Title: “Covid-19 and Educational Inequality – Evidence from Germany”

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Abstract:
“In spring 2020, governments around the globe shut down schools to mitigate the spread of the novel corona virus. We conduct a large-scale survey in Germany to study parent-child time use during the educational shutdown. Focusing on differences across parental socioeconomic background, we study whether lower-SES parents are less likely to engage in productive activities with their children (e.g., reading, helping with homework) than their higher-SES counterparts. We will analyze by how much the socioeconomic gap in productive time use changed compared to the pre-shutdown period to find out whether the educational shutdown amplified educational inequality in Germany. Moreover, we ask parents a series of questions about the experiences with their children’s schools in order to investigate the mediating role of schools with respect to the educational inequality observed.”

Data description:
2020 ifo Education Survey, an annual opinion survey on education policy that we conduct in Germany. The basic sample will consist of 10,000 respondents representative for the German population. Our outcome variables will be posed to all parents with at least one child that currently attends school. For parents with more children, the questions will be specifically addressed to the youngest child currently at school.

JEL codes for the project: I24, I28

Key-words: educational inequality, Covid-19, home schooling, digital learning, parental investment