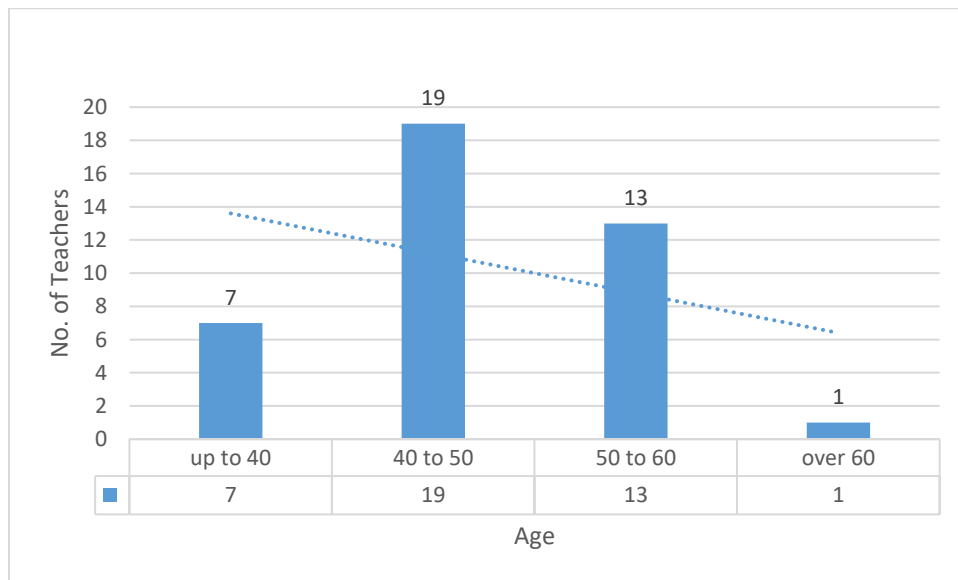


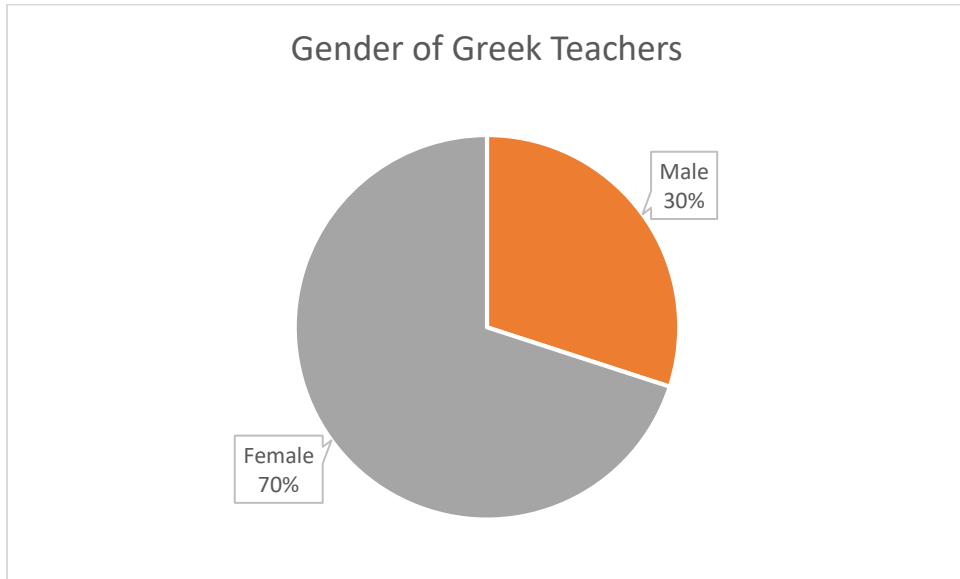
Statistical Analysis of the Greek Questionnaires

In the context of the European project DO-IT, a survey was conducted with a questionnaire on a random sample of vocational education teachers in a school (2nd Vocational School of Katerini, Greece mainly) where immigration integration departments operate (reception classes) and 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.

