UNIVERSIDAD Ð CÓRDOBA

Programa de Doctorado en Ciencias Sociales y Jurídicas

Tesis doctoral

Educación especial e integración de inmigrantes de segunda generación en la escuela primaria griega.

Special education and integration of second-generation immigrants in Greek primary school.

Doctoranda

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Cordoba, Febrero de 2024

TITULO: *Special education and integration of second-generation immigrants in Greek primary school*

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DOCTORANDA/O

AIKATERINI LIAGKOURA

TÍTULO DE LA TESIS:

Educación especial e integración de inmigrantes de segunda generación en la escuela primaria griega.

INFORME RAZONADO DE LAS/LOS DIRECTORAS/ES DE LA TESIS
(se hará mención a la evolución y desarrollo de la tesis, así como a trabajos y publicaciones derivados de la misma)

A nuestro juicio y, en líneas generales, el trabajo efectuado por la doctoranda cumple con todos los criterios y requisitos de un trabajo de esta envergadura, para ser presentado y sometido a evaluación.

La realización de la tesis ha requerido de cinco cursos académicos desde que se matriculo la misma en diciembre de 2019, este periodo temporal ha sido necesario por distintos factores, entre ellos se puede destacar las consecuencias derivadas de la pandemia sanitaria internacional (COVID-19). Sin embargo, estos hechos acontecidos, no han logrado un posible detrimento de la validez y transferencia de conocimiento en estos temas, al considerar la temporalidad empleada, dado que, al tratarse de una tesis basada en aspectos de inclusión y educación especial, más concretamente el proceso de enseñanza y aprendizaje del idioma con inmigrantes y las dificultades de aprendizaje.

De manera más concreta, respecto al desarrollo de la tesis, la dificultad mayor con la que se ha encontrado la doctoranda ha sido, por un lado, la necesidad de revisar y concretar la cantidad de bibliografía internacional que obra de la temática de los fenómenos migratorios y la interculturalidad, y las dificultades de aprendizaje desde la perspectiva docente y familiar en el progreso del proceso de aprendizaje, y de la propia enseñanza.

La fundamentación teórica realiza un recorrido desde los antecedentes que supone los fenómenos migratorios de manera mundial, pasando por los posicionamientos europeos y, especificando en las circunstancias de Grecia, desde el prisma educativo y la adquisición del idioma y la cultura del lugar de acogida. Además, se presenta un apartado de lo que supone que estos estudiantes en las etapas educativas básicas presenten dificultades de aprendizaje para el proceso de enseñanza y aprendizaje.

La metodología y el proceso de diseño, considera los preceptos y reglas de la investigación en el campo educativo, siguiendo el rigor científico obligado para las investigaciones de carácter cuantitativo y cualitativo, en cada uno de los elementos de este apartado. De manera más detallada, ha sido necesario un abordaje en dos niveles, debido al carácter mixto del estudio, por lo que se han empleado varios diseños e instrumentos, para alcanzar los objetivos propuestos de investigación.

En referencia a los resultados han sido cuantiosos, correspondiendo a la diversidad de instrumentos utilizados para la recopilación de los datos y, poder responder de manera coherente y fiable a los interrogantes planteados con la investigación. La discusión y conclusiones consideran la triangulación propia de este tipo de investigaciones mixtas para aportar un corpus de conocimiento más rico y fructífero para posibles líneas de investigación.

Finalmente, hemos de indicar que, durante la realización de la tesis, se han enviado un artículo a una revista científica, cuyo título es Factors affecting the learning of second - generation migrant children in Greek primary school, publicado en European Journal of Educational Research, SJR de 2º cuartil, cuyo DOI es https://doi.org/10.12973/eu-jer.12.3.1285. Y, un capítulo de libro, titulado The conditions of social integration of immigrant children through the Greek Educational System (Primary Education), en la editorial Thomson Reuters (Aranzadi).

Por todo ello, se autoriza la presentación de la tesis doctoral.

Córdoba, a 27 de febrero de 2024

Las/los directoras/es

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ΕΥΧΑΡΙΣΤΙΕΣ

Αυτή η έρευνα ήταν ένα μεγάλο ταξίδι γνώσης, προκλήσεων, απαιτήσεων, προσωπικής προσπάθειας και συνεργασίας. Για την ολοκλήρωση αυτού του «ταξιδιού» θα ήθελα να ευχαριστήσω θερμά και τις δύο καθηγήτριές μου. Ειδικότερα, θα ήθελα να ευχαριστήσω την καθηγήτρια Rosalia Romero Tena του Πανεπιστημίου της Σεβίλλης που από την πρώτη μέρα με διαβεβαίωσε ότι με σωστό προγραμματισμό, αδιάλειπτο ενδιαφέρον και συνεχή προσπάθεια μπορώ να πετύχω τους στόχους μου. Η στάση της όλα αυτά τα χρόνια ήταν πολύ υποστηρικτική ακόμα και στις πιο δύσκολες στιγμές.

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ήταν εξίσου υποστηρικτική σε ό,τι προέκυψε. Η συμβολή και των δύο καθηγητριών μου στον αγώνα μου ήταν καθοριστική και είμαι ευγνώμων για την καθοδήγηση και τη στήριξη που μου παρείχαν για να καταφέρω να φτάσω στο στόχο μου.

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Resumen Extenso en Español

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Resumen en español

Introducción de la tesis

Un tema que ha preocupado al sistema educativo y a los jóvenes investigadores es la coexistencia de características interculturales y dificultades de aprendizaje. Este fenómeno está en constante aumento debido al crecimiento del fenómeno migratorio en Europa y los resultados que trae a las sociedades de los países de acogida. Después de todo, la inmigración es un fenómeno social que cambia y difiere de una sociedad a otra y de una época a otra, creando así las condiciones para cultivar la actitud de la población del país anfitrión hacia las personas que emigran a él.

En primer lugar, cualquier movimiento que implique un cambio de lugar de residencia puede considerarse migración (Hoffman & Nowotny, 1970). Al fin y al cabo, el concepto de inmigración, si se toma la etimología de la palabra, proviene del verbo "inmigrar", que significa moverse, cambiar de posición en el espacio que me rodea (Papadopoulou, 2002). Por tanto, la inmigración está relacionada con el cambio del espacio demográfico de una sociedad y contribuye inicialmente al aumento de su población.

"La migración internacional es uno de los factores más importantes del cambio social en el mundo, ya que no es un fenómeno aislado y no debe abordarse desde esta perspectiva" (Castles, De Haas & Miller, 2014).

Según Castles y otros (2014), la migración como fenómeno es algo que debe ser tratado como un factor que provoca cambios significativos en el desarrollo social y económico de los países receptores, así como en la existencia de la globalización. Para que haya un cambio sustancial y que las intervenciones y soluciones de respuesta sean exitosas, los países receptores tienen que lidiar con los aportes migratorios basándose en los efectos positivos que los acompañan.

Dependiendo de los motivos del movimiento de una población, la migración se divide en cuatro categorías (Woldeab, 2019). La primera categoría es la Migración Laboral (Koopmans, 2016). Se llama movimiento de población dentro de las fronteras o incluso fuera de las fronteras de un país con el objetivo de encontrar un mejor trabajo. Este tipo de migración se debe principalmente a las desigualdades que existen en el ámbito laboral pero también a las mejores oportunidades laborales que brindan otros países. La segunda categoría es la migración o desplazamiento forzado. El movimiento de personas que se han visto obligadas a abandonar sus hogares, sus costumbres o para protegerse de la amenaza de guerra, "violencia generalizada, violaciones de derechos humanos o desastres naturales o provocados por el hombre" (OIM, 2019).

La siguiente categoría de inmigración es la trata de personas y la esclavitud moderna. Esta categoría se define como "la acción o práctica de transportar ilegalmente personas de un país a otro, generalmente con fines de trabajo forzoso o explotación sexual" (OIM, 2019). Se estima que de los 25 millones de personas que son víctimas, más de 5 millones son transportadas fuera de las fronteras nacionales de los países de origen de estas personas (OIM, 2019). Finalmente, otro tipo de migración es la que está relacionada con los factores ambientales de una región, de un país. En este caso, las poblaciones se mueven debido a cambios inesperados y rápidos en el entorno más amplio que a su vez afectan sus vidas o sus condiciones de vida, de manera temporal o permanente, ya sea dentro del país o en el extranjero (OIM, 2019).

Además, la inmigración se puede clasificar en legal o ilegal. El estatus legal de los inmigrantes en un país no está claro debido a muchos obstáculos que surgen, como retrasos inesperados debido a controles burocráticos en el examen de la solicitud de aprobación de su permiso de residencia. Muchas veces, se enfrentan a los cambios en los regímenes actuales, lo que contribuye a un inconveniente aún mayor antes de obtener la tarjeta de residencia legal en el país de acogida de las poblaciones migrantes (Paroutsas, 2016).

Hasta finales del siglo XIX, Grecia era principalmente un país de origen de inmigrantes. En los años siguientes, ocurrieron acontecimientos impactantes que sacudieron al mundo entero y pusieron fin al colonialismo. En particular, la Primera Guerra Mundial (1914-1918), el desastre de Asia Menor (1922), la crisis económica mundial (1929) y la Segunda Guerra Mundial (1939-1945) provocaron una gran salida de europeos, que se vieron superados por las penurias, al gran continente pero también a Alemania (Cavounidis, 2004). Los efectos de esta recesión económica fueron devastadores para todo el mundo (Banco de Grecia, 2009).

Según C. Van Mol y H. de Valk (2016), tras el final de la Segunda Guerra Mundial, Europa quedó dividida y el noroeste de Europa comenzó a florecer económicamente. Los países del noroeste de Europa comenzaron a buscar mano de obra barata proveniente de los países vecinos (Boyle et al., 1998).

Esta enorme afluencia de inmigrantes se detuvo cuando Alemania Oriental construyó el famoso Muro de Berlín en 1961. Como resultado de este desarrollo, Alemania Occidental buscó mano de obra de otros países como Turquía, los Países Bajos y Bélgica durante la década de 1960. Durante este período, el fenómeno de la inmigración estuvo acompañado de un sentimiento positivo, ya que fue notable la contribución de los inmigrantes al fortalecimiento de la economía de los países que los acogieron (Bonifazi, 2008).

A partir de la década de 1970, muchos griegos en el extranjero comenzaron su repatriación (Fukidas y King, 1996). Los tormentosos acontecimientos de los años siguientes dieron lugar a que se distinguieran tres importantes períodos de inmigración. Inicialmente, la crisis del petróleo que estalló en los años 1973-1974 podría considerarse como el primer período. El resultado de esta crisis fue el retorno de inmigrantes a sus países de origen, la reunificación de familias, pero también el movimiento de refugiados de Este a Oeste (C. Van Mol & H. de Valk, 2016). Inicialmente, el fenómeno de la reunificación familiar y el consiguiente aumento en el número de afluencias, provocó disturbios en los gobiernos de estos países, los cuales estaban llamados a enfrentar amplios desafíos, por lo que intentaron limitarlo (este fenómeno), pero sin éxito. (Castillos et al., 2014).

En lo que respecta al Estado griego, la crisis del petróleo de 1973 combinada con la caída del régimen dictatorial que prevaleció en el país hasta 1974, así como las siguientes acciones de reformas para recuperar el país, son las razones más importantes

por las que el Restauración del helenismo diaspórico. Un gran número de griegos se repatriaron (Kasimis et al., 2012), alrededor de medio millón después del fin de la crisis del petróleo (C. Van Mol & H. de Valk, 2016). El período transcurrido desde la caída del Muro de Berlín, o el "Telón de Acero", como se le llamó, puede considerarse como un segundo período de intensa inmigración.

Además, a mediados de los años 1980, países como Grecia, Italia, España y Portugal eran países emisores de inmigrantes desde hacía muchos años. Por tanto, no tenían una política desarrollada para acoger a los inmigrantes y hacer frente a su afluencia (Castles et al., 2014) y los empleos que ofrecían no iban acompañados de salarios dignos y buenas condiciones laborales (C. Van Mol & H. de Valk, 2016). Por tanto, estos países fueron elegidos por inmigrantes que procedían de países que no pertenecían a Europa, sino principalmente de África, Asia y América Latina (Castles et al., 2014). Grecia fue el último de los países del sur de Europa que pasó de ser un país que enviaba inmigrantes a un país que los recibía. Según Bade (2003), los inmigrantes griegos que trabajaron en países fuera de Grecia durante este período se estimaron en alrededor de un millón.

