

# COVID-19, SCHOOLING AND LEARNING

Niaz Asadullah | University of Malaya | 25 June 2020



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# STUDY TEAM

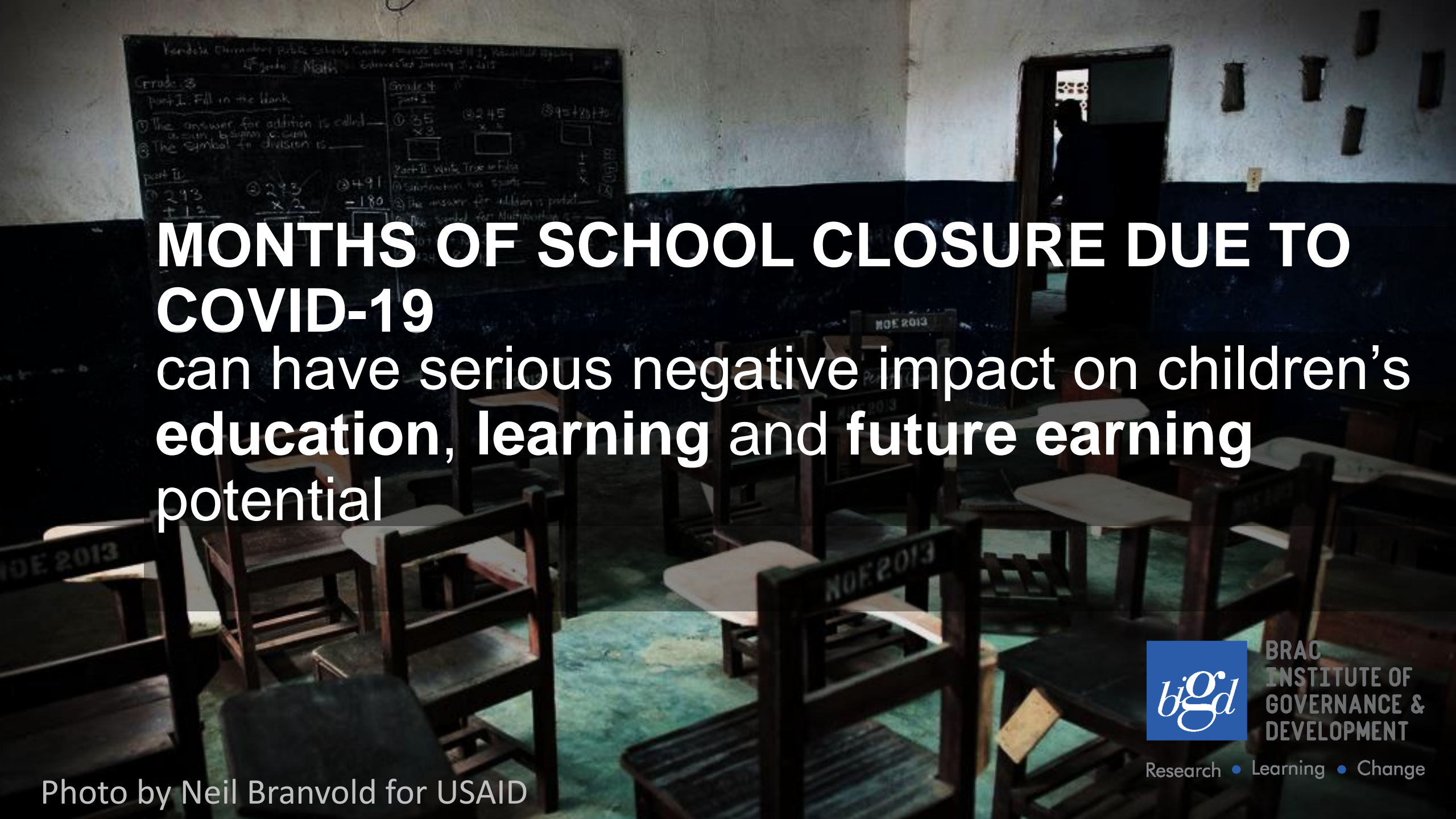
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# DISCLAIMER

Please note, all results presented in this slide presentation are based on preliminary data, and are to be treated as such.

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An empty classroom with a chalkboard and wooden chairs. The chalkboard has math problems for Grade 3 and Grade 4. The chairs have 'NOV 2013' written on the backrests. A person is visible in the doorway in the background.

**MONTHS OF SCHOOL CLOSURE DUE TO COVID-19**  
can have serious negative impact on children's education, learning and future earning potential

Photo by Neil Branvold for USAID



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# EVIDENCE FROM EBOLA PANDEMIC

- Strong negative impact of Ebola on children's education (*Bandiera et al 2018*)
- High rate of post-Ebola school dropout
- Larger negative impact on poor, vulnerable and girls



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A photograph of four young children standing on a dirt path in a lush, green rural setting. The children are smiling and appear to be in a natural, outdoor environment with tall grasses and trees. The text is overlaid on a semi-transparent dark grey box in the center of the image.

Research suggests significant impact  
of disruption to instructional time on  
learning and future income of children



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# BANGLADESH: FROM LEARNING CRISIS TO A PANDEMIC

Research also confirms a shallow ***schooling-learning-profile*** across primary and secondary grades (Asadullah and Chaudhury 2015) and school types in rural Bangladesh (Asadullah 2016)

## Instructional time at school

- Low contact hours
  - teacher absence
  - school closure
  - double shift
- Poor quality

## Parents respond in a variety of ways

(Asadullah et al 2020)

