

# WORLD YOUTH SKILLS DAY 2021

**Impact of COVID-19 on children and young people's education, wellbeing and life opportunities: What do the public think?**

Global Advisor  
15 July 2021

GAME CHANGERS



# Key findings



A Global Country Average of 40% think maintaining focus and concentration will be one of the biggest issues affecting children and young people as they return to the classroom.



Worse mental health and wellbeing, as well as missed formal education resulting in worse qualifications, are expected to be the longest-lasting outcomes of the pandemic for children and young people. Nevertheless, the public remain supportive of school closures. A global country average of 62% think school closures were/are an acceptable price to pay to reduce the spread of the virus, despite their perceived negative outcomes.



Support for families who need it to fund education-related expenses is seen as key to improving access to education post-COVID-19. Despite this, a global country average of just 27% want their governments to prioritise spending on primary and secondary education, while a global country average of just 15% think vocational education and training should be a priority area for public spending.



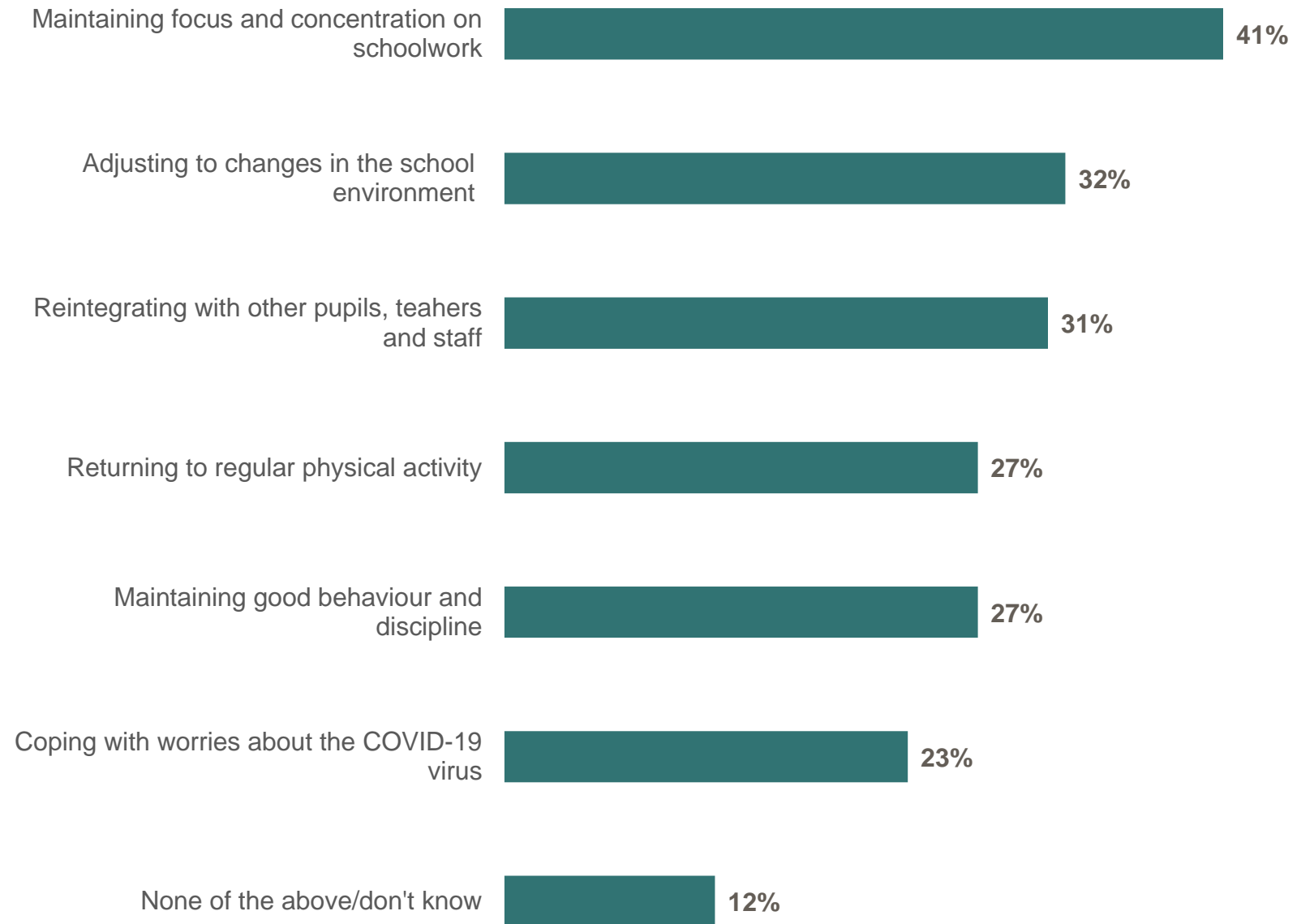
# Issues affecting wellbeing as children return to school

What do the public perceive to be the biggest issues affecting children and young people returning to school after Coronavirus-related school closures?

# Biggest issues affecting the wellbeing of children aged up to 11 as they return to school: Global country average

*During the COVID-19 pandemic, schools in some places had to close. Some schools moved their classes online so that children could attend classes from their homes. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren - aged up to 11*

*Select up to three.*

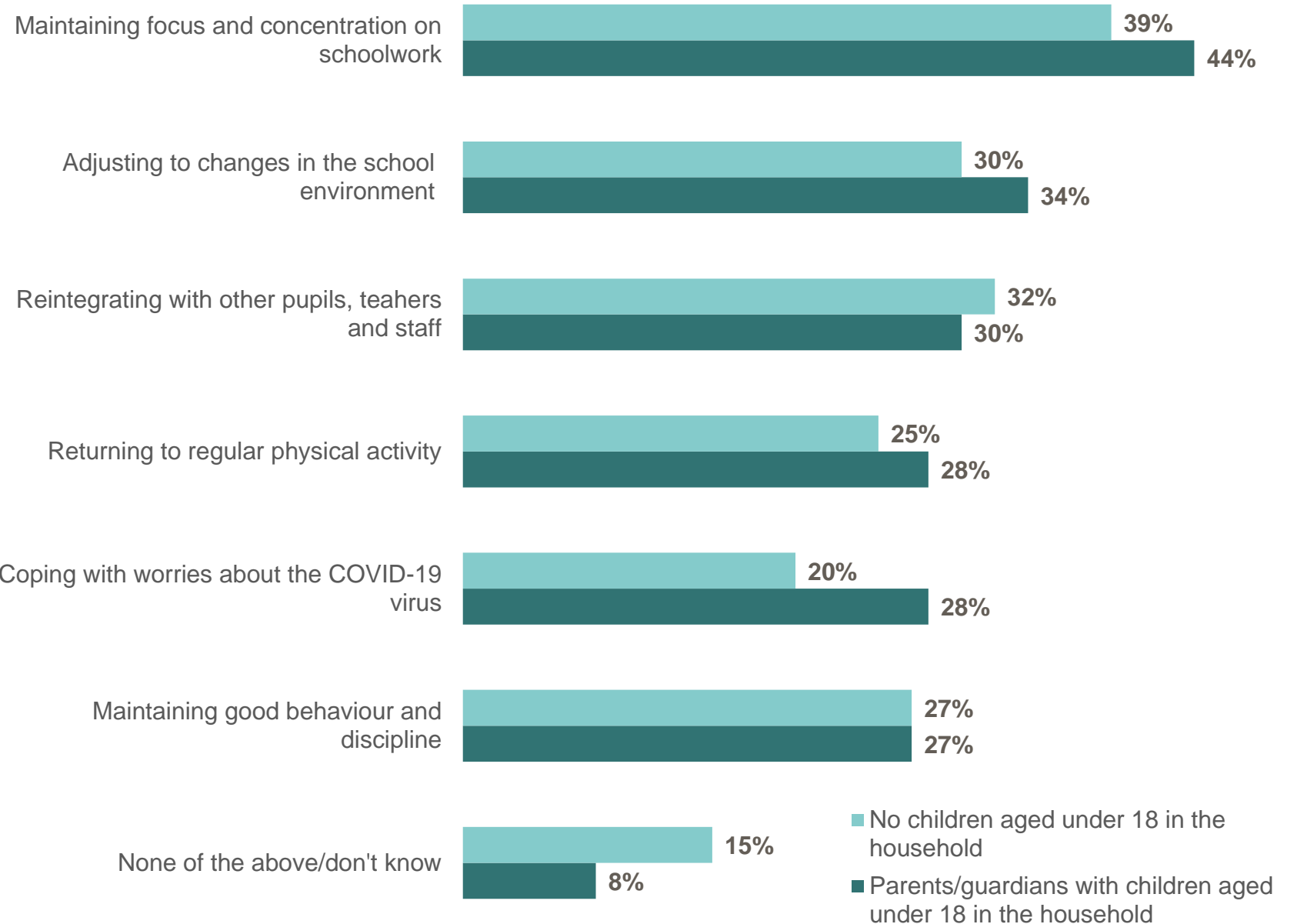


Base 20,010 online adults aged 16-74 across 29 countries, May 21-Jun 4, 2021

# Biggest issues affecting the wellbeing of children aged up to 11 as they return to school: Children in household

*During the COVID-19 pandemic, schools in some places had to close. Some schools moved their classes online so that children could attend classes from their homes. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren - aged up to 11*

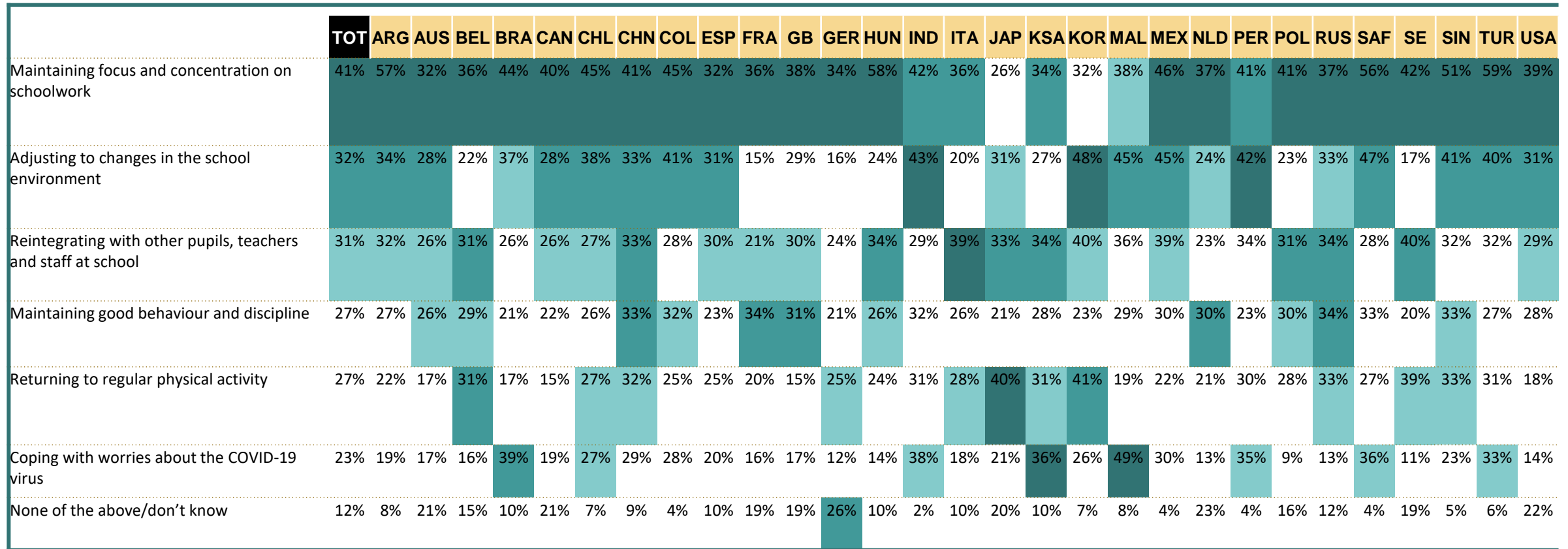
*Please select up to three.*



# Maintaining focus and concentration is seen as the biggest issue affecting the wellbeing of children aged up to 11 as they return to the classroom.