En la década de 1990, el gran aumento de la afluencia de inmigrantes estuvo principalmente relacionado con las condiciones fomentadas por la disolución de la Unión Soviética en 1991 (Hatton, 2004). Además, las guerras en la ex Yugoslavia crearon las condiciones para nuevos flujos de inmigrantes hacia Europa occidental (Hansen, 2003). Al mismo tiempo, la abolición de las fronteras con el Tratado de Maastricht firmado en 1992 provocó movimientos internos. Sin embargo, los movimientos entre países de la UE comenzaron a controlarse de manera mucho más estricta, principalmente porque hubo muchos intentos de ingresar a los países de manera ilegal (Bonifazi, 2008; Castles et al., 2014).

El objetivo de la UE ahora es atraer a personas con un alto nivel educativo ya sea para trabajar o para estudiar en sus instituciones educativas (Eurostat, 2011). Este rápido crecimiento económico debido a la afluencia de estudiantes inmigrantes se detuvo en 2008 con el inicio de la crisis financiera mundial (Castles et al., 2014). La crisis tuvo un impacto particular en la economía principalmente de países como Grecia, Irlanda, Portugal, España e Italia (Van Mol, 2016). El número de estos movimientos creció en 2015.

Según Keridis (2016), hay un aumento impresionante en el número de movimientos ilegales dentro de los países de la Unión Europea en 2015. Al año siguiente, en 2016, muchos estados decidieron implementar la táctica de cerrar fronteras para aquellos inmigrantes que intentaran ingresar a países sin los documentos legales de viaje necesarios (Prodromidou & Gasis, 2019). Además, la pandemia de coronavirus que estalló en 2019 ha afectado significativamente los movimientos de población (OIM, 2021). Se estima según UNICEF (2022) que desde principios del año 2021 hasta agosto, los países a los que llegaron las oleadas de inmigrantes y refugiados incluyeron Grecia, Italia, Bosnia, Herzegovina, Bulgaria, Serbia y Montenegro.

Más allá de las razones económicas, también existen razones humanitarias por las que algunas personas pueden migrar. Es decir, cuando perciben que su vida corre peligro durante su estancia en su país o región, deciden migrar (OIM, 2019). Además, se observa que en ocasiones estas categorías, es decir, razones familiares, económicas y humanitarias, pueden estar relacionadas. Por ejemplo, mudarse a otra región u otro país para trabajar en un empleo que les recomendó un familiar que vive en ese país (Bansak et al., 2021).

Sin embargo, también hay casos de movimientos que se producen en forma de migración bajo presión y coerción. En particular, una categoría de personas que se desplazan sin su voluntad son los refugiados (Paroutsas, 2016). La diferencia entre migración involuntaria y migración voluntaria es que en el primer caso los individuos hacen todo lo posible para lograr regresar en algún momento en el futuro a su hogar, a su lugar de origen. Además, en este caso particular, el movimiento de estas personas desde el momento en que ingresan a un país deja de ser su propia elección, y el país respectivo decide qué arreglos legales procederá para retenerlos o enviarlos a otro país (ACNUR, 2019).

Los desafíos que se presentan están relacionados con las necesidades de acceso a atención y protección médica, acceso a estructuras educativas para aprender el idioma y la necesidad de vivienda. En los casos en que las medidas tomadas por el gobierno de cada país se consideran insuficientes, existe un mayor riesgo para los miembros vulnerables de las familias migrantes, los niños y las mujeres (UNICEF, 2022). Algunas áreas pueden beneficiarse de la influencia de la inmigración y otras no. Los efectos de la migración pueden ser fundamentales a la hora de dar forma a la política exterior de los países que reciben flujos migratorios dentro de ellos (UNICEF, 2022).

En 1993, con el Tratado de Maastricht "se intentó por primera vez en la historia de Europa establecer una ciudadanía europea y una identidad cultural europea basadas en la coexistencia armoniosa y la cooperación de personas con diferentes orígenes nacionales, lingüísticos y culturales" (Markou, 1997, pp. 94-95).

Un pilar clave de las políticas de inmigración que se establecen es claramente la adquisición de la ciudadanía y los derechos que la acompañan en el país de acogida para todos los niños nacidos (de la Rica et al., 2013). En el año 2016, el Parlamento Europeo sentó las bases para impulsar un nuevo plan para la inmigración con la cooperación de los países miembros de la Unión Europea (Bendel, 2017). Este nuevo plan tiene como objetivo reducir el número de inmigrantes ilegales (involucrados en el contrabando y la trata de personas) y proporcionar una sensación de seguridad a la población inmigrante. Un ejemplo de tales cambios son los procedimientos más rápidos para emitir un permiso de residencia legal en el país (Comisión Europea, 2016).

Los niños nacidos en el país anfitrión de padres inmigrantes constituyen la segunda generación de inmigrantes. Desde 1994 se han mencionado varias definiciones del fenómeno de los inmigrantes de segunda generación. La definición más centralizada es la de Papasiopi y Pasia (2006), quienes afirman que los inmigrantes de segunda generación son aquellos que nacieron en Grecia de padres no griegos que viven permanentemente en Grecia o que llegaron con sus padres cuando eran niños al país de acogida. o a mayor edad, con el objetivo final de reunirse con su familia.

En lo que respecta a los inmigrantes de segunda generación, todos los criterios de integración se basan en las características lingüísticas o religiosas particulares, pero también en las características sociales que los gobiernan, ya sean las comunidades étnicas o los vínculos con su pasado. En otras palabras, existe una brecha entre las percepciones del Estado sobre su legado y las demandas de la nueva sociedad (Rauer y Schmidtke, 2001). Según Gilmartin y Migge (2015), la integración de los inmigrantes es un proceso complejo, ya que presupone varias etapas de aceptación social, reformas políticas, empleo de los órganos ejecutivos y se basa en la interacción pacífica entre los diversos grupos de ciudadanos que componen formar una sociedad.

En resumen, existe una interdependencia e interacción entre los inmigrantes y la sociedad en la que viven. La existencia de inmigrantes de segunda generación es una característica de una convivencia exitosa, de una forma exitosa de integración. Además, como segunda generación de inmigrantes, se espera que no enfrenten las mismas

dificultades que sus padres en cuanto a su integración en las distintas sociedades de los países de Europa. Los inmigrantes de segunda generación son parte integral de la sociedad, se han ganado el respeto y la aceptación de la sociedad en general y están preparando su futuro en ella (Sürig & Wilmes, 2015).

En este punto, vale la pena mencionar algunas medidas tomadas por Grecia con el objetivo final a largo plazo de integrar a los inmigrantes. Inicialmente, con la Ley 1234 de 1990, Grecia reconoció el valor y la contribución de la educación intercultural en el país y así impulsó su implementación allí donde el Ministerio de Educación lo consideró necesario. Desde 1994, el Estado griego concede el derecho de enseñar la cultura y la lengua de origen de estos estudiantes en las clases de acogida y en los departamentos de tutoría como señal de respeto por la cultura de otras naciones.

En 1996 se aprobó la Ley 2413, que permite el reconocimiento del multiculturalismo en la sociedad griega y el posterior establecimiento de la educación intercultural en el currículo escolar griego. El propósito de la educación intercultural es organizar la función educativa de las escuelas de modo que la enseñanza impartida se adapte a las necesidades especiales de todos los estudiantes (Damanakis, 2001). Entre 1997 y 2004, se hizo obligatorio que todos los estudiantes extranjeros asistieran a escuelas griegas, así como su participación en todas las actividades de la comunidad escolar (Pitsava, 2019).

Siguiendo con los esfuerzos por integrar a los inmigrantes en Grecia, cabe señalar que en 2015 a los inmigrantes de segunda generación se les otorgó el derecho a adquirir la ciudadanía griega después de asistir a la escuela primaria, ya que sus padres han permanecido legalmente en Grecia durante los últimos cinco años (Kallianteri, 2021). Según la UNESCO (2019), en Grecia, en 2016 y 2017, los niños que llegaron al país como inmigrantes o refugiados fueron ubicados en las estructuras para refugiados que se habían construido en varios lugares del país. El resultado de estas acciones fue crear desafíos en el sistema educativo del país, por lo que se pidió al Estado griego que tomara medidas. Uno de ellos fue el establecimiento de clases de acogida, que ayudarían a preparar a estos niños para su futuro ingreso e integración en las escuelas ordinarias.

Sin embargo, las clases de acogida se enfrentaron a graves problemas de financiación, ya que no había fondos estatales para su acción, sino que aumentaron las demandas sin los honorarios esperados. Debido a estas circunstancias, cada vez menos

docentes mostraron interés en trabajar en estas estructuras. Dado que la educación intercultural forma parte de la educación general, es lógico que los problemas económicos afecten a la educación en su conjunto (Krasteva & Pantelis, 2017).

La educación no es sólo uno de los derechos humanos fundamentales sino uno de los principales aliados para la formación de niños provenientes de entornos migrantes (ACNUR, 2000). Ante el desafío de los cambios demográficos de los estudiantes en los diversos países del mundo, se han realizado esfuerzos por implementar una educación multicultural en las escuelas. Todo estudiante, independientemente de su diversidad, está empoderado y motivado para contribuir al futuro de la sociedad (Banks, 2014). Sin embargo, la forma de educación que se considera que va un paso más allá que las anteriores que abordaban diferentes culturas es la educación intercultural. Este tipo de educación presupone la presencia de personas de diferentes culturas y el cultivo de relaciones interpersonales (Mavromati, 2011) y también promueve la buena convivencia de diferentes grupos sociales (Symeonidou, 2019).

Todo este esfuerzo por la inclusión en la clase general, según Anagnostopoulos et al. (2016), no se ha visto coronado por el éxito ya que el material educativo disponible para enseñar a estos grupos sociales es limitado o incluso inexistente. Además, vale la pena señalar que no existe una prueba diseñada adecuadamente que clasifique a los niños según sus necesidades antes de que comience el año escolar. Además, las clases de acogida las imparten principalmente profesores suplentes, que cambian de colegio cada año, por lo que no hay estabilidad para estos niños. Una consecuencia de estas circunstancias es la colocación de todos los niños juntos en la escuela sin tener en cuenta las necesidades educativas especiales, las dificultades de aprendizaje, los antecedentes mentales y la edad de los niños.

En la investigación de Vassiliou y Haritaki (2016) se muestra que los docentes consideran la educación inclusiva como un proceso exigente, más allá de sus capacidades y encuentran difícil para todos implementarla. Al mismo tiempo, subrayan la necesidad de una mayor formación para satisfacer las demandas de la educación intercultural. Además, para los niños inmigrantes que viven en Grecia y enfrentan problemas de aprendizaje mientras asisten a las escuelas griegas, el Estado no brinda atención especial. En concreto, hablamos de niños que son inmigrantes de segunda

generación, para los que no existe un programa organizativo establecido en cuanto a la educación de estos niños (Comisión Europea/EACEA/Eurydice, 2019).

Además, el factor parental también es un desafío importante y al mismo tiempo un freno al desarrollo del aprendizaje. Los padres y la participación de los padres en el proceso de aprendizaje de los estudiantes suelen considerarse como factores que influyen en el grado de éxito en la educación de sus hijos. Cuando los padres no adquieren rápida y fácilmente la nueva lengua del país de acogida, esta condición automáticamente les impide ayudar a sus hijos con la lectura (McBrien, 2005). Sin embargo, se considera necesario cultivar la lengua dominante, ya que no conocerla genera varias dificultades en la integración social y en la integración del aprendizaje en un entorno escolar (Gkaintartzi et al., 2015; Matheoudaki et al., 2017). En los casos en los que el estudiante inmigrante no ha sido suficientemente cultivado en su lengua nativa, entonces surge una brecha, una dificultad en el desarrollo no solo de la nueva lengua extranjera, sino también de su lengua nativa (Karkamisis, 2017).

