



δίκτυο  
για τα δικαιώματα  
του παιδιού

*Πέρα από λόγια και συμβάσεις*

network  
for children's  
rights

*Beyond words and conventions*

The Network for Children's Rights created a targeted questionnaire, prompted by the COVID-19 pandemic that started in March 2020 and the fact that schools across the country stopped in-class lessons and switched to remote learning for the majority of the 2020-2021 school year. The purpose of the questionnaire was to collect data and communicate the findings that emerged upon completion of the research.

The 3 questionnaires that were created were addressed to a) teachers, b) parents and c) the coordinators of refugee accommodation structures. Completion of the questionnaires was anonymous.

The general intention of the research was to collect data that will allow for interventions through advocacy, targeted recommendations, and appropriate actions for all children, in order to fill any learning gaps and find solutions to other problems created by the pandemic. Below you will find a summary of the research results

- In the evaluation of remote learning from teachers 83 questionnaires were gathered.

The majority of teachers (77%) who participated in the research worked in primary and preschool education. Therefore, the results of the research presented above paint a picture of the problems related to the prolonged period of time young children spent in remote learning. Regarding participation of children in remote learning, the results of the research make it clear that a large number of children were completely and for a long time deprived of access to education. In addition to the existing discrimination based on ethnicity or language, new factors of exclusion from education were added, in particular the lack of appropriate technological equipment and internet access, as well as the individual difficulties that children and their families were faced with in conditions of inclusion.

The unequal access of children to remote learning becomes apparent in the answers of teachers working with more than seven children, regarding continuous non-participation of a smaller or larger number of children in remote learning. Those factors that hinder access to remote learning are known to the vast majority of teachers who participated in the research and while the participation and response of students is assessed by a large percentage of teachers as positive and overcoming the given difficulties and cooperation teachers with parents is evaluated positively by the majority of respondents, the necessary corrective interventions by the competent authorities are evaluated by the majority of respondents as insufficient or absent

- In the evaluation of remote learning from parents 77 questionnaires were gathered

The majority of parents (75.3%) who participated in the survey have children enrolled in primary and preschool education. Therefore, the results of the research presented above

paint a picture of the problems related to the prolonged application of remote learning in young children. Regarding participation of children of the respondents in remote learning, it becomes clear from the results of the research that a large number of children were completely and for a long time deprived of access to education. Lack of internet access and / or lack of appropriate technological equipment are cited as the main reasons for the non-participation of the respondents' children.

On the other hand, the children of respondents who participated in the remote learning, the conditions for that participation were not the same. A significant percentage of children participated in remote learning in a common area of the home and / or together with other members of their family. Although a large percentage of respondents rated their cooperation with the school positively, most of them stated that they did not receive equipment from the school, did not have frequent contact with the teachers and that they themselves had to provide help to children that were engaged in distance learning. A smaller but significant percentage of parents stated that they had to attend remote learning classes themselves.

- In the evaluation of remote learning from coordinators of accommodation structures 34 questionnaires were gathered

The respondents work in refugee accommodation structures with varying numbers of children, who are mainly located outside Attica and in most cases isolated from the urban fabric. The answers of the employees show that thousands of children of all ages living in refugee accommodation structures throughout Greece did not participate in remote learning. The main reasons are the lack of internet connection and / or the lack of the necessary equipment. Additional reasons mentioned relate to the lack of reception classes and the consequent difficulties of language comprehension and lack of motivation on the part of the students.

Students who live in refugee accommodation structures and participated in remote learning used mainly mobile phones and to a lesser extent computers, while only half of the respondents answered that children used a stable internet line. For the above reasons, the majority of respondents evaluate the choice of distance education negatively and estimate that it will have a negative impact on children.