**Q. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren aged up to 11? Please select up to three.**

**Top three areas:**  
■ #1 in country  
■ #2 in country  
■ #3 in country



Base 20,010 online adults aged 16-74 across 29 countries, May 21-Jun 4, 2021

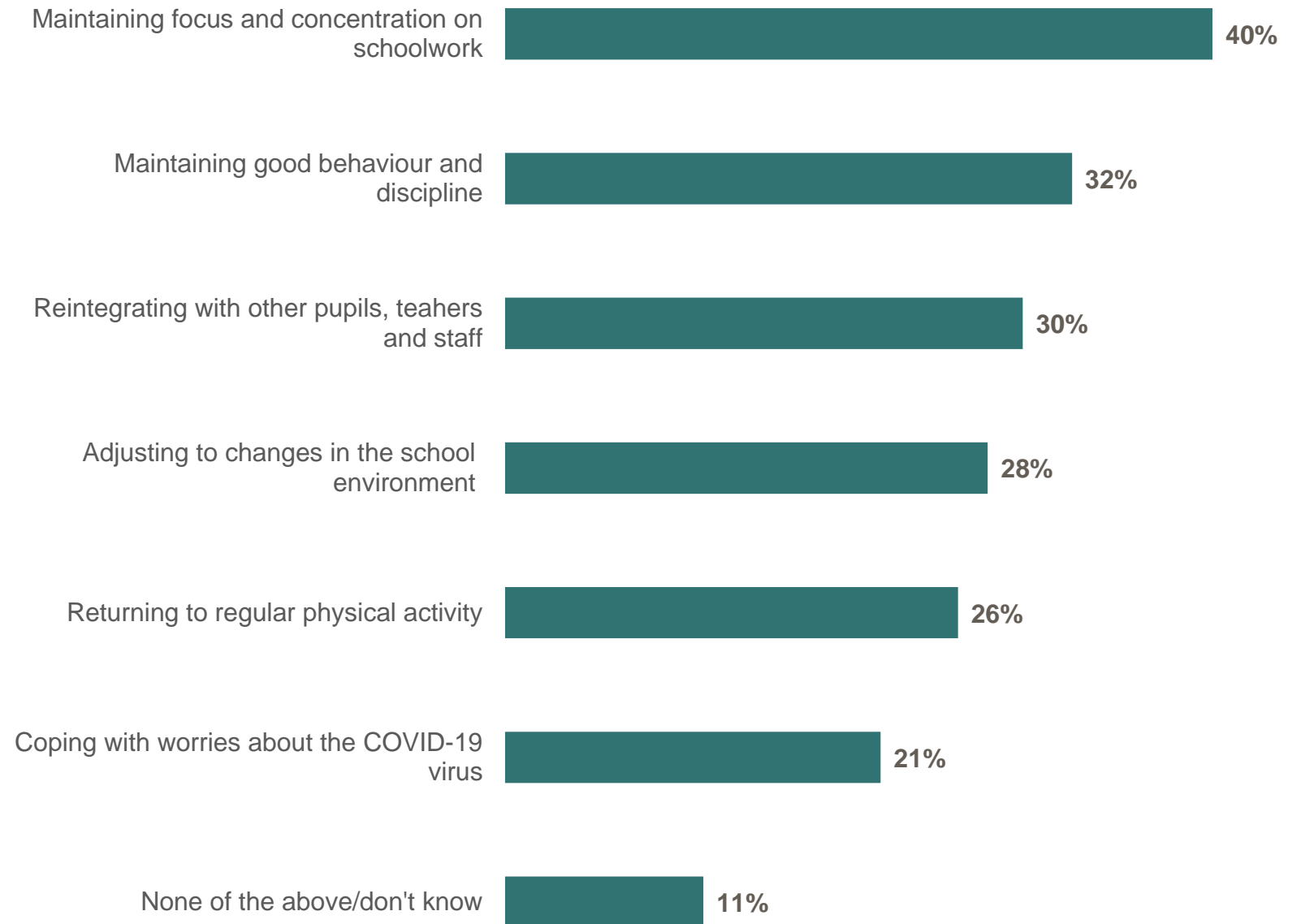




# Biggest issues affecting the wellbeing of children aged 12-15 as they return to school: Global country average

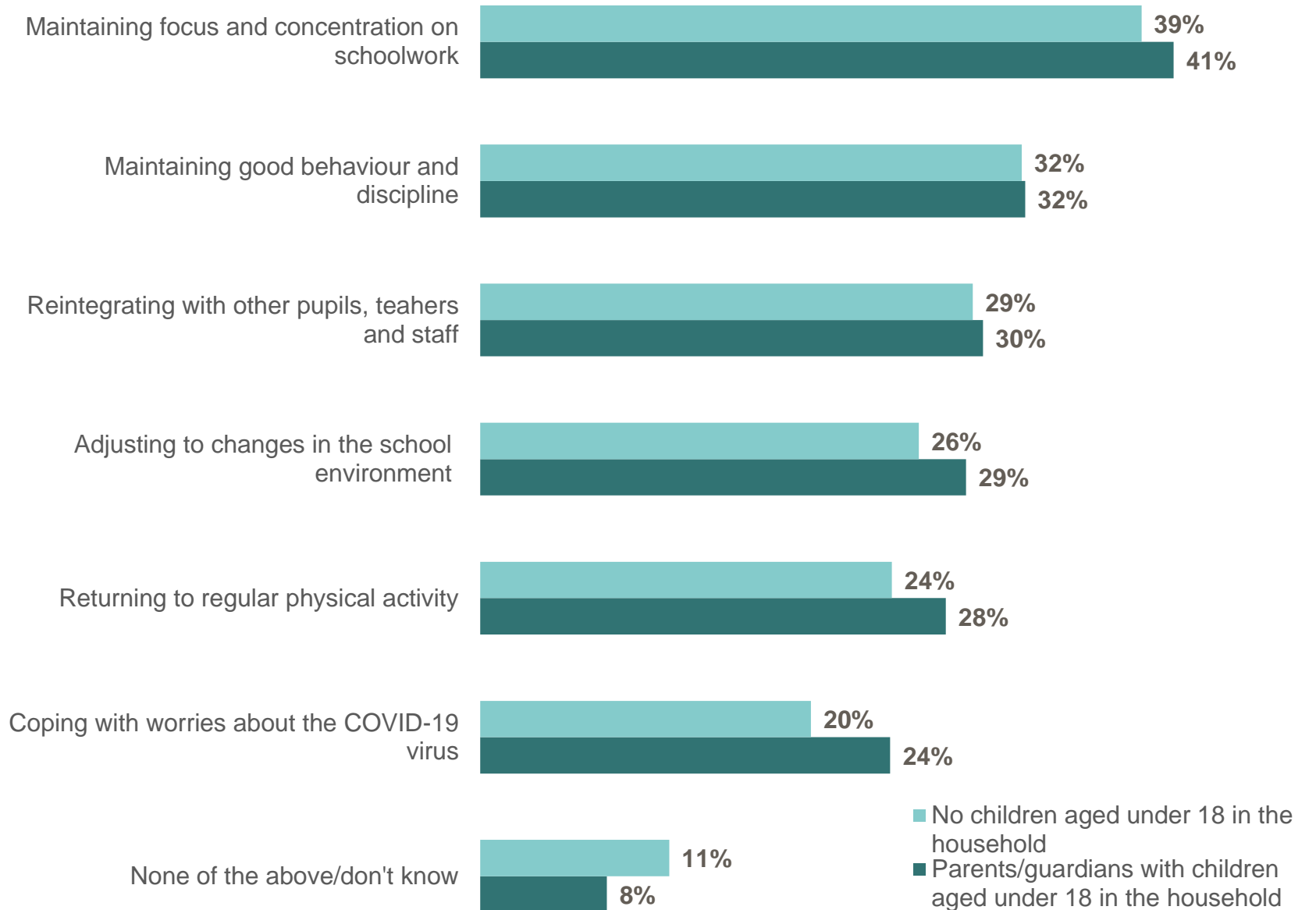
*During the COVID-19 pandemic, schools in some places had to close. Some schools moved their classes online so that children could attend classes from their homes. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren - aged 12-15*

*Please select up to three.*



# Biggest issues affecting the wellbeing of children aged 12-15 as they return to school: Children in household

*During the COVID-19 pandemic, schools in some places had to close. Some schools moved their classes online so that children could attend classes from their homes. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren - aged 12-15 Please select up to three.*