Los factores que influyen en general en el rendimiento escolar y la participación de los estudiantes inmigrantes parecen diversos. La educación de estudiantes bilingües con el objetivo último de su posterior inclusión y convivencia con el resto del alumnado es un fenómeno especialmente complejo y exigente. En las escuelas griegas, no existe ninguna disposición para impartir lecciones en la lengua materna de los estudiantes inmigrantes (Palaiologou & Evangelou, 2011). Idealmente, si existiera esta posibilidad y los estudiantes utilizaran su propia lengua para comprender mejor y dominar más rápidamente la nueva lengua extranjera, habría menos barreras a las que estos niños tendrían que enfrentarse cada día en la comunicación (Giannikou, 2019). Después de todo, para los profesores de escuela, el mayor obstáculo a la hora de enseñar a estudiantes inmigrantes es lograr que estos estudiantes mendiguen y participen en lecciones en el idioma que hablan en el país anfitrión. Dar clases en otra lengua distinta a la materna es un obstáculo real que nadie puede discutir (Damanakis, 2000).

Para afrontar esta dificultad del lenguaje, los docentes subrayan la necesidad de la especialización del personal educativo a través de programas del Ministerio de Educación, pero también la contratación de traductores que ayuden a facilitar la labor educativa (Gaintartzi, 2012).

Al mismo tiempo, cabe mencionar que los docentes tienen dificultades para implementar la enseñanza diferenciada en sus aulas debido al estrés que tienen para

cubrir el material del curso, pero también por la gran cantidad de estudiantes. Entienden la necesidad de apoyar a cada uno de sus estudiantes (Fotopoulou, 2017) a través del método de enseñanza diferenciada, especialmente para estudiantes que provienen de diferentes orígenes culturales y tienen dificultades de aprendizaje.

Otro obstáculo importante para la integración social de los estudiantes inmigrantes a través de la educación es que el Estado griego está orientado principalmente a reducir las dificultades de aprendizaje que pueden estar relacionadas con el origen inmigrante de los estudiantes o a reducir las necesidades educativas especiales que probablemente tengan estos niños (Gonidas, 2014; UNESCO, 2018). Es decir, no existe ninguna disposición que combine el tratamiento de todas estas necesidades, con el resultado de que los estudiantes que provienen de una familia de inmigrantes y no conocen muy bien la lengua griega presentan dificultades de aprendizaje y no pueden mantenerse a sí mismos como corresponde. Son pocos los docentes que se han especializado en ambas áreas, es decir, tanto en educación intercultural como en educación y formación especial, para obtener esta titulación y poder ayudar a estos niños en las escuelas.

Finalmente, cabe señalar que en el sistema educativo griego, los profesores que imparten clases en escuelas de educación general no suelen disponer de los recursos y medios para poder diseñar un programa educativo adecuadamente eficaz y que satisfaga las necesidades de la población inmigrante que asiste en el Escuelas griegas del país. Este vacío en la política educativa no solo degrada el desarrollo del aprendizaje de estos estudiantes sino que también lo perjudica (Gonidas, 2014).

En estos aspectos también coinciden los resultados de la investigación de Pilten (2016), en los que se hace referencia al exceso de material que se pide a los docentes que impartan, la insuficiencia de personal especializado, la falta de apoyo tanto del entorno familiar como de los superiores. gestión educativa. Según Giannikou (2019), los niños que provienen de entorno inmigrante y pertenecen a un nivel socioeconómico bajo tienen importantes dificultades durante el proceso educativo.

Los padres de estudiantes inmigrantes no pueden ofrecer el apoyo necesario a sus hijos en términos de aprendizaje, porque no saben lo suficiente sobre la lengua griega y su gramática, pero también porque no encuentran suficiente tiempo para apoyarlos debido a la demandas diarias (Kordolaimis, 2017). Por tanto, son numerosos los casos de padres que muestran una reducida implicación en el contexto educativo del

centro (Kalantzis & Cope, 2013). Además, en los casos en que los ingresos familiares se consideran limitados e insuficientes, los padres no pueden invertir lo suficiente en el futuro educativo de sus hijos, lo que naturalmente afecta su progreso (Cuisia-Villanueva & Núñez, 2020). A los niños les resulta difícil ser coherentes con sus obligaciones educativas y, a menudo, faltan a la escuela (Recomendación del Consejo, 2018).

En cuanto a las características específicas de aprendizaje de los estudiantes inmigrantes, los hijos de inmigrantes que nacieron en el país de acogida o llegaron a Grecia a una edad temprana parecen tener la capacidad de comunicarse en su lengua materna, pero no han desarrollado habilidades de alfabetización en su propia lengua. , ya que nunca fueron a la escuela en su país de origen. Por lo tanto, comunicarse con hablantes nativos de la lengua extranjera, concretamente el griego, les ayudará a desarrollar sus habilidades en la nueva lengua. Sin embargo, la gramática y el vocabulario en el nuevo idioma serán deficientes, así como la comprensión profunda de los conceptos de ese idioma (Hatzidaki, 2014).

Las dificultades que enfrentan los niños en la escuela están relacionadas principalmente con las materias teóricas, como lengua griega, geografía e historia, porque no dominan suficientemente la lengua griega. Estos niños suelen mostrar dificultades en diversos usos del nuevo lenguaje que tienen que ver principalmente con la comunicación oral, la construcción de oraciones e incluso con el vocabulario que desarrollan. Sin embargo, responden mucho mejor a materias positivas, concretamente Matemáticas y Física (Gkaintartzi & Tsokalidou, 2015).

Muchas veces, las dificultades que experimentan los estudiantes que provienen de un entorno inmigrante y están relacionadas con el aprendizaje de la lengua griega se deben a importantes problemas endógenos, es decir, los niños tienen dificultades de aprendizaje en la escuela debido a los problemas que tienen debido a su cultura étnica, la comunidad en la que viven o incluso las características de su familia (Papaoikonomou, 2020). La pobreza, las privaciones diarias, la falta de autoestima, la educación que se les ofrece, el propio colegio, las incompletas relaciones de comunicación con el resto de los compañeros, incluso la discriminación que puedan sentir se hace contra ellos por su diversidad, todo ello refuerza la aparición de dificultades de aprendizaje (Botsas & Sandravelis, 2014).

Los estudiantes bilingües, durante sus estudios en los primeros grados de primaria, presentan varios problemas de aprendizaje que los profesores consideran

normales debido a su origen lingüístico. Por el contrario, en las aulas numerosas de la Escuela Primaria se considera que el aprendizaje de la lengua griega ya está consolidado y las dificultades de aprendizaje que enfrentan son claras, por lo que los docentes pueden recurrir a especialistas para el apoyo diferenciado. de estos estudiantes (Papaoikonomou, 2020).

Las dificultades de aprendizaje que muestran estos niños suelen caracterizarse por las características de dificultades de aprendizaje específicas, como lectura lenta, lectura incorrecta de palabras debido a la confusión de algunas letras, saltarse letras, saltarse palabras o líneas enteras en un texto por el tiempo de lectura. , pero también la dificultad de comprensión de los textos (Griva & Stamou, 2014).

Según Griva y Stamou (2014), los errores que pueden cometer los estudiantes inmigrantes son los siguientes: a) errores en las reglas ortográficas, es decir, no seguir las reglas ortográficas básicas en cuanto a terminaciones, omisión de letras, inversión de letras, mala ortografía, errores en secuencia de letras, forma incorrecta de dibujar las letras (todo tipo de errores, desinencias, tipo temático o fonológico)-, b) ausencia de acentuación de las palabras debido a la incapacidad de los niños para distinguir los fonemas en palabras monosilábicas y polisilábicas, c) errores después de dictar palabras u oraciones porque no han automatizado la correspondencia de las letras con los fonemas, d) problemas emocionales, dificultades sociales combinadas con problemas de conducta, como hiperactividad, baja confianza en uno mismo, transiciones psicológicas, impulsividad manifiesta.

Por lo tanto, estos estudiantes hacen un gran esfuerzo para completar una actividad debido a las dificultades que enfrentan. Además, confunden las letras al seguir instrucciones y escriben incorrectamente, su lectura es lenta y su vocabulario es especialmente pobre (Botsas & Sandravelis, 2014). Cuando se identifican dificultades de aprendizaje, estos niños reciben inmediatamente una formación especial para mejorar el "área problemática" durante un período de tiempo específico. La duración de la dificultad y el ritmo al que se produce son de gran importancia (Griva y Stamou, 2014).

Identificando inmediatamente la dificultad existente, es posible movilizar a las agencias y brindar apoyo a este niño, aunque no tan rápidamente, por supuesto, ya que estos procedimientos son especialmente largos en Grecia y el tiempo medio de espera para obtener una opinión puede alcanzar hasta dos años. Mientras tenga que esperar

para aprobar una evaluación, las dificultades se magnificarán y los problemas se extenderán más allá del contexto escolar.

Materiales y métodos

El estudio se basó en una metodología mixta, cuantitativa y cualitativa. En particular, el analista utilizó por separado instrumentos cuantitativos y cualitativos: entrevistas y encuestas para recopilar toda la información requerida. Según Osbaldeston (2021), cuando el investigador combina la metodología cualitativa con la cuantitativa en su investigación, simultáneamente da la posibilidad a muchas y diferentes perspectivas. Al mismo tiempo, esta elección interrelaciona los dos tipos de investigación. Es decir, uno debe ser parte integral del otro, ya que uno complementará al otro. Específicamente, con la investigación cualitativa surgen muchas y ricas ideas sobre los sentimientos relacionados con las opiniones personales de los participantes en una entrevista. Con la investigación cuantitativa, el investigador, a través de acciones rigurosas y estructuradas, avanza una opinión sólida basada en los resultados de estadísticas rigurosas.

Al combinar la investigación cuantitativa y cualitativa, el investigador recopila todos los datos necesarios que le llevarán a sacar conclusiones con precisión, claridad y transparencia. Finalmente, se ofrece la posibilidad de una comprensión más profunda del tema dominante ya que ha sido examinado en todos sus aspectos. Una combinación de enfoques produce resultados mucho mejores que un solo enfoque (Creswell, 2014). Además, Tinsley (2019) también ha hablado de la combinación de enfoques metodológicos, quien afirmó que cuando un investigador aplica un enfoque, se le da la oportunidad de controlar el curso de su investigación en función de los resultados que obtendrá, de modo que mejorar el segundo enfoque y llegar al mejor resultado posible de su investigación.

Objetivo

Dado que el investigador está interesado en los alumnos de inmigrantes de segunda generación, el objetivo general de la investigación es investigar y mostrar los factores que tienen un impacto significativo en el aprendizaje de la lengua griega. De objetivo general anterior surgieron cuatro objetivos específicos que se plantearon en la

investigación y los investigadores lograron alcanzarlos. Los objetivos específicos del estudio que surgieron del objetivo general son los siguientes:

- Identificar los factores que afectan al aprendizaje de la lengua griega de los inmigrantes de segunda generación en la escuela de Primaria en Grecia.

- Evaluar si los problemas lingüísticos que enfrentan los estudiantes inmigrantes se deben a necesidades especiales de aprendizaje.

- Describir las opiniones de las familias sobre los posibles factores que afectan a la adquisición de la lengua griega.

- Evaluar la preparación de los maestros para ayudar efectivamente a estos niños y sus familias con los recursos y oportunidades educativas proporcionadas por el estado.

