

La brecha social y educativa tras el Covid-19

Gabriela Jorquera Rojas

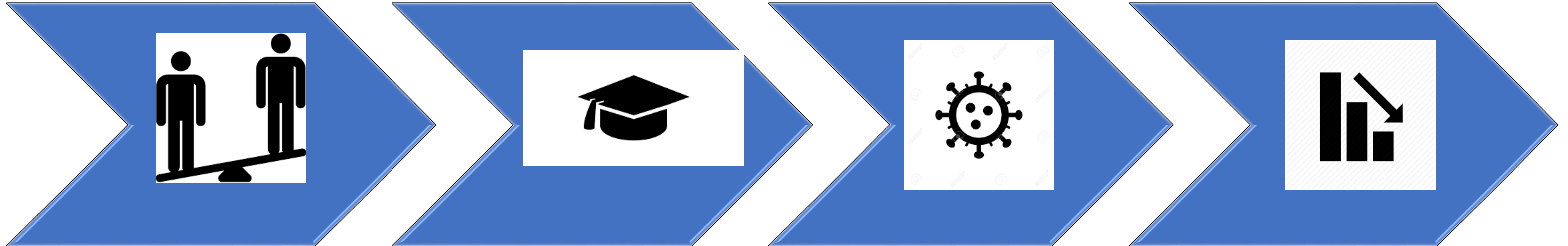
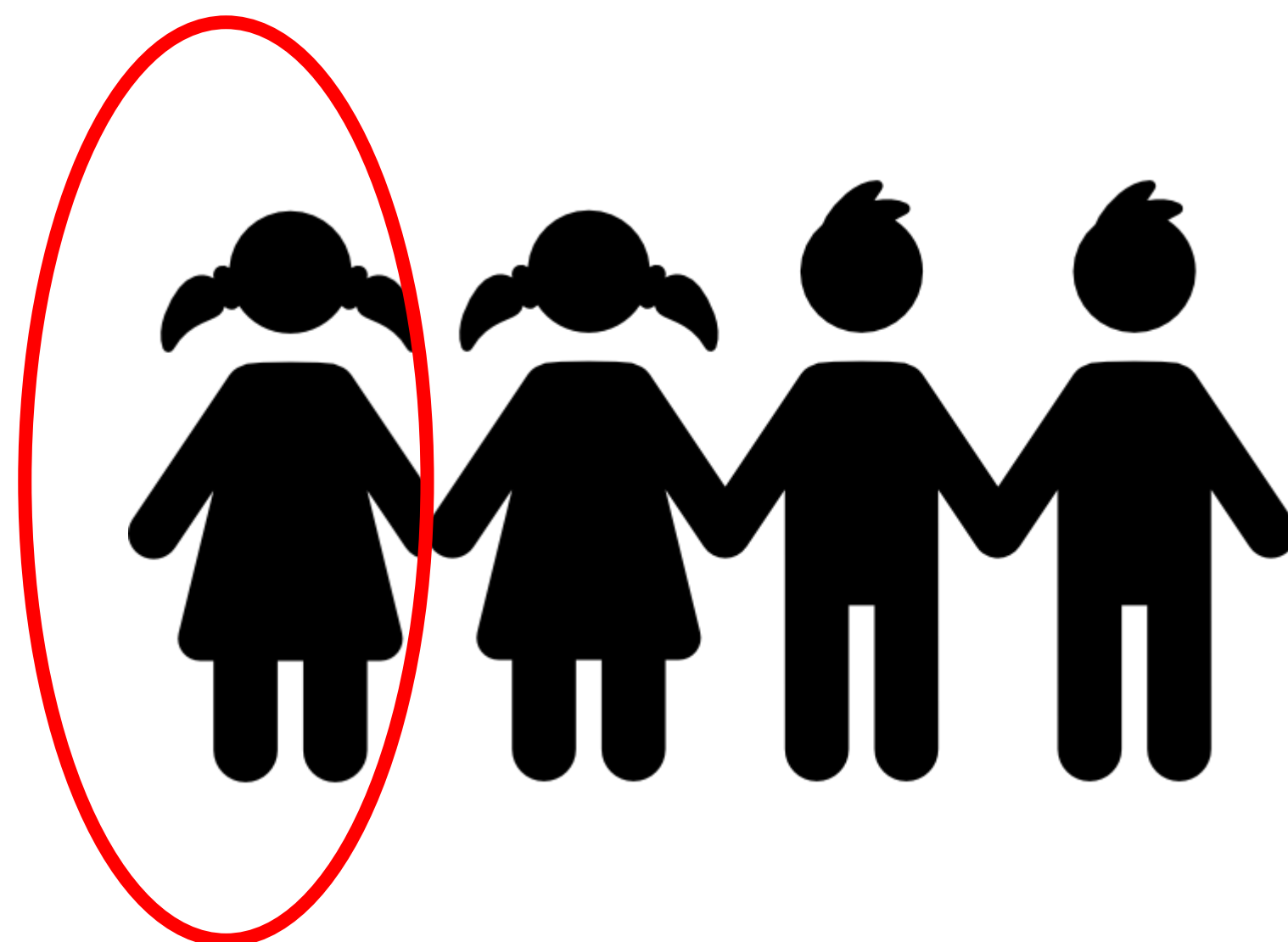
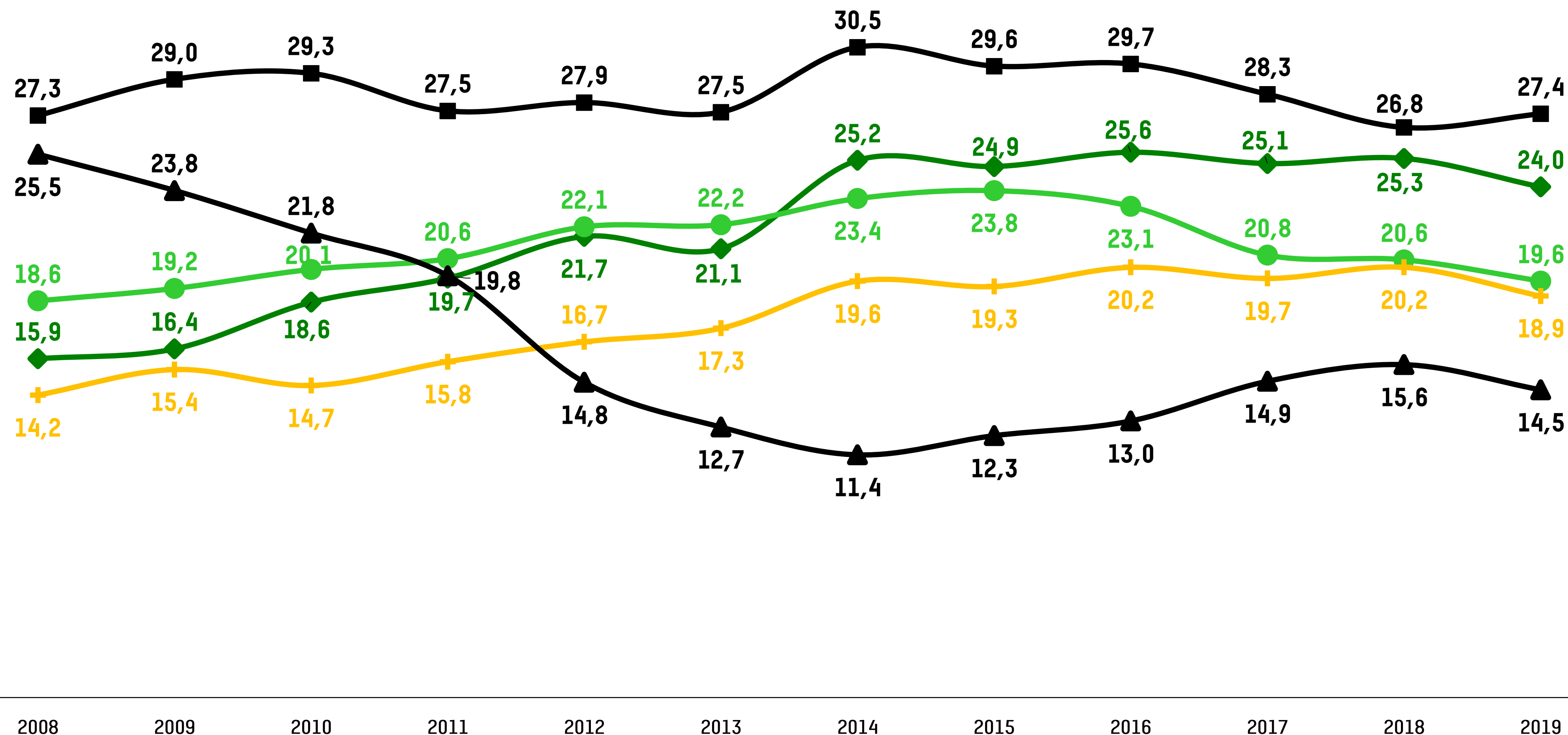




