

***INDIA RESEARCH REPORT  
IMPACT OF COVID-19 SCHOOL CLOSURE  
ON LEARNING AMONG CHILDREN***

***Dr S. Venkatraman***

***Nov, 2022***

## **RATIONALE**

**ANECDOTAL  
EVIDENCE FROM  
THE FIELD**

**38.2% CHILDREN DID  
NOT HAVE ACCESS  
TO SMART PHONES  
(ASER)**

**COVID-19  
ASSOCIATED  
SCHOOL-CLOSURES  
LIKELY TO INCREASE  
THE LEARNING LOSS  
BY 63% (WORLD  
BANK)**

**GLOBALLY 1.2  
BILLION CHILDREN  
ARE AFFECTED BY  
THE CLOSURES OF  
SCHOOLS (UNICEF)**

**E-LEARNING RELIES  
ON THE  
AVAILABILITY AND  
ACCESSIBILITY OF  
TECHNOLOGY AND  
ELECTRICITY**

**Risk OF NOT  
ACHIEVING SDG-4  
BY 2030**

***RATIONALE- SUGGESTIONS (points to add during presentation of previous slide)***

- 1. Research shows (pre-COVID) school closures affects learning.**
- 2. Learning loss- includes – not able to physically attend school, lack of face to face teaching learning. But, more to do with loss of proficiency levels in children.**
- 3. Poverty exacerbates this situation- lack of access to computer and internet**
- 4. Other consequences of poverty: force to work, early marriage, etc**



## OBJECTIVES



Understand the learning environment of children during school closure



Assess the impact of distance/remote, online or alternate ways of receiving an education



Study the views and attitudes of children towards learning during school closure



Assess the health, psychosocial and well-being challenges faced by children during lockdowns



Understand other key issues during the pandemic



Identify gaps to improve program design and make policy recommendations

## **STUDY TOOLS AND SAMPLE SIZE**

### **STUDY TOOLS:**

**Collected both Quantitative Data from Survey and Qualitative Data from Key Informant Interviews**

**SAMPLE SIZE: *Sample of 500 Households from 5 districts. 96% response rate.***

Semi-Structured Interviews conducted with children & youth distributed by four age groupings (6-10 years, 11-13 years, 14-15 years and 16-18 years)

### **RESPONDENT DISTRIBUTION**

Sampling done based on the partners network in 5 districts, evenly distributed among the districts, age groups and the grade they study

49% were male and 51% were female respondents

**KEY INFORMANTS: 4 categories interviewed (Parent, Teacher, Student and Panchayat/SMC Leader)**

102 key informants were interviewed

Teachers – 16, School Head – 8, Student – 32, Parents 32, SMC representative – 8, Panchayat President - 6

## ***SOCIO-ECONOMIC BACKGROUND***

45% belonging to the marginalized communities, 29% from most backward caste and 26% from the backward communities

Most respondents live in tiled-roof house (44%) with an average of four members (44%)

76% living in 2 room houses (includes kitchen).

78% of the parents are low literacy levels

More than 70% of the parent's are agricultural laborers,

68% enrolled in public schools, 24% in govt.-aided schools, 8% private schools

## ***ACCESS TO LEARNING RESOURCES AND LEARNING DURING PANDEMIC***

- 74% children rarely or never read at home
- 63% children spent less than 1 hour for studying
- 59% accessed learning through Creative Learning Centres
- 44% have only school text books to read at home
- 32% received weekly or daily magazines
- 17% accessed online learning
- 13% reported self-learning
- 8% reported no learning
- 4% subscribed to daily newspaper
- 3% borrowed books from library

