

Effect of the pandemic on the educational system: The case of Colombia

Download Keep in mind

The series Working Papers on Economics is published by the Office for Economic Studies at the *Banco de la República* (Central Bank of *Colombia*). It contributes to the dissemination and promotion of the work by researchers from the institution. This series is indexed at Research Papers in Economics (RePEc).

On multiple occasions, these works have been the result of collaborative work with individuals from other national or international institutions. The works published are provisional, and their authors are fully responsible for the opinions expressed in them, as well as for possible mistakes. The opinions expressed herein are those of the authors and do not necessarily reflect the views of Banco de la República or its Board of Directors.

AUTHOR OR EDITOR Melo-Becerra, Ligia Alba Ramos-Forero, Jorge Enrique Rodríguez Arenas, Jorge Leonardo Zárate-Solano, Héctor Manuel

The series Borradores de Economía (Working Papers on Economics) contributes to the dissemination and promotion of the work by researchers from the institution. On multiple occasions, these works have been the result of collaborative work with individuals from other national or international institutions. This series is indexed at Research Papers in Economics (RePEc). The opinions contained in this document are the sole responsibility of the author and do not commit Banco de la República or its Board of Directors.

Publication Date: Tuesday, 2 of November 2021 **Abstract**

This paper describes the recent behavior of some indicators of the Colombian educational system considering the effect of the pandemic. In addition, the impact of a pilot alternation plan, executed between September and December 2020, on the results of the Saber 11 test, which was carried out in November of the same year, is empirically evaluated. Indicators on basic education reveal that the pandemic caused a greater demand for education services in official schools, increased dropout, and repetition rates, and widened the gaps in academic performance. In higher education, the downward trend in the number of students enrolled is maintained, as well as the gaps in academic performance, when considering different socioeconomic factors of the students. The estimates of the empirical exercise, which assesses the effectiveness of the alternation plan, indicate that the students who participated in the experiment obtained, on average, better results in the Saber 11 test compared to the students who remained in the non-face-to-face scheme.