Photo by Michał Parzuchowski on Unsplash



Tasas de riesgo de pobreza en España (2008-2019), por grupos de edad



Fuente: Encuesta de Condiciones de Vida (2008-2019).
Elaboración: Alto Comisionado para la lucha contra la pobreza infantil.

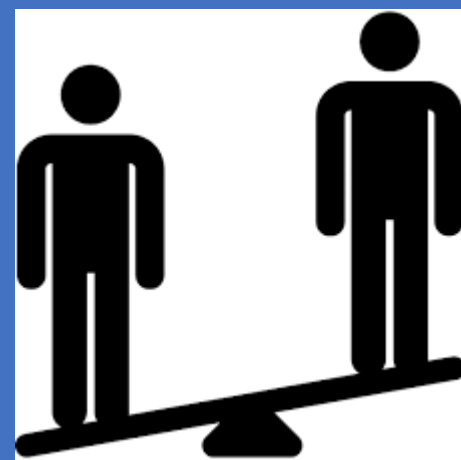
Infantil

Juvenil (18-29)

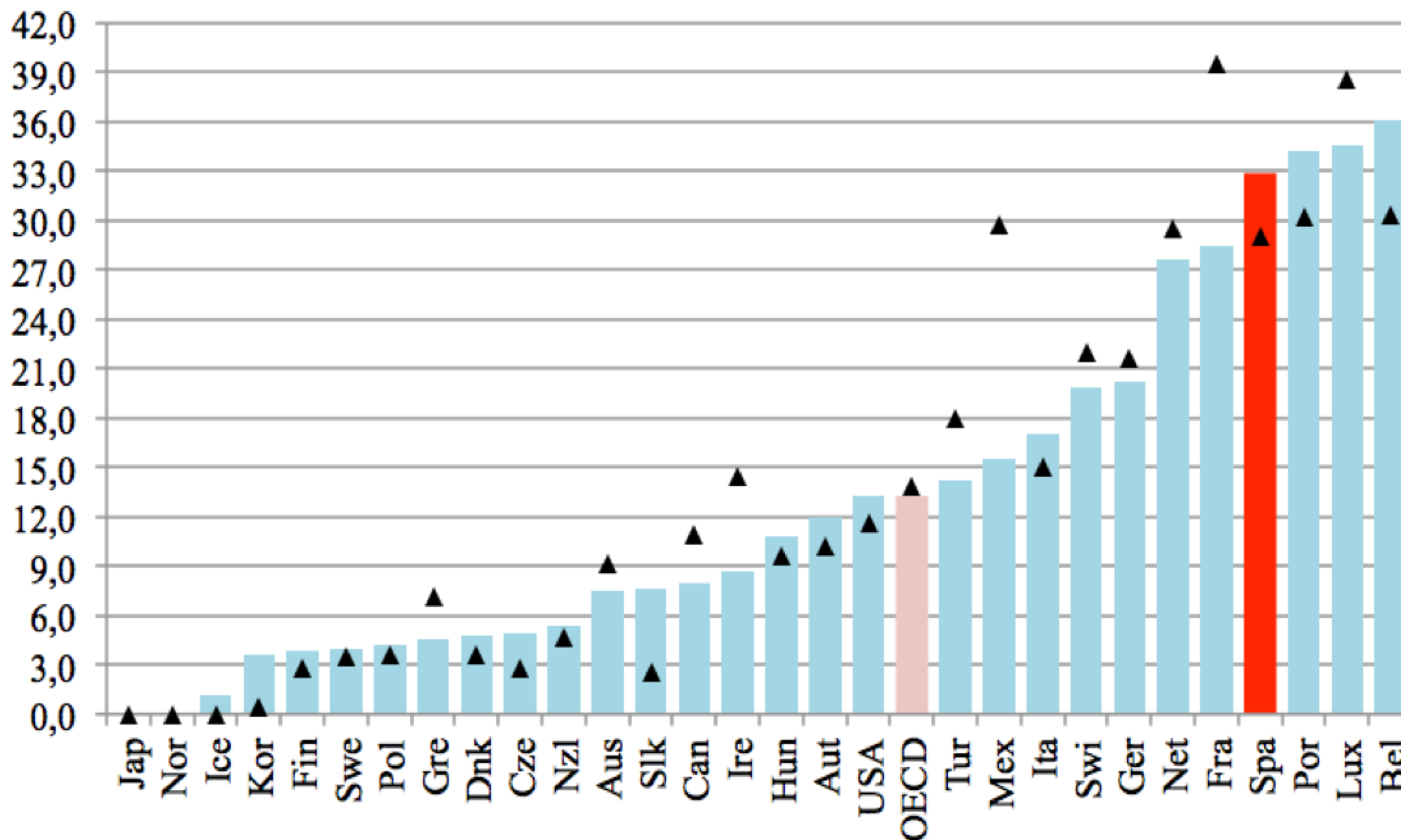
35-54

55-64

> 65



Repetición de curso al final de la etapa de enseñanza obligatoria en la OCDE (%)