- Shadow education (private tuition and coaching)
- Home schooling
- Ed-tech

## Govt response – remote learning

- Ghore Boshe Shikhi
- Amar Ghorey Amar School

# WHY THE STUDY

## TO LEARN

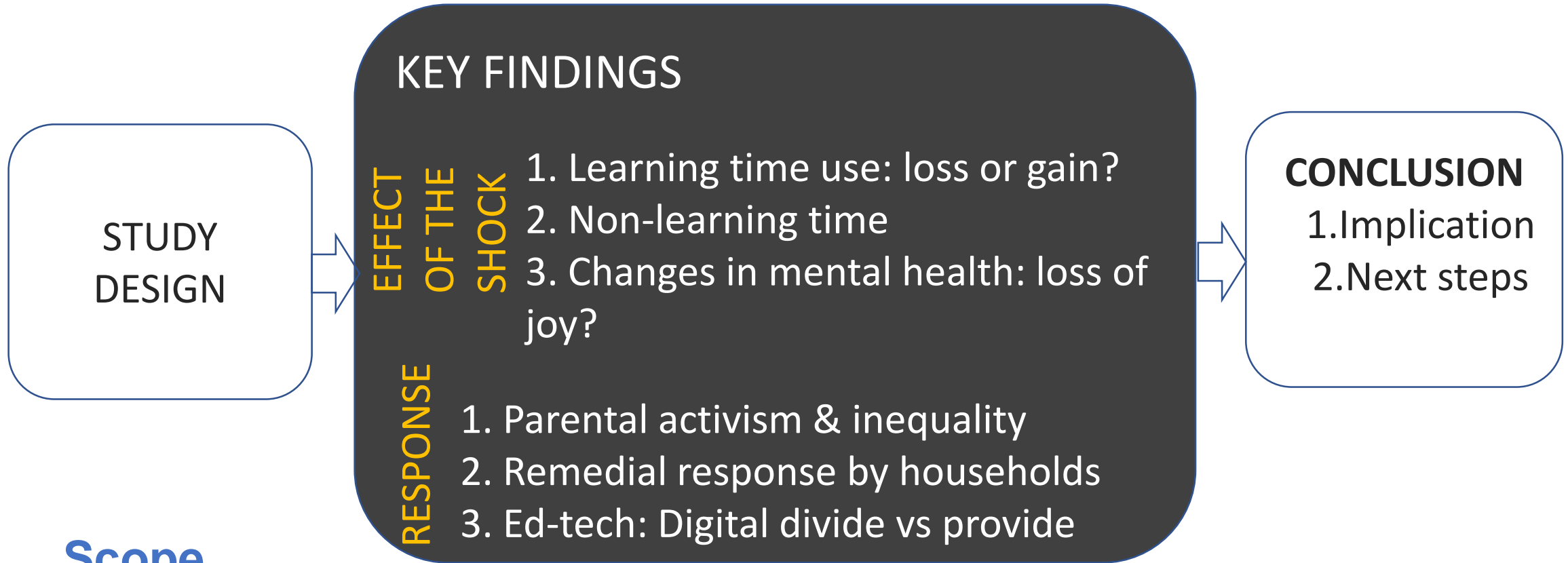
- How severe is the shock to learning time?
- How are children coping with school closure?
- Are remedial measures working?

## TO ASSESS

- Remedial needs: how should government respond?



# PRESENTATION OVERVIEW



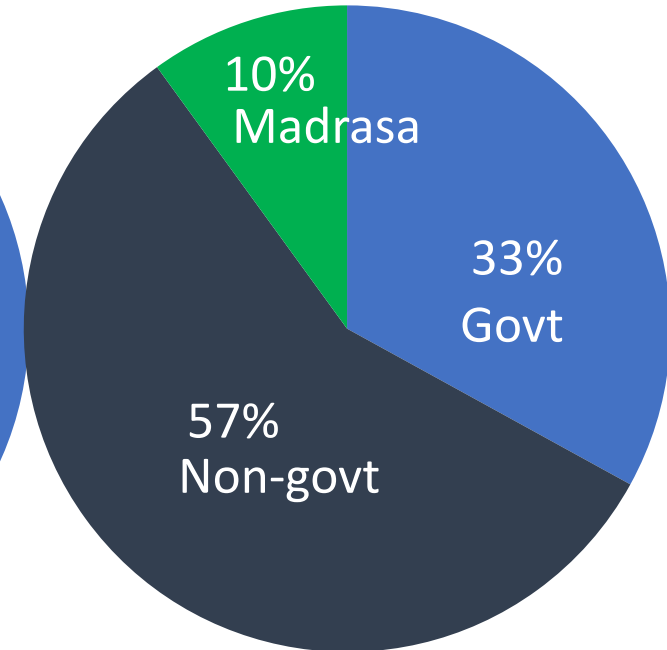
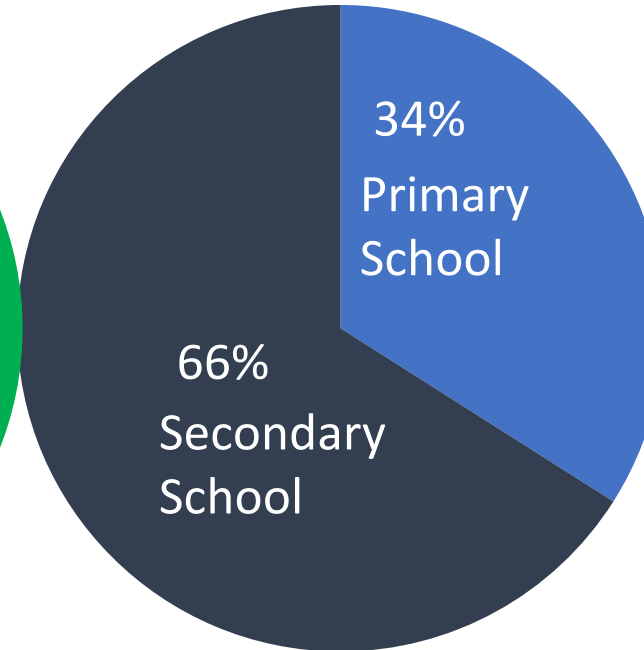
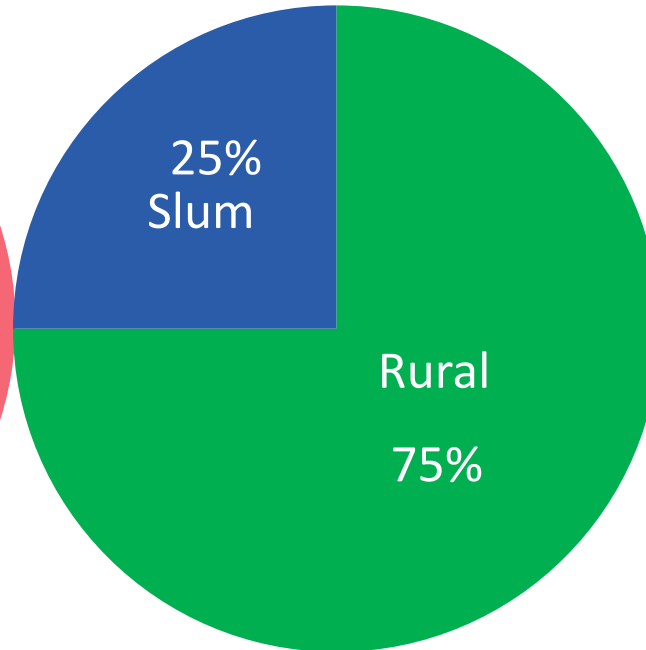
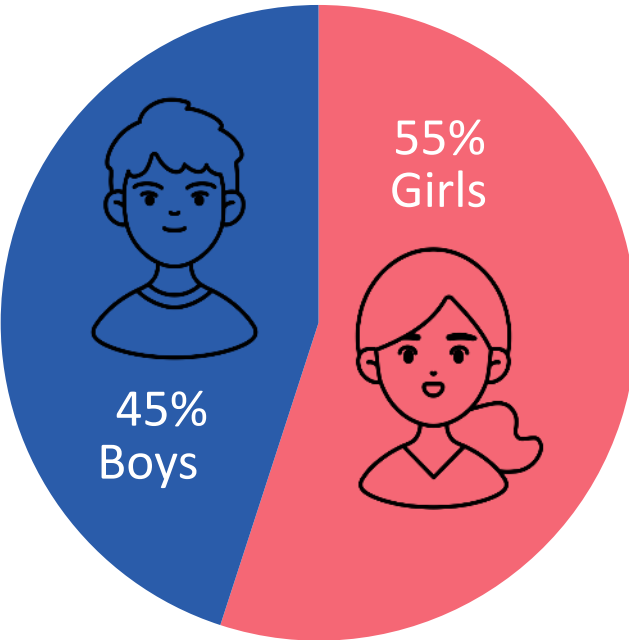
## Scope

