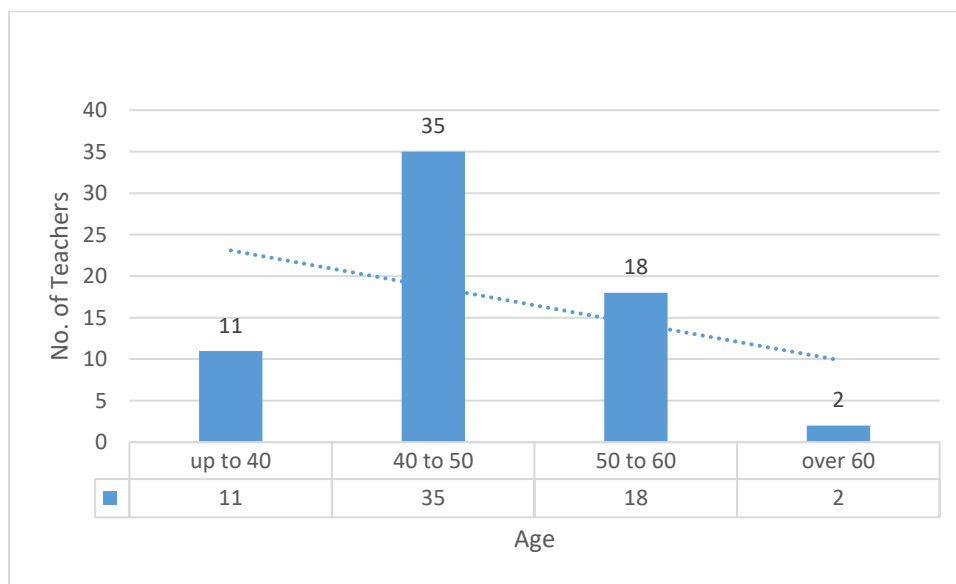


## Erasmus+ DO – IT project

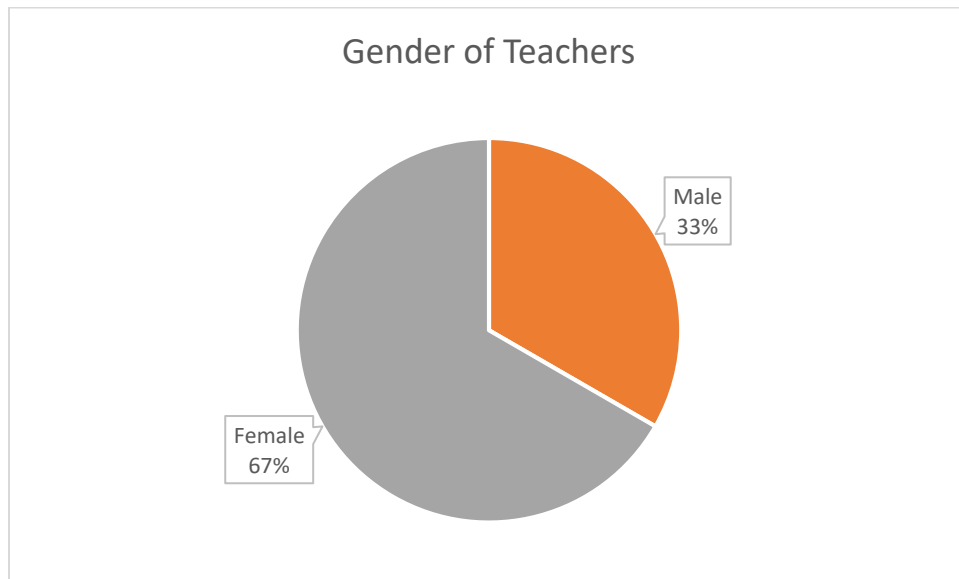
### Data Analysis of Teachers responses

In the context of the European project DO-IT, a survey was conducted with a questionnaire on a random sample of teachers in project participated countries (Greece, Spain, Belgium, Italy) where immigration integration departments operate or there is a relatively large number of students with an immigrant background. The research showed very important findings regarding the role of the pandemic in the education of students with an immigrant background.