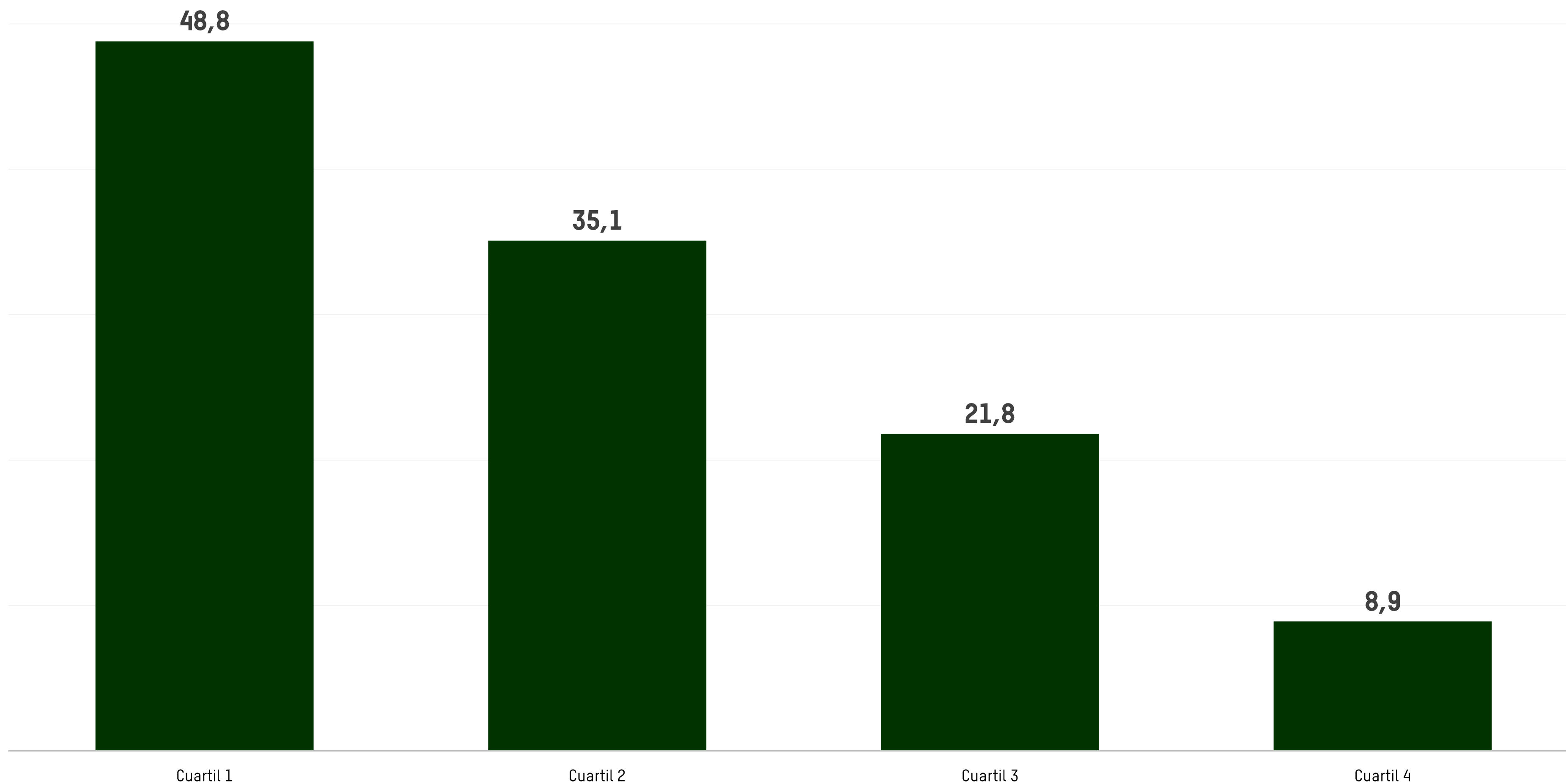


Nota: Los triángulos representan la tasa de repetición en 2003.

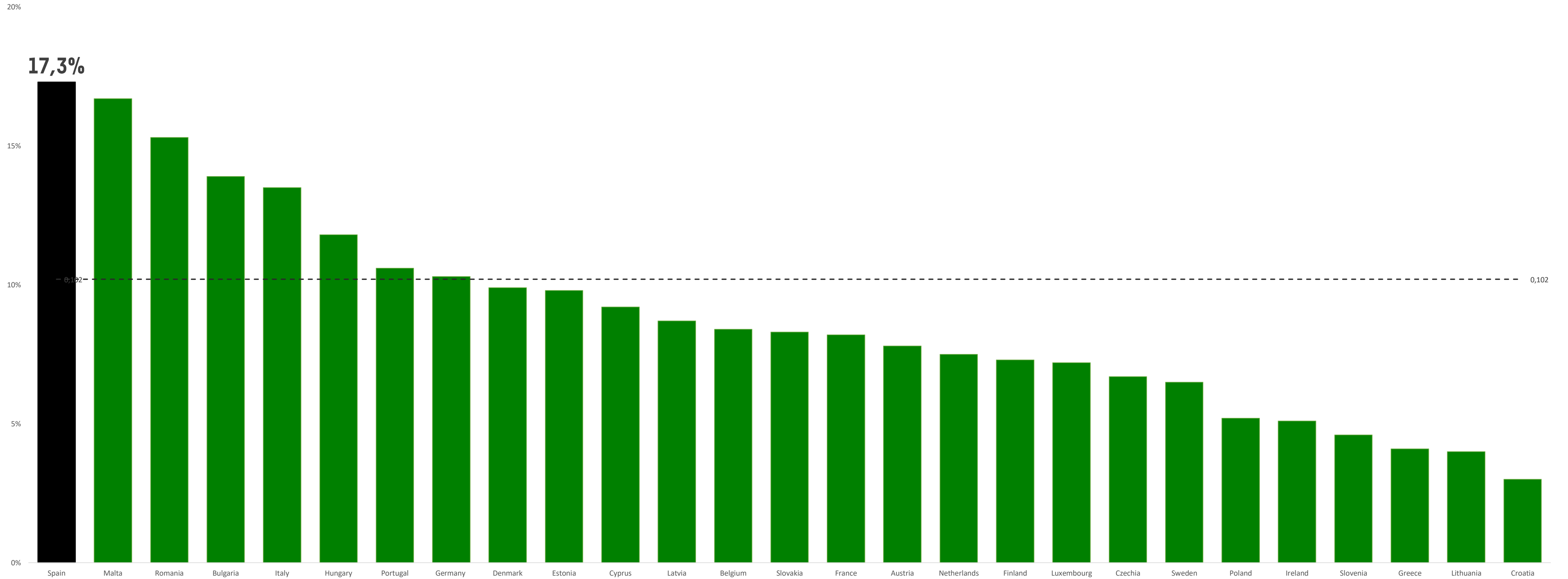
Datos: PISA 2012.