- Descriptive analysis
- Main presentation focuses on RURAL Bangladesh

# DESIGN: THE STUDY

- **4,672** households - **5,193** students
- Both children and mother interviewed
- Sample is pro-poor
  - Across rural Bangladesh
  - Urban slums (all divisions except Mymensingh, Rajshahi and Sylhet)
- Data collection method: **Phone interview**
- Measurements:
  - Time-use module (**activity-prompt**)
  - Before-after comparison (**change**)
- Data collection period: **5-28 May**

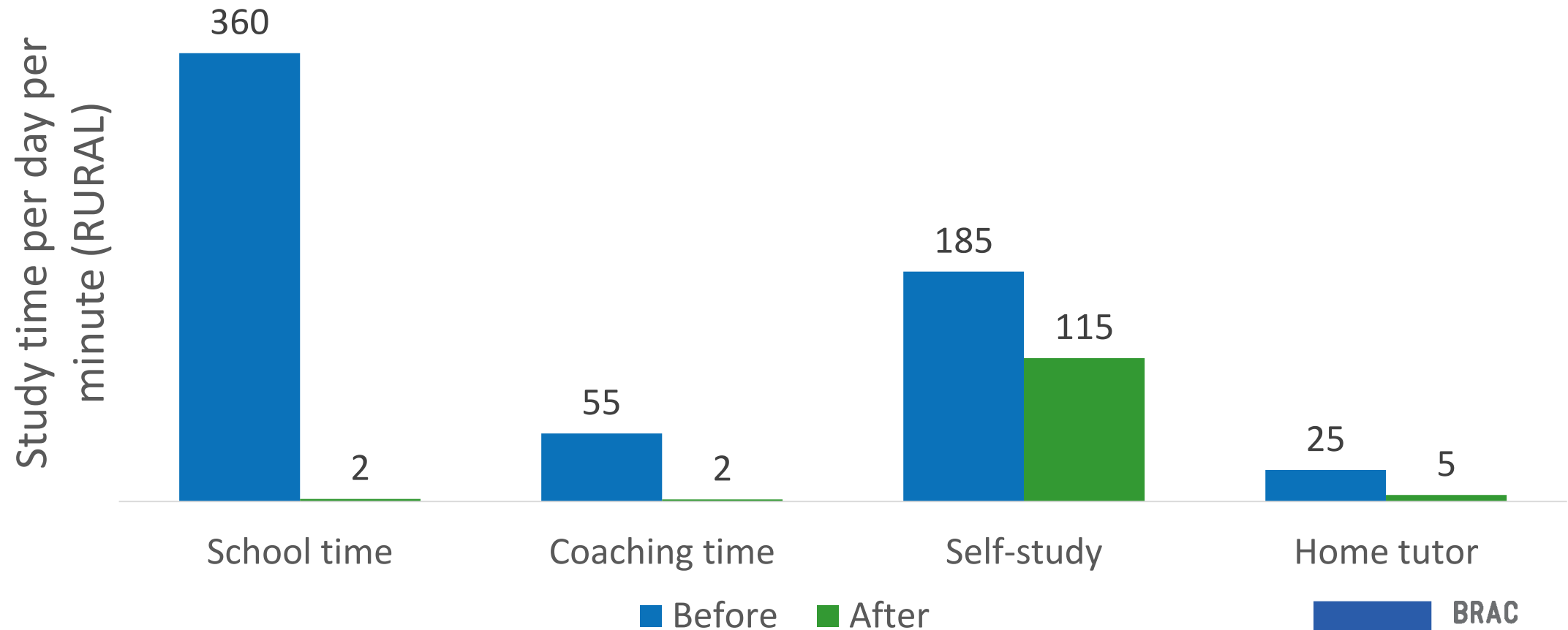
# CHILDREN'S PROFILE



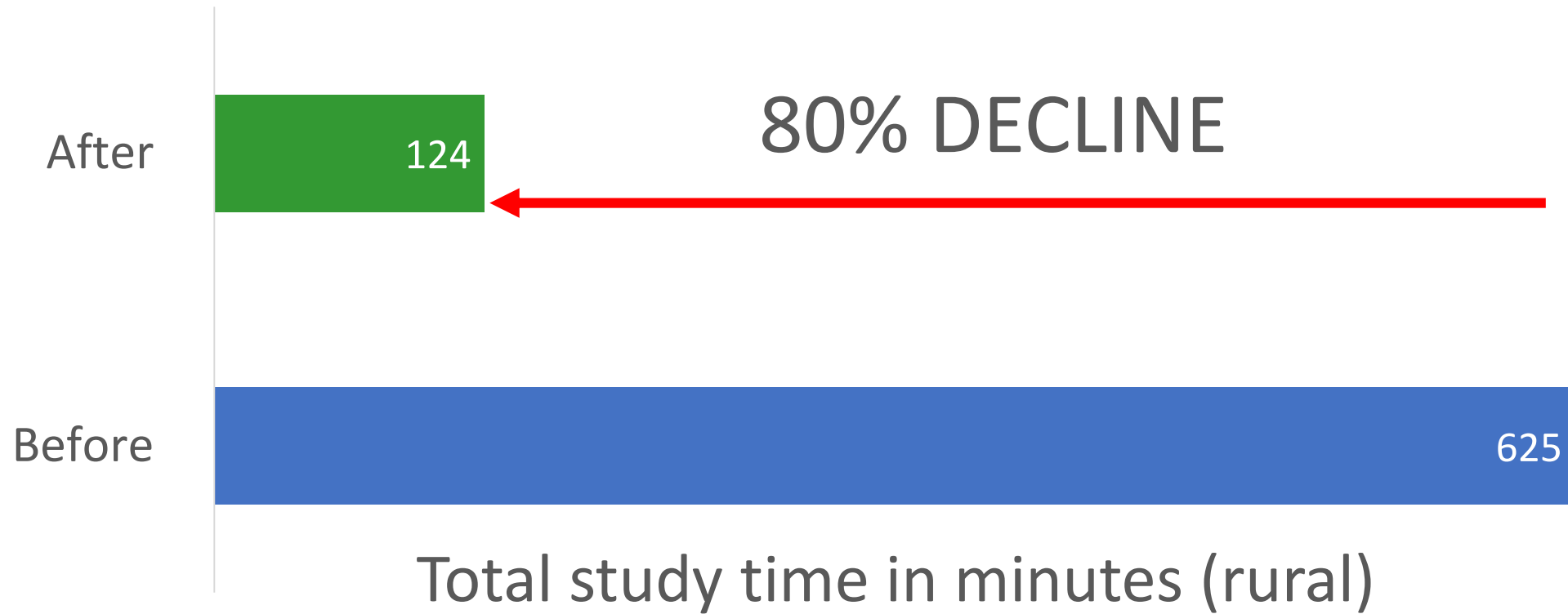


# QUANTIFYING THE SHOCK

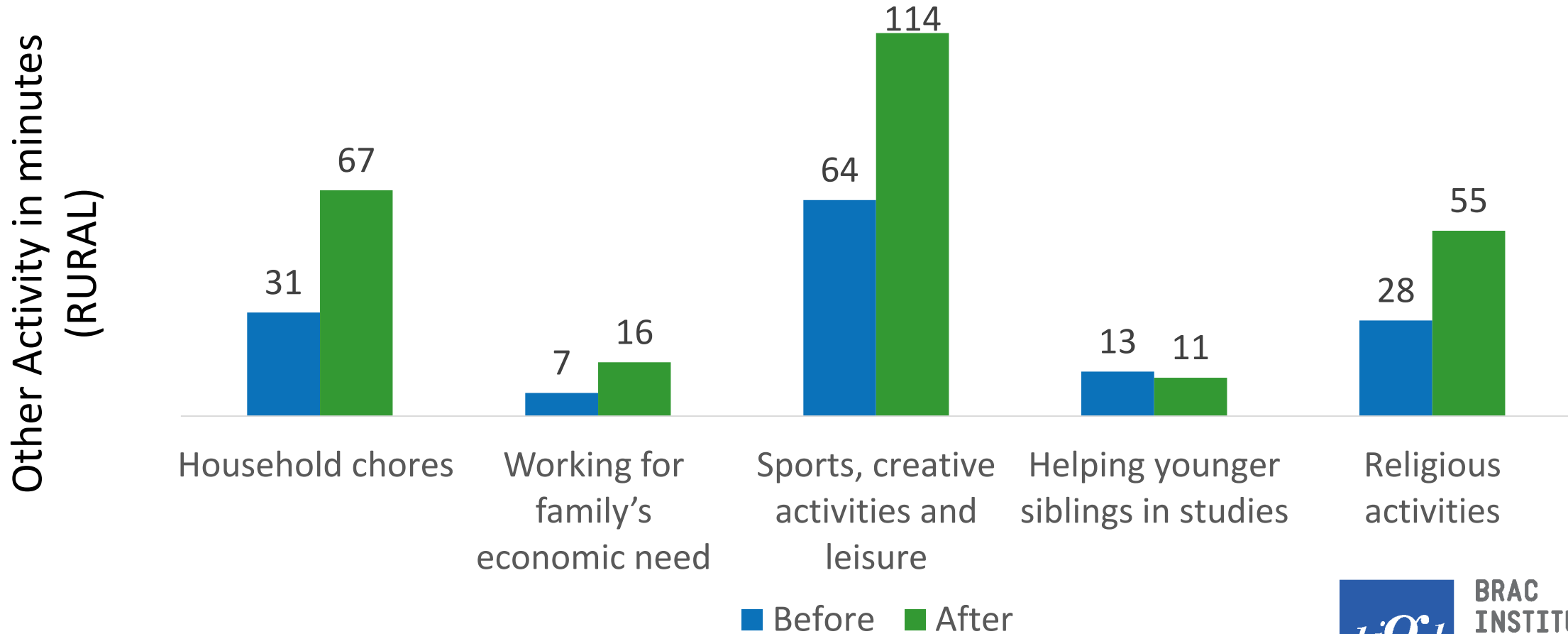
# 1.1 LEARNING TIME: BEFORE/AFTER SCHOOL CLOSURE



# TOTAL STUDY TIME: FROM 10 TO 2 HOURS A DAY!

