

# Impact of the Pandemic on Education, Employment and Equity

Making sure Young People are not left behind

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10th International Stakeholder Conference on Priority Area 9 "People and Skills" of the EU Strategy for the Danube Region / 9<sup>th</sup> June 2022



## **Topics**

## Educational Impact of the Pandemic

- Competences
- Equality
- Career / ESL

## Employment Impact of the Pandemic

- Unemployment
- o NEETs

## Economic Impact of the Pandemic

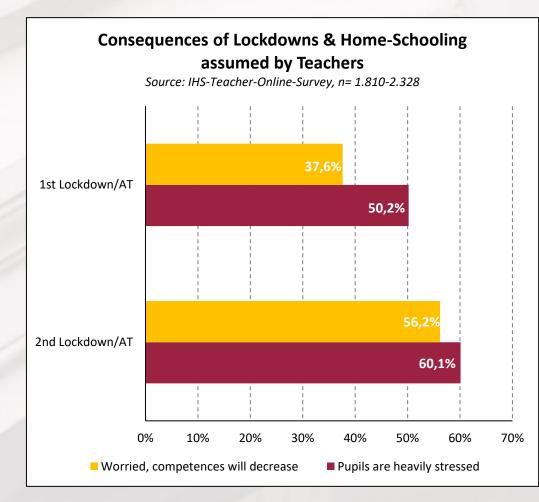
- Material and Social Deprivation
- Macro-Economic Effects

## Summary & Conclusions

- Immediate interventions
- Resilience of Educational System



## 1a) Educational Impact: Competences



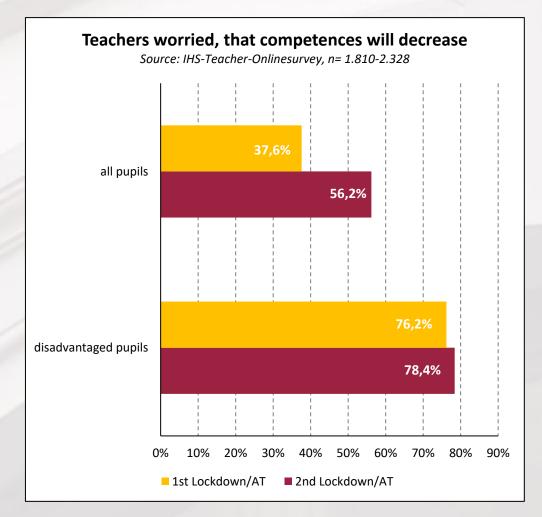
		Effect Size	Weight
Study	,	with 95% CI	(%)
Aidington et al. 2021		-0.65 [ -0.74, -0.55]	2.62
Hevia et al. 2022		·0.54 [ ·0.70, ·0.39]	2.20
Blainey et al. 2021a	•	-0.51 [ -0.53, -0.50]	2.94
Lichand et al. 2021		-0.31 [ -0.31, -0.31]	2.95
Kogan and Lavertu 2021b		·0.24 [ ·0.28, ·0.22]	2.94
Contini et al. 2021		·0.23 [ ·0.34, ·0.13]	2.56
Kogan and Lavertu 2021a		·0.23 [ ·0.24, ·0.22]	2.95
Schuurman et al. 2021		-0.22 [ -0.45, 0.01]	1.68
Gambi and De Witte 2021		·0.22 [ ·0.35, ·0.09]	2.40
GL Assessment 2021		·0.22 [ ·0.23, ·0.20]	2.95
Lewis et al. 2021a		·0.20 [ ·0.20, ·0.19]	2.95
Blainey et al. 20210		-0.19 [ -0.21, -0.17]	2.94
Plet et al. 2021 [MAP]		·0.19 [ ·0.22, ·0.16]	2.92
Lewis et al. 2021b		-0.19 [ -0.19, -0.18]	2.95
Rose et al. 2021b	-	·0.19 [ ·0.23, ·0.14]	2.85
Maldonado and De Witte 2021		·0.18 [ ·0.32, ·0.04]	2.33
Department for Education 2021b		-0.17 [-0.19, -0.15]	2.93
Rose et al. 2021a	-	·0.16 [ ·0.20, ·0.11]	2.86
Haelermans et al. 2021		-0.15 [ -0.16, -0.14]	2.95
Locke et al. 2021	-	·0.14 [ ·0.20, ·0.08]	2.82
Bielinski et al 2021.		·0.14 [ ·0.16, ·0.12]	2.94
Pier et al. 2021 [Star]		·0.14 [ ·0.21, ·0.06]	2.71
Department for Education 2021a		·0.13 [ ·0.18, ·0.11]	2.93
Kozakowski et al. 2021		·0.13 [ ·0.24, ·0.02]	2.51
Blainey et al. 2021d		-0.12 [ -0.13, -0.11]	2.94
Kuhfeld et al. 2020		·0.10 [ ·0.10, ·0.09]	2.95
Domingue et al. 2021b	-	·0.09 [ ·0.13, ·0.04]	2.86
Domingue et al. 2021a	<b></b> -	<ul> <li>- 0.08 [-0.23, 0.07]</li> </ul>	2.23
Tomasik et al. 2020		·0.07 [ ·0.07, ·0.07]	2.95
Engzell et al. 2021		-0.07 [-0.09, -0.05]	2.94
Schult et al. 2021		·0.07 [ ·0.08, ·0.06]	2.95
Blainey et al. 2021b	=	-0.05 [ -0.07, -0.04]	2.94
Pler et al. 2021 [IReady]		·0.04 [ ·0.09, 0.02]	2.82
Depping et al. 2021		0.00 [+0.02, 0.02]	2.93
Birkelund et al. 2021		0.02 [ 0.01, 0.03]	2.95
Gole et al. 2021	-	0.04 [-0.03, 0.11]	2.76
Overall	•	-0.17 [-0.22, -0.13]	
Heterogeneity: τ <sup>2</sup> = 0.02, I <sup>2</sup> = 99.95%, H <sup>2</sup> = 1834.77			
Test of 0 = 0; Q(35) = 70878.60, p = 0.00			
Test of θ = 0. Z = -7.36, p = 0.00			
	8642 0	.2	

