problems (Duong et al., 2019) due to the pandemic. In another study conducted in China, data were collected from 509 students with Self-Assessment Anxiety Scale and Depression Scale, and students' levels of anxiety and depression were found to be very high. (Cao et al., 2020). It

has been shown that long-term school closures, quarantine periods, and house arrest can have negative effects on students' physical, mental, mental and psychological health (Brooks et al., 2020). Students' psychology was also affected, as some students may have decreased access to fun or enriching activities during quarantine periods (Wang et al., 2020). It has been determined that the COVID-19 pandemic and its accompanying curfews cause confusion in societies, trigger the fear of disease transmission, change people's living conditions due to the closure of schools and businesses, and cause devastating psychological effects such as anxiety (Fardin, 2020).

Although children are at a lower risk for the physical symptoms of COVID-19, the uncertainty of how the virus will affect them and their loved ones has had significant effects on children's psychological health. In particular, children have begun to experience a range of mental health symptoms related to loss of family or friends, school closures, cancellation of extracurricular activities and milestone events, and social distancing. Apart from this, the pandemic has also increased the divorce rates in families by bringing disagreements in families, economic problems such as unemployment and financial difficulties. The increase in divorces also prevents the protection of the child (Sinha et al., 2020). In addition, some fears occurred in parents during the pandemic process, which negatively affected the children. For example, one of the fears seen in parents is getting a virus. For this reason, parents have become obsessed with constantly asking their children to wash their hands and cleaning. Behaviors such as washing hands, thinking that they are not clean and constantly cleaning have caused some anxiety in parents (Isikli, 2020). Parents' anxiety and anxious behavior can cause children to experience the same emotions and develop negative behaviors (Aksakalli, 2020).

The COVID-19 pandemic has also increased the risk of parental burnout, including parental unemployment, financial insecurity, low levels of social support from family and friends, and lack of free time (Sorkkila & Aunola 2020). Many families have experienced layoffs or leaves, along with unemployment, financial insecurity, and uncertainties about future employment, as many businesses are forced to shut down or significantly reduce their services (Samuels, 2020). In addition to increasing levels of unemployment and financial insecurity, families have had limited access to traditional social support from their surroundings. This has caused a number of problems in families. For example, many parents often receive support from grandparents or other family members for childcare. But with the COVID-19 pandemic, support from parents' families; social distancing had to decrease or end due to reasons such as disease risks and even death (Aronson, 2020). For such reasons, parents have begun to experience high levels of burnout. Parents who experienced high levels of parental burnout had higher levels of child abuse and neglect (Brianda et al., 2020). Studies (Curtis et al., 2000) have shown that parental burnout and stress is a risk factor for both domestic violence in general and child abuse more specifically and increases the risk of abusive behavior.

Children who could not go to school and make friends in the family sometimes had problems with their siblings. The pandemic period caused them to abuse each other physically and emotionally due to reasons such as toy fight, tablet, phone, computer fight, fights due to sharing the same room, and adolescence conflicts. Similarly, taking care of their children's education and staying at home with their children, parents sometimes abused their children physically and emotionally. The rates of families who use physical and emotional abuse such as yelling at children, scolding, firing, silencing, beating, imposing various punishments, and doing housework have also increased (Brianda et al., 2020).

Another negative consequence of home stay measures during the pandemic period is the increase in complaints about domestic child abuse (Koh et al., 2020). According to the report by Koh, et al. (2020), a 65% increase in calls made to the national domestic abuse helpline in the UK within one week during the pandemic period was reported. In addition, Singapore reported that in March 2020 violence across the country increased by about 35% compared to a year ago. Another similar result can be given as an example of the increase in the number of severe child abuse cases due to the pandemic in the USA (Sari & Nayir, 2020). Considering the cases of child neglect and abuse, it was found that there was an increase in violence between parents, especially during the COVID-19 process. The direct exposure of children to domestic violence or their visual or auditory witnessing causes post-traumatic stress disorders and some behavioral disorders in children (Humphyres et al., 2020). In

addition, studies show that children in homes where domestic violence is experienced face 60 times the risk of neglect and abuse compared to the normal population (Thackeray et al., 2010). It is stated that children who have to stay at home due to situations such as interruption of education and curfew during the pandemic are neglected by their parents and the risk of being exposed to physical, psychological or sexual abuse increases (Ergonen et al., 2020). In addition to this information, it is stated that children are at higher risk, especially in poor and crowded families. As a result of the increase in stress, fear and anxiety levels of family members who have to spend more time at home and face economic problems, patience and understanding among family members decrease and this increases child neglect and abuse (Cluver et al., 2020).

According to a study conducted by the Socio-Political Field Research Center (2020) to reveal how family members were affected during the quarantine process between 3-8 April 2020, 24.8% of children suffered from economic violence, 12% from digital violence, 7.5% It is determined that 2% of them have been subjected to physical violence and 2.7% from sexual violence. In addition, 36.2% of individuals subjected to violence were the father of the child, 32.1% was the child's mother, 19.7% was the child's sibling, 7.3% was the child's relative / acquaintance and 4.7% It is stated that is a friend. As can be seen from the researches, the pandemic has caused the child's right to protection not to be used sufficiently.