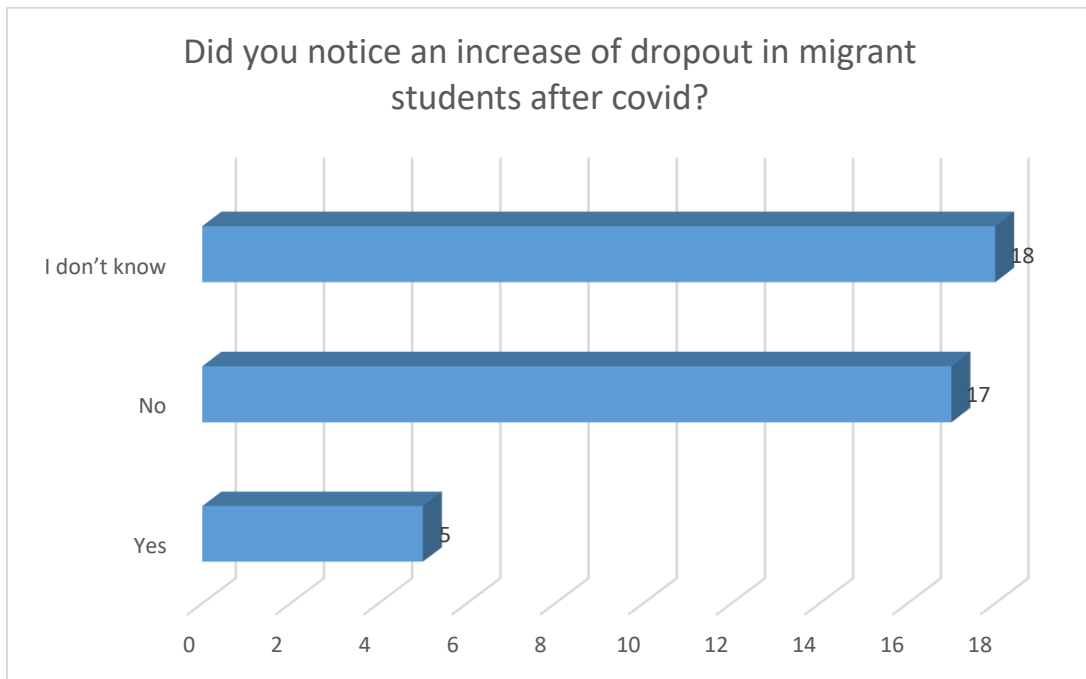
Looking at the random sample of teachers who participated we can observe that almost half of the teachers are aged from 40 to 50 years. There is a large percentage of teachers who participated between the ages of 50 and 60, while only one teacher was over 60 years old. Only 17.5% of teachers were under 40 years old.



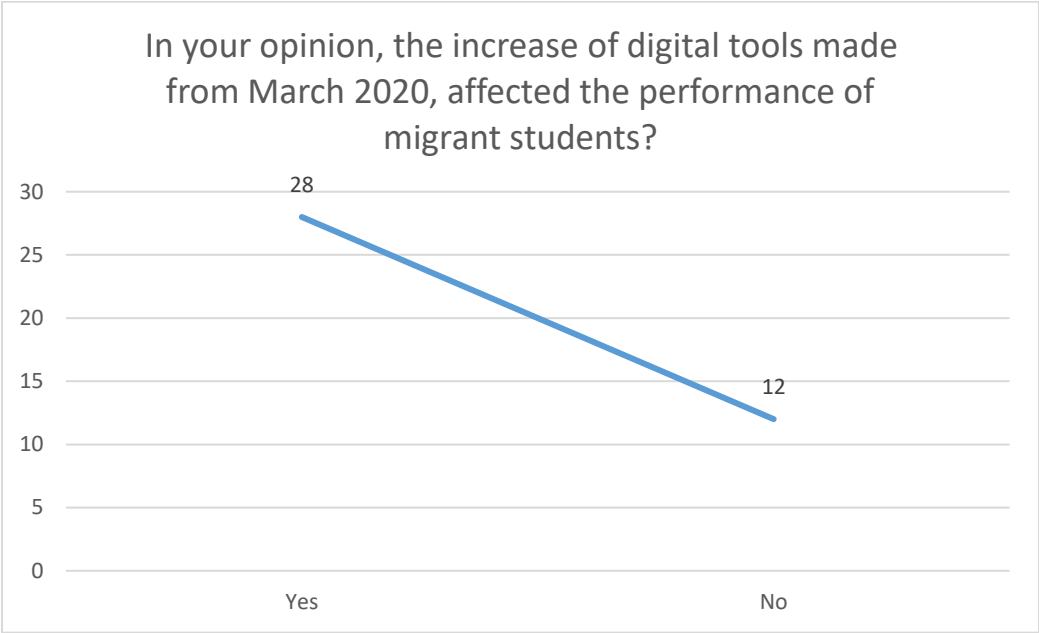
The majority of teachers participating in the survey were women - 70%