Fuente: [Choi et al. 2018].

Proporción de estudiante que han repetido curso al final de la secundaria obligatoria según cuartil socioeconómico de los padres



Tasas de abandono educativo temprano en la UE-27



Datos: Eurostat (https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_14&lang=en).
Fuente: Alto Comisionado para la Lucha contra la Pobreza Infantil.

Tasa de abandono educativo temprano de los jóvenes de 18 a 24 años en España (2019) por quintil de renta

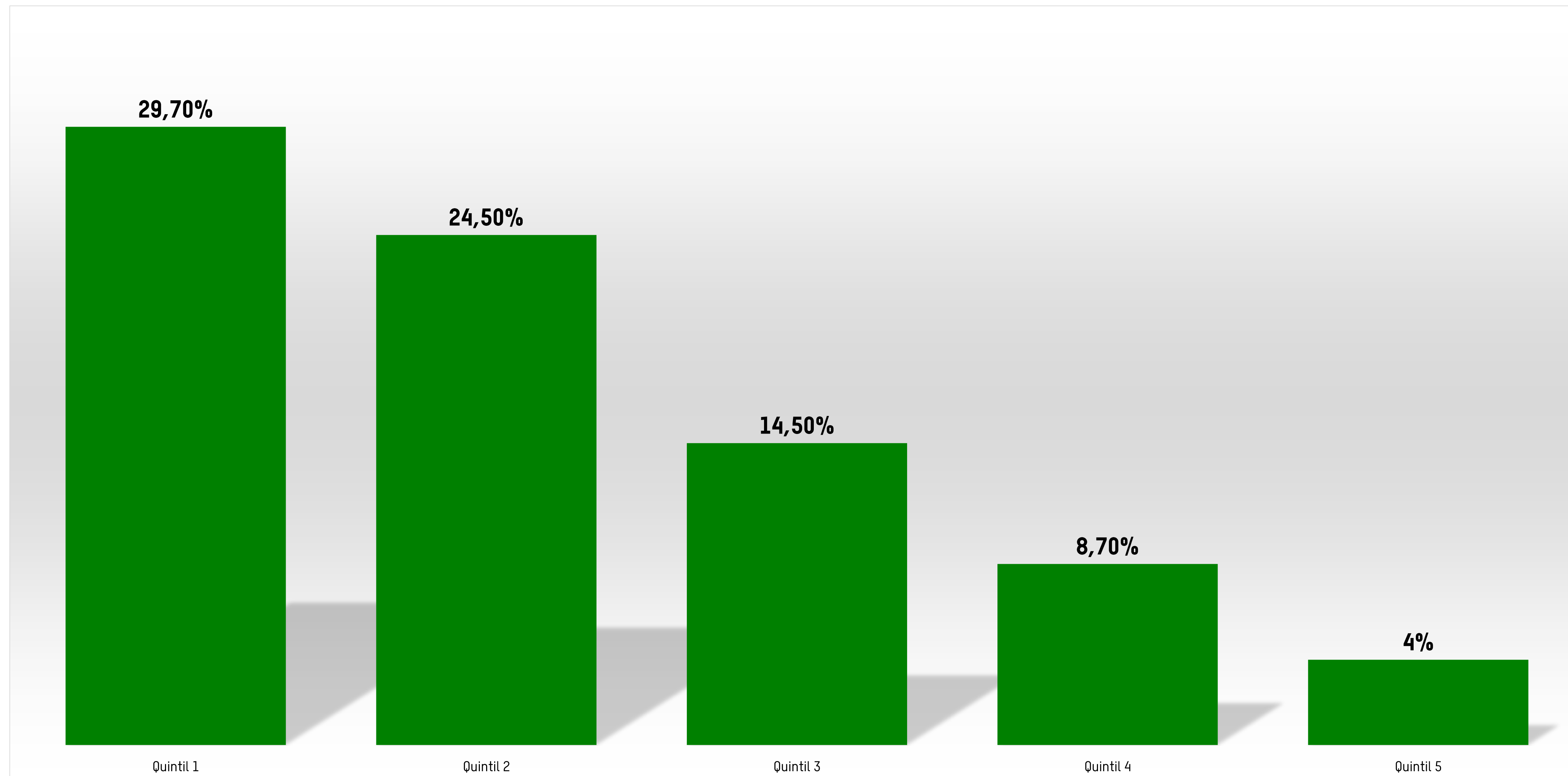
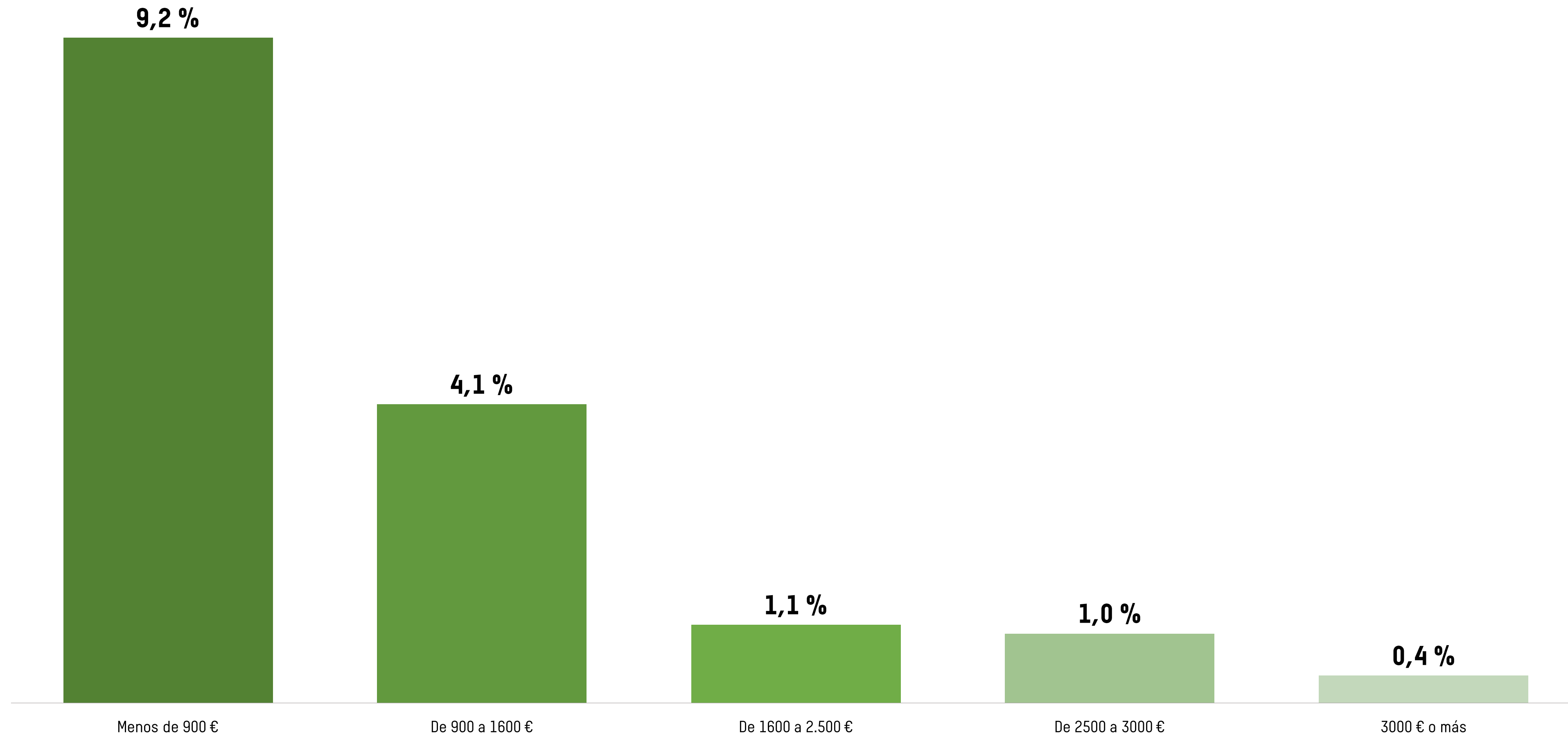