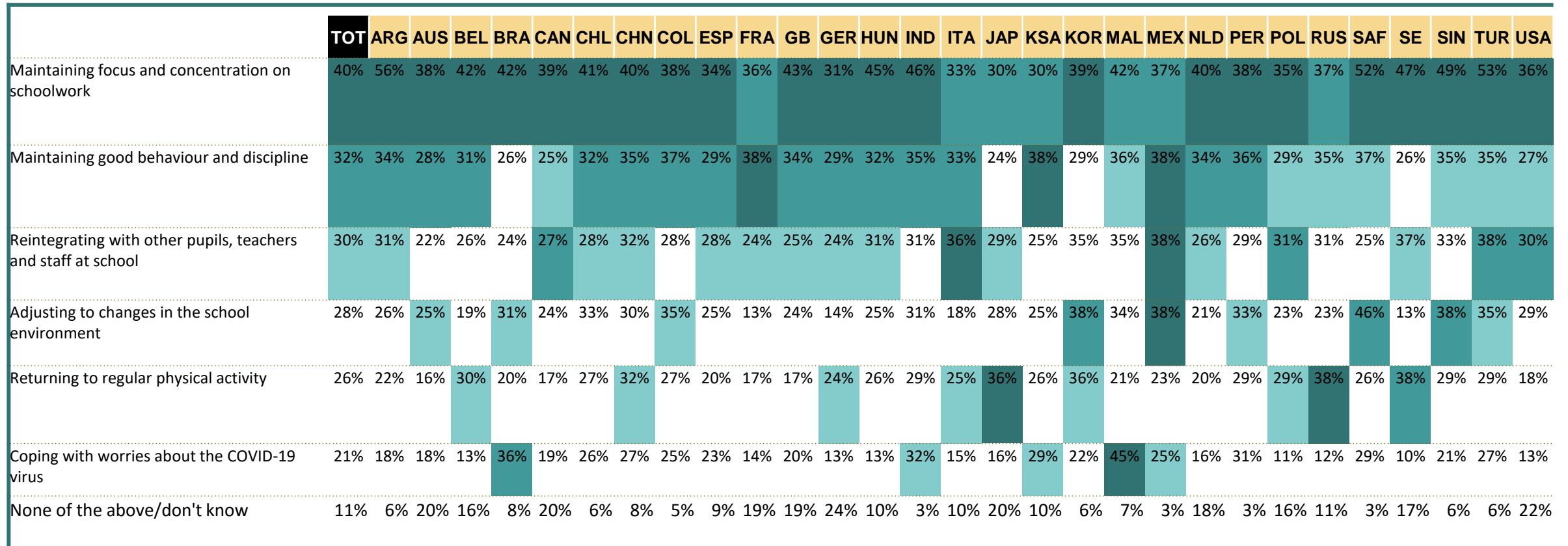




# Maintaining good behaviour and discipline is expected to be a bigger issue affecting the wellbeing of children aged 12-15 as they return to the classroom.

**Q. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren aged 12-15? Please select up to three.**

**Top three areas:**  
■ #1 in country  
■ #2 in country  
■ #3 in country



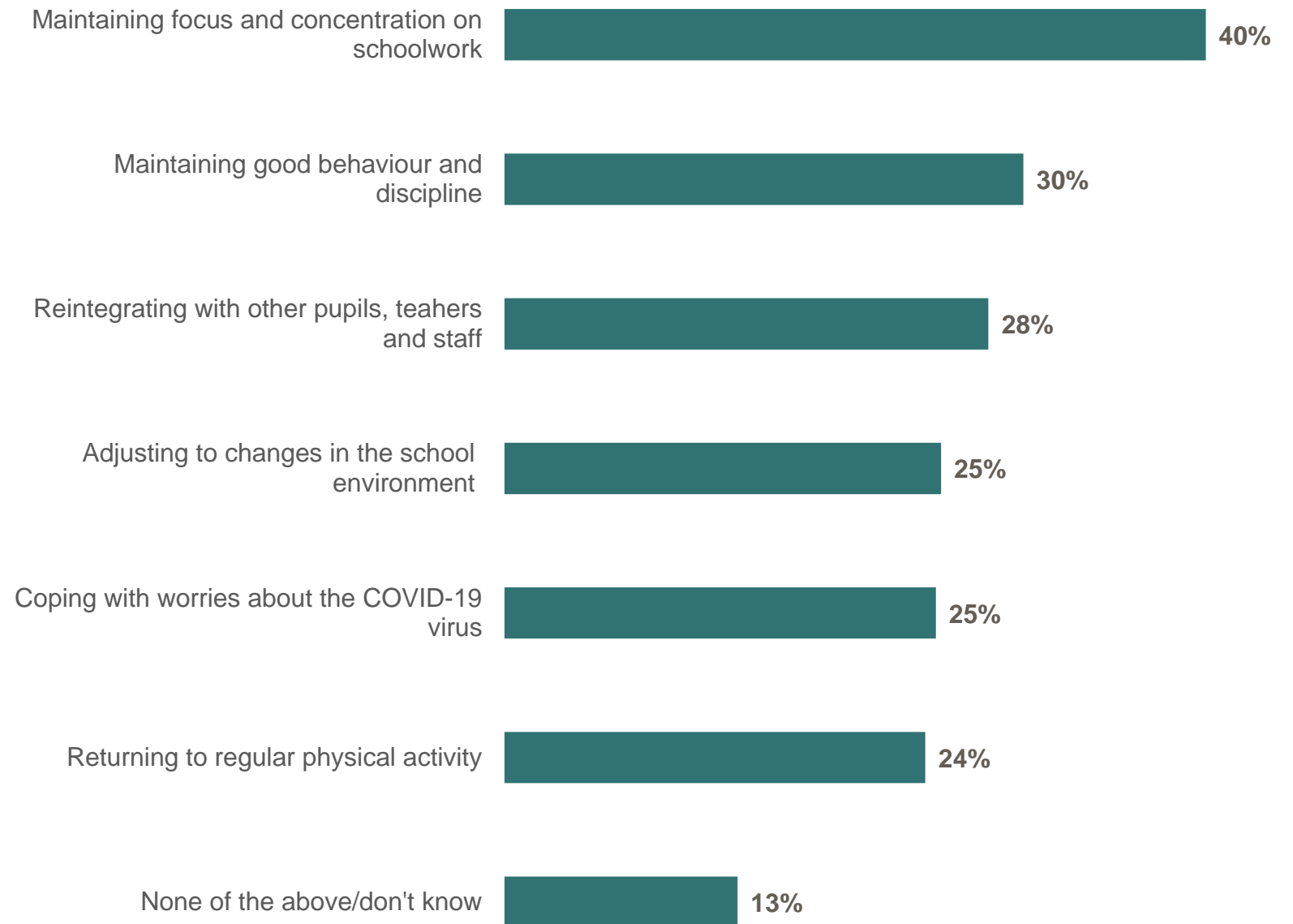
Base 20,010 online adults aged 16-74 across 29 countries, May 21-Jun 4, 2021



# Biggest issues affecting the wellbeing of children aged 16-18 as they return to school: Global country average

*During the COVID-19 pandemic, schools in some places had to close. Some schools moved their classes online so that children could attend classes from their homes. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren - aged 16-17*

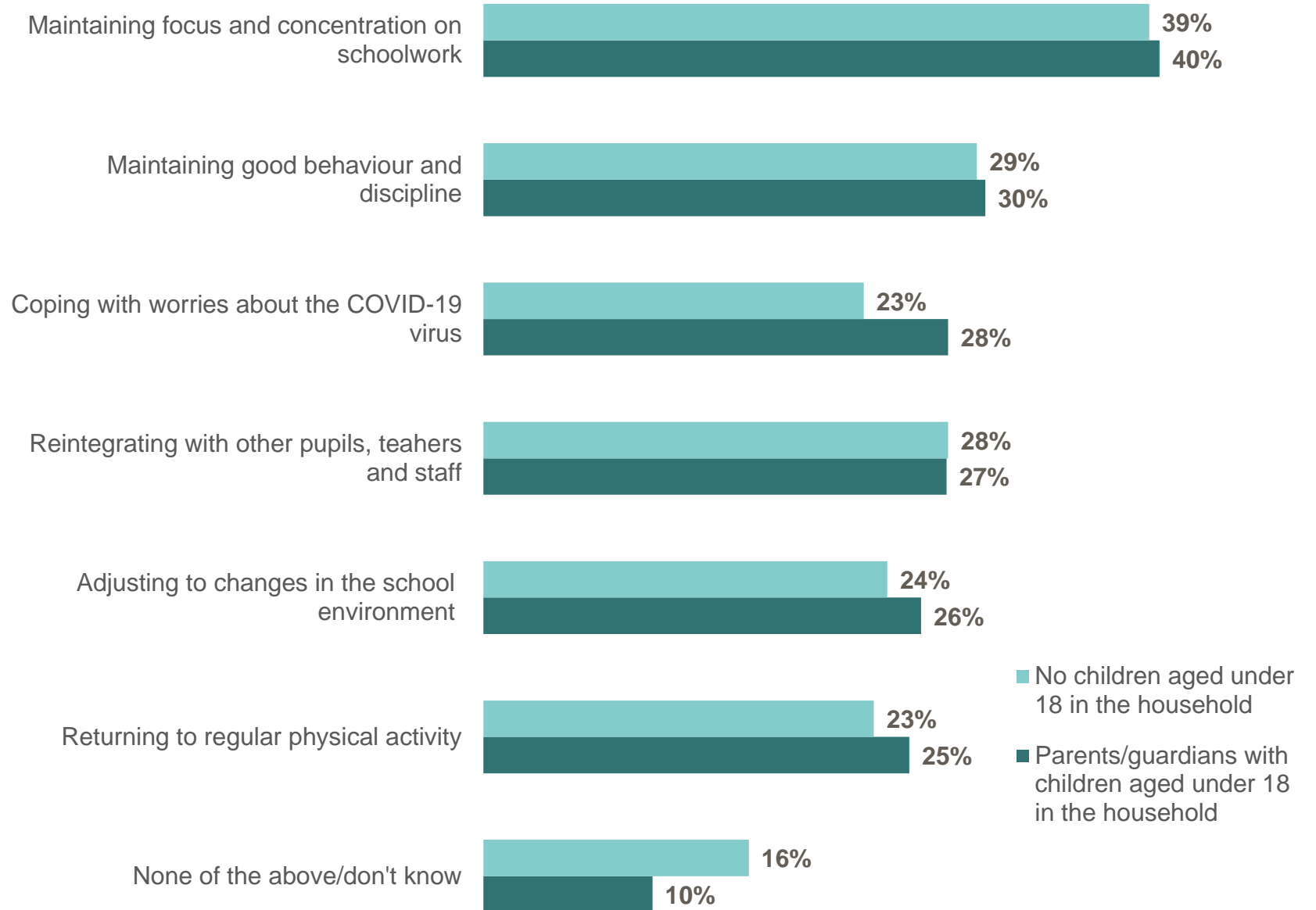
*Please select up to three.*



# Biggest issues affecting the wellbeing of children aged 16-18 as they return to school: Children in household

*During the COVID-19 pandemic, schools in some places had to close. Some schools moved their classes online so that children could attend classes from their homes. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren - aged 16-17*