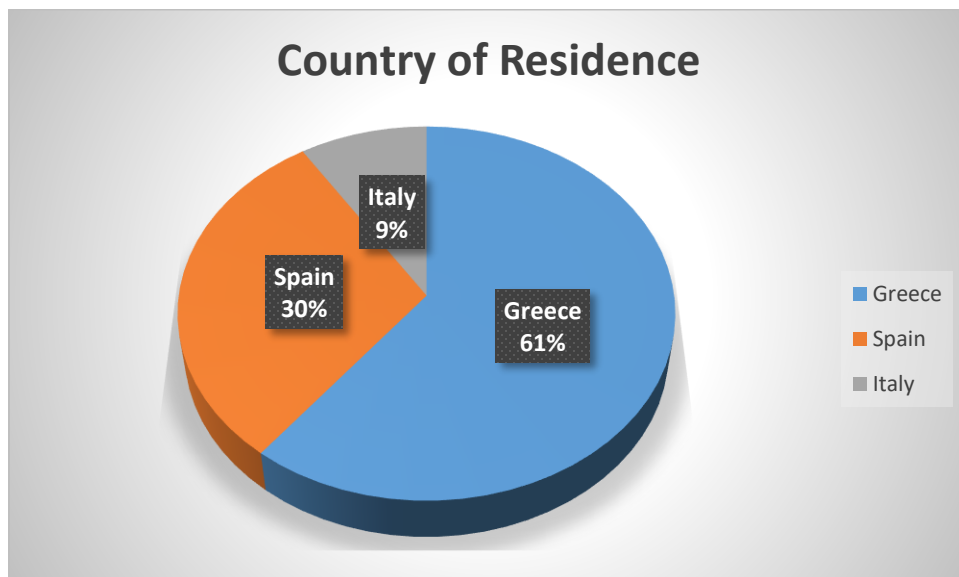
Looking at the random sample of teachers (66 observations) who participated we can observe that more than half of the teachers (total 35 teachers – 53%) are aged from 40 to 50 years. There is a large percentage of teachers who participated between the ages of 50 and 60 (total 18 teachers – 27%), while only two teachers were over 60 years old. Only 16.7% of teachers were under 40 years old.



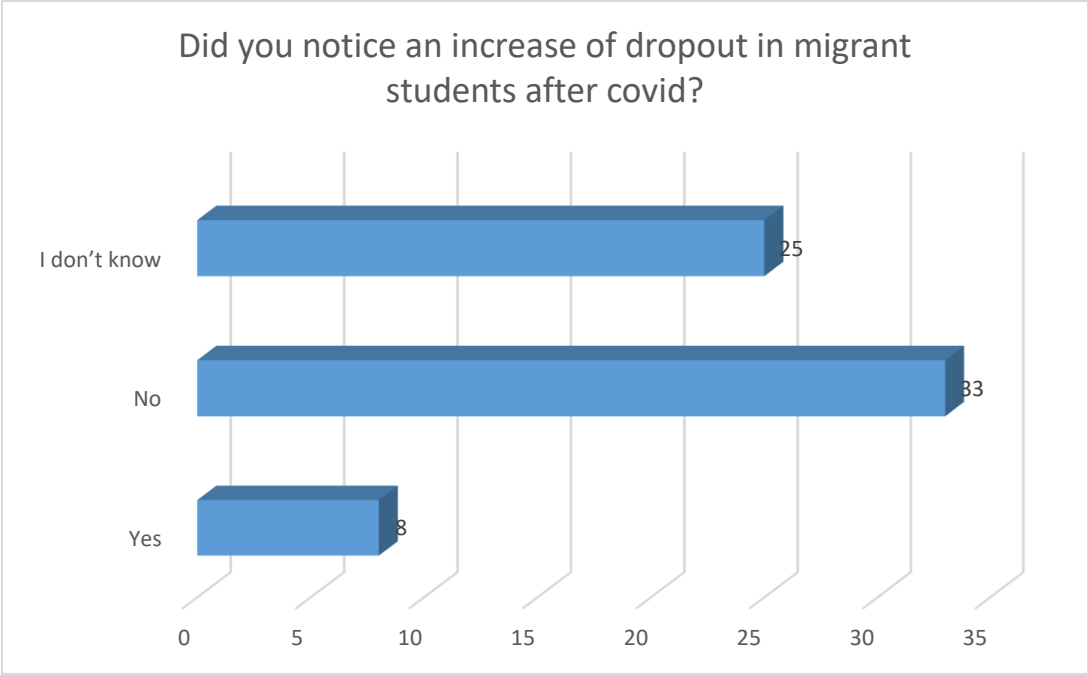
The majority of teachers that participated in the survey were women - 67%