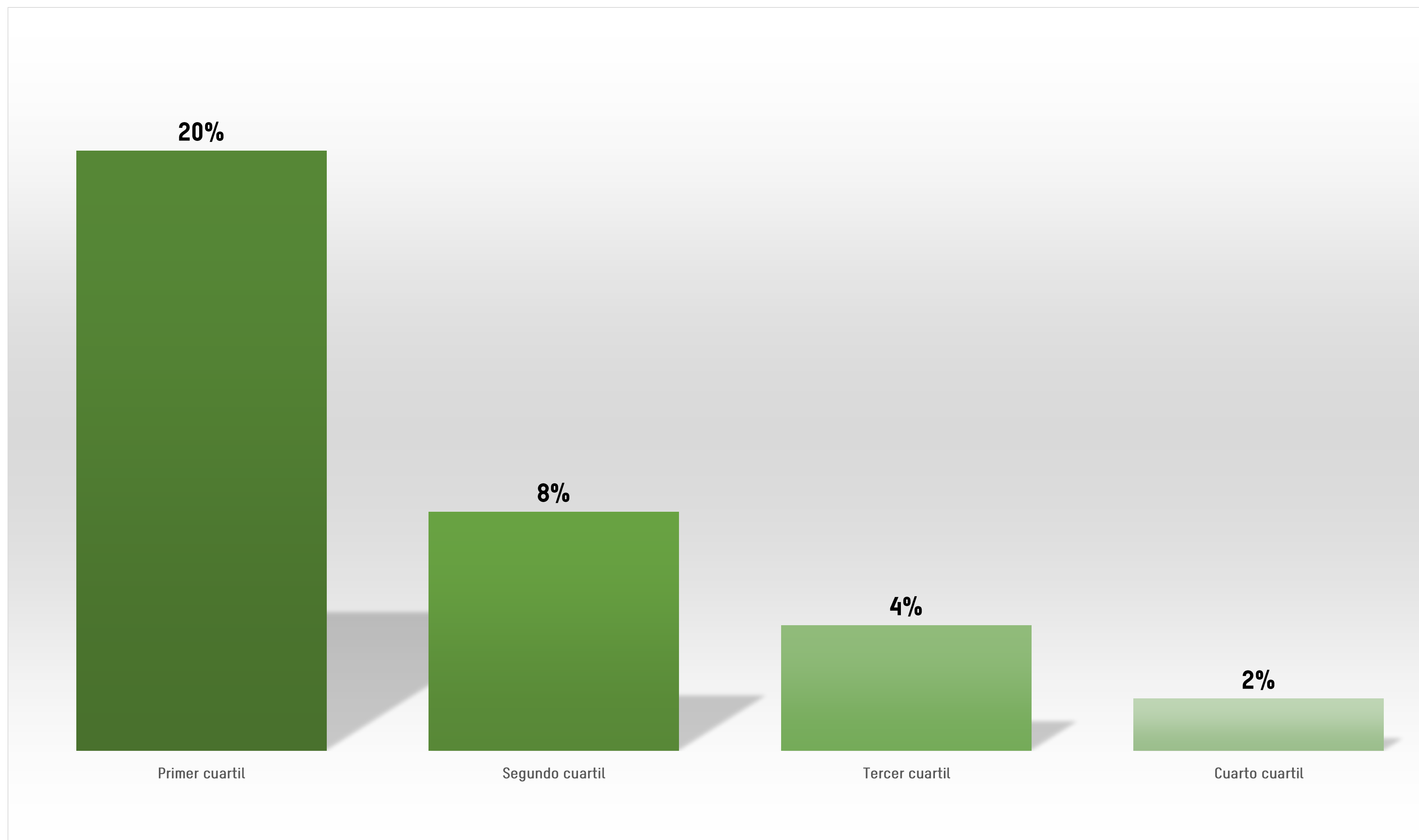
Illustration: Craig Stephens

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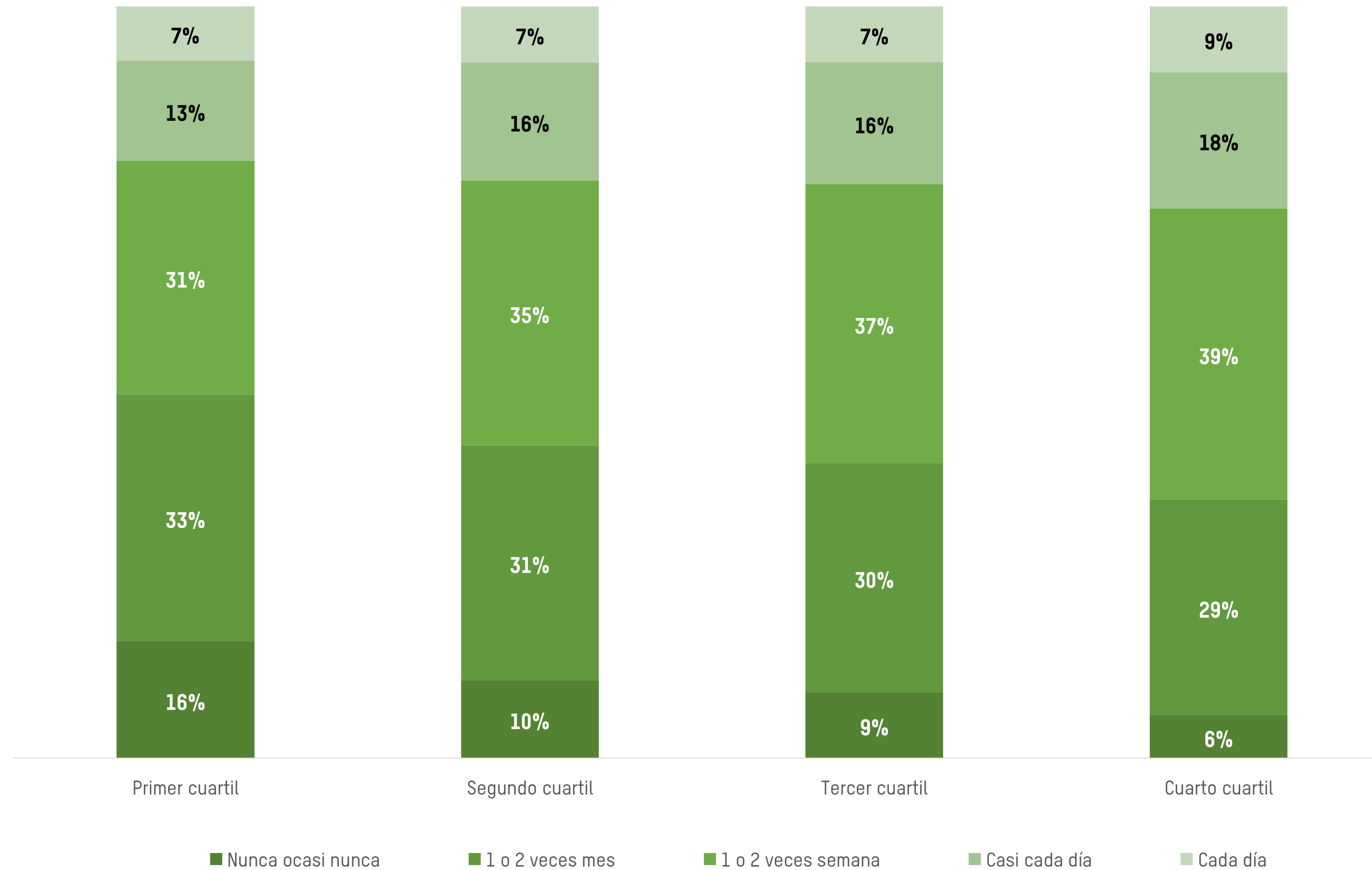
Porcentaje de hogares con niños y niñas sin acceso a internet según sus ingresos