Esta investigación intentará centrar y describir las dificultades que enfrentan los estudiantes de estratos sociales vulnerables y especialmente los factores que contribuyen a la aparición de estas dificultades a través de las opiniones de los profesores griegos y de los padres de estos estudiantes. Es vital investigar los factores que afectan a las minorías en las escuelas griegas porque ayudará a identificar las barreras y los desafíos que enfrentan estos niños en términos de acceso a la educación y su éxito académico. Esta información luego se puede utilizar para desarrollar intervenciones y políticas educativas específicas que puedan centrarse en estos temas y crear un sistema educativo más inclusivo y equitativo.
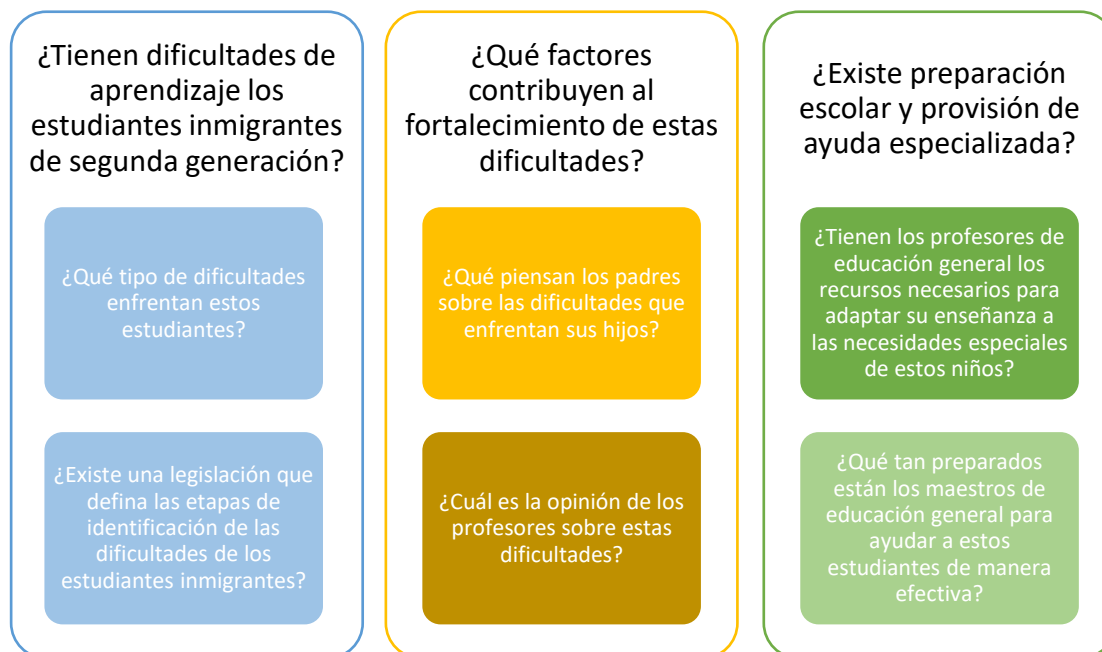
Además, al comprender las experiencias de los grupos minoritarios de estudiantes en las escuelas griegas, los educadores y los responsables de la formulación de políticas pueden colaborar y diseñar un sistema educativo que promueva el respeto por la diversidad y el multiculturalismo y al mismo tiempo cultive los pilares de una sociedad libre de barreras de prejuicios y más tolerante al cambio. Del análisis de los resultados surgirán propuestas específicas para que los profesores del futuro dispongan de todos los recursos necesarios para transmitir sus conocimientos a todos los alumnos, superando estos obstáculos.

Preguntas del estudio

Tras de la revisión bibliográfica, el investigador mientras planificaba su investigación recogió algunas preguntas relacionadas con el tema de investigación y se centró en responderlas a través de la misma. En el plano que sigue (Figura 1), se recogen las preguntas de esta investigación.

Figura 2

Preguntas de Hipótesis.

¿Tienen dificultades de aprendizaje los estudiantes inmigrantes de segunda generación?	¿Qué factores contribuyen al fortalecimiento de estas dificultades?	¿Existe preparación escolar y provisión de ayuda especializada?
¿Qué tipo de dificultades enfrentan estos estudiantes?	¿Qué piensan los padres sobre las dificultades que enfrentan sus hijos?	¿Tienen los profesores de educación general los recursos necesarios para adaptar su enseñanza a las necesidades especiales de estos niños?
¿Existe una legislación que defina las etapas de identificación de las dificultades de los estudiantes inmigrantes?	¿Cuál es la opinión de los profesores sobre estas dificultades?	¿Qué tan preparados están los maestros de educación general para ayudar a estos estudiantes de manera efectiva?

Nota. Elaboración propia.

Variables

      Cada respuesta a las preguntas del cuestionario constituye automáticamente una variable. El cuestionario se divide en cuatro dimensiones. La primera categoría se refiere a cuestiones de contenido sociodemográfico, la segunda se refiere a cuestiones relacionadas con los factores que conducen a la aparición de dificultades, la tercera categoría se refiere a cuestiones relacionadas con las dificultades de aprendizaje y, finalmente, la cuarta categoría se refiere a cuestiones relacionadas con la preparación de los estudiantes. profesores. Hay 29 variables en total.

      En la Tabla 1 de la tesis en el subcapítulo "Variables", se muestran colectivamente todas las variables del cuestionario divididas en las categorías resultantes. En cuanto a la herramienta de entrevista, surgieron códigos después del análisis de las entrevistas transcritas, que se clasificaron en cuatro grupos. Estos grupos se asociaron con las categorías del cuestionario para que el investigador pudiera combinar sus hallazgos de ambos instrumentos de investigación. En la Tabla 2 del

subcapítulo "Variables" se muestran los códigos resultantes, así como las categorías a las que pertenecen.

Luego de la categorización de los códigos, se observó que existen códigos repetidos que se relacionan con las mismas categorías. En la Tabla 3 se han recogido los códigos repetidos y se indica la categoría a la que pertenecen. Las categorías "Influencias", "Problemas lingüísticos" y "Preparación" se refieren a la entrevista con los profesores, mientras que la categoría "explicaciones de los padres" se refiere a la entrevista con los padres.

En la Tabla 4 se exponen los pasos que se siguieron para crear los instrumentos de investigación para este estudio.

Tabla 4

Los Pasos para Crear las Herramientas de Investigación de la Encuesta.

Entrevistas	Cuestionario
Etapas de creación	
Investigación bibliográfica para estudios relacionados con el tema que hayan entrevistado a profesores y padres de familia.	Investigación bibliográfica para estudios relacionados con la temática que hayan utilizado un cuestionario para su investigación en la comunidad educativa.
Modificación de preguntas que sirvan a los intereses de los investigadores y adaptación. **Preguntas de elaboración propia**	Modificación de preguntas de cuestionarios publicados Uso de preguntas del protocolo de la entrevista de la encuesta
Selección de muestras **Información sobre la participación**	Selección de muestras Información sobre la participación
Realización de la entrevista con la aplicación del protocolo de entrevista	Realización de la encuesta aplicando el cuestionario
Grupos	
Educadores, padres	Educadores

<u>Selección de población y muestra.</u>

En primer lugar, cabe mencionar que la investigación se realizó en una zona donde hay muchos flujos migratorios desde hace décadas, con el resultado de que todas las escuelas tienen estudiantes inmigrantes de segunda generación. El interés de la investigación se dirigió al personal educativo de las escuelas, pero también a los padres de estos niños. La muestra fue seleccionada al azar por profesores y padres de familia. No se hizo ninguna selección por escuelas específicas, ya que, como se mencionó anteriormente, el área está habitada por varios inmigrantes y la probabilidad de que cada escuela tenga estudiantes inmigrantes o maestros con experiencia en la enseñanza de estudiantes inmigrantes es aproximadamente la misma.

La muestra de investigación a partir de las entrevistas, se dividió en 2 grupos, padres y profesores. Los padres que participaron en la entrevista fueron 3, mientras que los docentes fueron 10. No fue fácil acercarse a los padres por temor a la estigmatización y diferenciación. En cuanto a los profesores, la elección de las asignaturas se realizó entre 2 centros educativos. De esta manera se aseguró la participación necesaria a tiempo y sin demoras.

La muestra final que participó del cuestionario fue 109 docentes de los 220 que trabajan en las escuelas de esta región. La participación fue satisfactoria a pesar de que se desarrolló en las condiciones especiales creadas por la pandemia de Covid-19. No todas las escuelas permitían el acceso a las escuelas. Cuando esto no fue posible, el cuestionario se distribuyó electrónicamente a las escuelas, donde cada director lo compartió en los correos electrónicos de sus compañeros instructores.

<u>Instrumentos</u>

El método de investigación que se utilizó fue mixto, debido a que el estudio tiene un carácter cuantitativo y cualitativo. La técnica utilizada para expresar el carácter cuantitativo de la investigación fue la distribución de un cuestionario, mientras que para el carácter cualitativo de la investigación se utilizó la entrevista. Las herramientas de investigación fueron dos con el fin de recopilar toda la información necesaria. Tanto las

entrevistas como el cuestionario se basaron en estudios ya publicados y fueron adaptados. Antes de distribuir el cuestionario en una muestra grande, se realizó una encuesta piloto a 25 personas para examinar si el cuestionario cumple el propósito para el cual fue escrito y para garantizar la confiabilidad del cuestionario. De los resultados obtenidos se constató que el instrumento era adecuado y por lo que se decidió distribuir el cuestionario a más sujetos.

Validez

Para la distribución normal se utilizó el control de regularidad. En términos de confiabilidad y consistencia interna, se examinó el coeficiente Alfa de Cronbach. El alfa de Cronbach aplicado dio mayor importancia a las tres categorías de la investigación: a) Factores que influyen en el aprendizaje ($\alpha=.925$); b) Problemas lingüísticos/dificultades especiales de aprendizaje ($\alpha=.895$); c) Preparación de los instructores ($\alpha=.760$).

En cuanto al control de validez en el análisis temático, este se consideró de suma importancia ya que de esta manera se reduce la probabilidad de error y el análisis de la investigación se vuelve más robusto y valioso.

En esta investigación, el investigador optó por aplicar el control por parte de los propios participantes. El texto escrito elaborado por el investigador, luego de la transcripción de la entrevista en la que participaron los sujetos, así como los resultados del análisis de las entrevistas, fueron entregados a los participantes con el objetivo primordial de confirmarse o rechazar lo que dijeron en el texto escrito. Este proceso se llevó a cabo poco después de finalizar las entrevistas con el fin de que el investigador evitara la posibilidad de que los sujetos olvidaran las respuestas que habían dado o la posibilidad de que hubieran cambiado de opinión sobre lo que dijeron (Galanis, 2018).

Estrategias de análisis de datos

Para el análisis de las herramientas de información, el investigador diseñó dos estrategias diferentes y utilizó dos programas estadísticos. El investigador utilizó el software de análisis de datos de calidad Atlas.ti v.8 para el análisis de las entrevistas. En cuanto a los datos de los cuestionarios se utilizó el SPSS Statistics v.25.

Resultados de la investigación cuantitativa

A partir de las respuestas recogidas en los cuestionarios, se agruparon los datos y se asignaron códigos. La primera categoría describe todos los factores que afectan el aprendizaje de los niños inmigrantes en las escuelas primarias griegas según los cuestionarios de los profesores. Las respuestas más importantes se mencionan a continuación.

La primera afirmación se refiere a la opinión de los profesores sobre si los niños inmigrantes disfrutan de su tiempo cada día en la escuela. En total, el 67.0% (N=73) respondió positivamente, mientras que el 17.5% (N=19) respondió negativamente. La siguiente pregunta explora la dificultad para convivir con estudiantes nativos debido al miedo que muestra la sociedad hacia lo diferente, es decir, por la xenofobia. En concreto, las respuestas positivas alcanzaron el 64.3% (N=70), mientras que las respuestas negativas alcanzaron el 25.7% (N=22).

Otra afirmación examinada es si los estudiantes inmigrantes que presentan necesidades y dificultades educativas tienen más probabilidades de experimentar problemas de conducta en el aula general. Las respuestas positivas ascienden al 68.9% (N=75), mientras que las negativas al 8.4% (N=19). La siguiente pregunta examina si la presencia de alumnos inmigrantes en el aula general con las dificultades de aprendizaje que presentan provocan confusión durante la enseñanza y confunden al resto de niños. En total, el 63.3% (N=69) respondió positivamente, mientras que el 25.7% (N=28) dio una respuesta negativa.

Asimismo, del total del 100% (N=109), el 74.3% (N=81) docentes destacaron la falta de ayuda desde casa como uno de los factores clave que influyen en el aprendizaje de los niños. Mientras que el 25.7% (N=28) no mencionó este aspecto. Al mismo tiempo, el aprendizaje de los niños parece verse afectado por el entorno bilingüe. Según los docentes que respondieron, de un total del 100% (N=109), el 76.1% (N=83) docentes destacaron el "ambiente bilingüe" como uno de los factores de las dificultades de aprendizaje. Mientras que el 23.9% (N=16) no estuvo de acuerdo con este aspecto.

