1. Title
Children’s education and use of time during the Covid-19 lockdown in France and Italy

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3. Abstract
The COVID-19 crisis has large impacts on the economy and these impacts are probably highly unequal among individuals and families. From a family perspective the lockdown situation is having a tremendous impact on two fundamental assets of families wellbeing: parents’ work and children’s education. Children are out of school or child care, without access to group activities, team sports, or playgrounds. Parents and caregivers are attempting to work remotely or unable to work, while caring for children, with no clarity on how long the situation will last. For children, the lockdown could be a source of inequality with their classmates in terms of learning process due to heterogeneous capacities of parental investments in their schooling time. In this context, parents are struggling to cope with work, both because not working or because bound to teleworking solutions while having to take care of children, the house and possibly the elderly. Social distance implies that most working parents cannot take advantage of any form of childcare for children, in particular babysitting or grandparents. The current project aims at analyzing how much the Covid-19 lockdown is affecting the educational progress and emotional status of French and Italian children. The project will also analyse how children reallocate their use of time at home.

4. Data description
From the 7 of April to the 10 of May we are collecting data on children in France\(^1\) and Italy\(^2\) using an on-line survey. The survey includes a section on children and on the home schooling during the the lockdown. We ask parents about the number of hours spent on primary childcare and on home-schooling. The survey also collects detailed information on each child, based on his/her age and school grade. In particular the survey asks questions on computers availability, e-learning usage, time use (hour spent studying, reading and watching tv or on social networks among others) and parents’ subjective opinions on the child’s educational progress and emotional status. The survey asks also detailed information on parents previous and current work arrangements and on the division of household tasks as well as on their background characteristics such as gender, age, highest level of education, marital status\(^3\).

Preliminary data show interesting differences between the two countries with respect to the spread of distance learning program, the time use of kids and their emotional status.

5. JEL codes: J13, J22, I24.

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\(^1\) Enquête sur l'impact économique et social du Covid-19 sur les ménages
\(^2\) Indagine sull'impatto economico e sociale del COVID-19 sulle famiglie
\(^3\) The background and employment sections are common to a previously implemented survey for Spain Encuesta para evaluar el impacto económico y social de la COVID-19
6. Keywords: covid-19, children education, education inequality, distant learning, children’s time-use, child care.