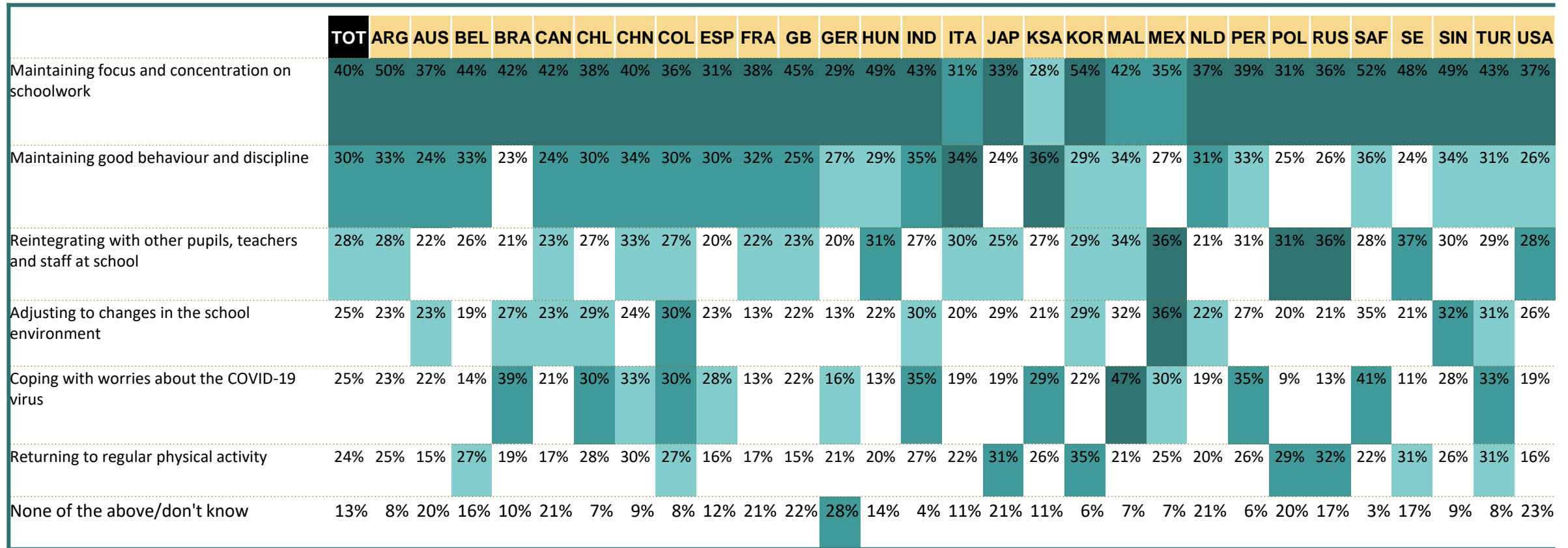
*Please select up to three.*



# Maintaining focus and concentration is also seen as the biggest issue affecting the wellbeing of children aged 16-18 as they return to the classroom.

**Q. In [COUNTRY], as children return to the classroom, which of the following, if any, do you think will be the biggest issues affecting the wellbeing of schoolchildren aged 16-18? Please select up to three.**

**Top three areas:**  
■ #1 in country  
■ #2 in country  
■ #3 in country



Base 20,010 online adults aged 16-74 across 29 countries, May 21-Jun 4, 2021





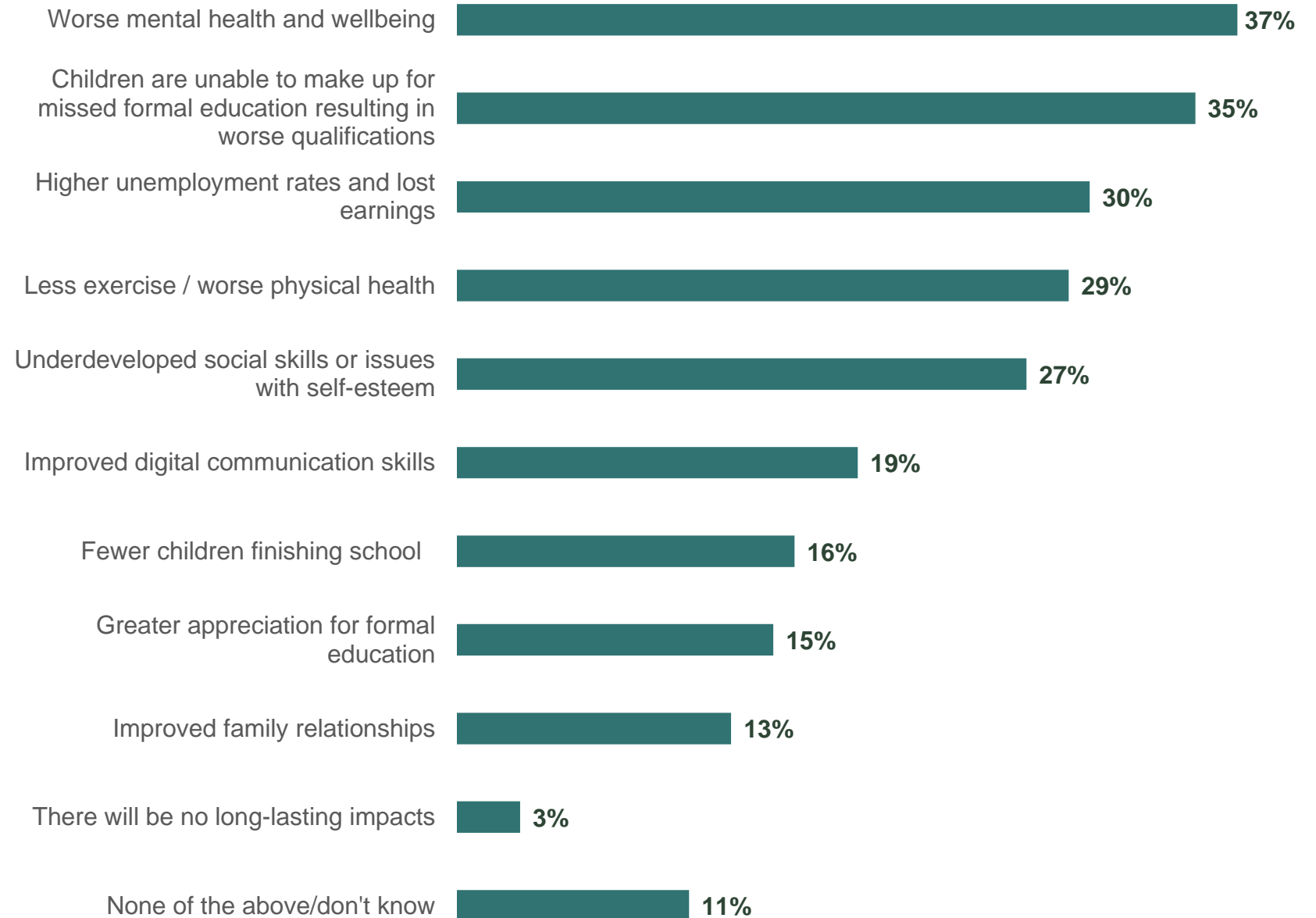
# Long-term impacts of the COVID-19 pandemic

What do the public perceive to be the long-term impacts of the COVID-19 pandemic on children and young people?

# Longest lasting impacts of the COVID-19 pandemic on children and young people: Global country average

**Q: Looking towards the future, which of the following, if any, do you think will be the longest-lasting outcomes of the COVID-19 pandemic for children and young people in [COUNTRY]?**

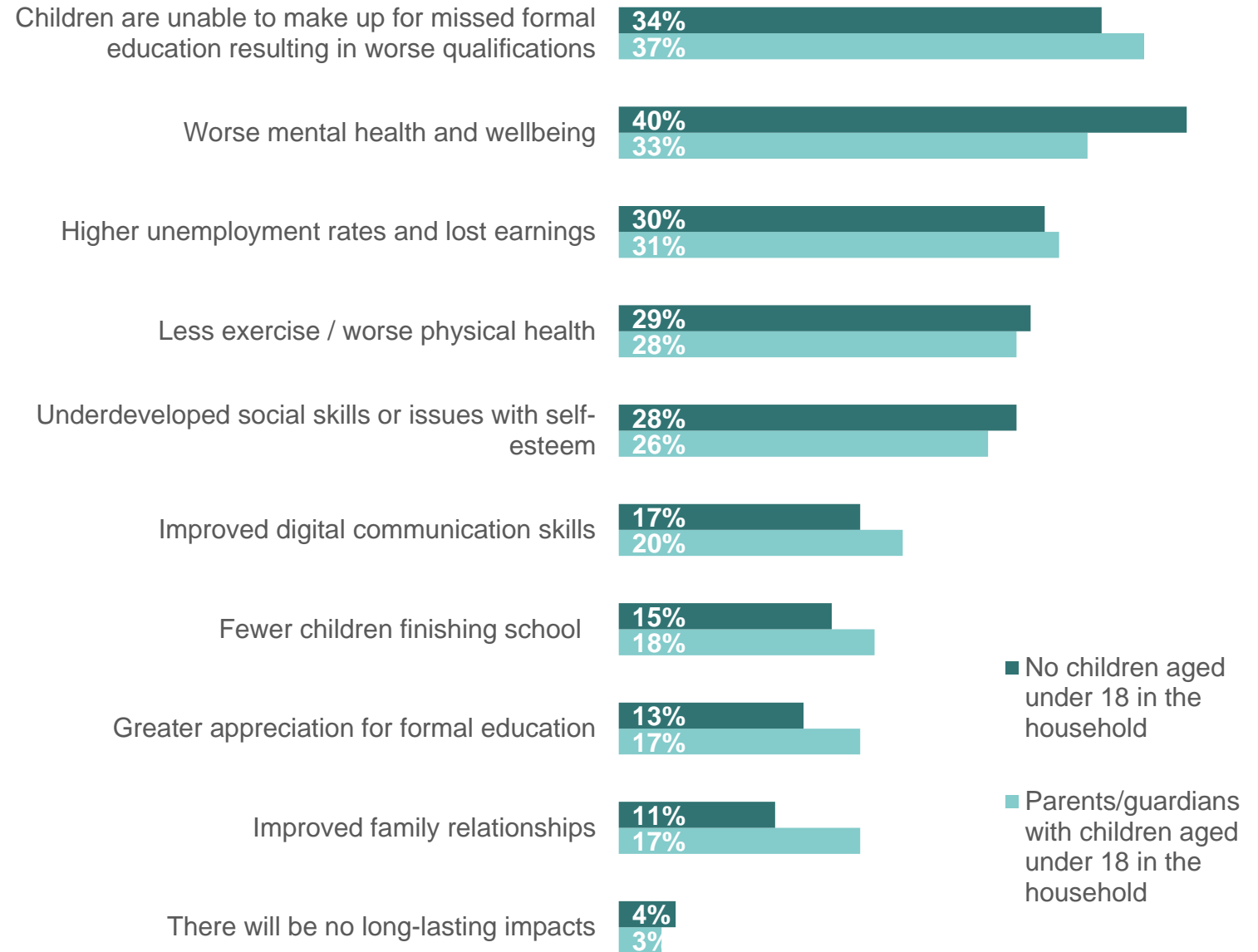
*Please select up to three.*



# Longest lasting impacts of the COVID-19 pandemic on children and young people : children in household

**Q: Looking towards the future, which of the following, if any, do you think will be the longest-lasting outcomes of the COVID-19 pandemic for children and young people in [COUNTRY]?**