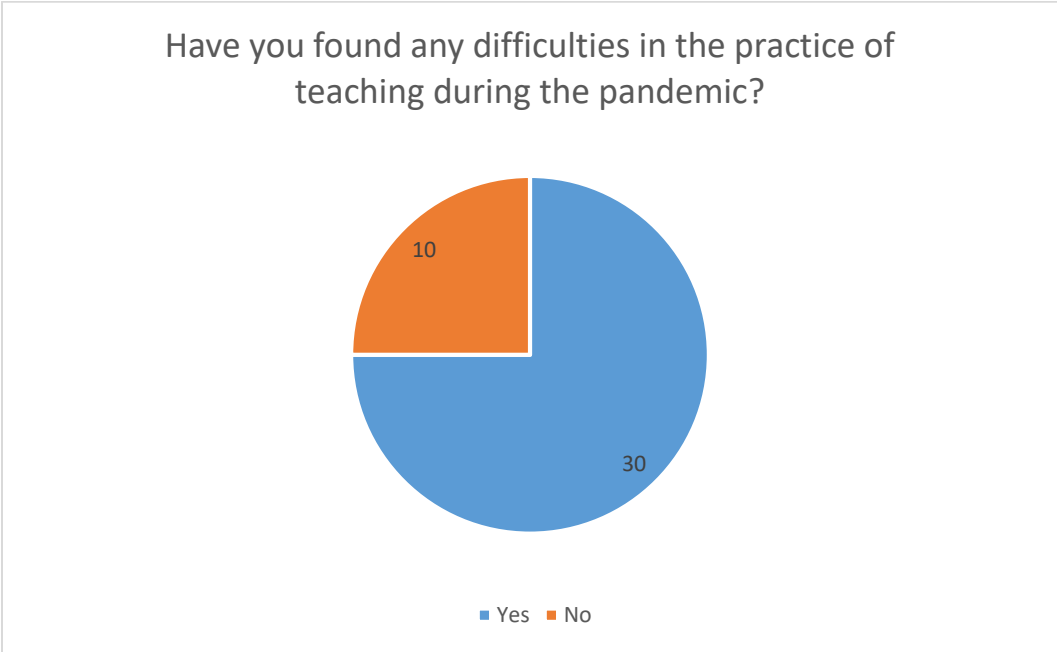
When asked if they noticed an increase in the percentage of students with an immigrant background who dropped out of school after the COVID pandemic, most answered that they did not know (45%) while almost the same percentage (42.5%) answered that they did not notice any increase.