## ACCESS TO TECHNOLOGY AND LEARNING ENVIRONMENT

85%  
children

Lack access to  
electronic gadgets

Support parents in  
household chores

77%  
Children

Children from marginalized  
community – most affected

82%  
Children

Home environment is not  
conducive for remote  
learning

Not interested in studying  
and enjoy spending time  
with friends

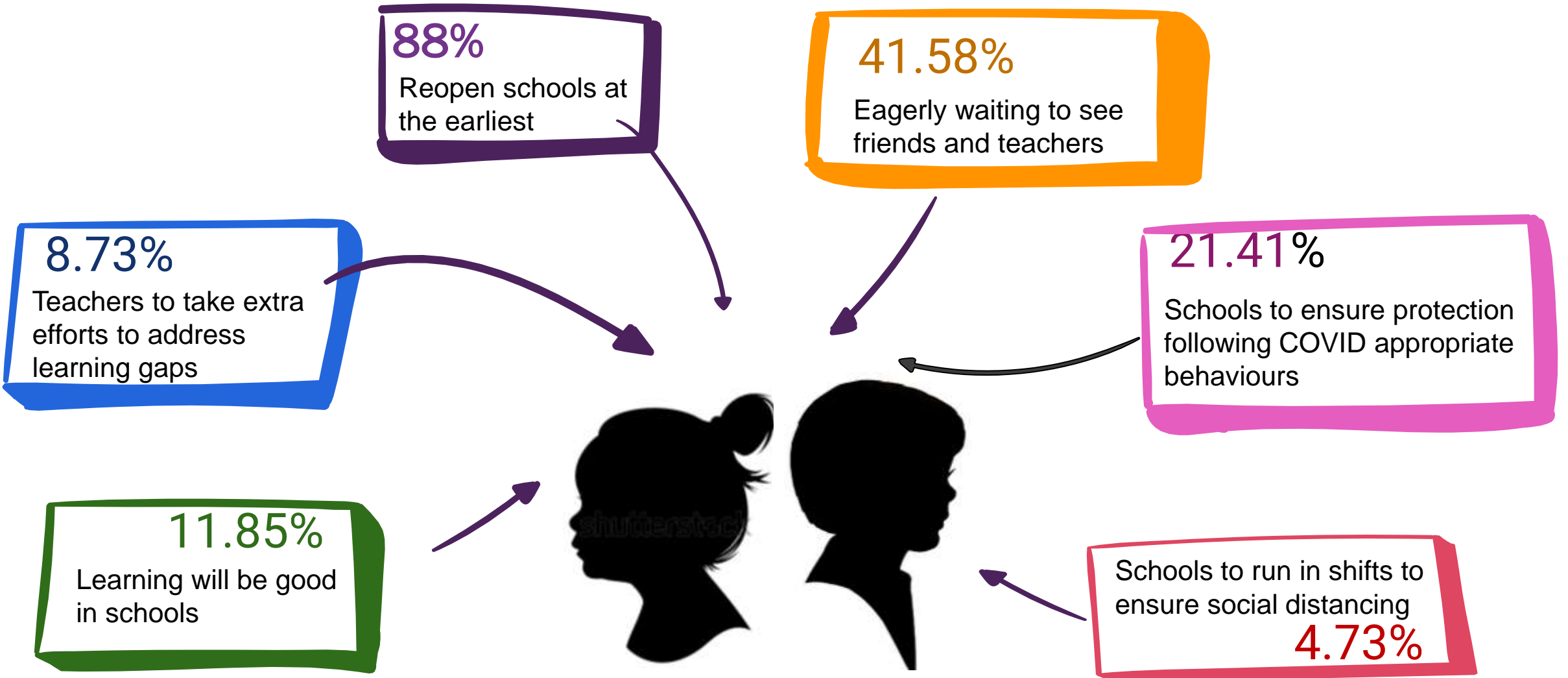
Incidences of child abuse

Domestic violence, child  
labour and child marriage

50%  
Children



## RE-OPENING OF SCHOOL POST PANDEMIC



## RECOMMENDATIONS

- ❑ Conduct a learning assessment to measure the proficiency levels to determine the extent of learning loss due to school closure
- ❑ Focus evidence-based learning strategies
- ❑ Enhance parental literacy
- ❑ School Management Committees, local panchayats and private partners' support to create a literate environment at the household and community level
- ❑ Improve access to literate environment at household level (access to reading materials) and community level (strengthen public library)

***Thank You***