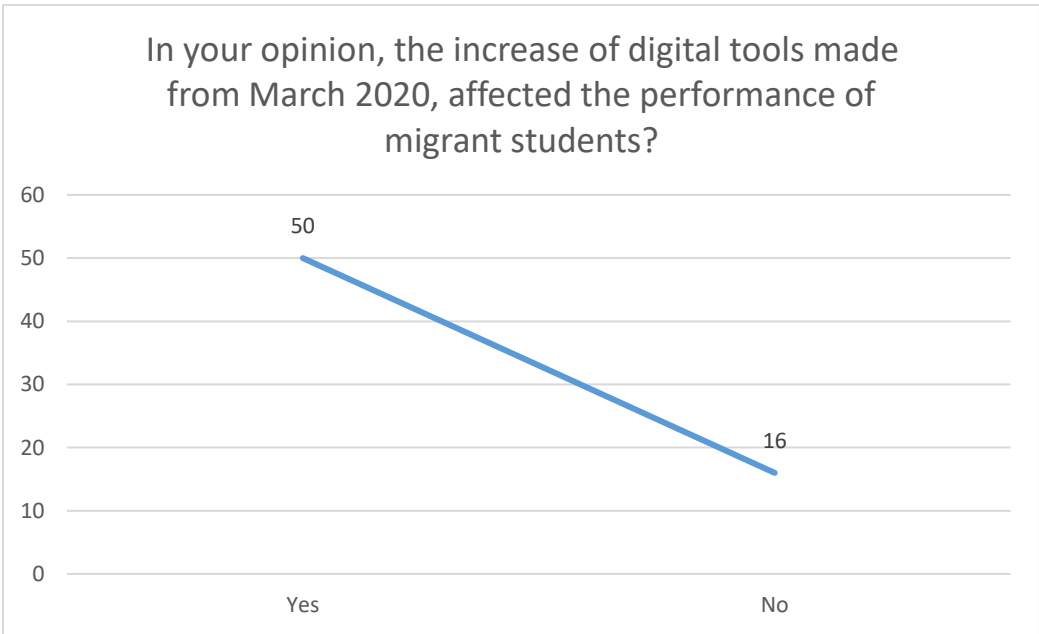
While most of the teachers participated in the survey were from Greece (61%). A big number of teachers come from Spain (30%) and a small number of teachers come from Italy (9%)



