Summary of two research articles

1. **The likely impact of COVID-19 oneducation: Reflections based on the existing literature and recent international datasets**

Di Pietro, G., Biagi, F., Costa P.,Karpiński Z., Mazza, J

<https://publications.jrc.ec.europa.eu/repository/bitstream/JRC121071/jrc121071.pdf?mc_cid=ecbb7c6ba9&mc_eid=26e959399a>.

**Coverage**: European Union

**Month/Year**: 2020

**Type of Study**: Review of findings from different surveys during first phase of COVID, supplemented with findings of earlier surveys on topics such as digital access, and relevant research

**Main findings/ conclusions**

* Main channels of learning losses: (i) less time spent studying (ii) change in which students interact in online learning (iii) higher levels of stress (iv) less external motivation
* Quarantined students spend less time on learning. Quotes survey from 25 March to 5 April 2020 for Austrian, Swiss and German students aged 10-19 years, which showed that students’ weekly learning time reduced by 4-8 hours. One in five students say that they study less than 9 hours per week
* Conservative estimates for France, Italy and Germany show that weekly learning loss of between 0.82 and 2.3 % of standard deviation (estimated based on less time spent)
* Research shows that online learning can be used by independent learners, but not for dependent and younger learners (smaller attention spans, less socio-emotional maturity); also some health effects of continuous phone use (eye discomfort symptoms)
* High levels of stress among lower income students
* External assessment as a motivator : several EU countries have said that student will not have to repeat year regardless of performance; some have said that assessment results will not be used in formal school leaving exams
* Schools are sites of nutrition for at least 20% of households in many European countries.
* Breaks in learning have long term consequences and deepen inequalities. Research on summer breaks in US shows that students lose several skills and shortfall over 5 years of elementary school can cumulate and lead to school dropout later. Further, inequalities deepen over summer break, as higher SES students develop reading skills, but there is no growth in reading skills for lower SES
* Educational inequalities will deepen because of lack of digital access; quiet place to study at home; support from parents; and because low income students attend schools with lower technology preparation and teacher skills. (Examples: 20 % of primary schools in Ireland had no arrangements in place to keep contact with students following closure of schools on 12 March 2020; School Education Gateway Survey done of 4859 respondents in 40 countries between 9 April -10 May 2020 showed that 67 % of teachers were teaching online for the first time. )

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|  |  |  |  |  |  | **Sub-Category of Issues, if appropriate** | **Key Findings for each major Issue** |
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1. The impact of COVID-19 on children and adolescents: early evidence in India.

Bahl,D., Bassi,S.,& Arora,M.

<https://www.orfonline.org/research/the-impact-of-covid-19-on-children-and-adolescents-early-evidence-in-india/>

**Coverage**: India

**Month/Year**: Covers studies/ reports published between Jan 2020 and February 2021

**Type of Study**: Review of findings from peer reviewed studies, reports and government articles published during above period.

This article does not summarize findings very well. References to studies are often given as newspaper articles and statistics are difficult to interpret. Do not recommend using it.

**Findings/Conclusions:**

* India closed its schools on 16 March 2020, one of rthe first countries in the world to do so.
* Survey of school children (grades1-12) conducted in April 2020 in 23 states found that about 44 percent have smartphones, 44 percent have basic phones and 12 percent have no phones. In Maharasthra, only 50 % of students in classes 1-8 could access smartphones. Only 30 % were using DIKSHA. [ NOTE: although survey is mentioned, the references given are to snewspaper article; details of the survey are not provided, including who did it]
* Child marriages: data from ChildLine (nodal agency of Union Ministry of Women and Child Development), out of 92203 intervention , 5584 during the lockdown related to child marriages ([NOTE: the reporting of statistics is not very clear]. In MP, number of child marriages jumped to 117 cases between April-June 2020.
* Domestic violence: during the lockdown within just eleven days, the helpline logged one third of the total number of calls during 2020 . ([NOTE: the reporting of statistics is not very clear
* Population Foundation of India study done in May 2020 in Bihar, Rajasthan and UP showed that 42 % of 15-24 yr olds experienced in domestic workload, especially for girls (52 %)
* Access to menstrual hygiene products were neglected during nationwide lockdown initially; PFI study found that 58 % of girls under 18 years reported unmet need for sanitary pads.
* Mental health services. Govt of India started programme called “Manodarpan”, with toll-free helpline and website, plus handbook. Psychosocial support centres called Snehi were set up in different parts of India, where counsellors help children. ; Kerala started student-run helpline ‘Kutty desk’ as part of larger programme called ‘Our Responsibility to Chidlren’
* Child labour – a newspaper report is quoted about increase in child labour
* Nutrition – various international studies quoted
* Physical activity – survey done of parents in New Delhi reported that 54 % of parents said kids are spending additional average of 5 hours on screen every day. [Note: Reference is newspaper report] . Another study covering rural and urban areas finds that average screen time increased by 2 hours.