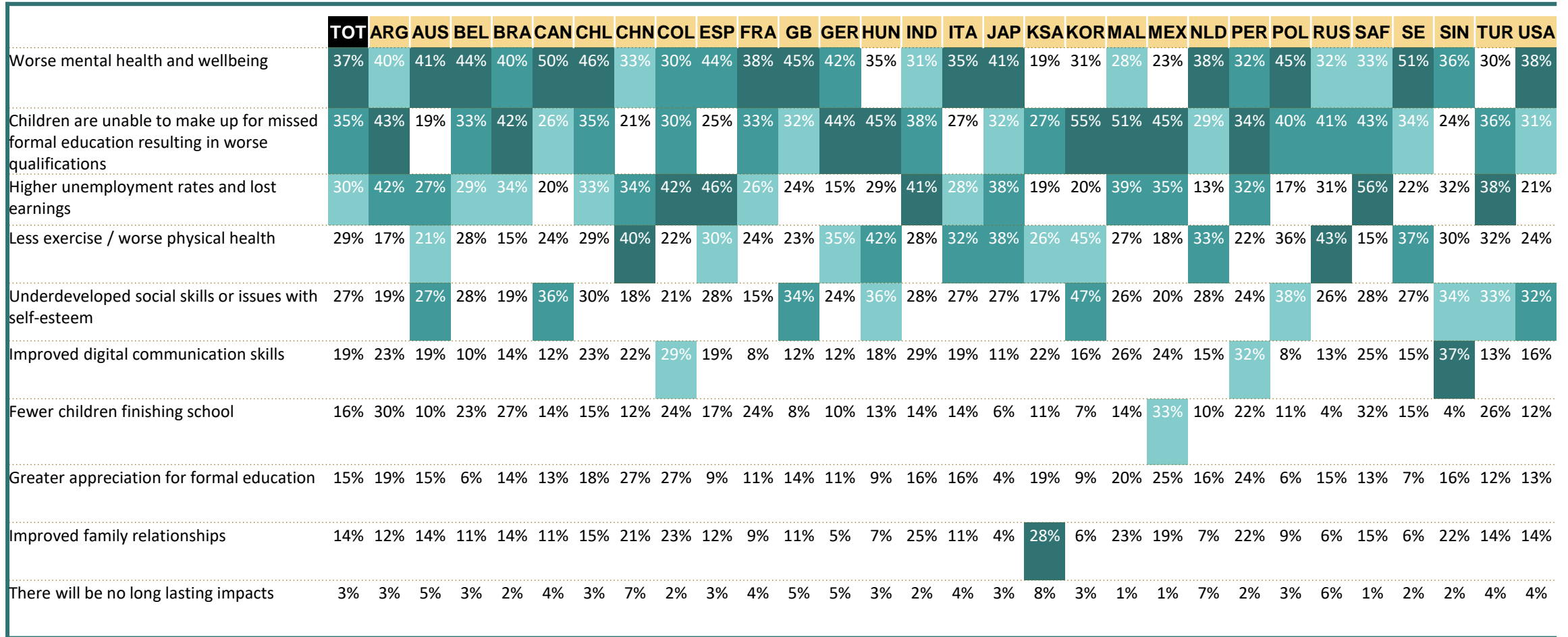
*Please select up to three.*



# Worse mental health and wellbeing is expected to be the longest-lasting outcome

Q. Looking towards the future, which of the following, if any, do you think will be the longest-lasting outcomes of the COVID-19 pandemic for children and young people in ... ?

Top three areas:  
 #1 in country  
 #2 in country  
 #3 in country



Base 20,010 online adults aged 16-74 across 29 countries, May 21-Jun 4, 2021

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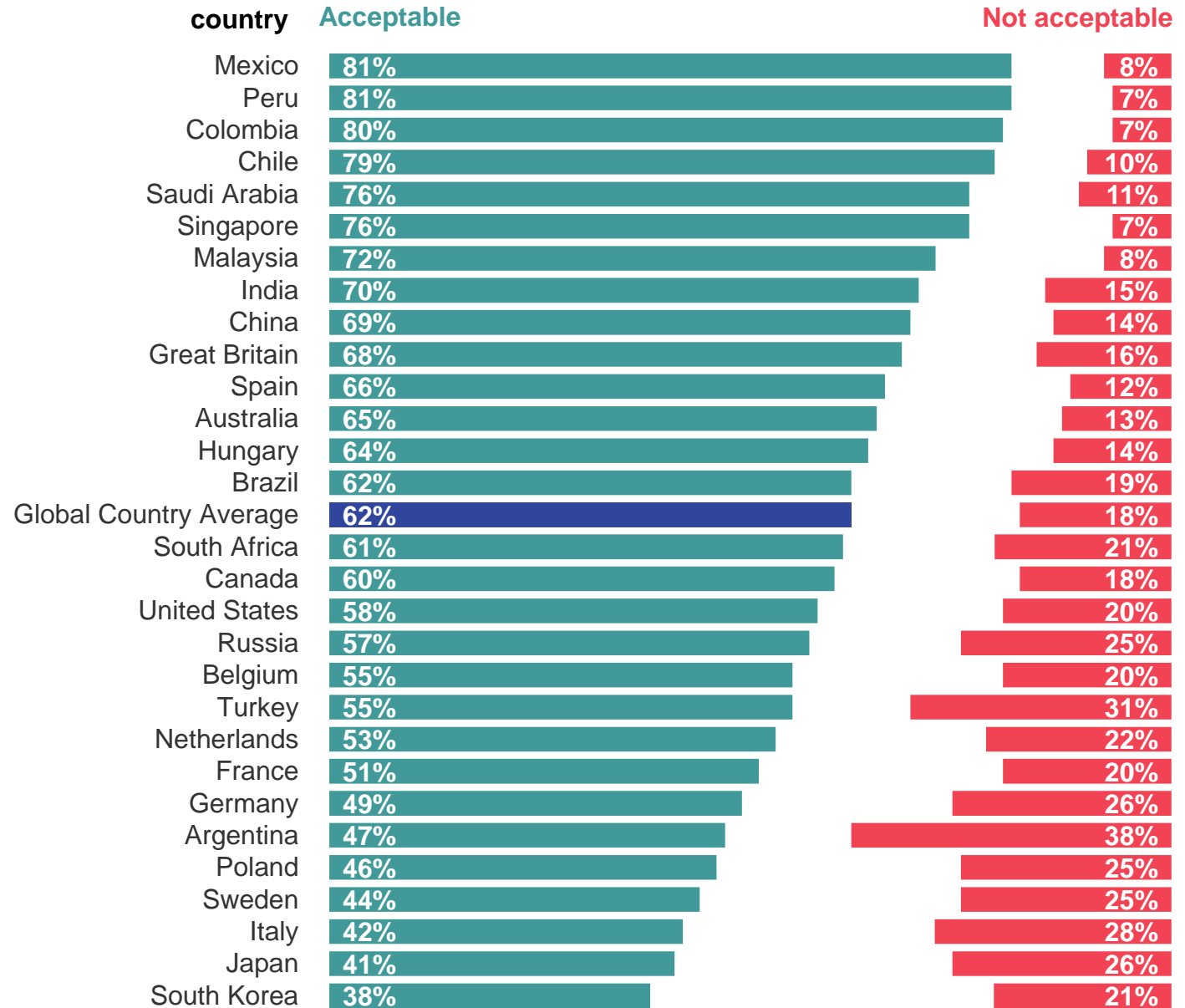


# School closures

Do people think school closures are an acceptable price to pay to reduce COVID-19 transmission?

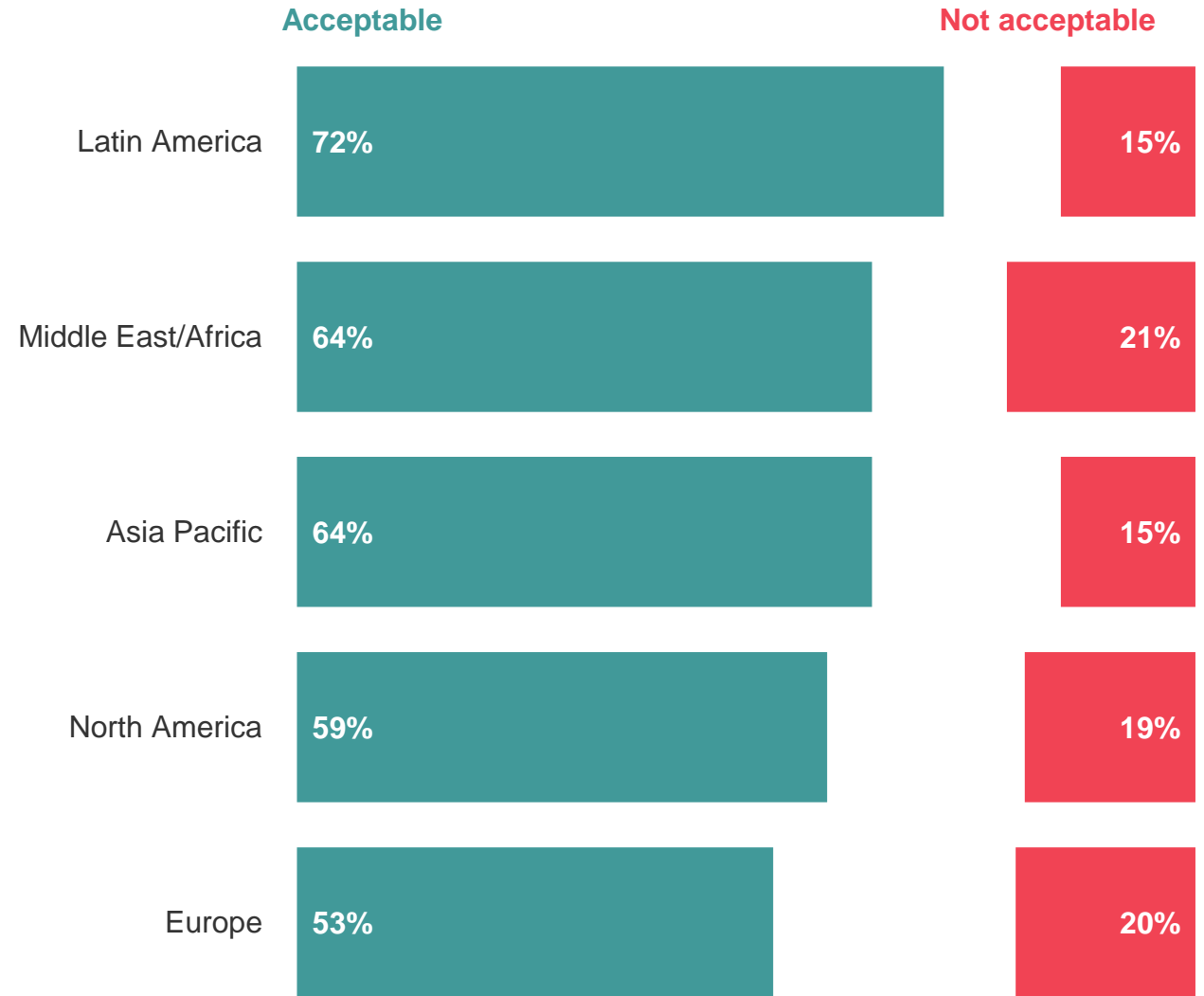
# Acceptability of school closures to prevent coronavirus transmission: Global country average