Además, el hecho de que los padres de los niños no hablen griego supone un freno en el camino de aprendizaje de estos niños. De un total de 100% (N=109), el 88.1% (N=96) docentes consideraron importante que los padres no hablen el idioma con fluidez. Mientras que el 11.9% (N=13) no destacó este aspecto como factor. Además, de un total del 100 % (N=109), el 75.2 % (N=82) de los profesores expresaron

la opinión de que los padres tienen miedo de aceptar las dificultades de sus hijos, por lo que sus hijos enfrentan muchas dificultades. Mientras que el 27.8% (N=27) no estuvo de acuerdo con este aspecto.

A la segunda categoría pertenecen las preguntas que hablan sobre las dificultades lingüísticas que enfrentan los estudiantes de grupos minoritarios y la forma en que aparecen. La primera pregunta examina si los profesores creen que estos niños tienen que afrontar dificultades especiales de aprendizaje cuando aprenden la lengua griega. De las respuestas dadas, el 94.5% (N=103) de los encuestados estuvo de acuerdo con este punto de vista, mientras que el 3.6% (N=4) no estuvo de acuerdo.

La siguiente pregunta fue sobre la opinión de los profesores sobre si los alumnos inmigrantes hacen todo el esfuerzo y dedican más tiempo a realizar una actividad escolar en casa. En esta pregunta, el mayor porcentaje obtuvo el 97.3% (N=106). El 2.8% (N=3) mantuvo una actitud neutral, mientras que nadie dio una respuesta negativa.

Del total del 100% (N=109), el 82.6% (N=90) docentes destacaron la lentitud lectora como una de las dificultades de estos niños. Mientras que, el 17.4% (N=19) docentes no estuvo de acuerdo con este aspecto. Otra dificultad de aprendizaje que presentan estos niños es la dificultad para comprender los textos que se les pide que lean ellos mismos. En concreto, el 87.2% (N=95) estuvo de acuerdo con esta afirmación, mientras que el 12.8% (N=14) no la eligió como característica. Además, una dificultad que se presenta con tanta frecuencia como la dificultad para comprender textos es la del vocabulario deficiente en la producción del habla, es decir, que estos niños tienen un vocabulario muy limitado cuando hablan y cuando necesitan utilizarlo en su discurso escrito. Con este punto de vista, parece que el mayor porcentaje, el 87.2% (N=95), estuvo de acuerdo, mientras que por el contrario, sólo el 12.8% (N=14) de los docentes no pareció notar esta afirmación.

Pero además del pobre vocabulario, varias veces estos niños parecen presentar una confusión tanto en los fonemas como en las letras. Esta dificultad parece ser identificada por el 67.0% (N=73) de los docentes, mientras que por el contrario el 33.0% (N=36) está de acuerdo con la ocurrencia de esta dificultad.

En la tercera categoría (Preparación de los educadores) pertenecen las preguntas que consideran si el personal educativo está bien preparado y es adecuado, junto con

los recursos que ofrece el Ministerio de Educación, para responder a tales demandas educativas.

En la primera pregunta, examinamos si, desde el punto de vista de los profesores, los estudiantes inmigrantes que supuestamente tienen dificultades de aprendizaje pueden asistir a clase en el aula estándar general sin dificultades. En total, el 74.4% (N=81) dio respuestas negativas, mientras que sólo el 21.1% (N=23) respondió positivamente. La mayoría de las veces, la presencia de alumnos inmigrantes en las aulas requiere cambios significativos en el programa docente que seguirá un profesor. Las respuestas positivas fueron elegidas por el 78.0 % (N=85), mientras que las negativas por el 11.0 % (N=12).

En la siguiente pregunta, se presentan las opiniones de los profesores sobre lo difícil que es tener en el aula a estudiantes con dificultades de aprendizaje y de origen inmigrante. Un total de 80.7% (N=88) estuvo de acuerdo con la opinión considerada, mientras que un 12.9% (N=14) pareció estar en desacuerdo. Otra pregunta examina si los profesores de educación general tienen la capacidad de trabajar adecuada y cualitativamente con estudiantes inmigrantes que tienen dificultades de aprendizaje. El porcentaje de docentes que no están de acuerdo con la preparación de los docentes de educación general alcanza el 59.7% (N=65), mientras que por el contrario los que están de acuerdo conforman el 27.5% (N=30) de la muestra.

Una pregunta igualmente importante es si los profesores de educación general tienen conocimientos suficientes para abordar y gestionar adecuadamente a los estudiantes con dificultades de aprendizaje. El porcentaje que respondió negativamente asciende al 76.1% (N=83), mientras que el 18.3% (N=20) dio respuestas positivas. Los propios estudiantes inmigrantes tienen un perfil de aprendizaje exigente, debido a las dificultades de aprendizaje que presentan, por lo que, para su inclusión en la clase estándar general, existe la condición de que los docentes realicen una formación para poder responder adecuada y adecuadamente a las necesidades. de los alumnos de su clase. Un total de 88.9% (N=97) de los docentes que participaron en el cuestionario parecen estar de acuerdo con la necesidad de formación, mientras que por el contrario sólo un 8.2% (N=9) de los docentes parecen estar en desacuerdo.

Una pregunta igualmente importante es la que examina la opinión de que los profesores con cierta experiencia están mejor preparados para enseñar a estudiantes inmigrantes con necesidades de aprendizaje que los profesores de educación general

que no tienen cierta experiencia. Un 85.4% (N=93) del total dio respuestas positivas, mientras que sólo un 9.2% (N=10) dio respuestas negativas.

En cuanto al material didáctico de supervisión de que disponen los profesores de cada centro educativo, se examinó si es suficiente y adecuado para la enseñanza de alumnos inmigrantes que necesitan un enfoque especial debido a las dificultades de aprendizaje a las que se enfrentan. Un total de 69.7% (N=76) de los profesores no estuvo de acuerdo con la pregunta, mientras que parece que sólo el 22.0% (N=24) de los profesores estuvo de acuerdo en total.

Finalmente, se investigó la disposición de los profesores a asistir a seminarios adicionales para ampliar sus conocimientos sobre la educación de estudiantes inmigrantes que enfrentan dificultades de aprendizaje en las escuelas griegas. En general, el 80.8% (N=88) de los docentes estuvo de acuerdo con esta afirmación, mientras que el 13.8% (N=15) respondió negativamente.

Para encontrar relaciones estadísticamente significativas entre las variables, se realizaron pruebas de Anova y T. Se encontró una relación estadística significativa entre la formación docente y la primera categoría denominada 'Factores', por lo que se procedió a investigar específicamente qué nivel de formación docente influye más en esta categoría. Del análisis surgió que la adquisición de una maestría afecta el punto de vista de los docentes sobre los factores reales que obstaculizan el desarrollo del aprendizaje de los estudiantes inmigrantes.

Resultados de la investigación cualitativa

Los datos recopilados de las entrevistas fueron transcritos, registrados en formato electrónico por el investigador, codificados, categorizados y luego pasados al programa estadístico atlas ti 8 para analizar los resultados obtenidos de la encuesta de entrevista. Los datos de las entrevistas se registraron en cuatro categorías, tres de las cuales también se utilizaron en el análisis de investigación cuantitativo que siguió para comparar los resultados entre ellas. Específicamente, la primera categoría se denominó "factores que afectan el aprendizaje", la segunda categoría se denominó "opiniones de las familias sobre posibles factores", la tercera categoría se denominó "dificultades lingüísticas y necesidades de aprendizaje" y la cuarta categoría se denominó "preparación de los docentes".

La primera dimensión corresponde a uno de los 4 objetivos específicos de la investigación, que es determinar los factores que influyen en el aprendizaje en el proceso educativo en la Escuela Primaria en Grecia. Los resultados más importantes se recogen a continuación.

Dificultades Especiales de Aprendizaje (ISLD)

Esta categoría incluye todas las debilidades del lenguaje y problemas de aprendizaje que no desaparecen, como una comprensión muy lenta y una gran dificultad en la expresión (oral o escrita). Las dificultades que no desaparecen y continúan afectando a estos estudiantes se denominan discapacidades específicas del aprendizaje.

El entrevistador A destaca que estos estudiantes "*no entienden completamente la gramática ni las matemáticas, tienen un ritmo lento de comprensión y procesamiento de la información ya sea que hablemos por escrito o de forma oral*". Al mismo tiempo, no duda en referirse a los problemas más frecuentes y principales, que se encuentran "*en el curso de lengua griega*". En particular, las dificultades se refieren a "*la producción de un discurso escrito con el uso de un vocabulario mal escrito y demasiados errores ortográficos*" (IA). Estas dificultades "*ocurren a diario mientras no se eliminen estos problemas de aprendizaje*"(II).

Material/Guía (IMG)

Los profesores no están equipados con el material ni las directrices correspondientes. Por tanto, en esta categoría se destaca la ausencia de apoyo/material preparado y orientación especializada por parte del Ministerio y de la escuela para estudiantes inmigrantes con dificultades de aprendizaje. Lo que está a disposición de los profesores son sólo sugerencias teóricas.

En concreto, "*desde el Ministerio no tenemos instrucciones específicas y algún apoyo más especializado... um... una guía con directrices*" (IS). "*Las propuestas del Ministerio son teóricas. Es decir, no existe ningún material listo para usar*" (II). "*La enseñanza se hace buscando el material nosotros mismos, no se ayuda con material ya preparado*" (IAn).

Factores biológicos, sociales y psicológicos (IBSP)

Otra categoría de factores que afectan el aprendizaje de todos los niños, pero especialmente de los estudiantes extranjeros que muestran dificultades, es la convergencia de factores biológicos, sociales y psicológicos.

Respecto a los problemas de conducta que presentan los estudiantes, el entrevistador A afirma que los estudiantes "*tienen problemas de conducta con otros niños y principalmente muestran hipersensibilidad... En general, estos niños son sensibles. Es su psique, entonces... psicológicamente caen fácilmente, frustrarse, renunciar a todo esfuerzo*" (IA). Estos estudiantes necesitan un apoyo especial para gestionar sus emociones y dificultades. En la parte de socialización, "*definitivamente hay momentos en que otros niños se burlan de diferentes alumnos*" (IN). "*Estos son problemas de aprendizaje y sociales. Las dificultades de aprendizaje tienen un impacto en su psicología y comportamiento*" "*Sin embargo, creo que las causas son tanto biológicas como sociales*" (II).

Entorno Bilingüe (EIE)

Otro factor que incide significativamente en el aprendizaje de los estudiantes extranjeros es el ambiente bilingüe que los rodea día a día. Los estudiantes en la escuela y en el entorno social entran en contacto con la lengua griega. En casa, sin embargo, hablan con sus padres en su lengua materna para entenderse mejor.

"*Sus padres no dominan bien el idioma griego y por eso no pueden ayudarles en nada*" (IT). "*No hay antecedentes de casa en sus primeros pasos en el idioma. Es decir, no hay apoyo de los padres*" (IM2).

La segunda dimensión aparece en las entrevistas a los profesores y examina si las dificultades de aprendizaje que muestran estos estudiantes pertenecen a las dificultades de aprendizaje específicas. Dos parecieron ser las categorías más frecuentes: entorno bilingüe y gramática/escritura.

Entorno bilingüe (LPBE)

La categoría específica se repite tal como aparece tanto en la primera dimensión como en la segunda dimensión. Por lo tanto, los pasajes correspondientes a esta categoría son similares y sirven para ambas categorías. A continuación se muestran algunos de los pasajes. "*El entorno familiar bilingüe en el que crecen, su difícil*

adaptación al entorno griego y a la escuela griega, así como el hecho de que sus padres no saben griego lo suficiente como para ayudarles en sus lecciones" son los principales factores que influyen (ID). Finalmente, el entrevistador M2 sostiene que estos niños no tienen la "*formación familiar adecuada en sus primeros pasos en el idioma*" (IM2). El entorno bilingüe es particularmente difícil.

Gramática/Escritura (LPGW)

Aquí se describen todas las dificultades de gramática, ortografía y errores de escritura que, según los profesores, se encuentran a diario y no se pueden eliminar. El entrevistador S destaca que ha descubierto "*que es más difícil escribir y ralentiza las actividades que realizamos. Los niños cometen demasiadas faltas de ortografía*". Además, los estudiantes "*presentan graves déficits en el vocabulario que utilizan tanto en sus conversaciones como en su expresión escrita*" (IS). "*En la producción de la lengua escrita, el vocabulario que utilizan es particularmente pobre y mal escrito y con demasiadas faltas de ortografía*" (IA).

