

# TIME USE OF YOUTH DURING A PANDEMIC: EVIDENCE FROM MEXICO

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## What is the impact of Covid19 on time use of Mexican teenagers age 12 to 18?

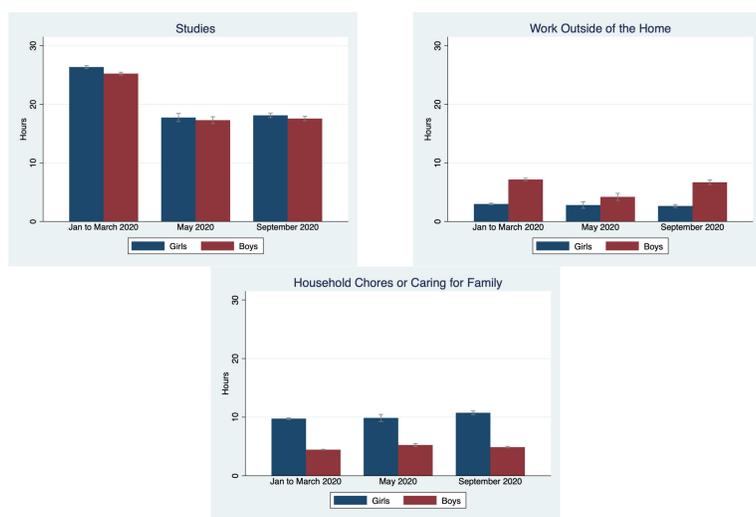
We study time use patterns of youth *before and after* the start of the pandemic in: **(1) studies, (2) work outside the household, (3) domestic work**. We use nationally representative micro level data: National Occupation and Employment Survey (ENOE), for 2020 & Phone Occupation and Employment Survey (ETOE), for April-May 2020

## Background: Beginning March 20th, all schools closed and have not yet reopened for 36.6 million students

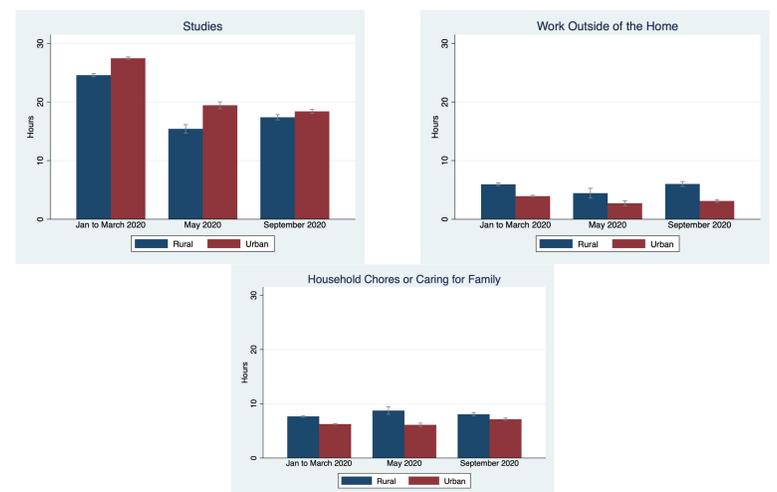
Distance learning: **"Aprende en Casa"** provides classes and broadcasts textbook contents online, through T.V. and YouTube channel of the Mexican Public Education Secretariat. In the virtual platform:

- Information is stored → students can review recordings and carry out exercises
- Students can get personalized advice by phone, chat or email to solve tasks or doubts on specific topics of any subject
- Parents may receive guidance to support their children in academic matters.

## Changes in weekly hours pre and post pandemic, by gender



## Changes in weekly hours pre and post pandemic, by residence

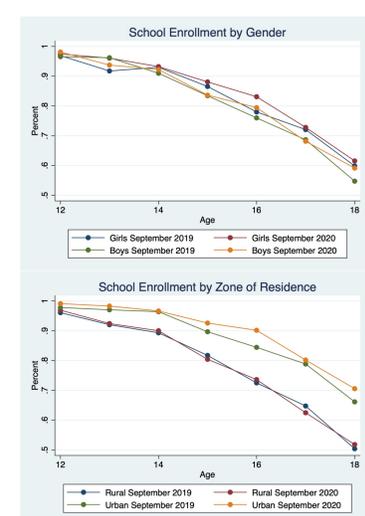


## Multivariate Results: Hours per week

	Girls	Boys	Rural	Urban
Studies				
After Covid-19	-8.196*** (0.454)	-8.320*** (0.445)	-9.135*** (0.571)	-7.836*** (0.384)
HH education	0.792*** (0.0280)	0.814*** (0.0269)	0.853*** (0.0312)	0.770*** (0.0248)
Work outside of the home				
After Covid-19	-1.625*** (0.263)	-2.577*** (0.367)	-2.030*** (0.445)	-2.184*** (0.261)
HH education	-0.261*** (0.0163)	-0.725*** (0.0224)	-0.555*** (0.0247)	-0.466*** (0.0169)
Household chores				
After Covid-19	-0.633** (0.261)	0.265* (0.143)	0.0565 (0.290)	-0.278 (0.173)
HH education	-0.386*** (0.0162)	-0.0155* (0.00873)	-0.197*** (0.0161)	-0.192*** (0.0112)

Individual controls include: age, gender, residence, household size, head of household's age & gender & education. Geographic controls include: proportion of individuals with cell phones, proportion of individuals with online access, proportion of individuals with Prospera, Margination Index

## Enrollment pre and post pandemic



The quality of time spent studying and how it is affecting learning is yet to be seen

## Summary & Next Steps

- **Significant and immediate decrease in time studying with the onset of pandemic**
- **General reduction in time spent studying continues into the new school year**, as classes continue online and through T.V.
- School enrollment did not decline after the pandemic began
- Reduction in time spent studying across the board (boys, girls, urban, rural), but **changes were not accompanied by increases in work outside the home or doing household chores**
- Similar fall in time spent studying observed between wealthier and poorer groups (measured by parental education)
  - Perhaps surprisingly, **the pandemic has not increased inequities measured by enrollment and time spent in studies**
- More research is needed to look at:
  - Effects of these reductions in time studying on learning and other educational indicators
  - Effects of pandemic on other variables related to schooling including early fertility, marriage and adolescent risk behaviors.