*Q. To what extent, if at all, do you think that school closures are/were an acceptable or unacceptable price to pay for reducing the spread of the COVID-19 virus in your country?*



# Acceptability of school closures: Geographic region.

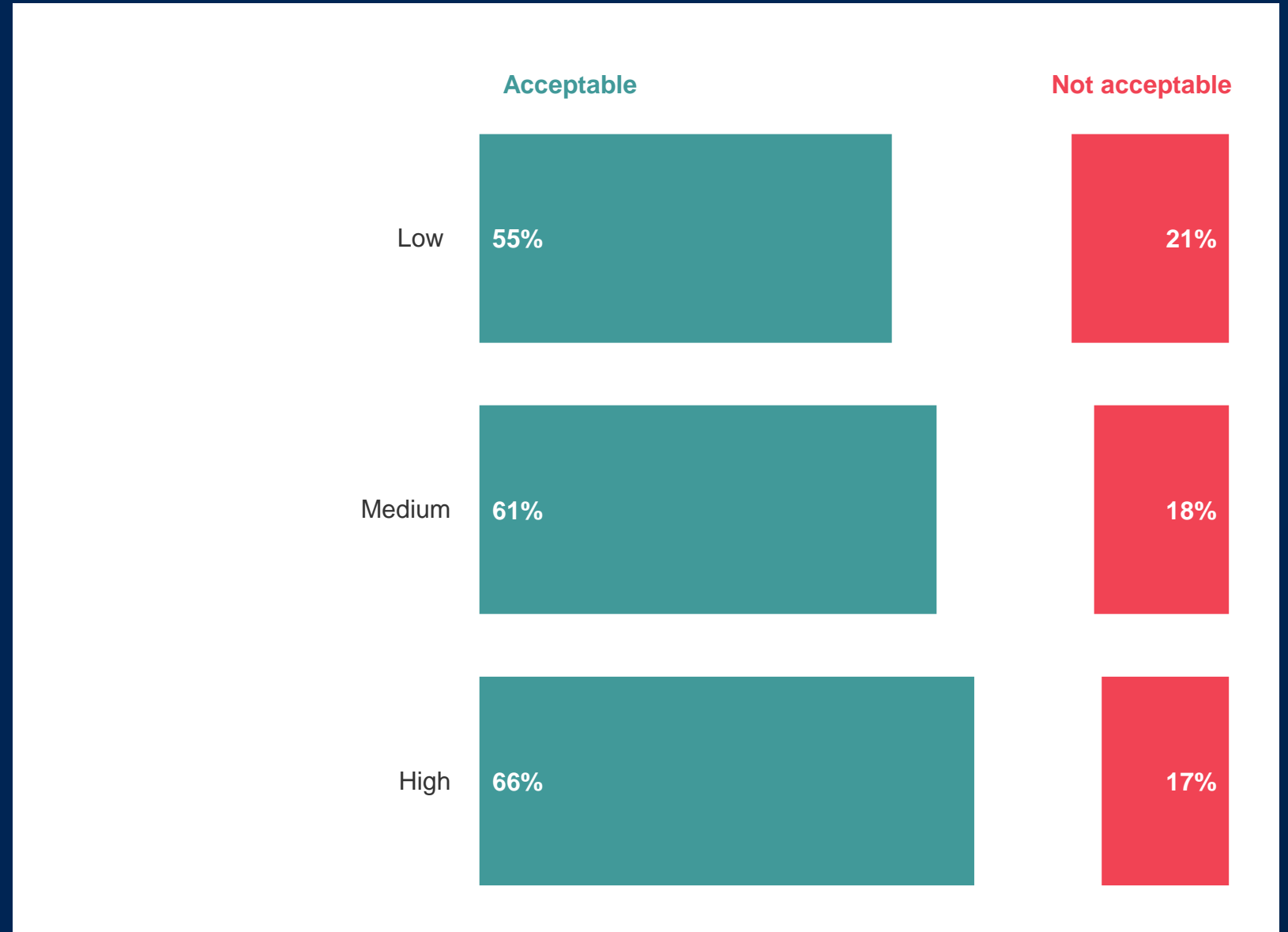
Q. To what extent, if at all, do you think that school closures are/were an acceptable or unacceptable price to pay for reducing the spread of the COVID-19 virus in your country?



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# Acceptability of school closures: Education level

Q. To what extent, if at all, do you think that school closures are/were an acceptable or unacceptable price to pay for reducing the spread of the COVID-19 virus in your country?



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# Acceptability of school closures: Children in household

Q. To what extent, if at all, do you think that school closures are/were an acceptable or unacceptable price to pay for reducing the spread of the COVID-19 virus in your country?



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An overhead view of several children sitting around a large sheet of brown paper, drawing with colored pencils. The paper is covered with various drawings, including a globe, a peace symbol, a recycling bin, a lightbulb, a potted plant, and a person. The children are focused on their work, and the scene is brightly lit.

# Improving access to education

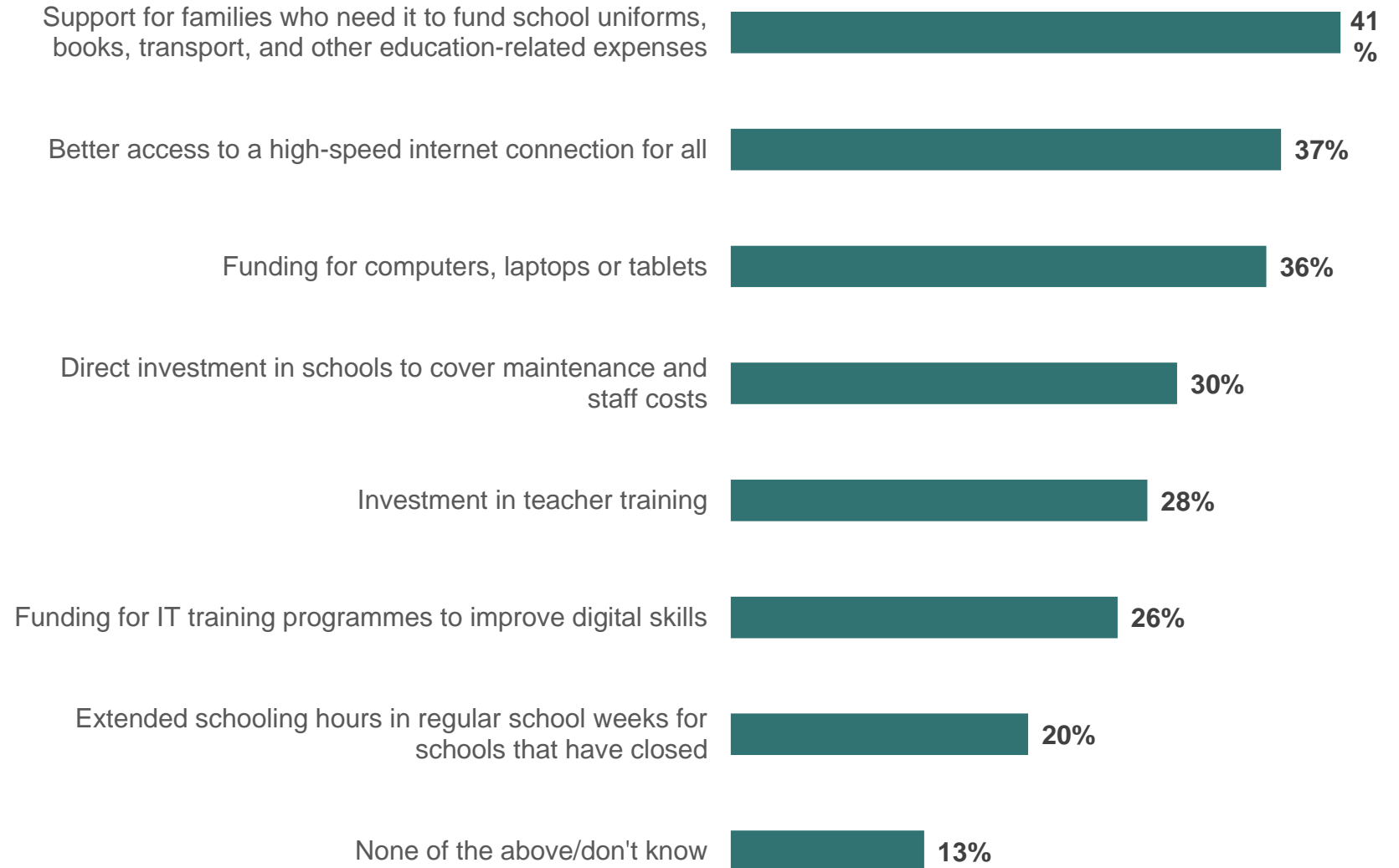
What do the public think should be done to improve access to education in their countries?