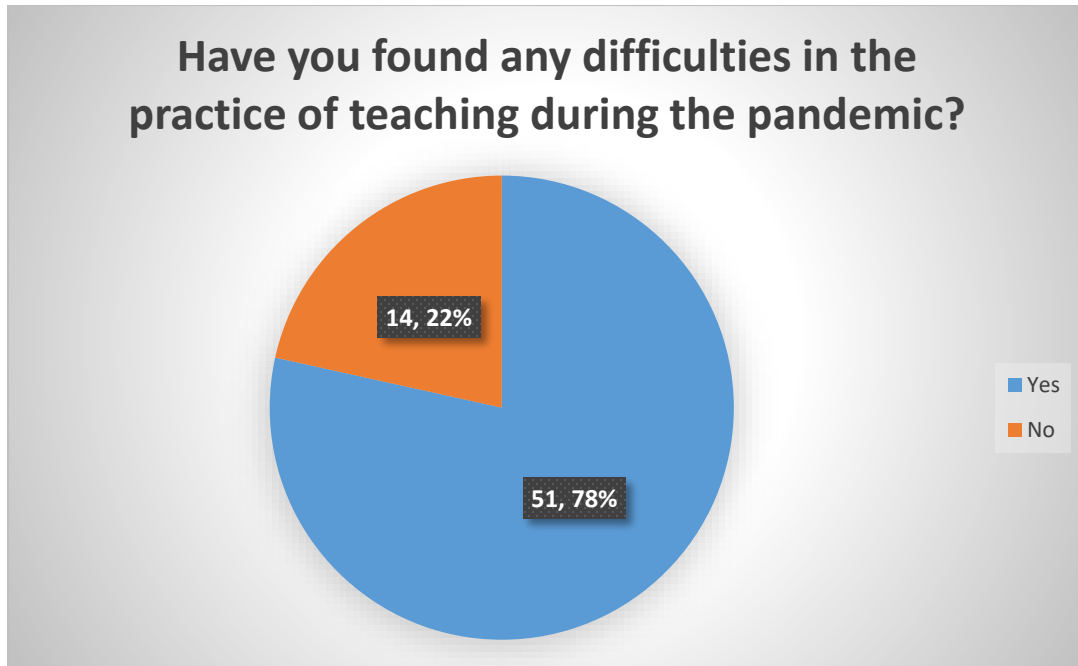
When asked, if they noticed an increase in the percentage of students with an immigrant background who dropped out of school after the COVID pandemic, half of them answered that they did not noticed any increase (total number 33 – 50%) Almost 38% replied that they did not know at all.



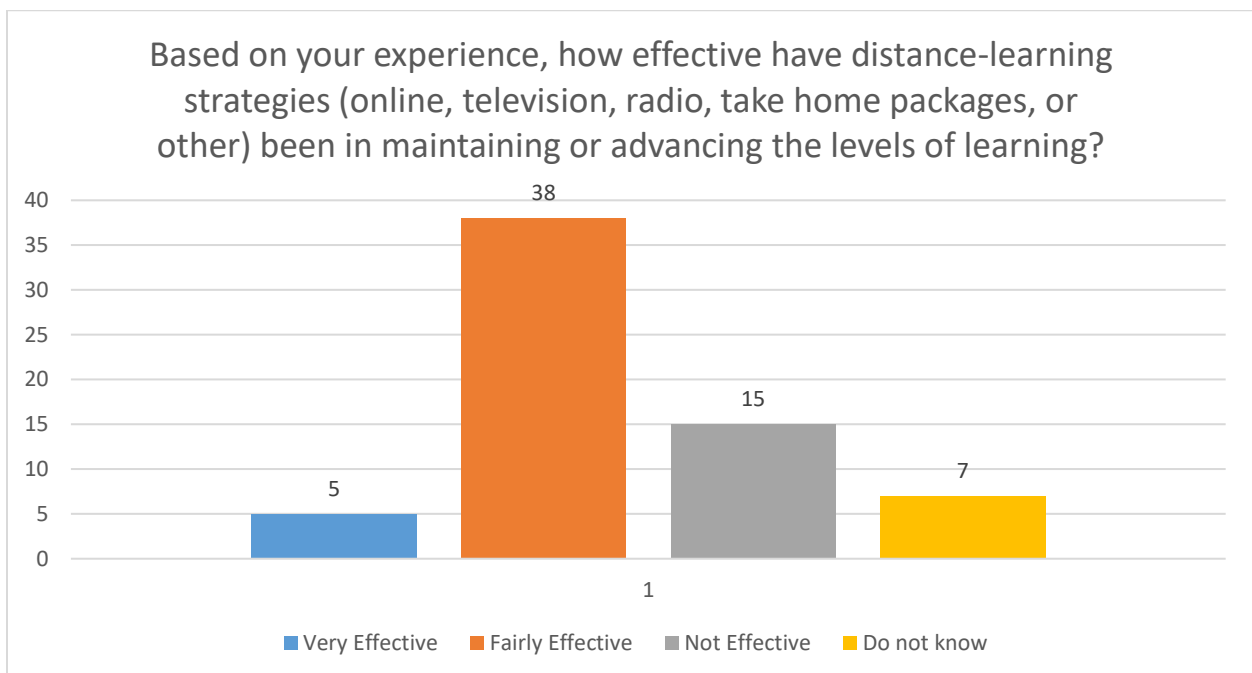
The largest percentage of teachers believe that the increase in e-learning tools during the COVID pandemic affected student performance (76%).