Figure 3: Forest plot showing individual estimates by study (averaged across subject and grade level) and pooled effect size estimate.

Source: Betthäuser B., Bach-Mortensen A., Engzell P. (2022): A systematic review and meta-analysis of the impact of the COVID-19 pandemic on learning. SocArXiv, p.3.



## 1b) Educational Impact: Inequality



Inequality decreased	No change	Inequality increased
o □ 13-19 months o □ 7-12 months o ■ 0-6 months = ♡		000000000000000000000000000000000000000
Math Reading		
123456789	1 2 3 4 5 6 7 8 9 Grade	123456789

Figure 5: Harvest plot of the evidence on the effect of the pandemic on educational inequality. Each circle/square refers to one estimate of over-time change in inequality in math/reading performance. Estimates that find a decrease/no change/increase in inequality are grouped on the left/middle/right. Within these categories, estimates are ordered horizontally by grade level. Shading indicates when in the pandemic measure was taken.

Source: Betthäuser B., Bach-Mortensen A., Engzell P. (2022): A systematic review and meta-analysis of the impact of the COVID-19 pandemic on learning. SocArXiv, p.5.



# 1c) Educational Impact: Careers

#### Mixed Evidence from Austria

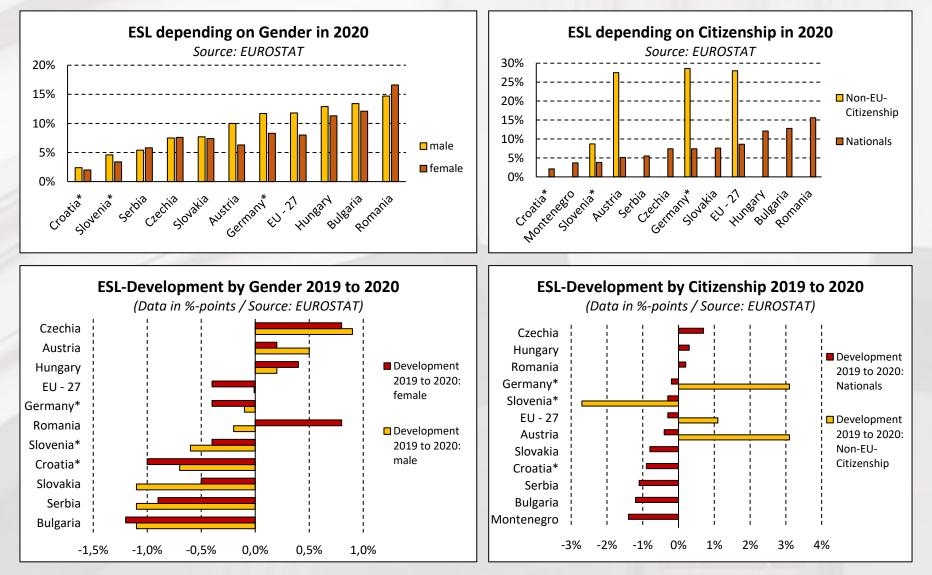
- Tendency for reduced drop-out from educational tracks which pupils entered before the pandemic.
- Severe difficulties for those at the transition from lower to upper secondary education during pandemic, 5% of cohort lost to ESL?