Porcentaje de niños y niñas que no disponen de un ordenador en el hogar para hacer los deberes por cuartil socioeconómico



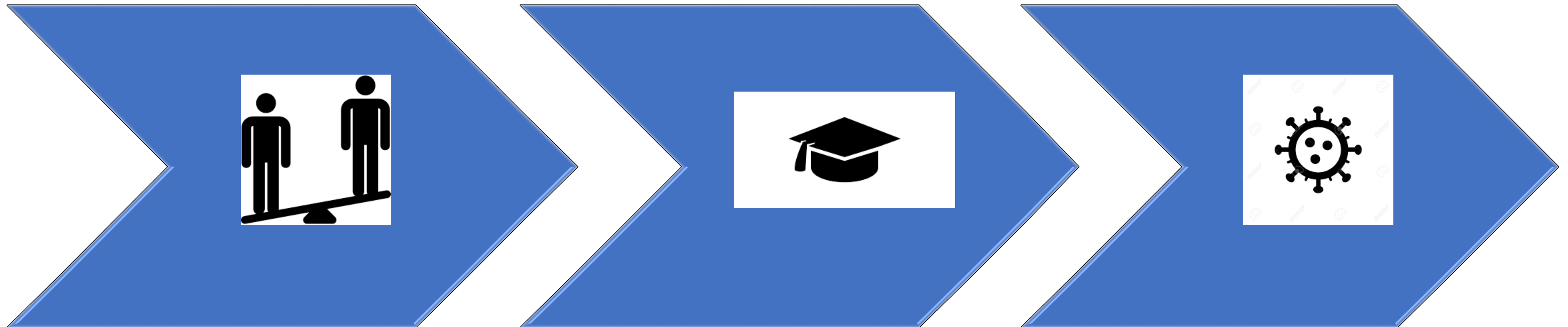
Frecuencia de uso de dispositivos digitales para conectarse a internet para poder hacer los deberes