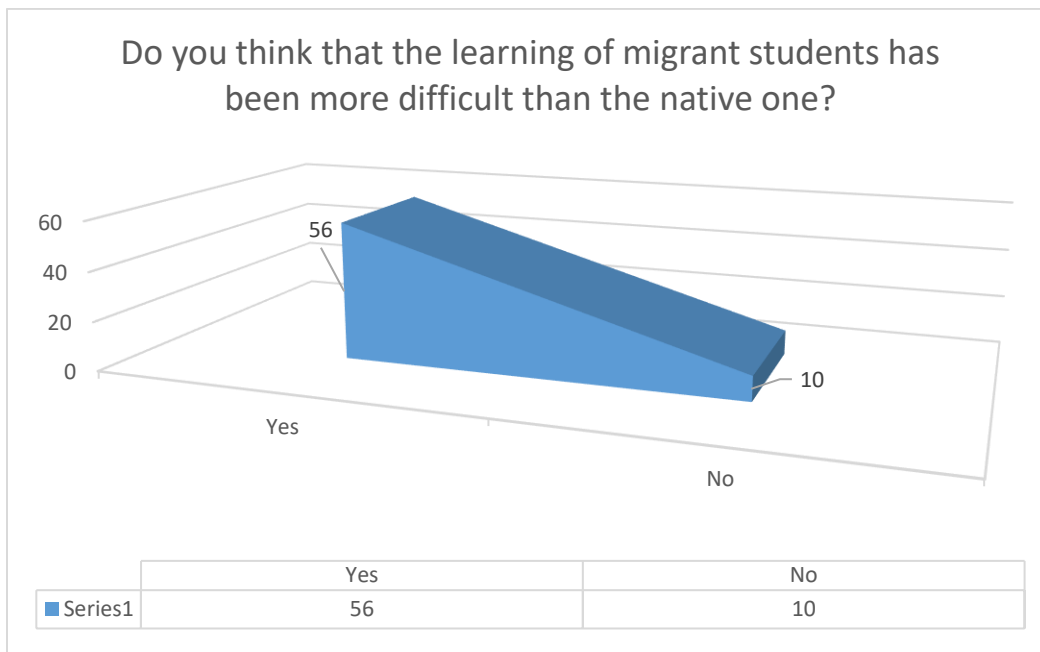
The majority of teachers (51.78%) who participated in the survey answered that they encountered difficulties in the educational process during the COVID pandemic. If we look further at the data, we will notice that most of them come from Greece (30 teachers).



