

Inequalities in education achievement pre COVID19

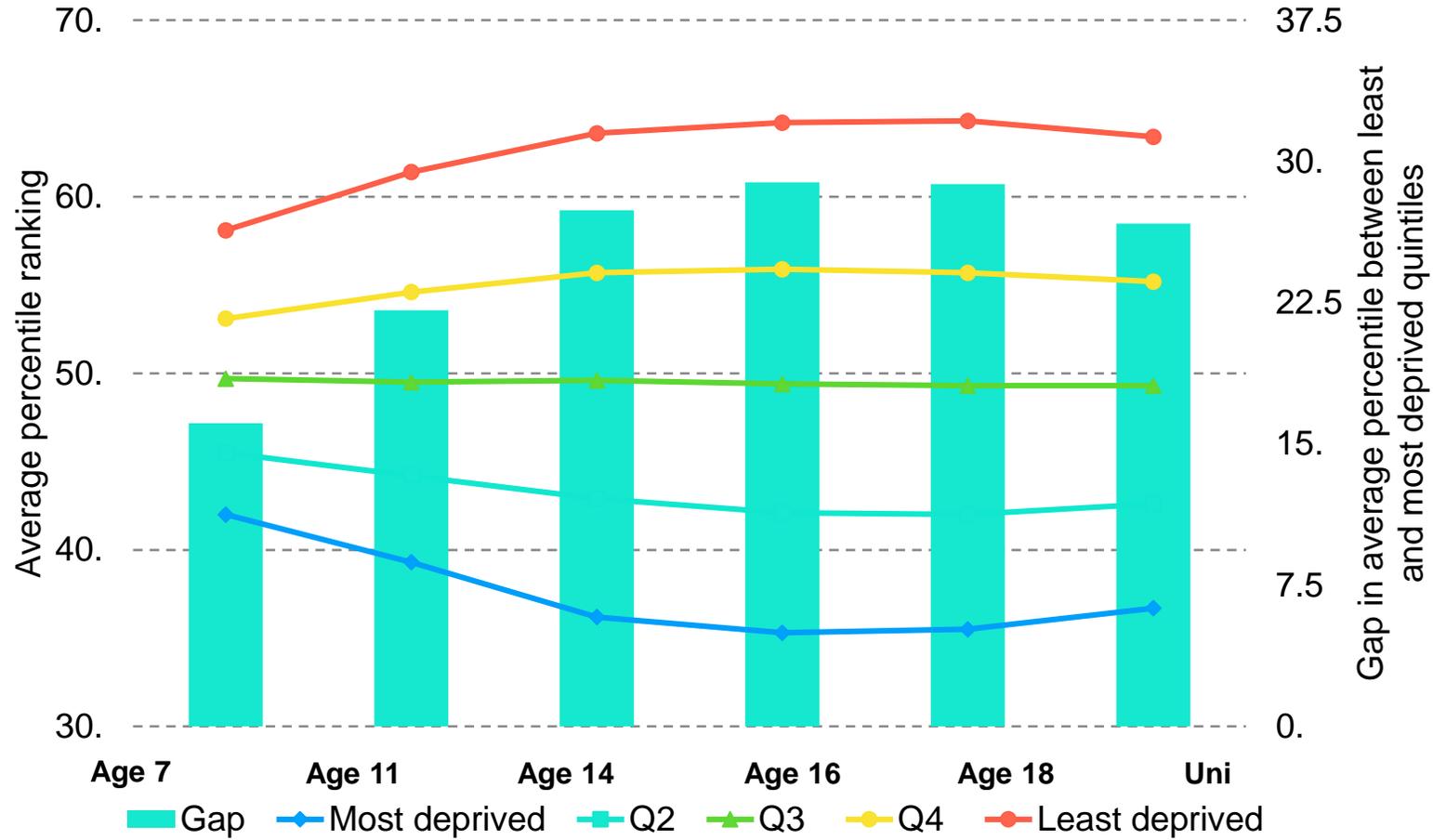
Large gaps in education achievement by socio-economic background

Gaps emerge early and widen

Investment in skill is complementary through time (Cunha and Heckman, 2008)



Inequalities in education achievement



Crawford et al. 2016

Impact of COVID19

Learning loss is going to be substantial for some ([work with Simon Burgess](#))

3 months of remote schooling might result in test scores being 6% SD lower ([Burgess and Sieverston, 2020](#))



Impact of COVID19

Lockdown will widen inequalities

- Household income matters to student achievement (see coronavirusandtheeconomy.com)
- Resources (time, knowledge and money) key to remote schooling
- Rapid review by [EEF](#) (2020) suggests median estimate of widening of gap is 36% (plausible range 11-75%)



Impact of COVID19

Low income students will struggle to transition to Further Education and Higher Education

Credit constraints – state support insufficient for poorest students to continue in education

- Students disproportionately work in sectors that are hardest hit ([IFS, 2020](#))