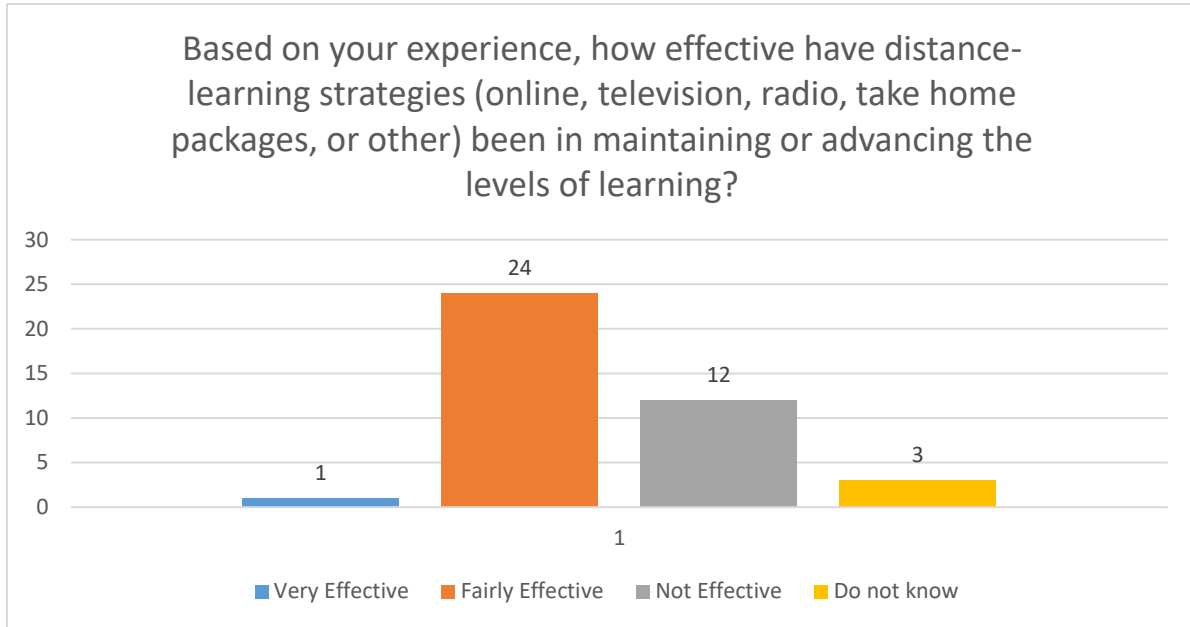
The largest percentage of teachers believe that the increase in e-learning tools during the COVID pandemic affected student performance (70%).



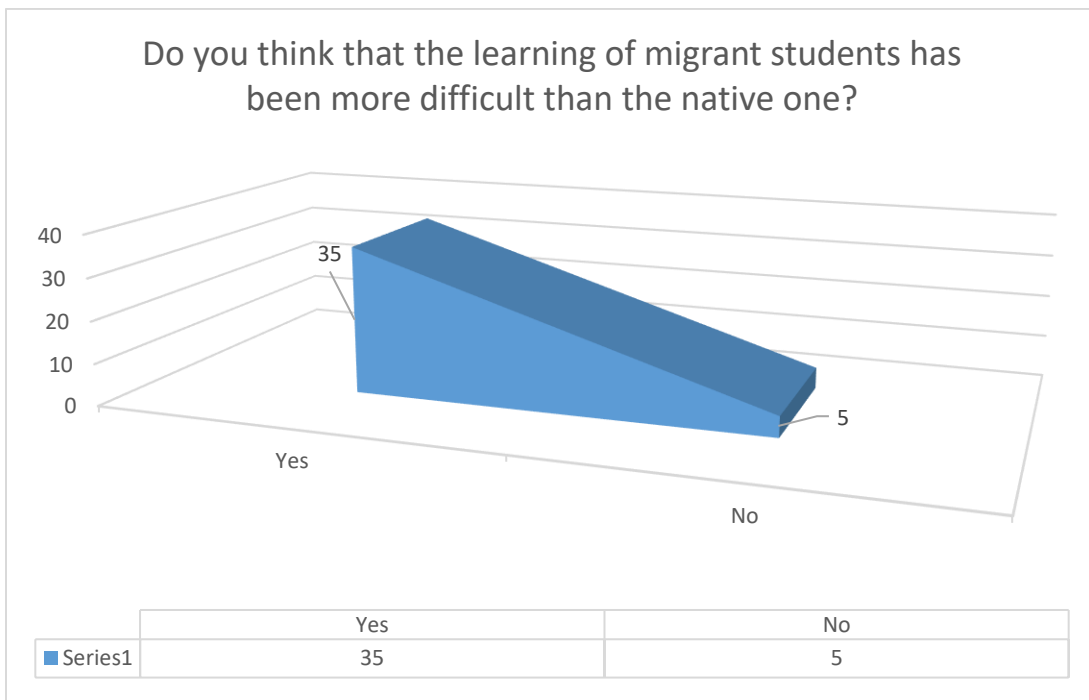
The vast majority of teachers (75%) who participated in the survey answered that they encountered difficulties in the educational process during the COVID pandemic