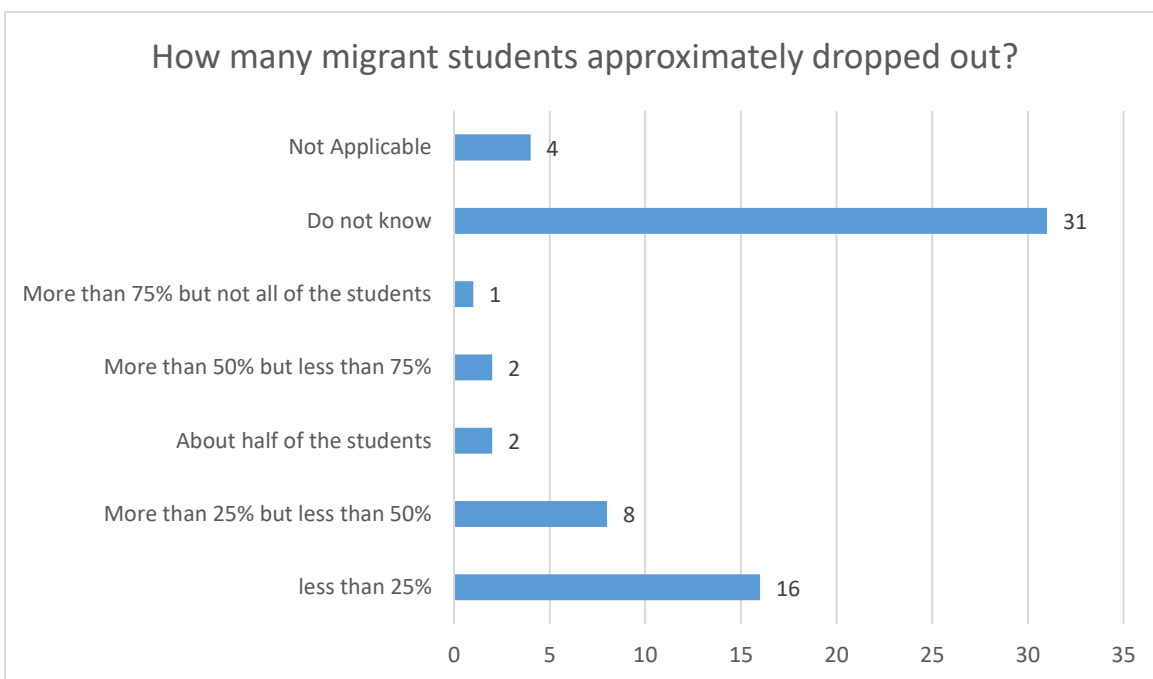
A very important finding is the fact that the majority of teachers (58%) believe that the distance learning strategies used during the COVID pandemic were fairly enough to maintain the level of learning. However, the percentage of teachers who believe that the strategies used were not so effective is quite high (23%).



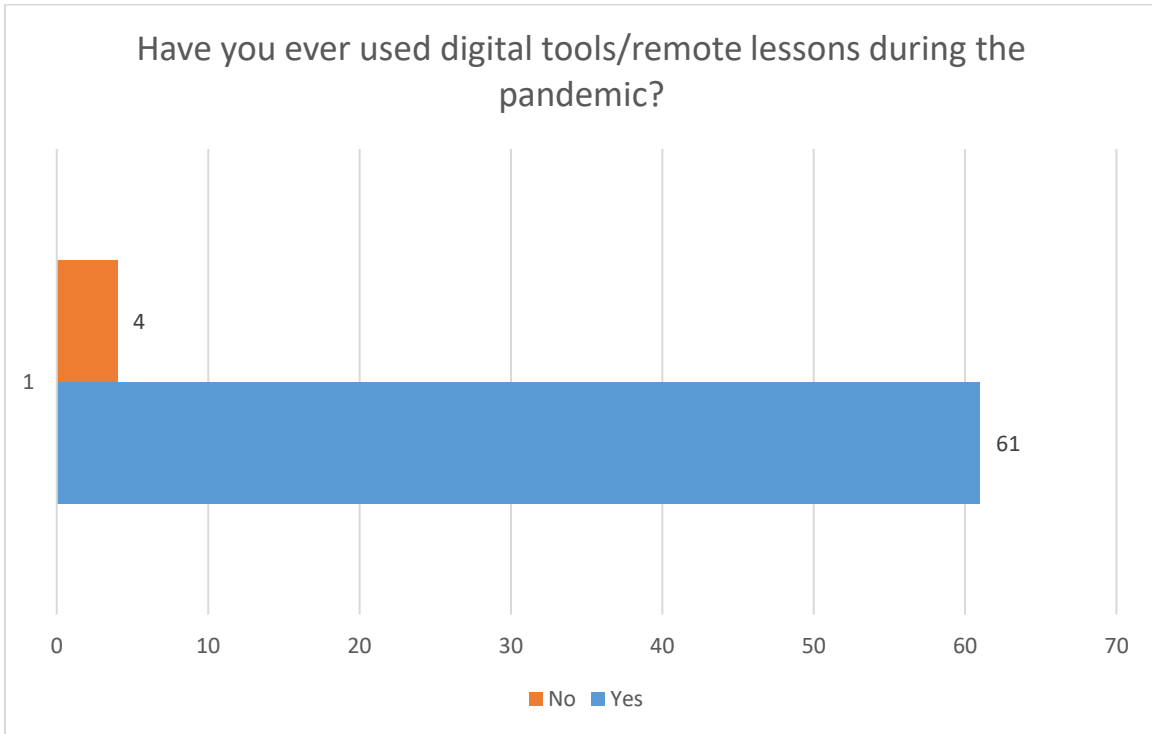
85% of teachers believe that educating students with an immigrant background is more difficult than educating local students. And the same opinion is actually all over the countries in the research.



