The impact of an alternation plan between face-to-face and remote education on academic achievement

EDUCATION ECONOMICS
Número:
5
DOI:
https://doi.org/10.1080/09645292.2022.2119550
Publicado:
Martes, 5 Septiembre 2023
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Clasificación JEL:
C21, C33, H41, I21, I24
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This paper describes some indicators of the Colombian educational system considering the effect of the pandemic and assesses the causal effect of an alternation plan between face-to-face and remote education, conducted in 2020, on the results of an achievement test. Indicators reveal that the pandemic caused a greater demand for education services in public schools, increased dropout, and repetition rates, and widened the gaps in academic performance. The causal empirical exercise indicates that the students who participated in the experiment obtained, on average, better results in the achievement test compared to students who remained in the non-face-to-face scheme.