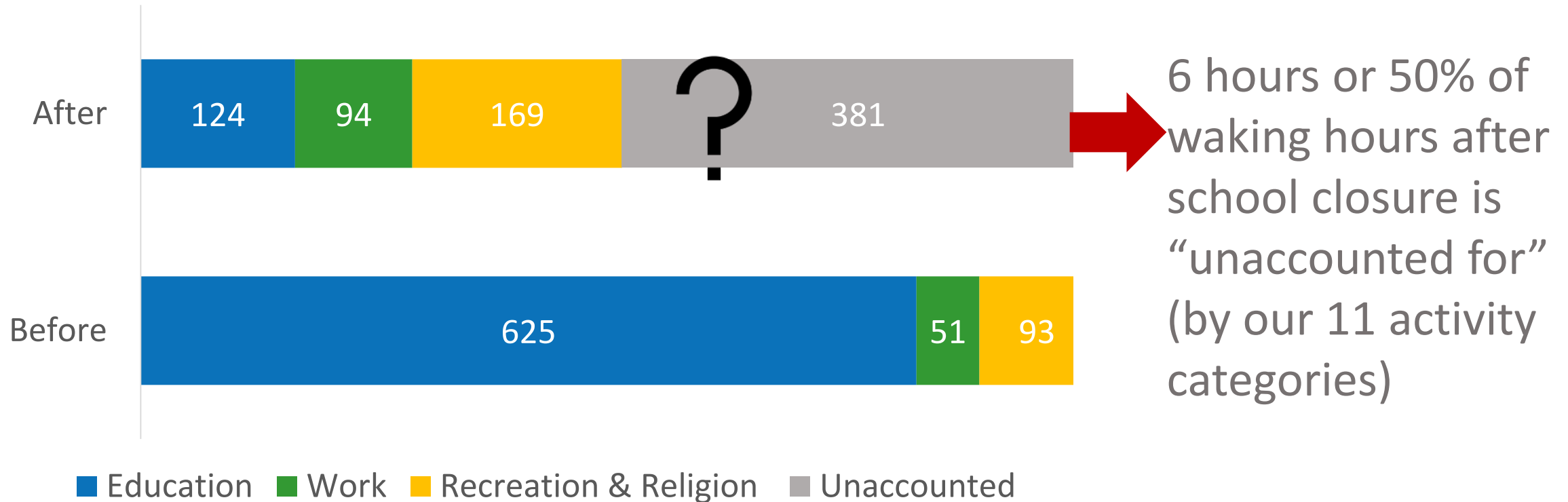


# 1.2 NON-LEARNING TIME USE



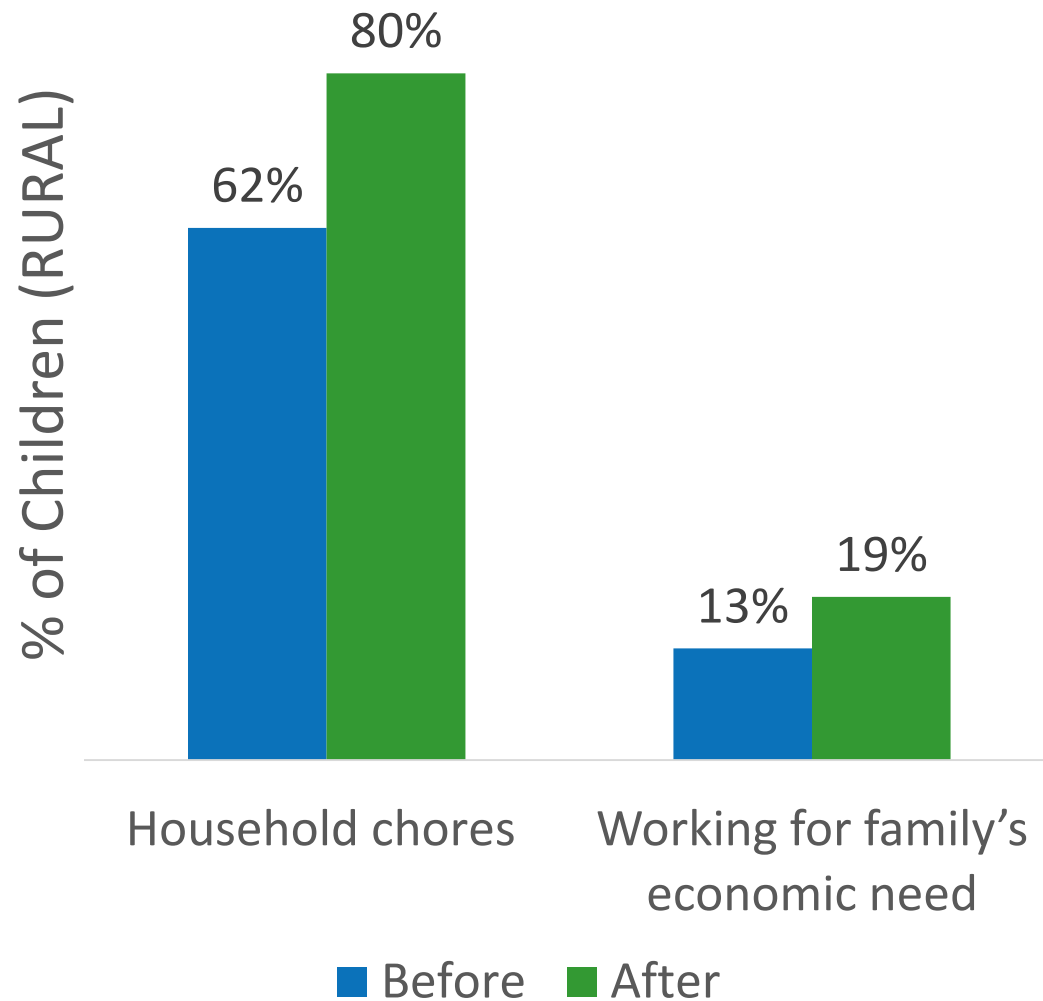
# REDISTRIBUTION IN TOTAL TIME USE

How do the children spend their waking hours in minutes (Rural)





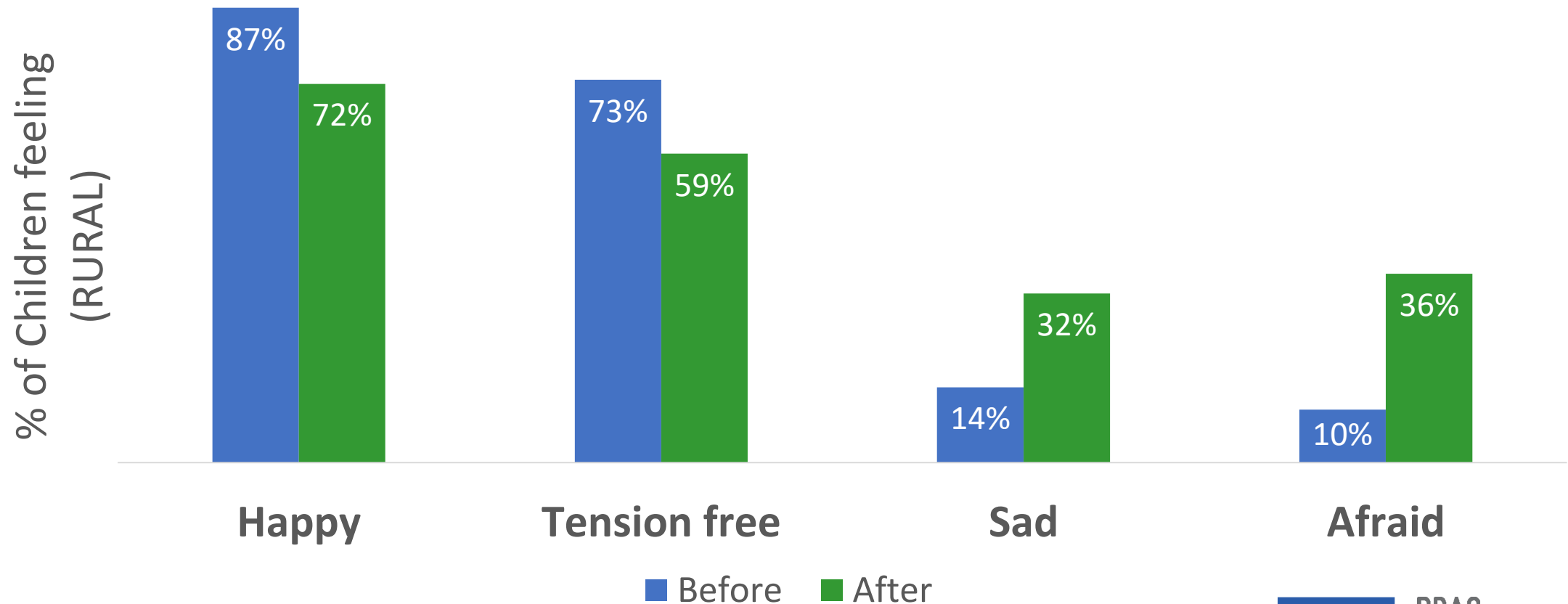
# HAS CHILD LABOR (PARTICIPATION RATE) GONE UP?



