



teacher support confronting social inequalities

Dear Colleagues,

The present study aims to investigate the consequences of the economic crisis upon the vulnerable population of children at early childhood education schools, the educational process and function of schools. The study takes place in the context of the research project TOCSIN (Teacher supportOrt Confronting Social INequalities). Your participation in the research (account of problems, practices, and suggestions) will contribute to the construction of an electronic platform with the aim of supporting teachers' efforts to combat social and economic inequalities in education. The research project is co-financed by the General Secretariat for Research and Technology (GSRT) in the context of the action "Teacher supportOrt Confronting Social INequalities (FM GR07 / 3708)".

To complete the questionnaire you have to sign in the website.

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## ***1<sup>st</sup> Part: General Information***

### ***School principal background information***

The completion of cells with an \* is obligatory

#### **Gender\***

Male

Female

#### **Years of working experience\***

#### **Years of administrative experience (principal, vice-principal) \***

#### **Years of administrative experience (principal, vice-principal) at the specific school\***

#### **Level of education (Choose those that describe your qualifications) \***

Pedagogical Academy

School of Early Childhood Education

Programme for Academic and Professional Upgrade for Primary School Teachers

Training School for Primary Education Teachers

Teaching Training Institution

Pedagogical Department

Another BA

MA

PhD

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## ***1<sup>st</sup> Part: General Information***

### ***School background information***

**School\***

**Type\***

Kindergarten

Primary School

Ordinary School

Extended School

**A total number of classes\***

**A total number of students at school\***

**The number of students attending Kindergarten or the first three grades of Primary School\***

Kindergarten:

First Grade:

Second Grade:

Third Grade:

**Were there any changes in the composition of your school from 2010 to nowadays?**

**Abolition of Extended School\***

Yes

No

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Merger\*

Yes

No

Region\*

Urban

Semi-urban

Rural

**Write the Municipality and the Region of your school according to the Directorate of Education your school belongs to.**

A' Athens - Municipality/ Region: \_\_\_\_\_

B' Athens - Municipality/ Region: \_\_\_\_\_

C' Athens - Municipality/ Region: \_\_\_\_\_

D' Athens - Municipality/ Region: \_\_\_\_\_

Eastern Athens- Municipality/ Region: \_\_\_\_\_

Western Athens- Municipality/ Region: \_\_\_\_\_

Piraeus- Municipality/ Region: \_\_\_\_\_

Eastern Thessaloniki- Municipality/ Region: \_\_\_\_\_

Western Thessaloniki- Municipality/ Region: \_\_\_\_\_

Thessaloniki-Centre- Municipality/ Region: \_\_\_\_\_

Prefecture of Magnesia-Volos - Municipality/ Region: \_\_\_\_\_

Prefecture of Magnesia-N. Ionia - Municipality/ Region: \_\_\_\_\_

Prefecture of Magnesia-Pelion - Municipality/ Region: \_\_\_\_\_

Prefecture of Magnesia-Islands - Municipality/ Region: \_\_\_\_\_

Prefecture of Magnesia-Other Regions - Municipality/ Region: \_\_\_\_\_

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## ***2<sup>nd</sup> Part: Quantitative record of the consequences of economic crisis***

### ***a. The consequences of economic crisis on students***

1. Are there more children now than there were in 2010 that face difficulties in:

1. Nutrition\*

Yes                                      No                                      I have not noticed it

2. Clothing/footwear\*

Yes                                      No                                      I have not noticed it

3. Attending school programme\*

Yes                                      No                                      I have not noticed it

4. Participation in learning activities\*

Yes                                      No                                      I have not noticed it

5. Participation in school activities (excursions, etc) \*

Yes                                      No                                      I have not noticed it

6. Anything else (mention):

2. Do you know how many of the students that attend your school (Kindergarten or the first three grades of Primary School) face serious economic problems in their families?

Kindergarten:

First three grades of Primary School:

3. How many families face difficulties in finding employment (e.g., one or two unemployed parents)?

Kindergarten:

First three grades of Primary School:

4. How many students have difficulties in getting the necessary notebooks and school materials?

Kindergarten:

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First three grades of Primary School:

5. How many students have difficulties in clothing (old clothes, inappropriate for the season clothes, lack of clothing)?

Kindergarten:

First three grades of Primary School:

6. How many students do not have the proper equipment to participate in school activities (e.g., trainers, tracksuits)?

Kindergarten:

First three grades of Primary School:

7. How many students do not afford to buy costumes, accessories or any other type of clothing for the school needs or events?