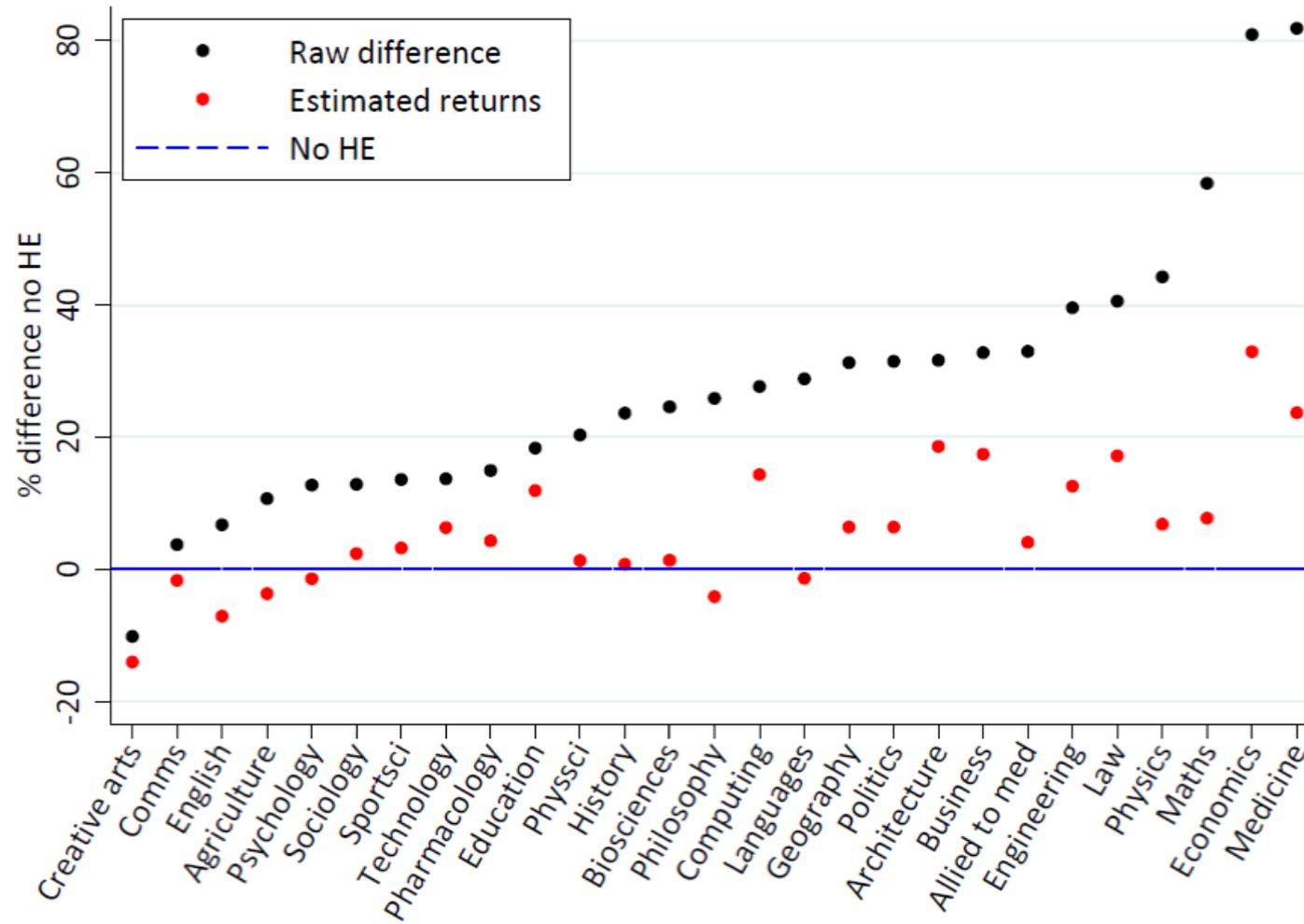
Impact of COVID19

Same difficult economic conditions going to hit those cohorts trying to leave education

- Scarring from early spells of long unemployment
- Low skilled non graduate group most at risk
- Graduates will not be immune



Degree earnings premia by subject: men



Policy responses

Mitigate learning loss

- Open schools
- One to one and small group interventions targeted at those with greatest loss

Increase subsidises where market failure is evident (e.g. those facing credit constraints)

Focus where social return exceeds private return

- Including education/training that leads to some key occupations

Minimise scarring from trying to enter a labour market during a recession

- Investment to shelter youth from labour market – particularly lower skilled



References

Britton, J., Dearden, L., Shephard, N. and Vignoles, A., 2016. *How English domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background*(No. W16/06). IFS Working Papers.

Britton, J., Dearden, L., Shephard, N. and Vignoles, A., (2018). "Is improving access to university enough? Socio economic gaps in the earnings of English graduates". *Oxford Bulletin of Economics and Statistics*. <https://www.repository.cam.ac.uk/handle/1810/279908>

Crawford C, Macmillan L, Vignoles A. When and why do initially high attaining poor children fall behind?, *Oxford Review of Education*
<http://www.tandfonline.com/eprint/NGXV9yD9ZgmNAJcsvZj6/full>

Crawford C, Gregg P, Macmillan L, Vignoles A, Wyness G. Higher education, career opportunities, and intergenerational inequality. *Oxford Review of Economic Policy*. 2016 Dec 21;32(4):553-75.

Cunha, F. and Heckman, J.J., 2008. Formulating, identifying and estimating the technology of cognitive and noncognitive skill formation. *Journal of human resources*, 43(4), pp.738-782.