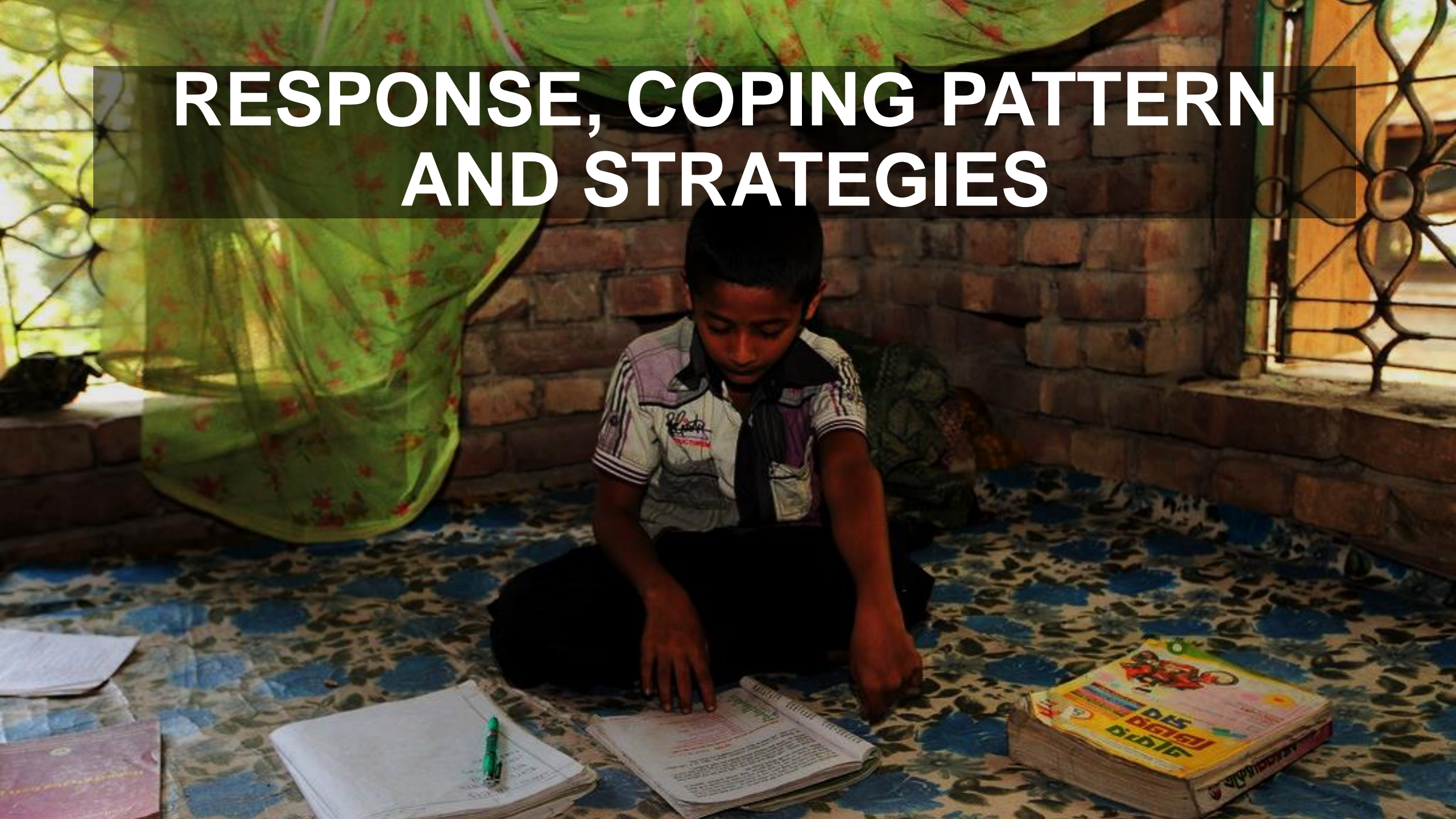
## % of CHILDREN WORKING MORE THAN **TWO HOURS A DAY**

	BEFORE	AFTER
HOUSEHOLD CHORES	1%	<b>13%</b>
WORKING FOR FAMILY'S ECONOMIC NEEDS	4%	<b>16%</b>

# 1.3 CHANGES IN MENTAL HEALTH



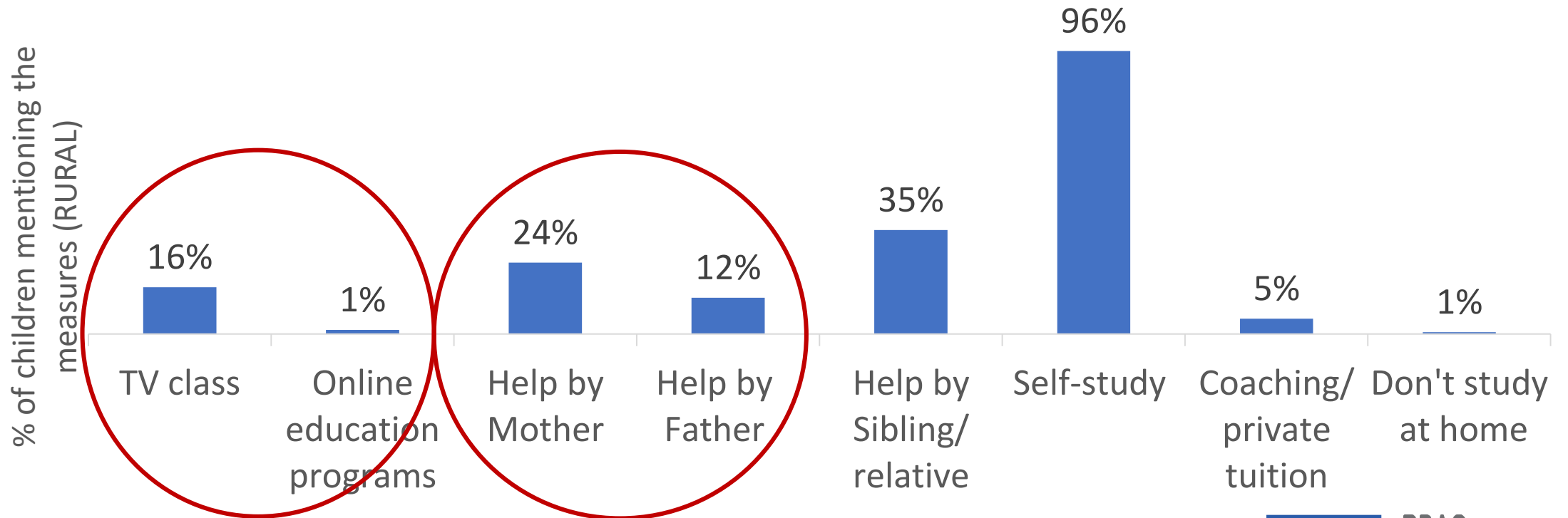
# RESPONSE, COPING PATTERN AND STRATEGIES