Kindergarten:

First three grades of Primary School:

8. Do you know how many students do not afford to participate in extra-curricular activities, such as painting, dancing, sports or foreign language learning classes etc)?

Kindergarten:

First three grades of Primary School:

9. Do you know how many students do not have a health insurance?

Kindergarten:

First three grades of Primary School:

10. How many students have fainted because of a lack of food?

Kindergarten:

First three grades of Primary School:

11. How many of the students who face economic problems are often absent from school?

Kindergarten:

First three grades of Primary School:

12. How many of the students who face economic problems have changed their behavior at school?

Kindergarten:

First three grades of Primary School:

13. How many of the students who face economic problems are often distracted?

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Kindergarten:

First three grades of Primary School:

**14.** How many of the students who face economic problems discuss them in school/class?

Kindergarten:

First three grades of Primary School:

**15.** How many of the parents who face economic difficulties mention any sentimental or/and behavioral problems at school their children have?

Kindergarten:

First three grades of Primary School:

**16.** How many of the students who face economic problems are under a lot of pressure?

Kindergarten:

First three grades of Primary School:

**17.** How many of the students who face economic problems experience social seclusion from the children who do not face economic problems?

Kindergarten:

First three grades of Primary School:

**18.** How many of the students who face economic problems have difficulties in attending lessons and responding to the demands of the learning activities in class?

Kindergarten:

First three grades of Primary School:

**19.** How many of the students who face economic problems have repeated the same class?

Kindergarten:

First three grades of Primary School:

**20.** How many of the children who have been diagnosed with learning difficulties by KE.D.D. Y. do not receive specialized help and support because of economic problems?

Kindergarten:

First three grades of Primary School:

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## **2<sup>nd</sup> Part: Quantitative record of the consequences of economic crisis**

### **b. The consequences of economic crisis on the function of schools**

21. How serious are the problems you notice at your school in relation to:

i. the heating of building throughout the year	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
ii. the maintenance of building	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
iii. the lack of staff (e.g., foreign language teachers)	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
iv. the function of extended school (e.g, materials, staff)	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
v. the cleaning	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
vi. the security	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>

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vii. the equipment, visual aids	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
viii. the office supplies (e.g., paper, ink)	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
ix. the children transportation	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
x. the children safety in buildings (e.g., damage at schools, badly-maintained buildings)	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>
xi. the increase in student population	<i>Not serious</i>	<i>Less serious</i>	<i>So-so</i>	<i>Serious</i>	<i>Very serious</i>	<i>It does not concern the school</i>

**22.** Which functions of school were negatively influenced from 2010 to nowadays because of the economic crisis?

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.....

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### ***3<sup>rd</sup> Part: Views on the consequences of economic crisis on the educational process and confrontation of daily life at school before and after 2010***

**23. Comparing the educational process before the socio-economic crisis with the one that you are experiencing daily from 2010 and onwards do you think that the economic crisis has influenced some of your students negatively in terms of:**

- i. their learning motives  
*Not at all      Not really      So-so      Quite a lot      Very much*
- ii. their participation in the educational process  
*Not at all      Not really      So-so      Quite a lot      Very much*
- iii. their participation in the school activities (visiting museums, one-day excursions, theatre performances, etc)  
*Not at all      Not really      So-so      Quite a lot      Very much*
- iv. their concentration on and response to the school duties  
*Not at all      Not really      So-so      Quite a lot      Very much*
- v. their consistency in attending school (they attend school on a regular basis)  
*Not at all      Not really      So-so      Quite a lot      Very much*
- vi. their absenteeism (stopping school attendance)  
*Not at all      Not really      So-so      Quite a lot      Very much*
- vii. their learning outcomes/performance  
*Not at all      Not really      So-so      Quite a lot      Very much*

**24. Do you think that the decrease in school funding (restriction of the function of the extended school and remedial teaching) and its consequences on the supporting actions within school have influenced student performance?**

*Not at all      Not really      So-so      Quite a lot      Very much*

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25. Mention the most serious problems your school faces from 2010 and onwards because of the consequences of socio-economic crisis on education and put them in a hierarchical order:

- 1.....
- 2.....
- 3.....
- 4.....

26. Do you believe that the difficulties in the contact between school and student family have increased the last few years because of the economic crisis when compared with the one before the crisis?