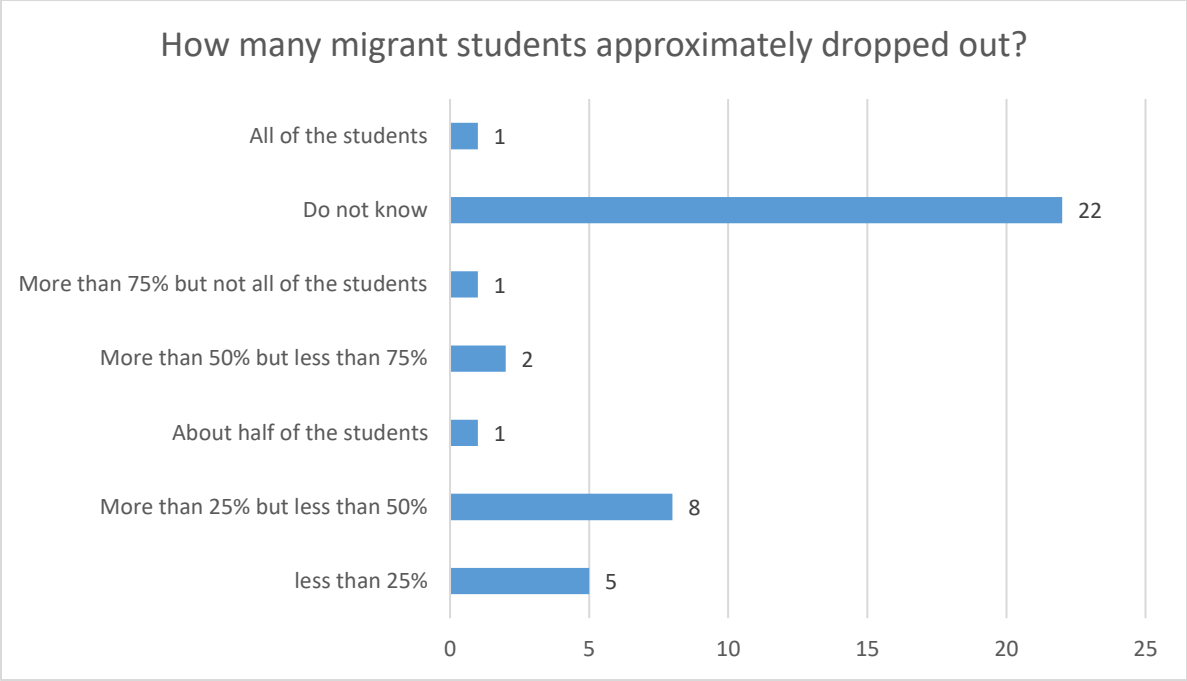
A very important finding is the fact that the majority of teachers (60%) believe that the distance learning strategies used during the COVID pandemic were effective enough to maintain the level of learning. However, the percentage of teachers is quite high (30%) who believe that the strategies used were not so effective.