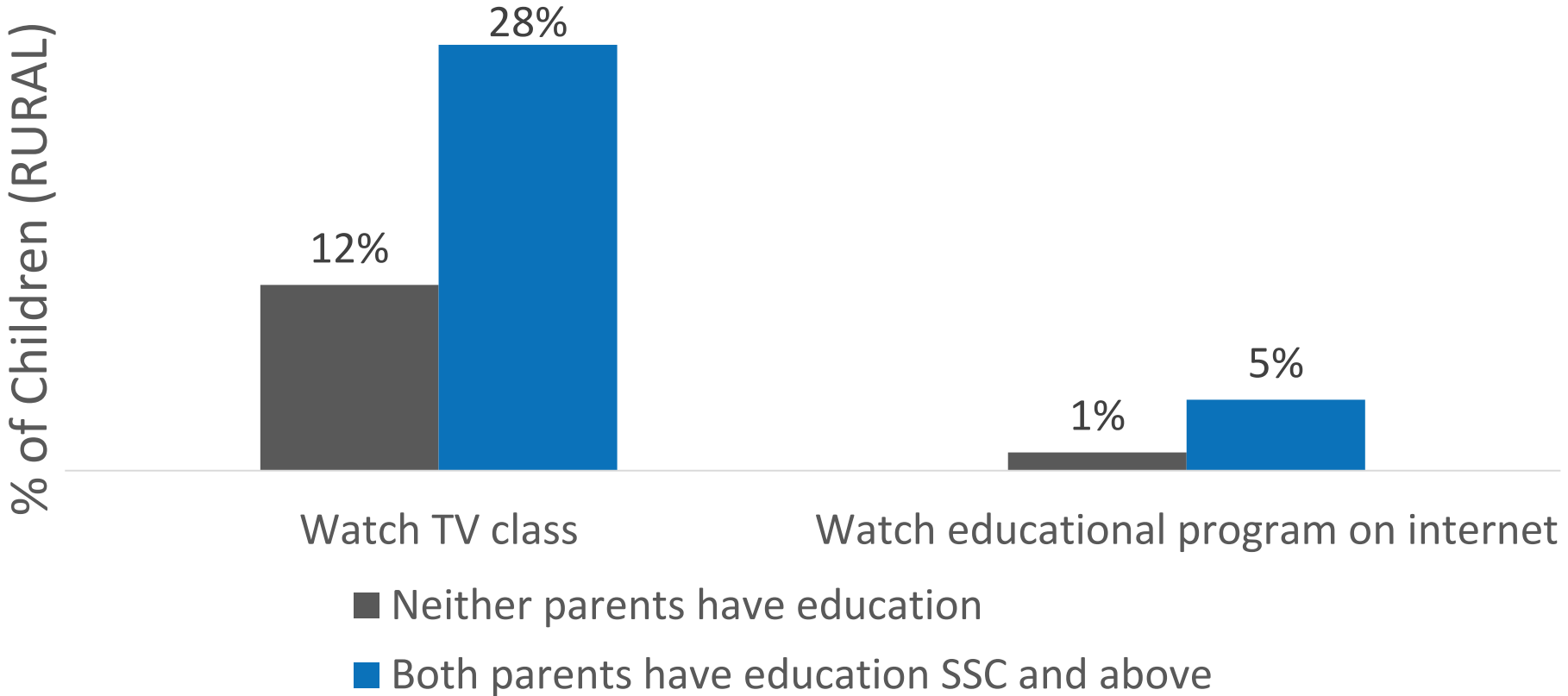
# PARENTAL BACKGROUND MATTERS

- Children with both parents with **education SSC and above**
  - **148 minutes** of study time on average (rural)
- Children with both parents **without education**
  - **113 minutes** of study time on average (rural)
- But not explained by any single SES dimension:
  - 1) Poor vs non-poor, 2) disinterested vs educationally active parents, 3) 1st vs 2nd generation learner family , 4) Happy vs grumpy mothers, 5) Landlessness vs landed

# REMEDIAL MEASURES TO SCHOOL CLOSURE

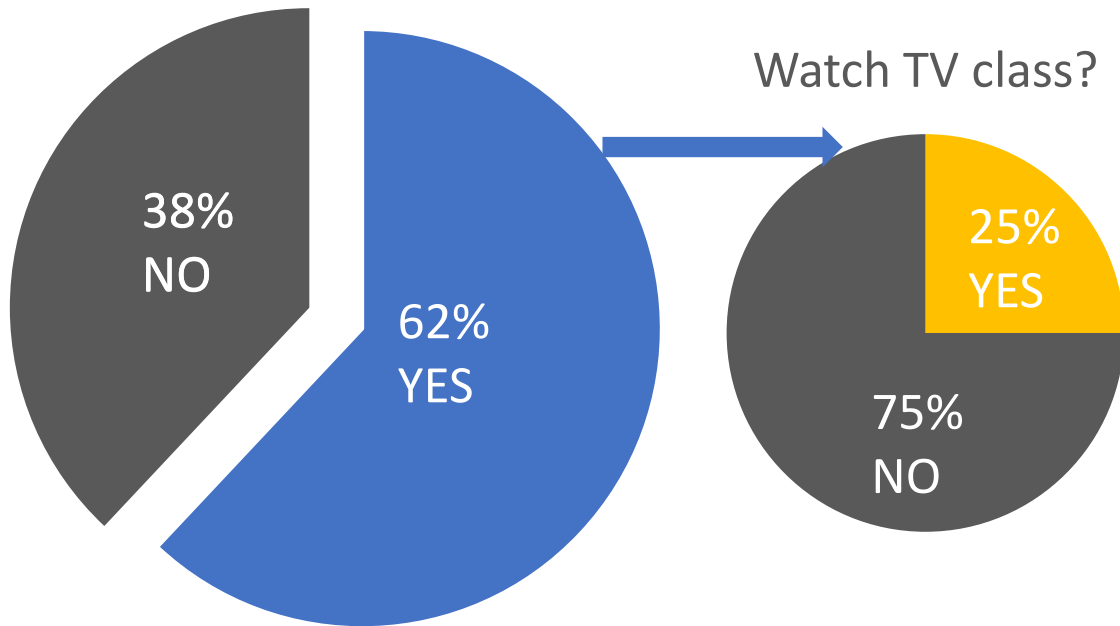


# ED-TECH? AGAIN, PARENTAL BACKGROUND MATTERS

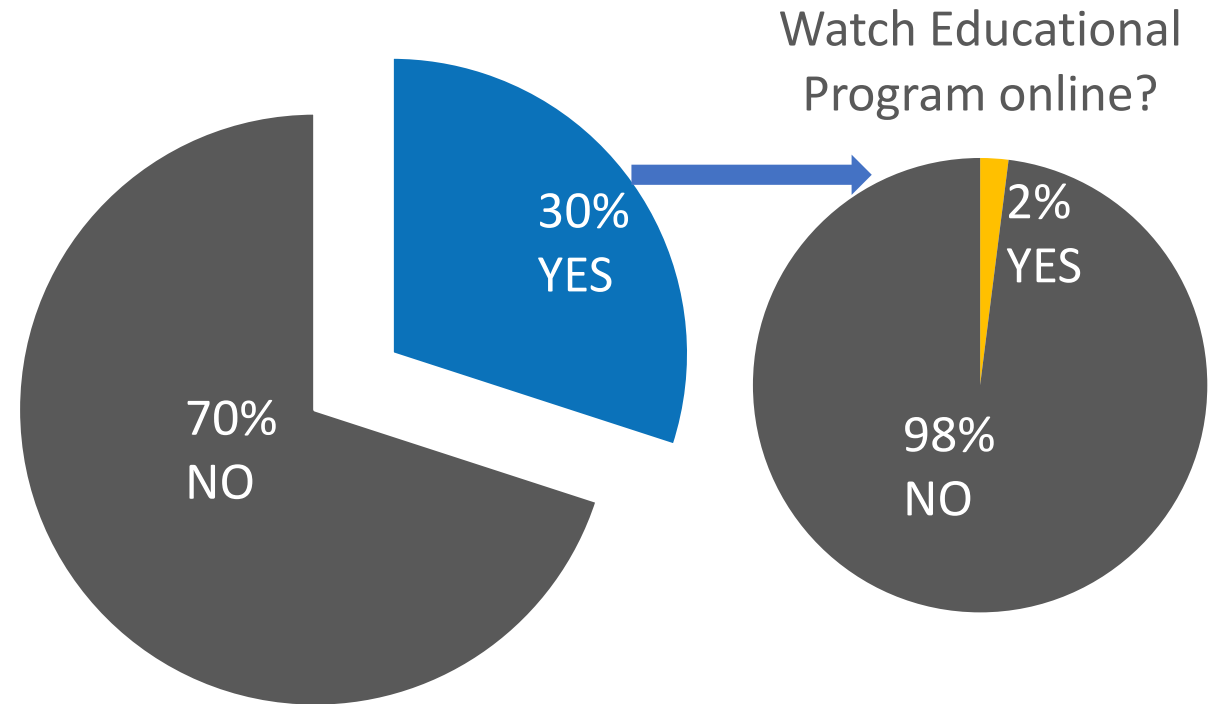


# ACCESS & USE: TV AND INTERNET FOR EDUCATION

Access to TV (Rural)