# Improving access to education after COVID-19: Global country average

*Which of the following, if any, do you think are most important to improving access to education in your country in the aftermath of the COVID-19 pandemic?*

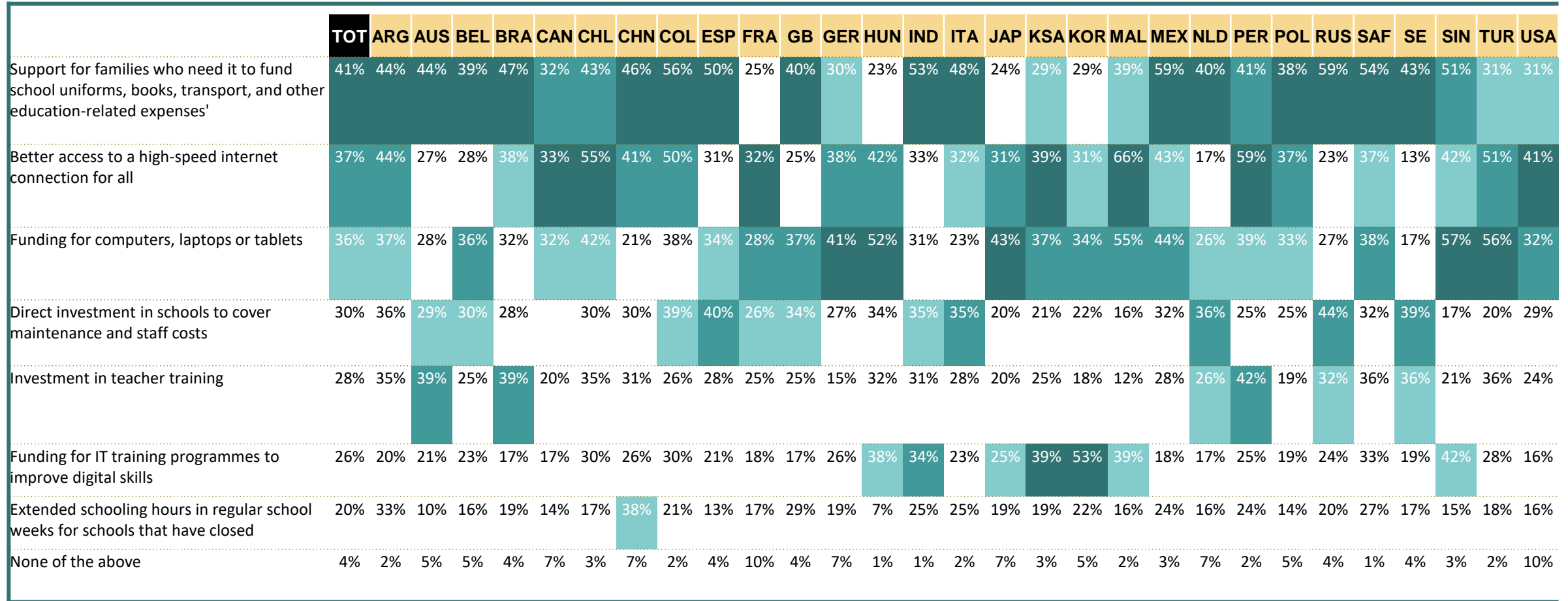
*Please select up to three.*



# Financial support for school related expenses is seen as most important for improving access to education post pandemic followed by access to digital technology

**Q. Which of the following, if any, do you think are most important to improving access to education in your country in the aftermath of the COVID-19 pandemic? Please select up to three.**

**Top three areas:**  
■ #1 in country  
■ #2 in country  
■ #3 in country



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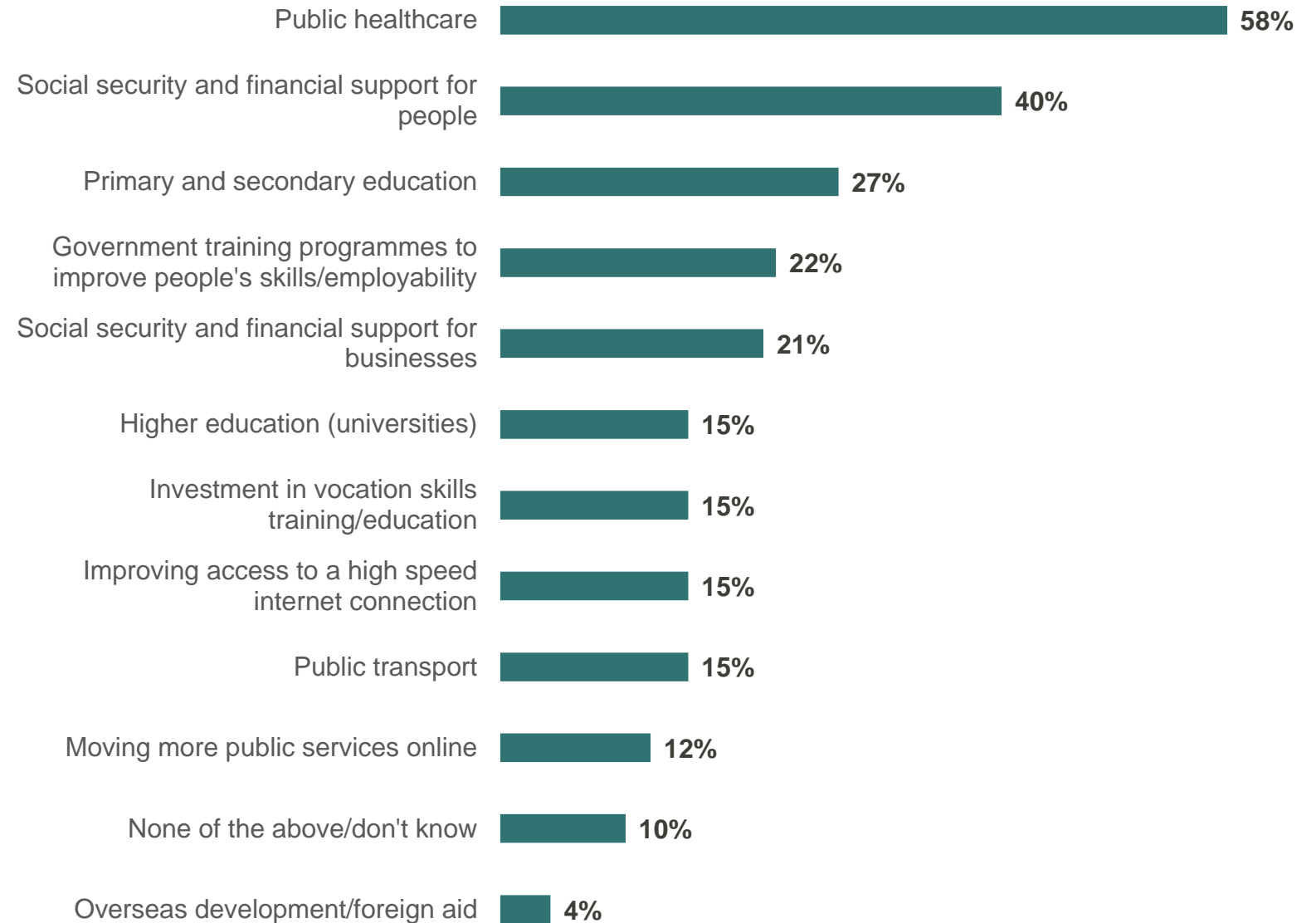
# Public spending after COVID-19

What do the public want policymakers to prioritise post-pandemic?

# Priority areas for public spending after COVID-19: Global country average

**Q. Which of the following, if any, do you think should be priority areas for public spending in the aftermath of the COVID-19 pandemic?**

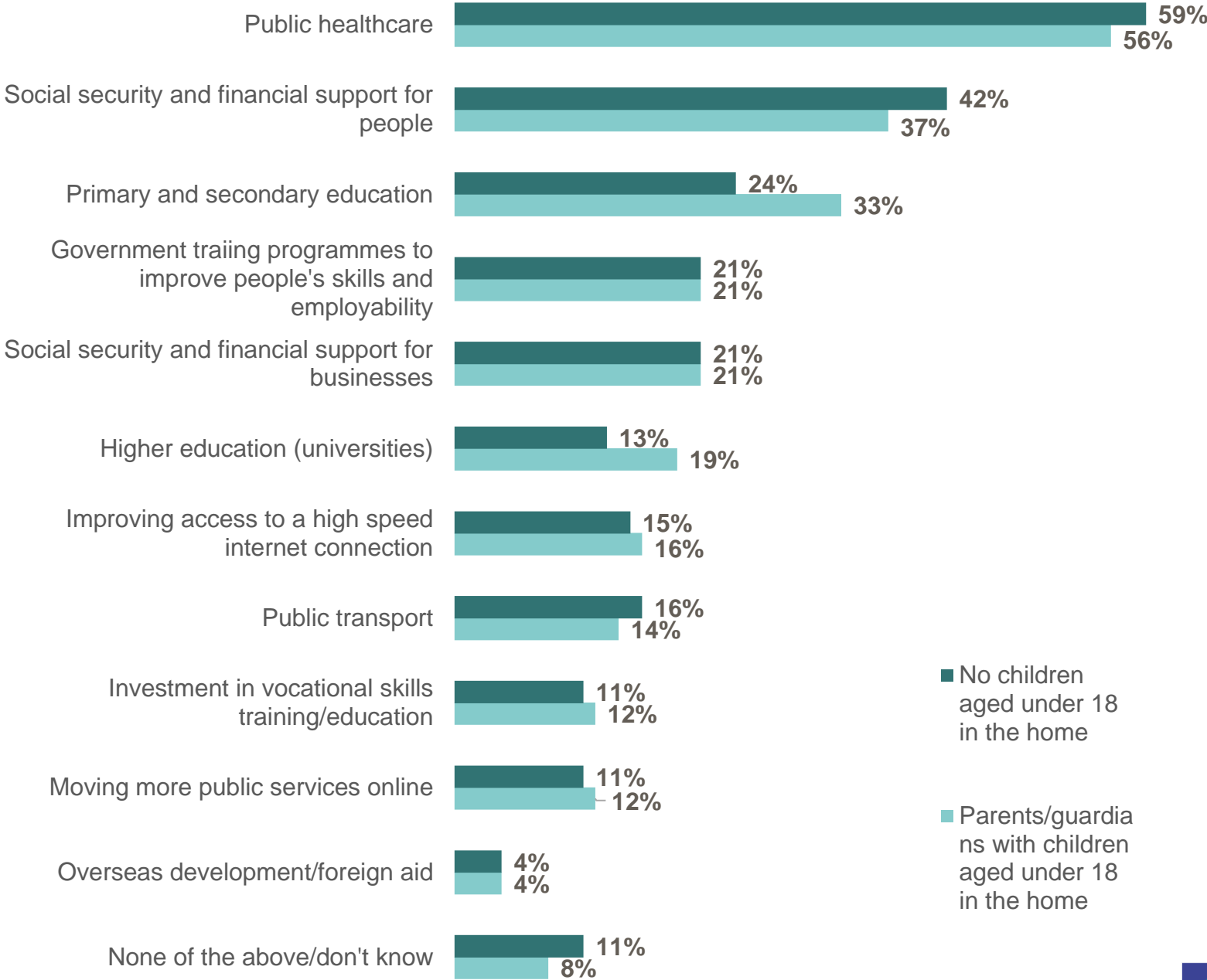
*Please select up to three priority areas.*