Discussion and Conclusion

Mankind is currently living at an unprecedented time caused by a global pandemic. The pandemic has affected people's lives all over the world. Children were one of the groups most affected, especially during the pandemic process. The rights of children to life, development, participation and protection are accepted by the Convention on the Rights of the Child, and the world states have agreed to act accordingly. Although it is accepted by states that the use of children's rights will be taken seriously, the pandemic process has caused some of these rights to be violated.

During the pandemic, some of the children lost their lives due to illness (The Lancet, 2021), nutrition (Yardimci, 2020), shelter, and warming (Heinrich Boll Stiftung Association Turkey Representation, 2020; Wang et al, 2020). These rights, which are within the scope of living, have to arise as a family origin due to reasons such as unemployment of families, poverty, decrease in purchasing power, and are completely related to the economy of the family (Samuels, 2020; Sinha et al.2020). In addition, during the pandemic period, children could not fully benefit from health rights such as medical care and vaccines (Altug, 2020). Studies (such as Brown et al., 2020) also reveal that the pandemic affects the lives of families and their children. It may be beneficial for states to increase their food and fuel aid for children, to provide mobile vaccination opportunities for children who cannot be vaccinated, and to make child checks by mobile doctors for children to exercise their rights. Considering that children are the adults of the future, it can be said that it is important for states to pay careful attention to children's right to life.

One of the rights that cannot be exercised or has been violated within the children's rights is the right to education, which is included in the right to development. The closure of schools has brought states face to face with an unexpected situation. While some countries have planned and conducted online trainings, some countries have tried to continue their education activities with TV or radio. Although there were attempts to provide education with television or radio, not all children could participate in educational activities. This situation has caused children around the world to lose education, to spend a year without school, without education. In particular, refugee children, working children, children in need of special education, children whose parents lost their jobs and income during the pandemic, and especially adolescent girls, children living in rural areas within low-income groups, who may be oppressed by their social environment, could not fully benefit from the right to education (United Nations, 2020). For this reason, states need to take urgent measures for children in the disadvantaged group. Every precaution that is not taken will cause these children to experience situations such as dropping out of school, early marriage, being deprived of education and the loss of a generation. Actively monitoring and determining the children in the disadvantaged group by teachers and guidance units of schools, ensuring the active use of the computer rooms of schools so that these

children can continue their education, providing free internet access to rural areas, assigning tasks to mayors and municipalities to ensure that these children continue their education and support from the headmen should be provided. In addition, maintaining communication with children at risk of dropout and their families, and taking preventive measures in cooperation with other institutions such as guidance research centers, social assistance and solidarity foundations when necessary may be effective in preventing school dropouts. It can be expressed as an appropriate practice that states take urgent measures for these students. It can be said that it is necessary to prepare action plans and implement them as soon as possible by carrying out awareness-raising activities for families.

Another right that is violated within the children's rights is the right to participate. In schools where the child learns about democracy, elections for class presidency, school representation or other duties are structures that teach democracy to the child. With the children not being able to attend school, the right to participate has of course been violated. In order for children to learn by experiencing the right to participate, teachers can make choices online, give parents the right to speak to their children, and organize online trainings and meetings that include the importance of expressing their children's views. Another right violated within the children's rights is the right of the child to be protected. Children who are constantly staying at home with their parents and family members have encountered more cases of neglect and abuse. Families who have been unemployed, suffering from stress, burnout, fear of illness, and economic problems have sometimes neglected and abused their children (such as Brianda et al. 2020, Curtis et al. 2000). In addition, one of the possible consequences of the COVID-19 pandemic is shown as the increase in psychological problems in children with stress in the home environment. These problems may be more pronounced for children of low education and poor families and adolescents, who tend to have lower socio-emotional skills. In such stressful times, positive interactions between parents and children become even more important in terms of children's psychological health. The three main issues that increase domestic stress in parent-child interaction, which are challenging for children and increase inequality in their socio-emotional development are considered as poor mental health of parents, insufficient time for their children and harsh parental behaviors, and these also bring negligence and abuse (Cluver et al, 2020; Ergonen et al., 2020; Humphyres et al., 2020). In this process, teachers and school administrators still have a lot of work to do that children can come out with the least harm. In order to manage this process successfully, family psychologist practice should also be patrolled. Just as every family has a family doctor, it may be beneficial for societies to establish structures such as family psychologists or child psychologists so that every family should successfully overcome this process. Specialized dietitian support should be created online and face to face within the municipalities for families whose diet is disrupted during the pandemic process, and advice and eating programs should be given to all families and especially to their children. During the pandemic process, the number and type of free sports activities for children who gain weight from isolated lifestyle at home, lack of physical activity and irregular nutrition should be increased by municipalities, youth and sports provincial directorates and national education directorates, and families should be encouraged to take their children to such activities. For this, free transportation opportunities should be provided to the sports halls.

This research shows that states and families violated during the pandemic process. This research is based on the literature review. In the future, researchers can conduct interviews with families, children, and teachers to investigate the violated and non-violated rights of children during the pandemic process. The results can be generalized by conducting comparative studies across Turkey or with other countries with a scale to be formed at the end of these interviews.

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