*Not at all      Not really      So-so      Quite a lot      Very much*

If you have chosen the options "Not really"/ "So-so"/ "Quite a lot"/ "Very much", do you attribute the problem to:

i. the pressure that parents feel because of their inability to meet their children's demands for participation in the school life (e.g., school bag, stationery, daily brunch) as well as the extracurricular life

*Not at all      Not really      So-so      Quite a lot      Very much*

ii. parents' inability to be present at school and frequently contact with teachers

*Not at all      Not really      So-so      Quite a lot      Very much*

iii. the disappointment that parents often feel because of the economic problems that they themselves or the country is facing because of the socio-economic crisis

*Not at all      Not really      So-so      Quite a lot      Very much*

iv. anything else (please describe)

27. Which of the changes in education that the socio-economic crisis brought about influenced the quality of the educational process at your school?

i. the decrease in salaries

*Not at all      Not really      So-so      Quite a lot      Very much*

ii. the decrease in opportunities for further teacher education (closure of teaching training centres, lack of educational and training programmes at Regional Training Centres)

*Not at all      Not really      So-so      Quite a lot      Very much*

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- iii. the uncertainty in the field of employment  
*Not at all*      *Not really*      *So-so*      *Quite a lot*      *Very much*
  
- iv. the ambiguous framework of teacher assessment  
*Not at all*      *Not really*      *So-so*      *Quite a lot*      *Very much*
  
- v. the increase in student population  
*Not at all*      *Not really*      *So-so*      *Quite a lot*      *Very much*
  
- vi. the change in the composition of student population  
*Not at all*      *Not really*      *So-so*      *Quite a lot*      *Very much*
  
- vii. the abolition of teacher sabbatical leave to attend post-graduate programmes or conduct a PhD  
*Not at all*      *Not really*      *So-so*      *Quite a lot*      *Very much*

viii. anything else (please describe)  
.....  
.....  
.....

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## ***4<sup>th</sup> Part: Ways of facing student difficulties and teacher suggestions***

**28.** Are attempts made at your school to cope with the economic difficulties that students and their families face?

*Not at all      Not really      So-so      Quite a lot      Very much*

**29.** Describe the extent to which the following attempts are made:

i. financial support of families (bazaars, charities etc)  
*Not at all      Not really      So-so      Quite a lot      Very much*

ii. meals at school  
*Not at all      Not really      So-so      Quite a lot      Very much*

iii. the teacher takes care of his/her student brunch  
*Not at all      Not really      So-so      Quite a lot      Very much*

iv. remedial teaching to boost student performance  
*Not at all      Not really      So-so      Quite a lot      Very much*

v. reduce in student stationery and materials  
*Not at all      Not really      So-so      Quite a lot      Very much*

vi. programmes offering students emotional support  
*Not at all      Not really      So-so      Quite a lot      Very much*

vii. more frequent contact with the Parents' Association in an attempt to find solutions to the problems or vacancies for parents  
*Not at all      Not really      So-so      Quite a lot      Very much*

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- viii. further learning/ personal study to find ways of confronting the consequences of the economic crisis on education  
*Not at all      Not really      So-so      Quite a lot      Very much*
- ix. contact-cooperation with other schools  
*Not at all      Not really      So-so      Quite a lot      Very much*
- x. contact-cooperation with other organizations (Municipality, Prefecture, Charities, Church etc)  
*Not at all      Not really      So-so      Quite a lot      Very much*
- xi. cooperation with solidarity networks  
*Not at all      Not really      So-so      Quite a lot      Very much*
- xii. demands for sponsorships  
*Not at all      Not really      So-so      Quite a lot      Very much*
- xiii. participation in European programmes  
*Not at all      Not really      So-so      Quite a lot      Very much*
- xiv. anything else (please mention).....

**30. What could help you better cope with the new reality experiencing in the daily educational process or function of school? Which of the following suggestions do you consider appropriate to support school work?**

- i. more funding on the part of Municipality  
*Not at all      Not really      So-so      Quite a lot      Very much*
- ii. educational programmes focusing on pedagogical issues and ways of confronting problems caused by the economic crisis  
*Not at all      Not really      So-so      Quite a lot      Very much*
- iii. development of electronic networks of teacher communication  
*Not at all      Not really      So-so      Quite a lot      Very much*

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iv. existence of a website including information about social organizations, networks, partners etc

*Not at all      Not really      So-so      Quite a lot      Very much*

v. diffusion of good practices

*Not at all      Not really      So-so      Quite a lot      Very much*

vi. suggestions for free-of-charge creative activities

*Not at all      Not really      So-so      Quite a lot      Very much*

vii. anything else (please mention).....

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