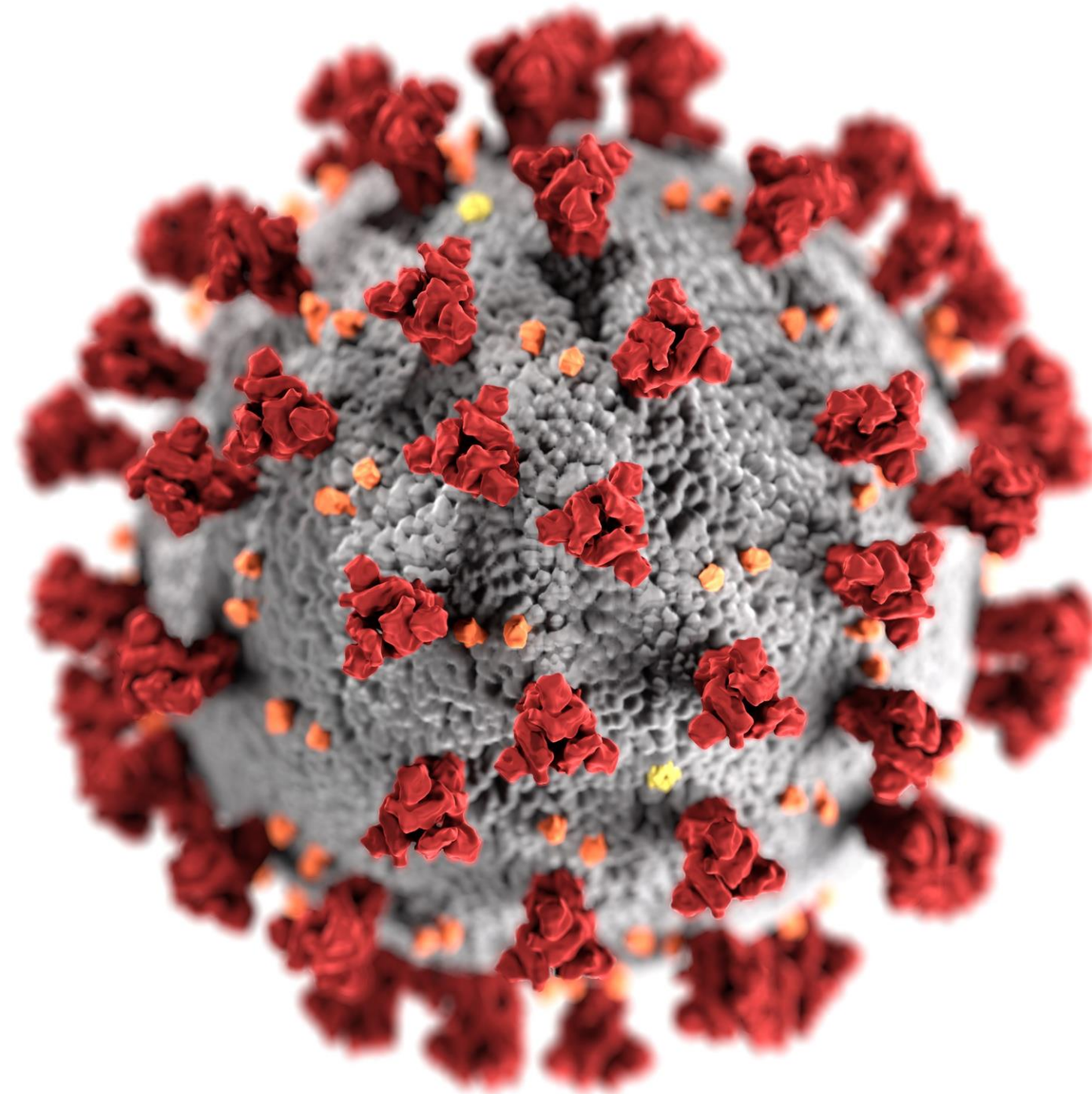


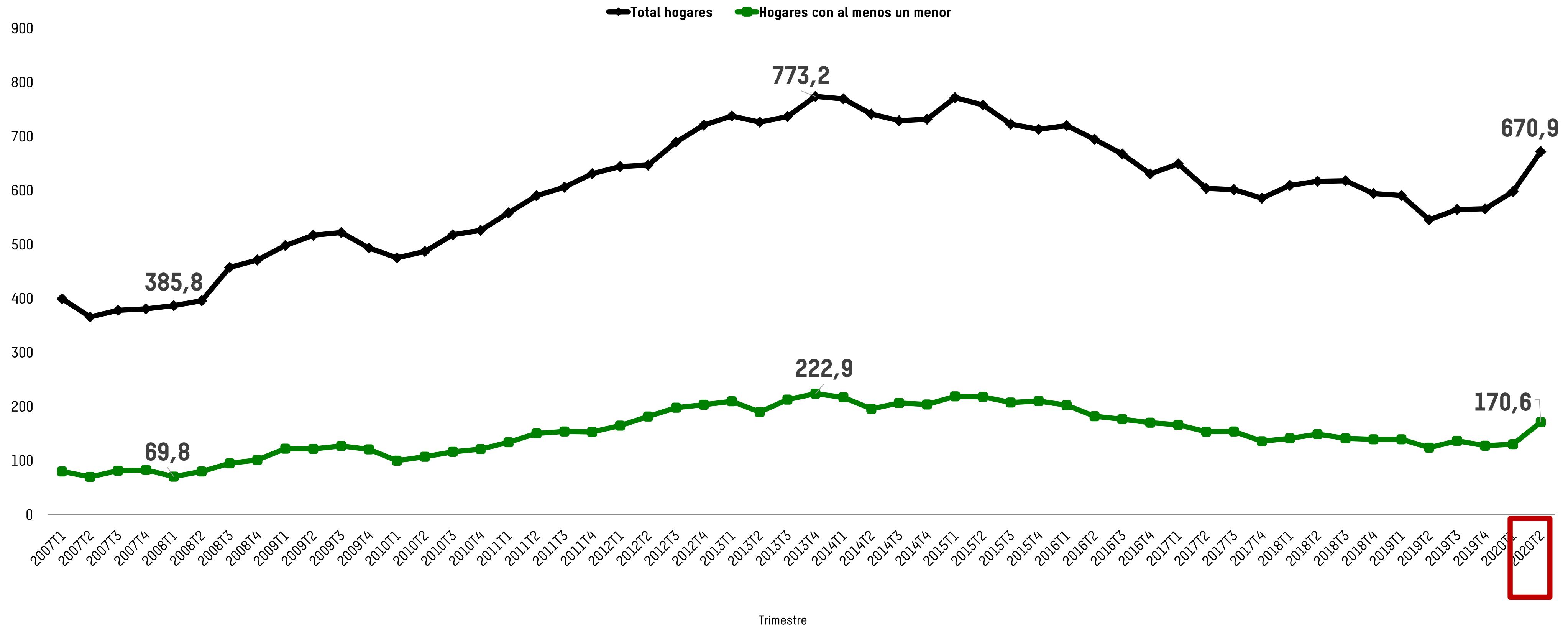
Keep your Kids Learning This Summer

16 EASY ACTIVITIES TO KEEP
YOUR CHILD LEARNING ALL SUMMER









Elaboración: Alto Comisionado para la Lucha contra la Pobreza Infantil.
 Fuente: EPA, INE, 2007-2020.