La tercera dimensión surgió de la aplicación de una entrevista a padres de estudiantes inmigrantes. En particular, los padres expresaron sus opiniones sobre los factores que ellos mismos creen responsables de las dificultades de aprendizaje que caracterizan a sus hijos.

Dificultades especiales de aprendizaje (FELSD)

Esta categoría está relacionada con las dificultades especiales que presentan los niños y muchas veces estas se caracterizan como dificultades especiales de aprendizaje, como mala memoria, errores frecuentes de ortografía, lentitud en la realización de una actividad, dificultad para resolver problemas, etc. El Entrevistador 1 afirma que su hijo "*Tiene mucha dificultad en Matemáticas*". El niño "*comete muchos errores. Si tiene que solucionar un problema, se queja porque reconoce su dificultad*". Asimismo, el tercer entrevistador afirma que el niño "*tiene muchas dificultades con las Matemáticas, no entiende nada de los problemas. También comete muchos errores al escribir palabras*" (E3).

Frecuencia de errores (FEFM)

Una de las observaciones que han hecho los padres respecto a las dificultades que enfrentan sus hijos es la frecuencia con la que cometen errores. "*Comete muchos errores*" (E1) "*sobre todo en ortografía*" (E3) "*cuando escribe y no puedo ayudarle bien porque no sé cómo*" (E2). Los errores que cometen son a diario.

Comportamiento (FEB)

Otra dificultad que presentan estos estudiantes es el hecho de que no pueden gestionar adecuadamente su comportamiento. En general, los padres entrevistados afirman que sus hijos son especialmente animados y con fluctuaciones psicológicas. "Se enoja cuando soy estricto con él" (E1). El niño se siente presionado y no acepta que sus padres también lo presionen para las clases escolares. Por eso, "*tiene muchos nervios en casa. A menudo nos enojamos ya sea que estemos jugando o leyendo. Nos peleamos todo el tiempo porque los dos tenemos rabietas*" (E2).

Ayuda brindada (FEHG)

También se hace mención importante de la ayuda brindada a estos niños por parte del profesor de la clase, que en ocasiones es suficiente y en otras no debido principalmente a las limitaciones de tiempo en la clase. "*¿Si nuestro maestro ayuda? Él ayuda tanto como puede. A veces más, a veces menos por cuestión de tiempo*" (E1). "*El profesor explica los ejercicios con palabras sencillas a todos los niños, y cuando alguno tiene dificultad, les pone ejemplos en su cuaderno para entenderlos mejor*" (E3).

Ayuda de los padres (FEPH)

Los padres no manejan adecuadamente el idioma griego y esto les impide apoyar a los niños en las tareas escolares que tienen en casa. Al mismo tiempo, cabe destacar en esta categoría la actitud de los padres hacia el apoyo diferenciado que necesitan sus hijos, cuya necesidad no admiten fácilmente.

"*Mi hijo no asiste a clases en otra clase. No me gustaría que fuera solo a otra clase. Quiero que asista a clases con los demás niños*" (E1). El entrevistador 2 habla de la frecuencia de los errores de su hijo en la producción del discurso escrito y de su

incapacidad para ayudar. "*Él comete muchos errores cuando escribe y no puedo ayudarlo mucho porque aprendo a su lado*".

La cuarta dimensión surge de la entrevista que se realizó a los docentes y se refiere al nivel de preparación que tiene la comunidad educativa para responder adecuadamente a las necesidades educativas de los estudiantes inmigrantes que se dice que tienen dificultades de aprendizaje. Las categorías más comunes se recogen a continuación.

Sin especialización (RNS)

La primera categoría que recogió el mayor porcentaje de respuestas está relacionada con la falta de experiencia en educación especial y educación intercultural que tienen los profesores de las escuelas primarias griegas, ya sea por elección propia o por falta de tiempo. En particular, el entrevistado S afirma que "*nunca se puede decir que está totalmente preparado, actualizado y especializado... um... como debería serlo de todos modos para estos niños. Puedo decir que trato de mejorar cada día y enriquecer mis conocimientos*" (IS). "*No tengo formación en educación especial, por lo que no estoy seguro de poder manejar casos así de estudiantes. No existen seminarios especiales obligatorios para todos para ayudarnos de forma específica y adecuada*" (IN).

Soluciones para profesores (RTS)

En esta categoría específica se destacan todas las formas mencionadas por los docentes en la entrevista, en las que intentan resolver y gestionar adecuadamente las dificultades que caracterizan a estos niños. En concreto, los 7 entrevistadores se refirieron al trabajo en equipo, la cooperación para resolver problemas sociales, la creación de materiales educativos adecuados para estos casos de estudiantes, la necesidad de cooperar con los padres de los estudiantes para caminar juntos en una misma línea.

Más detalladamente, el entrevistador N afirmó que "*la táctica más efectiva es lograr que estos niños se unan a grupos y tratar de que exterioricen las partes buenas de sí mismos*". Cuando surge una situación difícil, los maestros necesitan que los padres "*son aliados de ellos, los profesores, para que cada problema pueda abordarse de forma más eficaz y en menos tiempo*".

<u>Esfuerzo personal (RPE)</u>

Esta categoría está relacionada con el esfuerzo personal que realizan los docentes para hacer más efectiva su enseñanza. El entrevistado D afirma que "no hay materiales de apoyo disponibles en la escuela, entonces tengo que buscar hojas de trabajo en línea o en libros que tengo". Los profesores preparan "*ejercicios especiales para estos niños*" siempre que el tiempo disponible lo permite.

<u>Enseñanza personalizada (RPT)</u>

Esta categoría se refiere a la enseñanza que aplican los profesores tras adaptarla a las necesidades especiales de estos niños. "*Por supuesto, varío mi enseñanza. Es decir, aplico la enseñanza individualizada siempre que el tiempo lo permite*". "*La tutoría personalizada ayuda al estudiante a centrarse en sus debilidades para que pueda mejorar. Sin embargo, no siempre hay tiempo para tales prácticas*".

Discusión

Dimensión 1: Factores que afectan el aprendizaje

Un primer factor que parece tener bastante influencia en el aprendizaje y desarrollo social de los estudiantes es el factor de socialización. Los docentes a los que se les preguntó sobre si existen problemas de convivencia de estudiantes extranjeros con estudiantes nativos, respondieron que detectan este tipo de eventos. En las escuelas esto sigue ocurriendo en mayor o menor medida. Un porcentaje bastante elevado (64.3%) señaló los problemas de convivencia como un factor importante que obstaculiza el desarrollo de estos estudiantes. Al fin y al cabo, como menciona Gaidartzi (2012) en su investigación, la convivencia armoniosa de la población inmigrante de una escuela con la población nativa sólo puede lograrse a través del proceso de aprendizaje de la lengua griega. La incapacidad de expresarse en el idioma del país de acogida (Grecia) conduce a condiciones de convivencia incompletas y va acompañada de sentimientos negativos.

Los estudiantes inmigrantes suelen sentirse inseguros cuando perciben lo diferentes que son de los estudiantes nativos, sus pares (Campbell, 2016). El resultado de esta inseguridad es, como se desprende de los cuestionarios, la manifestación de problemas de conducta. Con esta opinión coincidió la mayoría de los profesores (68.9%), quienes coincidieron en que los problemas de conducta repercuten

negativamente en el futuro de estos alumnos. Las emociones más importantes que manifiestan con mayor frecuencia son la preocupación excesiva y la ansiedad, que a los docentes (83.0%) les resulta significativamente difícil gestionar y combatir. Estos estudiantes son ruidosos debido a las dificultades que enfrentan.

Además, cabe señalar que los factores biológicos, es decir, la existencia de dificultades de aprendizaje, son un factor igualmente importante en el camino de aprendizaje de estos niños. Predominan las dificultades de aprendizaje y muchas veces se caracterizan como dificultades especiales de aprendizaje dependiendo de sus características particulares, dificultades lectoras, ritmo lento, confusión de letras, mala producción de vocabulario, etc. Siete de cada diez profesores que participaron en las entrevistas (70.0%) hablaron sobre aprendizajes especiales. dificultades. Asimismo, el 82.6% de los docentes que participaron en los cuestionarios coincidieron con esta opinión.

Al fin y al cabo, los factores biológicos se refieren principalmente a las funciones cognitivas que ha desarrollado una persona y que, al ser sometidas a algún cambio o perturbación intensa, luego aparecen en los estudiantes en forma de alguna dificultad de aprendizaje (Hammill, 1990). El factor "razones biológicas" fue mencionado por los 6 docentes de la investigación cualitativa, es decir por el 60.0% de los entrevistados.

La existencia de factores biológicos, sociales y psicológicos (91.8%) es una combinación particularmente exigente y se necesita una gran lucha para proporcionar la orientación adecuada y el apoyo necesario.

Luego, igualmente importante fue la constatación de un apoyo insuficiente a los docentes por parte del Ministerio, ya que no reciben material de apoyo especializado ni una guía. 7 de cada 10 (70.0%) docentes que participaron en la entrevista hablaron de esta importante carencia, ya que la consideran uno de los factores dominantes que determinan el camino de aprendizaje de los niños y muchas veces obstaculiza su progreso.

Pero además de los factores escolares, las condiciones en las que vive una familia, es decir, el entorno familiar, juegan un papel importante en el proceso de aprendizaje de los estudiantes. La familia es la primera en cultivar en sus hijos sueños, expectativas de futuro y al mismo tiempo ejerce influencia en su rendimiento escolar (Kilpi-Jakonen, 2011).

Los propios padres no pueden ofrecer a sus hijos las bases que necesitan para mantenerse y dominar el idioma griego con la ayuda de la escuela. En concreto, del total del profesorado, el 74.3% apoya esta opinión. Al mismo tiempo, cabe señalar que todas estas familias se caracterizan por el ambiente bilingüe en el hogar. Como los padres no hablan bien el idioma griego, utilizan su lengua materna, por lo que los niños sólo practican griego en la escuela. Del total, el 76.1% de los docentes que respondieron aseguraron mencionar la gran importancia del ambiente bilingüe en la aparición de dificultades de aprendizaje en estos estudiantes.

Además, el factor "ambiente bilingüe" también fue comentado por la mitad de los entrevistadores (50.0%). El entorno bilingüe muchas veces confunde incluso a los propios profesores y no reconocen a tiempo las dificultades de aprendizaje que se esconden detrás.

Además, debe tenerse en cuenta como factor dominante el hecho de que los padres no conocen bien la lengua griega. En esto coincidió el 88,1% de los docentes quienes enfatizaron que la falta de fluidez en el habla conduce a una comunicación incorrecta o nula entre la escuela y la familia.

Finalmente, cabe señalar que del análisis de los resultados surgió que las opiniones de los docentes respecto a los factores que influyen en el aprendizaje están determinadas por el nivel de formación de los docentes y específicamente por si han obtenido título de maestría. Una maestría amplía los conocimientos de los docentes y los prepara para identificar más fácilmente las necesidades de aprendizaje de los estudiantes, así como los factores que se interponen en su camino.

Dimensión 2: Problemas lingüísticos/Dificultades especiales de aprendizaje

De esta Dimensión que se refiere a los problemas lingüísticos que enfrentan los estudiantes inmigrantes, prevaleció el entorno familiar bilingüe, las dificultades en gramática, comprensión y habla escrita.

Inicialmente, el mayor porcentaje de los docentes, 94.5%, respondió que los tipos de dificultades que caracterizan a estos estudiantes son propios de las dificultades de aprendizaje. Una característica de estas dificultades es el tiempo que lleva resolver una tarea. Las dificultades a las que se enfrentan estos estudiantes derivan en el enorme esfuerzo que requiere realizar cualquier actividad, especialmente cuando no cuentan con el apoyo adecuado en casa (Botsas & Sandravelis, 2014). Por lo tanto, se esforzaron

mucho para tener éxito. En concreto, el 97.3% de los encuestados estuvo de acuerdo con estas afirmaciones.

De las respuestas dadas a todas las preguntas sobre los tipos de dificultades en el lenguaje escrito y hablado, destacaron las siguientes. Inicialmente, estos estudiantes muestran un ritmo muy lento en la lectura de palabras, oraciones y textos. En concreto, el 82.6% de los docentes destacó esta debilidad como un indicio de dificultades de aprendizaje. Luego, además de las anteriores, surgió que existe una dificultad particular en la comprensión de los textos, ya sean presentados por los docentes o se les pide que los lean ellos mismos. La dificultad para comprender los textos fue subrayada por el 87.2% de los profesores en el cuestionario.