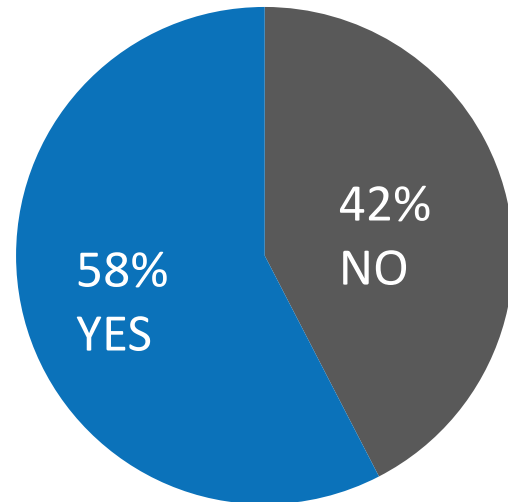


Access to Internet (Rural)

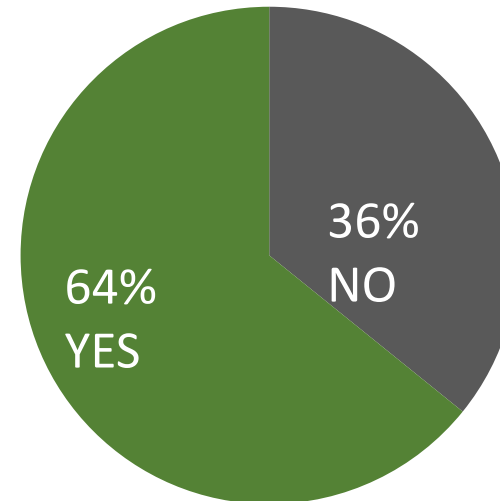


# ARE TV PROGRAMS EASY TO FOLLOW?

*Ghore Boshe Shikhi* –Primary –  
(Rural)



*Amar ghorey Amar School* -  
Secondary - (Rural)



Of those (**16%**) who watch the TV programs

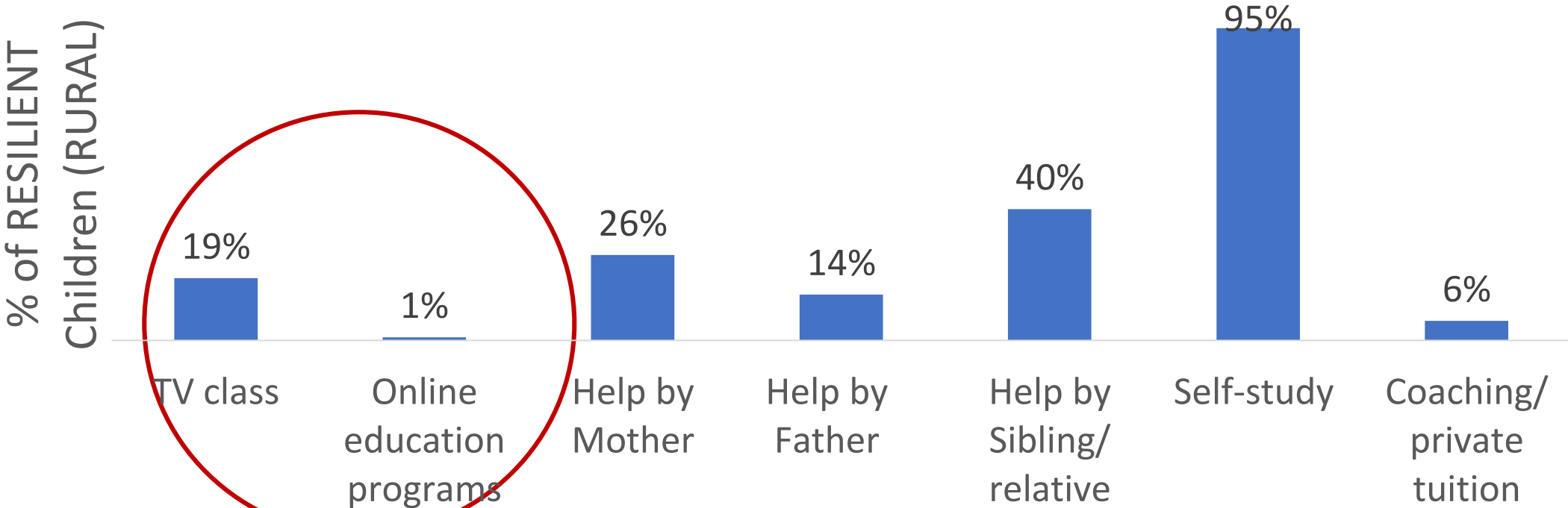


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# WHAT ABOUT **RESILIENT** CHILDREN? ARE THEY COPING WITH ED-TECH?

For 9% children, self-study time did not change. For 13% it increased marginally (by an hour on average). We are calling them **RESILIENT**.



# CONCLUSION

A photograph of a classroom with several young girls sitting at wooden desks. They are looking towards the left of the frame. The girl in the foreground is wearing a red and green uniform and has a bindi on her forehead. She is holding a pen over an open book. Other girls are visible in the background, some looking at their books. The lighting is somewhat dim, and the overall atmosphere is that of a quiet classroom. The word 'CONCLUSION' is superimposed in large, white, bold, sans-serif capital letters across the upper middle of the image.

# IMPLICATIONS

- School time and self-study time are *not substitutes*
- Getting children back in schools -- a huge recovery challenge
- More than *digital divide* and *parental capability*
  - Ed-tech (TV-based learning) promising but not yet an advantage
- Pandemic is not necessarily an equalizer
  - R-U gap is likely to have widened

# NEXT STEP

- **Follow up survey**
  - Tracking children's activities and parental investment (e.g. ed-tech)
- **Deeper analysis**
  - Survey (telephone) response pattern; cognitive process; response/measurement bias (24-hour recall method; "unaccounted time")
  - Understanding parental "inaction" (Well-being—Poverty—Learning nexus)
  - Heterogeneity (e.g. gender) & causal analysis
- **Longer-term objectives**
  - Assessing learning loss
  - Improving school readiness
  - Targeted ed-tech interventions



THANK YOU



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