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The effect of school closures on standardised student test outcomes

Joana Elisa MALDONADO and Kristof DE WITTE

FACULTY OF ECONOMICS AND BUSINESS

HCEO WORKING PAPER SERIES

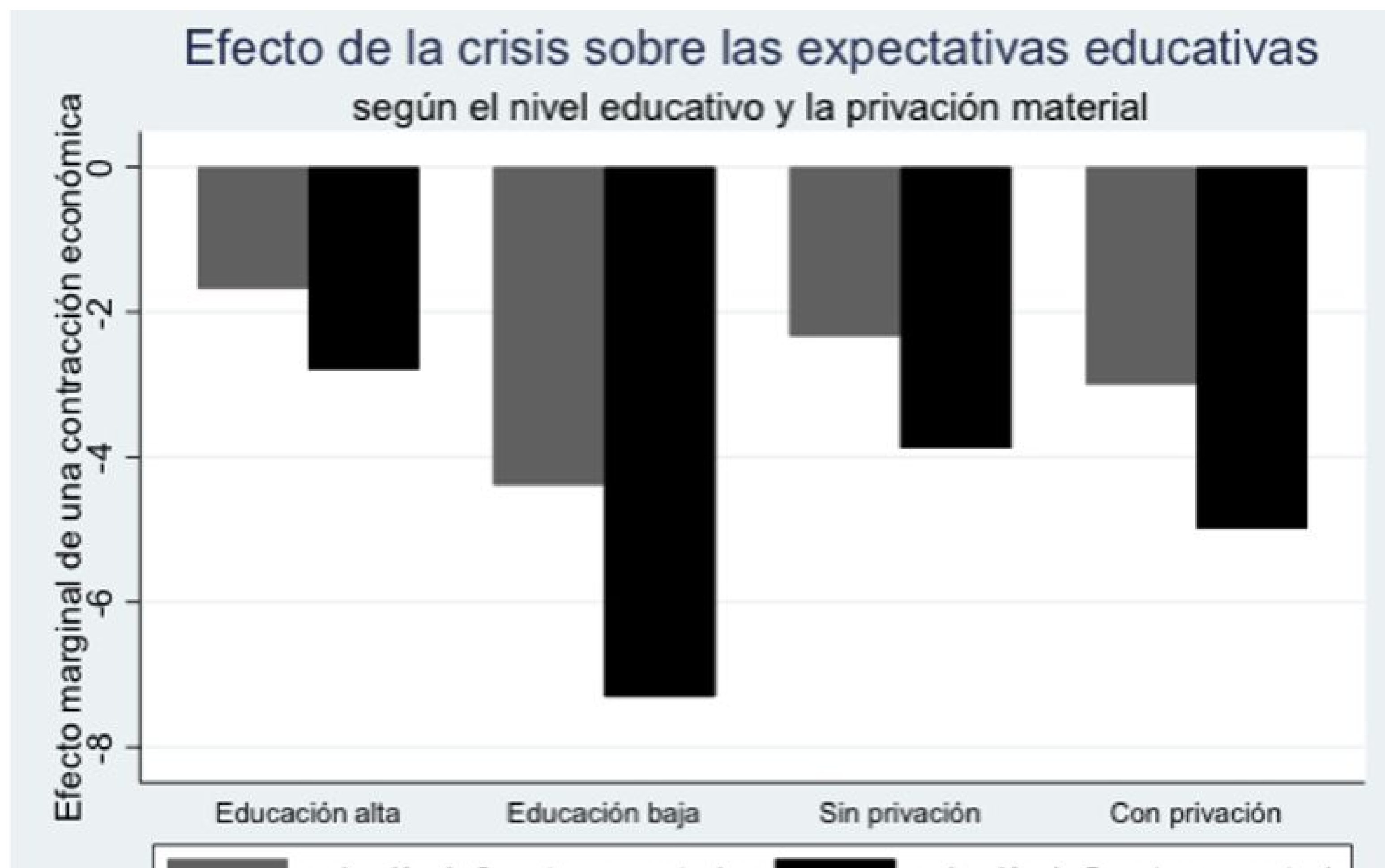
**The Long-Term Distributional and Welfare
Effects of COVID-19 School Closures**

Nicola Fuchs-Schündeln
Dirk Krueger
Alexander Ludwig
Irina Popova

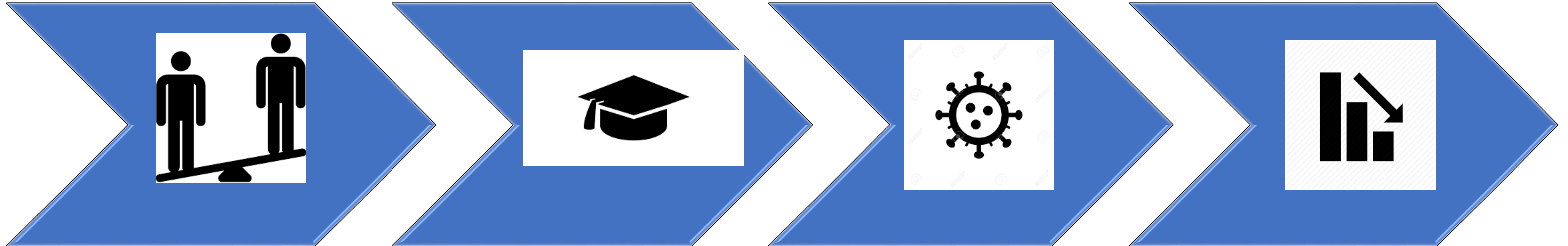
Working Paper

2020-062

08/2020



Educational expectations in the great recession: has the impact of family background become stronger? Leire Salazar, Héctor Cebolla-Boado, Jonas Radl





PASE LO QUE PASE

Qué ningún niño,
Que ninguna niña,
Se quede atrás

Referencias

- Leire Salazar, Héctor Cebolla-Boado, Jonas Radl, Educational expectations in the great recession: has the impact of family background become stronger?, Socio-Economic Review, Volume 18, Issue 2, April 2020, Pages 465–491, <https://doi.org/10.1093/ser/mwy046>
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- Nicola Fuchs-Schündeln, Dirk Krueger, Alexander Ludwig, Irina Popova The Long-Term Distributional and Welfare Effects of Covid-19 School Closures. NBER Working Paper No. 27773. Issued in September 2020. NBER Program(s):Economics of Education, Economic Fluctuations and Growth, Labor Studies, Public Economics
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