Czechia Austria Romania Hungary Germany EU - 27 Slovenia Slovakia Croatia Serbia Bulgaria Montenegro -2,0% -1,5% -1,0% -0,5% 0,0% 0,5% 1.0% 1.5%

Development of ESL-Rate 2019 - 2020 (Data in %-points / Source: EUROSTAT)

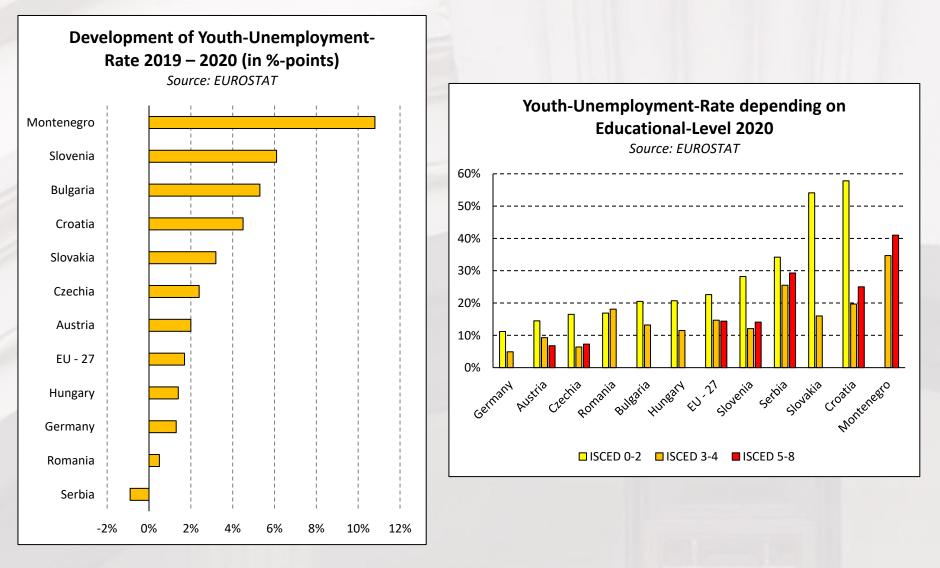


## 1c) Educational Impact: Careers II



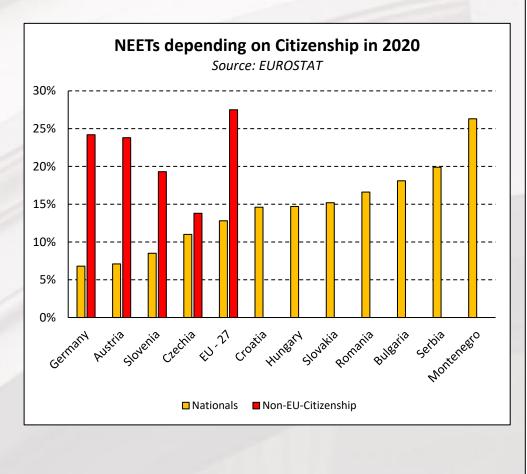


# 2a) Employment Impact: Unemployment (15-24y)

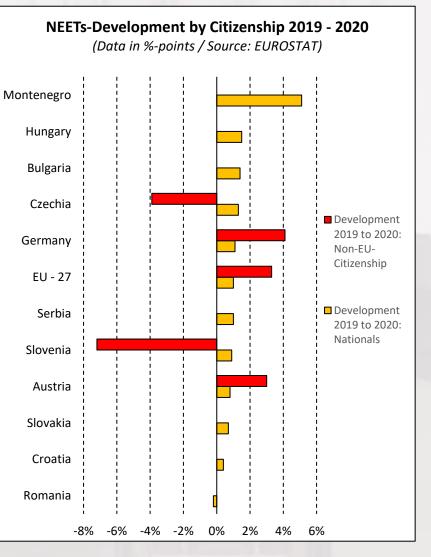




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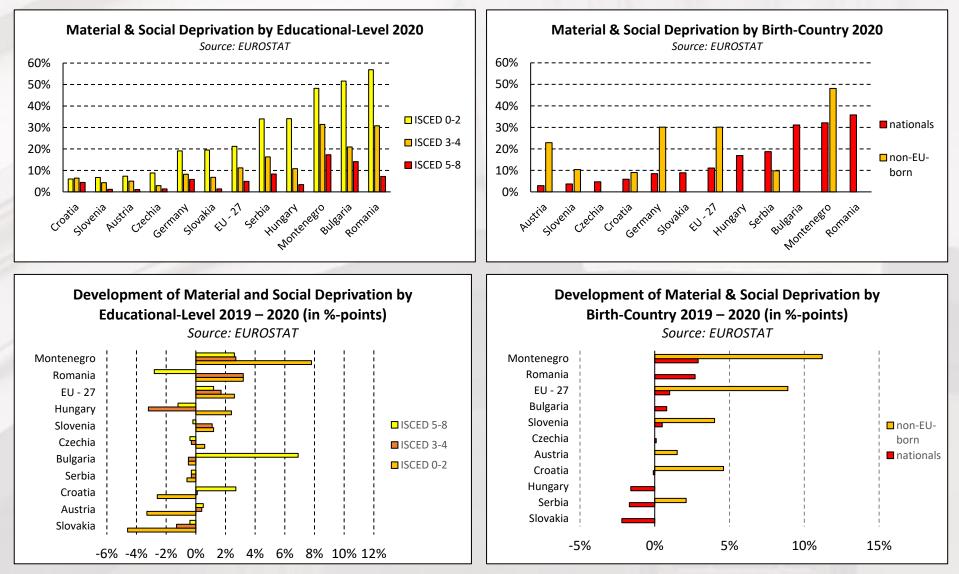


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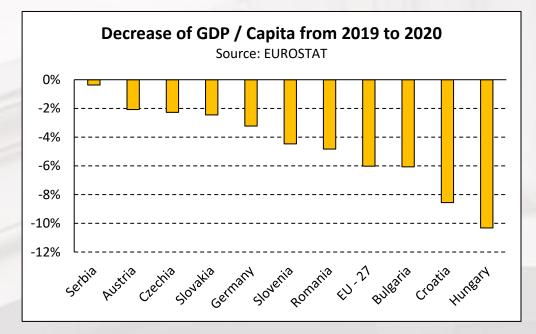




# 3a) Economic Impact: Deprivation of youth (16-29y)



# 3b) Economic Impact: Macro-Economic-Effects



#### Educational Costs for Individuals & Society

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- Decrease in prospect income of pupils 2 billion per month of school-closure (Kocher/Steiner, 2020)<sup>1</sup>,
- Future gross domestic product reduced by 1,1% if schools close a quarter of a school-year (Hanushek/Wössmann, 2020)<sup>2</sup>.

Kocher, Martin G. and Steiner, Mario (2020): Kosten von Schulschließungen zur Pandemiebekämpfung. IHS Policy Brief 20, 19 p.
 Hanushek, E. and L. Woessmann (2020): The economic impacts of learning losses, OECD Education Working Papers, No. 225, OECD Publishing, Paris



# 4) Summary & Conclusions:

## Summary:

- We witness effects on competences and educational careers
- Labor-market-integration declines
- Material and social deprivation rises
- Social differences grow even further: those disadvantaged before are even more effected by impacts of pandemic

Because of these severe consequences school closure within the repertoire of policy measures to fight pandemic should be implemented as ultima ratio only!

## Mixture of interventions needed

- Short term measures
- Strengthening resilience of educational systems



# 4) Conclusions: Interventions

#### Short Term Measures:

- Guidance at transition,
- Coaching and active integration strategy for drop-outs, ESL & unemployed youth
- Increase Support Structures in Schools (social work, school-psychology, ...) to allow teachers to concentrate on pedagogics/didactics.

#### Strengthen resilience of educational system:

- Improve Digitalization
  - Hardware & digital competences & didactics
  - Pay attention to digital divide
- Empower Main Actors
  - Train pupil's capability of independent learning and implement less teacher-centered didactics
  - Strengthening autonomy of teachers and schools enabling them to find individual solutions



# PEACE FOR UKRAINE

Source: https://tenor.com/view/ukraine-peacestand-with-ukraine-flag-dove-gif-25153420 Thank you for your attention!

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