Además, durante la escritura y lectura de estos estudiantes se evidencia una confusión de letras/fonemas que expresan. Los estudiantes confunden letras y fonemas con mucha facilidad al no tener conocimientos previos de este idioma. En concreto, el 67.0% de los docentes entrevistados coincidieron en la confusión de letras. Además, cabe destacar las dificultades de aprendizaje y la producción de vocabulario deficiente tanto en el lenguaje hablado como escrito. Del total, el 87.2% de los docentes encuestados cuantitativamente coincidieron con esta opinión.

La observación de las dificultades de aprendizaje antes mencionadas confirma los hallazgos de la investigación de Grivas y Stamou (2014), quienes identificaron que estos estudiantes presentan dificultades de aprendizaje específicas, como el ritmo lento de lectura, la decodificación incorrecta de palabras debido a la confusión de ciertas letras, la omisión de determinadas letras, palabras o incluso líneas enteras en un texto, incluso la dificultad para comprender textos sencillos.

En cuanto a los entrevistadores, las principales dificultades de aprendizaje que muestran estos estudiantes en general, es en la aplicación de reglas gramaticales y en la producción del lenguaje escrito. En cuanto a la producción del habla escrita, existe una gran dificultad debido al escaso vocabulario que tienen los niños y al hecho de que no pueden plasmar sus pensamientos en un papel. La mitad de los entrevistados (50.0%) habló de dificultades en gramática y escritura.

Dimensión 3: Preparación de los docentes

Al realizar esta investigación, los investigadores consideraron necesario examinar la preparación de los profesores y del sistema educativo en términos de gestión de clases multiculturales con dificultades de aprendizaje.

Más específicamente, de los resultados se desprende que estos estudiantes tienen dificultades de aprendizaje que los profesores no pueden cubrir durante la instrucción estándar. En concreto, el 74.4% del profesorado apoyó esta opinión. El análisis mostró que casi todos los docentes (90.0% de los entrevistadores) se sienten inseguros al tratar con estudiantes de origen inmigrante porque no tienen ninguna especialización en educación intercultural y educación especial. Enfatizaron que no cuentan con conocimientos especializados provenientes de un seminario que les puedan ayudar hasta cierto punto, ni es obligatorio tenerlos para poder enseñar (Gaintartzi, 2012).

Debido a la falta de conocimientos necesarios para brindar apoyo especializado a estos estudiantes y la inseguridad que pueden sentir los docentes, se investigó su deseo de enriquecer sus conocimientos asistiendo a programas de capacitación. Como se desprende de las respuestas al cuestionario, casi todos los profesores (88.9%) expresaron el deseo de formarse para ser más productivos en su enseñanza y apoyar lo mejor posible a todos los estudiantes, especialmente a aquellos que más lo necesitan.

Junto al deseo de formación, de los docentes encuestados, el 85.4% apoya la necesidad de contar con docentes adecuadamente cualificados para enseñar a estudiantes inmigrantes con dificultades de aprendizaje. Por supuesto, no todas las escuelas tienen esta posibilidad, lo que hace que la elección de la formación sea una vía de sentido único. Sin embargo, incluso sin el conocimiento especializado, los profesores, por su parte, hacen todos los esfuerzos posibles diariamente para asegurar los mejores resultados posibles de su enseñanza a estos niños. El curso necesita ser adaptado, diferenciado para incluir a todos los estudiantes. De las respuestas al cuestionario se desprende que el 78.0% de los profesores apoya que las modificaciones del programa de enseñanza son necesarias en tales casos.

Sin embargo, aparte de la parte de aprendizaje, los profesores se aseguran de cultivar un clima positivo en su aula, un clima de confianza y seguridad, para que cada alumno que se sienta presionado y necesite ayuda, pueda acudir con valentía a su profesor y buscar apoyo que esté en su lugar. necesidad. Es muy importante cultivar en el aula escolar un ambiente de apoyo que respete a los diferentes, promueva la verdad

y la aceptación, que permita ampliar la comunicación para el intercambio de opiniones entre diferentes experiencias (Zoniou & Sideris, 2000).

Sin embargo, el obstáculo dominante en esta lucha no es tanto la falta de conocimientos como la falta de apoyo del Ministerio, que no ofrece material de apoyo adaptado a las necesidades de esta categoría de estudiantes. Los profesores se declaran impotentes. Esta preocupación fue expresada por el 69.7% de los docentes que participaron en el cuestionario.

El 70% de los entrevistadores también destacó la falta de material de supervisión especializado, así como de una guía de estudio con pautas y ejemplos aplicables en circunstancias similares. Si cuentan con la orientación necesaria, ya sea a través de una guía de estudio o de capacitaciones, los docentes serán más capaces de gestionar de manera efectiva a sus estudiantes que enfrentan algunas dificultades de aprendizaje y tienen antecedentes inmigrantes (Crispel & Kasperski, 2019).

Dimensión 4: Explicaciones de las familias

Las entrevistas a los padres revelaron las razones que, en su opinión, son responsables del bajo rendimiento de sus hijos en las escuelas primarias griegas. En primer lugar, cabe destacar el factor de las "dificultades especiales de aprendizaje" que vuelve a aparecer como el factor dominante que obstaculiza el proceso educativo y retrasa a estos estudiantes (100%). Los padres consideran que sus hijos se caracterizan por algún tipo de dificultad de aprendizaje ya que los errores que cometen tienen una frecuencia elevada y no parecen disminuir (100%).

El entorno familiar no tiene conocimientos previos de la lengua griega y no puede apoyar a los estudiantes en las dificultades lingüísticas que se les presenten. Por eso suele haber un gran rechazo (66.0%) en estos niños a realizar las tareas que se les asignan en casa, ya que reconocen sus dificultades pero también el hecho de que nadie les ayudará a superarlas. Además, también es importante el hecho de que con mucha frecuencia estos estudiantes se caracterizan por una incapacidad para concentrarse, por lo que tienen dificultades con su memoria a corto plazo (100%).

Finalmente, según los padres entrevistados, la ayuda brindada a sus hijos en la escuela (100%) es de suma importancia para su proceso de aprendizaje. Muchas veces esta ayuda no es suficiente porque falta personal especializado en las escuelas y por supuesto el horario de clases tampoco es favorable (66.0%). Los padres reconocen la

difícil lucha de los profesores, el apoyo que intentan brindarles de cualquier manera, pero también las deficiencias del sistema educativo. El tiempo en el aula de la escuela es específico y, a menudo, no hay oportunidad de practicar más en el contenido de enseñanza del día.

Conclusiones

Al fin y al cabo, las dos áreas de la educación, la educación especial y la educación intercultural, coexisten en el sistema educativo y seguirán yendo juntas. La aceptación de esta convivencia por parte de los científicos y de toda la comunidad educativa contribuirá a la disolución de las principales barreras para el desarrollo del aprendizaje de los estudiantes inmigrantes (segunda generación). Los estudios sobre estas dos áreas son particularmente limitados. Este fue también el detonante para elegir esta investigación.

Dado que la escuela griega se ha convertido en una escuela multicultural, la educación tiene que sufrir cambios dramáticos. Es decir, en pocas palabras, encontrar caminos a través de reformas que se notarán para que los estudiantes cuenten con la ayuda de profesores especializados que también conozcan el idioma de los estudiantes. Al mismo tiempo, es importante construir material de apoyo especializado. para los cursos a los que asisten inmigrantes, con el fin de reconocer y reforzar el esfuerzo realizado por los profesores griegos para incluir a todos los estudiantes en su enseñanza. Al fin y al cabo, el papel dominante en la aplicación educativa lo desempeña el propio profesor, que está llamado a superarse y ya no ejercer su profesión como la conocía hasta ahora, sino a desarrollar su enseñanza y apoyar adecuadamente a los estudiantes inmigrantes.

Finalmente, también existe la necesidad de acercarse mejor a los padres inmigrantes, para mejorar la comunicación y la cooperación con la escuela, con el fin de fortalecer su participación en las actividades escolares. Es extremadamente importante cerrar la brecha que existe entre la escuela y los padres porque los mejores resultados sólo ocurrirán si los padres son aliados de los maestros de sus hijos.

Limitaciones

Esta investigación se llevó a cabo bajo estrictas restricciones debido a las medidas de protección sanitaria frente a la pandemia de Covid-19. Para reunir la muestra requerida para los dos tipos de investigación, el proceso fue particularmente difícil ya que los compañeros profesores fueron muy cautelosos y cautelosos al participar en la investigación y entrar en contacto con alguien desconocido. Además, otro factor que afectó la participación docente fue la condición que prevaleció mientras las escuelas estuvieron cerradas debido a la pandemia. En particular, los docentes se vieron obligados a adaptarse a las nuevas condiciones y a impartir sus lecciones diariamente a través de una plataforma en línea, en la que no habían sido capacitados.

Debido a todas estas limitaciones a las que se sometió la investigación, creemos que será de gran importancia para el futuro de la educación griega realizar más investigaciones sobre este tema con una muestra posiblemente mayor, de modo que los resultados que se obtengan pongan en evidencia más presión sobre las instituciones educativas competentes para que procedan más inmediatamente con las reformas necesarias.

Breve Resumen

En todas las sociedades modernas se han producido cambios significativos debido al fenómeno migratorio. Según Castles et al. (2014) la inmigración es un fenómeno que puede provocar cambios en una sociedad, pero depende de cómo será tratada por los países de acogida que están llamados a gestionar los grandes flujos de inmigrantes. La inmigración debe ser tratada como un desafío positivo para que sus resultados sean lo más útiles posible para la sociedad. Esto es particularmente importante ya que debido a la crisis financiera global, como informaron Castles et al (2014), países como Grecia, Irlanda, España, Portugal e Italia se enfrentaron a un duro golpe económico. Esta situación junto con la gran población inmigrante que había llegado allí creó muchos desafíos. Algunos de ellos eran acceso a atención médica, acceso a protección, alojamiento y, por supuesto, a la inclusión en el sistema educativo para que los niños aprendieran el idioma. En los casos en que estas medidas de protección no fueron implementadas por las sociedades del país de acogida, la población migrante corría un gran riesgo según UNICEF (2002).

En Grecia, se reconoció muy rápidamente la contribución de la educación intercultural y su aplicación en las escuelas para permitir una enseñanza de calidad a los estudiantes de origen inmigrante. Es por esto que se fundaron las primeras escuelas interculturales del país, pero los estudiantes nativos no pueden asistir a estas escuelas para poder brindar educación sin discriminación a todos los estudiantes (Tsaliki, 2017). Sin embargo, a pesar de los esfuerzos realizados para lograr la educación de los estudiantes inmigrantes, la forma de esta educación no parece haber logrado resultados significativos (Georgitsa, 2017).

En el sistema educativo griego y en las escuelas de educación general, a los profesores les resulta muy difícil diseñar una lección de enseñanza que responda a todos los estudiantes sin excepción y que también fortalezca la participación de los estudiantes inmigrantes en la lección sin excluirlos. Al fin y al cabo, según los informes de Eurostat (2019) en el Estado griego, la única preocupación por la educación de los estudiantes inmigrantes es garantizar su inclusión en las escuelas griegas, pero sin ninguna previsión para su integración y el desarrollo de su progreso.

Por tanto, un tema que ha preocupado a los jóvenes investigadores y educadores es el efecto del fenómeno de la inmigración en la educación y la relación entre

educación intercultural y educación especial. Al mismo tiempo, también se investigan todos aquellos factores que contribuyen a esta relación o suponen un obstáculo. La investigación que examina la coexistencia de ambas áreas es mínima. Esta es una razón más por la que es importante realizar esta investigación. Por lo tanto, en esta investigación en particular, los investigadores querían examinar el sistema educativo griego, identificar los factores responsables de las dificultades en el desarrollo del aprendizaje de los estudiantes inmigrantes y ampliar la preparación de los profesores respecto a la posibilidad de combinar la educación intercultural y la educación especial con el objetivo de ofrecer una educación de calidad y dirigida.