# Priority areas for public spending after COVID-19: Children in household

**Q. Which of the following, if any, do you think should be priority areas for public spending in the aftermath of the COVID-19 pandemic?**

*Please select up to three priority areas.*



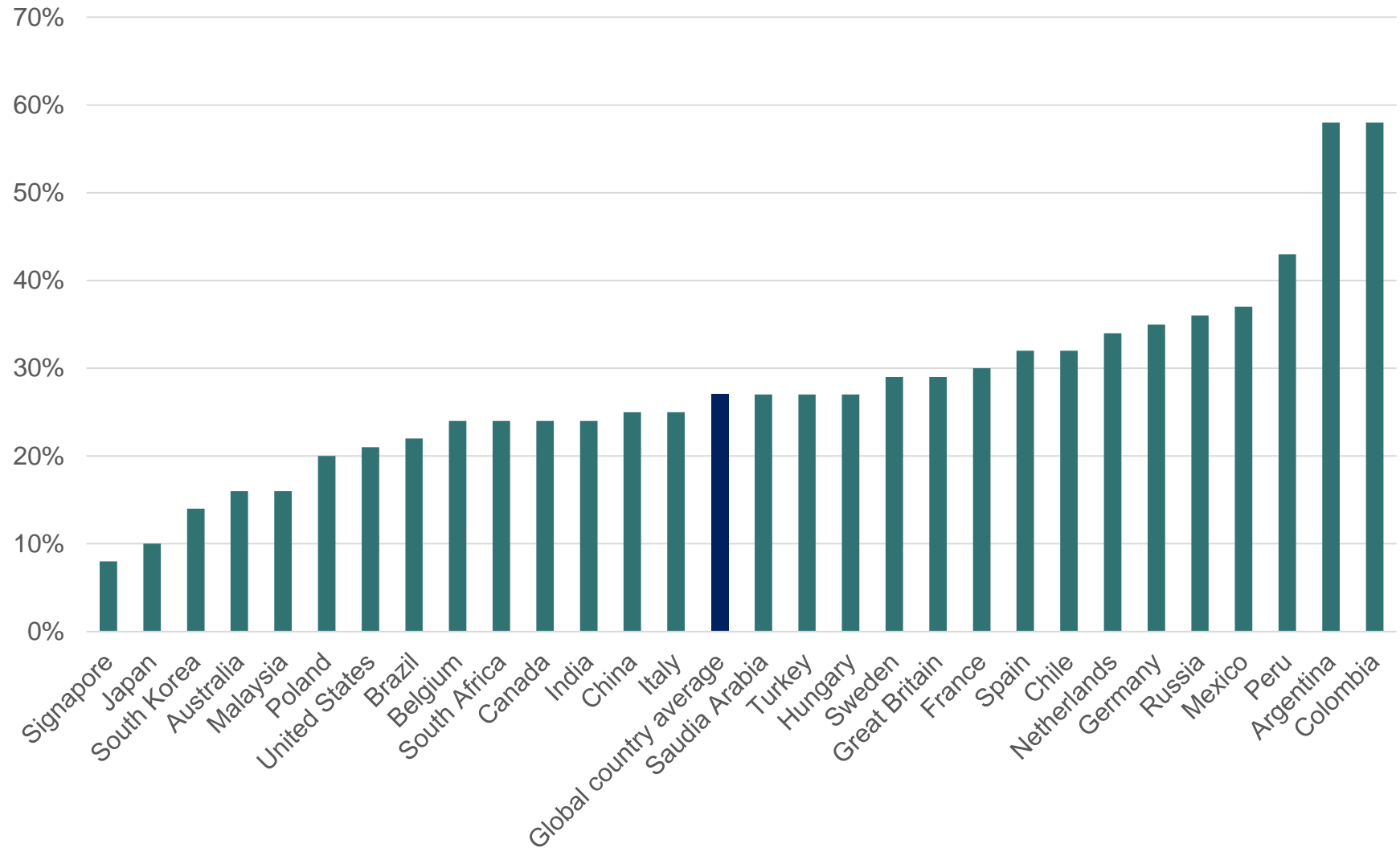
# Priority areas for public spending after COVID-19: Primary and secondary education

Q. Which of the following, if any, do you think should be priority areas for public spending in the aftermath of the COVID-19 pandemic?

Please select up to three priority areas

**Primary and secondary education.**

% who think primary and secondary education should be a priority area for public spending after COVID-19



# Competing priorities: public healthcare tops the list

**Q. Which of the following, if any, do you think should be priority areas for public spending in the aftermath of the COVID-19 pandemic? Please select up to three priority areas.**

**Top three areas:**  
■ #1 in country  
■ #2 in country  
■ #3 in country

	TOT	ARG	AUS	BEL	BRA	CAN	CHL	CHN	COL	ESP	FRA	GB	GER	HUN	IND	ITA	JAP	KSA	KOR	MAL	MEX	NLD	PER	POL	RUS	SAF	SE	SG	TUR	USA
Public Healthcare	58%	73%	51%	59%	73%	56%	73%	52%	58%	73%	46%	59%	37%	74%	50%	68%	50%	42%	50%	56%	65%	55%	74%	61%	72%	55%	64%	56%	31%	43%
Social security and financial support for people	40%	30%	37%	33%	42%	39%	51%	40%	46%	46%	29%	32%	20%	51%	43%	20%	55%	25%	48%	45%	50%	47%	36%	32%	41%	30%	48%	48%	56%	35%
Primary and secondary education	27%	60%	16%	37%	22%	24%	32%	25%	27%	32%	30%	29%	35%	27%	24%	25%	10%	27%	14%	16%	37%	34%	43%	20%	36%	24%	29%	8%	27%	21%
Government training programmes to improve people's skills and employability	22%	20%	30%	19%	19%	20%	18%	28%	22%	18%	17%	26%	9%	23%	29%	22%	11%	19%	29%	19%	19%	12%	18%	16%	30%	42%	20%	34%	27%	22%
Social security and financial support for businesses	21%	20%	18%	16%	15%	17%	15%	30%	22%	26%	15%	14%	10%	19%	28%	31%	28%	16%	24%	38%	16%	21%	16%	24%	7%	24%	27%	32%	39%	15%
Higher education	15%	17%	12%	13%	15%	9%	21%	17%	42%	12%	13%	8%	8%	12%	17%	12%	7%	21%	9%	13%	21%	14%	22%	9%	23%	25%	8%	5%	22%	11%
Investment in vocational skills training/education	15%	16%	20%	18%	17%	14%	8%	16%	14%	20%	23%	22%	15%	15%	14%	18%	6%	18%	16%	10%	10%	11%	11%	15%	11%	24%	14%	15%	15%	20%
Improving access to a high-speed internet connection for all	15%	18%	14%	13%	11%	16%	19%	16%	15%	10%	14%	14%	22%	10%	16%	12%	10%	19%	15%	34%	16%	6%	23%	14%	11%	17%	8%	20%	17%	22%
Public transport	15%	14%	17%	19%	25%	12%	16%	17%	17%	11%	12%	17%	20%	13%	16%	29%	10%	12%	13%	6%	19%	12%	17%	14%	12%	14%	17%	18%	11%	10%
Moving more public services online	12%	4%	11%	9%	8%	9%	11%	20%	6%	12%	7%	6%	11%	9%	18%	13%	17%	20%	18%	22%	10%	4%	8%	11%	13%	17%	7%	19%	11%	10%
Overseas development / foreign aid	4%	2%	4%	4%	3%	3%	4%	6%	4%	3%	3%	6%	5%	1%	8%	4%	2%	5%	5%	6%	2%	9%	4%	6%	3%	6%	5%	4%	1%	2%

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# These are the findings of a 29-country survey conducted by Ipsos on its Global Advisor online platform.

These are the results of a 29-country survey conducted by Ipsos on its Global Advisor online platform. Ipsos interviewed a total of 20,010 adults, aged 18-74 in the United States, Canada, Malaysia, South Africa, and Turkey, aged 18-65 in Singapore, and age 16-74 in 23 other countries between Friday, May 21st and Friday, June 4th, 2021. Data collection in Singapore took place between 11 and 15 June.

The sample consists of approximately 1,000 individuals in each of Australia, Belgium, Canada, mainland China, France, Germany, Great Britain, Italy, Japan, Spain, and the United States, and 500 individuals in each of Argentina, Chile, Colombia, Hungary, India, Malaysia, Mexico, the Netherlands, Peru, Poland, Russia, Saudi Arabia, South Africa, Singapore, South Korea, Sweden, and Turkey.

The samples in Argentina, Australia, Belgium, Canada, France, Germany, Great Britain, Hungary, Italy, Japan, the Netherlands, Poland, South Korea, Spain, Sweden, and the US can be taken as representative of their general adult populations under the age of 75.

The samples in Brazil, mainland China, Chile, Colombia, India, Malaysia, Mexico, Peru, Russia, Saudi Arabia, Singapore, South Africa, and Turkey are more urban, more educated, and/or more affluent than the general population. The survey results for these countries should be viewed as reflecting the views of the more “connected” segment of their population.

The data is weighted so that each country’s sample composition best reflects the demographic profile of the adult population according to the most recent census data.

The “Global Country Average” reflects the

average result for all the countries and countries where the survey was conducted. It has not been adjusted to the population size of each country or country and is not intended to suggest a total result.

Where results do not sum to 100 or the “difference” appears to be +/-1 more/less than the actual, this may be due to rounding, multiple responses, or the exclusion of “don’t know” or not stated responses.

The precision of Ipsos online polls is calculated using a credibility interval with a poll of 1,000 accurate to +/- 3.5 percentage points and of 500 accurate to +/- 5.0 percentage points. For more information on the Ipsos use of credibility intervals, please visit the Ipsos website.

The publication of these findings abides by local rules and regulations.

# THANK YOU.

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“Game Changers” – our tagline – summarises our ambition to help our 5,000 clients to navigate more easily our deeply changing world.

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At Ipsos we believe our clients need more than a data supplier, they need a partner who can produce accurate and relevant information and turn it into actionable truth.

This is why our passionately curious experts not only provide the most precise measurement, but shape it to provide True Understanding of Society, countries and People.

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So that our clients can act faster, smarter and bolder. Ultimately, success comes down to a simple truth:  
**You act better when you are sure.**