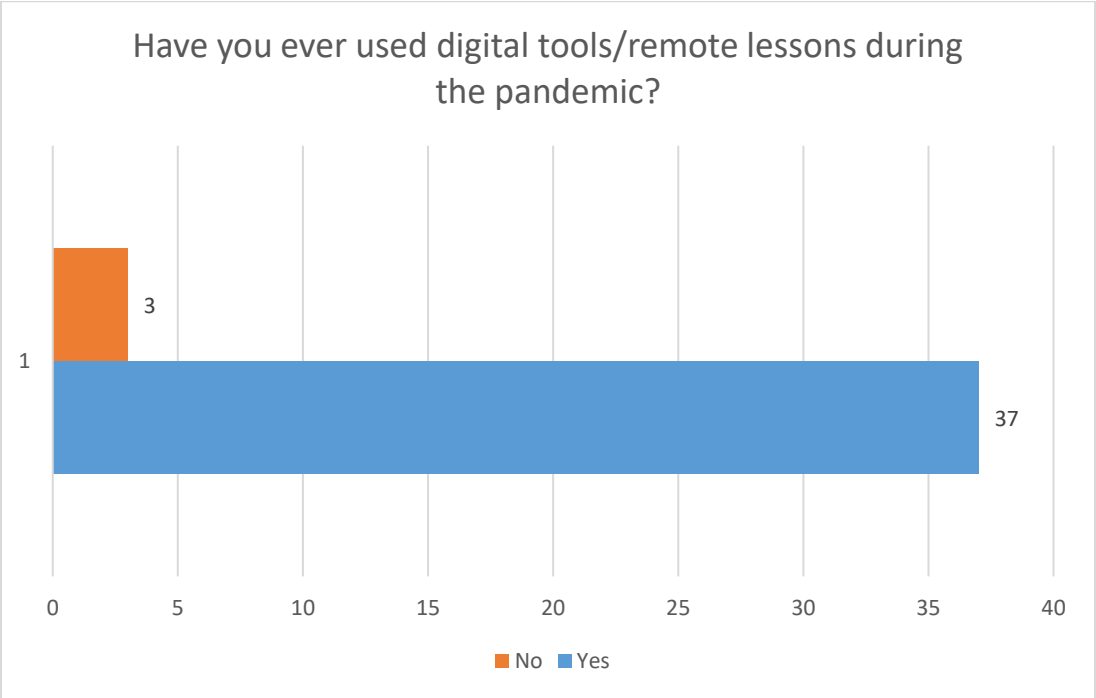
87.5% of teachers believe that educating students with an immigrant background is more difficult than educating local students.



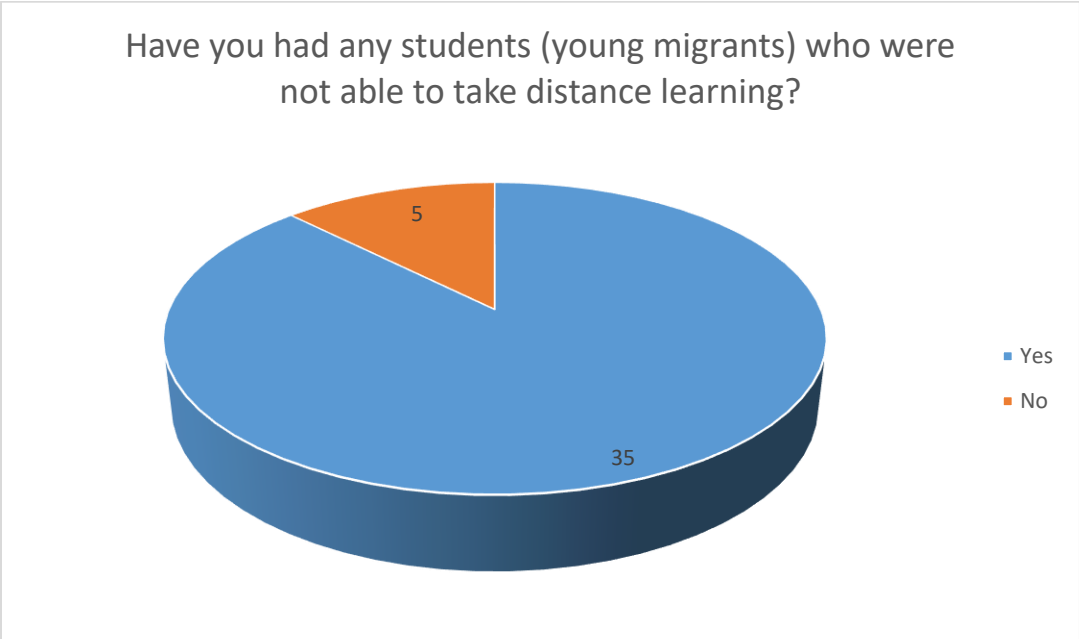
More than half of the teachers (55%) do not know how many immigrant students dropped out of school. While 20% of teachers believe that the number of students who dropped out of school early due to the pandemic is between 25 and 50 percent.



Almost all teachers (92.5%) used digital tools during the COVID pandemic.



The largest percentage of teachers (87.5%) had immigrant students who were unable to attend classes during the COVID pandemic



No teacher responded that it took him less time to prepare his lesson during the pandemic. On the contrary, almost all (92.5%) needed more time to prepare their teaching.