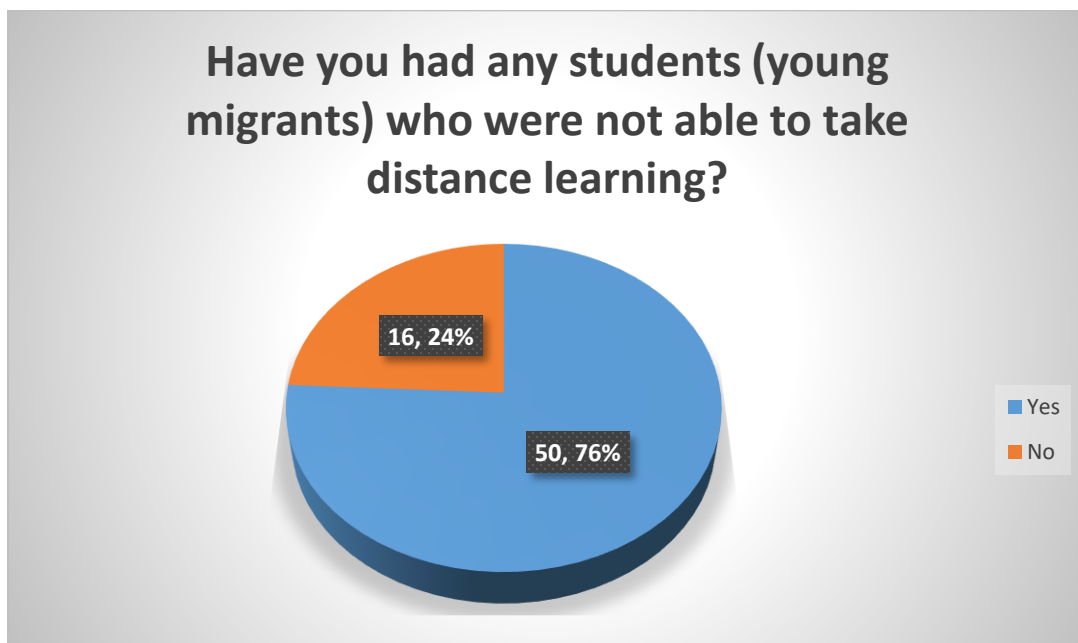
Almost half of the teachers (48%) do not know how many immigrant students dropped out of school. While 25% of teachers believe that the number of students who dropped out of school early due to the pandemic is less than 25%.



Almost all teachers (93.8%) used digital tools during the COVID pandemic.



The largest percentage of teachers (76% - 50 teachers) had immigrant students who were unable to attend classes during the COVID pandemic



Only one teacher responded that it took him/her less time to prepare his/her lesson during the pandemic. On the contrary, the majority of the teachers (89.2%) needed more time to prepare their teaching. Finally 9.2% answered that they needed the same time to prepare their lessons.