La investigación se realizó aplicando dos tipos de investigación, la cuantitativa y la cualitativa. En concreto, se crearon dos tipos de herramientas, un cuestionario y el protocolo de entrevista. La combinación de investigación cuantitativa y cualitativa da la ventaja de recolectar muchas y diferentes respuestas (Osbaldeston, 2021) obteniendo así mejores resultados que si el método fuera uno (Creswell, 2014). La muestra que participó por iniciativa propia y de forma anónima, fueron profesores de educación primaria y padres de alumnos inmigrantes (segunda generación). La construcción de las dos herramientas se basó en el estudio de otras investigaciones, las cuales se detallan en el capítulo de Metodología, y su adaptación para atender las necesidades de la investigación específica. Antes de la aplicación general de las herramientas a la muestra, se realizó una encuesta piloto con 25 personas como muestra para examinar la validez de las herramientas.

El análisis de los resultados que siguió a la recopilación de datos de ambas encuestas se realizó con la ayuda de los programas estadísticos SPSS Statistics v.25 para investigación cuantitativa y el software Atlas.ti v.8 para análisis cualitativo. A través de este software, se aplicaron las técnicas apropiadas para analizar los datos y se examinó la confiabilidad y corrección de los resultados. Los resultados se dividieron en dimensiones según la categoría a la que pertenecen y se les dio los códigos correspondientes. Entre los resultados más importantes de la investigación en cuanto a los factores que afectan el aprendizaje se encuentran la manifestación de conductas negativas en la escuela, la aparición de dificultades de aprendizaje y la combinación con emociones negativas. Específicamente, para las dificultades de aprendizaje, surgió que estos estudiantes se enfrentan diariamente a dificultades de aprendizaje que no pueden eliminarse y debido a ellas necesitan mucho más tiempo para realizar una

actividad. Al mismo tiempo, la lentitud en la lectura, procesamiento y comprensión de los textos son algunas de las características que presentan. Estas características también son detectadas por sus padres en el hogar, quienes no pueden apoyar adecuadamente a sus hijos. En la escuela, los profesores intentan encontrar material especializado que satisfaga por sí solos las necesidades de estos estudiantes, ya que la escuela no cuenta con material preparado por el Ministerio (Anagnostopoulos et al., 2016), pero el tiempo en el aula es No siempre es un aliado.

A partir de los resultados obtenidos, se confirmó que el sistema educativo griego necesita cambios significativos. La guía de estudio debe incluir los casos de estudiantes inmigrantes de segunda generación, y debe elaborarse el material correspondiente para ofrecer el material necesario a los docentes que ponen todo su esfuerzo y se exponen a todos los desafíos. Estos alumnos se enfrentan a importantes dificultades y para reducirlas se considera necesaria una mayor investigación sobre la convivencia entre la educación intercultural y la educación especial, al tratarse de una situación real.

Brief Abstract

In all modern societies, significant changes have occurred due to the migration phenomenon. According to Castles et al. (2014) immigration is a phenomenon that can cause changes in a society, but it depends on how it will be treated by the host countries that are called to manage the large flows of immigrants. Immigration must be treated as a positive challenge in order for its results to be as useful as possible for society. This is particularly important as due to the global financial crisis, as reported by Castles et al (2014), countries such as Greece, Ireland, Spain, Portugal and Italy, were faced with a major economic blow. This situation along with the large immigrant population that had arrived there created many challenges. Some of them were access for medical care, access for protection, for shelter and of course for inclusion in the education system in order for the children to learn the language. In cases where these protection measures were not implemented by host country societies, the migrant population was at great risk according to UNICEF (2002).

In Greece, the contribution of intercultural education and its application in schools was recognized very quickly in order to enable quality teaching for students from an immigrant background. This is why the first intercultural schools in the country were founded, but native students cannot attend these schools in order to provide education without discrimination to all students (Tsaliki, 2017). However, despite the efforts made to achieve the education of immigrant students, the form of this education does not seem to have achieved significant results (Georgitsa, 2017).

In the Greek education system and in general education schools, teachers find it very difficult to design a teaching lesson that will respond to all students without exception and will also strengthen the participation of immigrant students in the lesson without excluding them. After all, according to the reports of the Eurostat (2019) in the Greek state, the only care for the education of immigrant students is to ensure their inclusion in Greek schools, but without any provision for their integration and the development of their progress.

Therefore, a topic that has concerned young researchers and educators is the effect of the phenomenon of immigration on education and the relationship between intercultural education and special education. At the same time, all those factors that contribute to this relationship or stand as an obstacle are also investigated. Research

that examines the coexistence of both of these areas is minimal. This is one more reason why it is important to carry out this research. Therefore, in this particular research, the researchers wanted to examine the Greek educational system, to identify the factors responsible for the difficulties in the learning development of immigrant students and to expand the readiness of teachers regarding the possibility of combining intercultural education and special education with the aim of offering quality and targeted education.

The research was carried out by applying two types of research, the quantitative and the qualitative. Specifically, two kinds of tools were created, a questionnaire and the interview protocol. The combination of quantitative and qualitative research gives the advantage of collecting many and different answers (Osbaldeston, 2021) thus obtaining better results than if the method was one (Creswell, 2014). The sample that participated on their own initiative and anonymously, were elementary school teachers and parents of immigrant students (second generation). The construction of the two tools was based on the study of other researches, which are detailed in the Methodology chapter, and their adaptation to serve the needs of the specific research. Before the general application of the tools to the sample, a pilot survey was conducted with 25 people as a sample in order to examine the validity of the tools.

The analysis of the results that followed after the data collection from both surveys was done with the help of statistical programs, SPSS Statistics v.25 for quantitative research and Atlas.ti 8 software for qualitative analysis. Through this software, the appropriate techniques were applied to analyze the data and the reliability and correctness of the results were examined. The results were divided into dimensions according to the category to which they belong and the corresponding codes were given. Among the most important results of the research in terms of factors affecting learning were the manifestation of negative behavior at school, the occurrence of learning difficulties and the combination with negative emotions. Specifically, for learning difficulties, it emerged that these students are daily faced with learning difficulties that cannot be eliminated and because of them, they need much more time to perform an activity. At the same time, the slow pace of reading, processing and understanding texts are some of the characteristics they display. These characteristics are also detected by their parents at home, who are unable to support their children adequately. At the school, teachers try to find specialized material that will meet the needs of these students on

their own, as the school does not have ready-made material from the Ministry (Anagnostopoulos et al., 2016), but time in the classroom is not always an ally.

From the results obtained, it was confirmed that the Greek education system needs significant changes. The study guide must include the cases of second-generation immigrant students, and corresponding material must be produced in order to offer the necessary supplies to the teachers who make every effort and are exposed to all the challenges. These students face significant difficulties and in order to reduce them, further research into the coexistence of intercultural education and special education is deemed necessary, as it is a real situation.

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INTRODUCTION

This research focuses on the factors that affect immigrant students (second generation immigrants) in their educational process, but also their social integration and development. These factors are researched through the search of bibliographic references and confirmed through conducting a survey of parents and teachers of the Greek education system. At the same time, the research examines the readiness shown by teachers and the Greek education system as a whole to manage multicultural schools.

The object of desire of the teachers of an educational system is the search for methods to enhance the learning performance of all their students without exception by upgrading the quality of their provided teaching. Education systems across the European Union are experiencing major challenges due to the demographic changes brought about by the movement of immigrant populations. The education system is the direct recipient of the changes, because immigrant children, since they are of compulsory school age, join the schools with the natives. The changes brought about by the integration of immigrants in schools have an impact on the social profile of a school as well as on the educational one (Sullivan & Simonson, 2016). The way of teaching and assessing students' abilities is influenced and shaped according to students' needs (Eurostat, 2018).

But beyond the microcosm of society that is the school, society itself is faced with many difficulties until a foreign family assimilates. Interpersonal relationships develop at a slow pace initially due to the language barrier and later due to the particular cultural elements they have as a legacy (Foss, 2016). The difficulties that characterize immigrant students are reflected in various aspects of their daily life, especially in school. At school, their attendance in the general classroom turns teaching into a particularly demanding process that general education teachers are under considerable pressure to cope with. In the cases where there is no special training or provision of specialized supporting material, then there is confusion regarding the cognitive

dualities of the students. Limited expertise in intercultural education and special education is a common phenomenon (Lagoudakos, 2012).

As far as the Greek education system is concerned, there have been some investigations (not many) which criticize the deficiencies in the face of the immigration phenomenon. As Gonidas (2014) mentions in his research, the educational and political system of Greece has not sufficiently dealt with the multicultural phenomenon that dominates Greek schools, thereby overshadowing every effort of second-generation immigrant students to progress. At the same time, the research by Stamou and Griva (2014) comments on the impact of the inability of the political leadership, which shapes the educational system, to make the appropriate reforms on the educational development of the teachers themselves. The ambiguities, the lack of appropriate supporting material as well as a study guide, leads teachers to a dead end and completely exposed. At the same time, as Botsas and Sandravelis (2014) mention in their research, if immigrant students are not assessed for the weaknesses they show and the school they attend does not have a teacher responsible for intercultural education, the education system is completely inadequate to support them.

Finally, in more recent research (Karabela, 2020), the reasons why immigrant students perform so poorly in school and in their social life were examined. From the findings it emerged that a dominant reason is that teachers are unable to be helpful in the difficulties they face, because in the majority of them, not having expertise in intercultural education, they do not know how to support these students and improve their daily life.

These investigations combined with the experiential experience from teaching in Greek primary schools, caused the trigger for further research in the fields of special education and intercultural education. Let's not forget that the researches that have dealt with both of these fields are not enough and it is necessary to highlight all the gray areas of education and society that do not keep up with the developments of the new reality and stand as a brake.

Therefore, through this study we aim to create the need for significant changes in the education sector, with teachers showing a special zeal for training, but also for the education system to be constantly reshaped in order to support the final recipients of the changes, who are none other than teachers of the country who struggle every day to set the pillars for the future of society.

<u>Objectives of the thesis</u>

This research aims to examine the current situation in Greek primary schools regarding the attendance of immigrant students in them, specifically second-generation immigrants, and to:

➢ Identify all the factors that stand in the way of the learning progress of these students.

➢ Look for the types of learning difficulties that characterize them and look for specific learning difficulties.

➢ Give parents the opportunity to express their views on the reasons they believe are strongly affecting these students.

➢ Examine the readiness of teachers and the educational system in terms of managing the attendance of immigrant students.

<u>Design of the thesis</u>

The research work consists of three theoretical chapters, a methodology chapter, a results chapter and, of course, a chapter with the conclusions of the research and the corresponding generalizations-suggestions for further research.

Specifically, the theoretical framework, as mentioned above, is divided into three chapters. The first chapter gives a comprehensive picture of the history of immigration in Europe, the European and Greek policy practiced since then until today. At the same time, all definitions and concepts related to immigration are brought together, such as the distinction between first- and second-generation immigrants. The first chapter lays the foundations on which the research was based in order to develop, as it clearly presents the beginnings of the research topic as well as its subsequent evolution. The second chapter of the theoretical framework is related to issues of educational needs and intercultural education. An extensive reference is made to a) the definition of educational needs and the ways in which they are managed by the current educational system (legal framework) of Greece, and, b) the institution of intercultural education in Europe and Greece in particular. It is important to examine both areas as they often coexist and the education system fails to support adequately. Finally, in the third chapter, the research refers to the integration, social integration and learning difficulties of immigrant students in Greek primary schools. There is talk about the

conditions of social integration but also about all those factors that are obstacles to the development of students both academically and socially.

The next chapter, the fourth in a row, constitutes the methodological framework. At this point, the stages of approaching the subject under investigation and also the design of the applied research are developed. More specifically, in this chapter, the researcher presents and describes in detail the data collection tools used in the research, which are related to both the quantitative and the quantitative technique followed, as the research was mixed. A weighted questionnaire, which took elements from other surveys and was adapted to suit this research, and two interview protocols for qualitative data collection were constructed.

Then, in the fifth chapter, the results obtained from the collection of the data are presented, as well as their analysis, which was done using appropriate statistical programs. The analysis of the results is divided into two subsections based on the research tool, quantitative data analysis (for the data from the questionnaires) and qualitative data analysis (for the data from the interviews).

The last chapter of the research includes the conclusions obtained from the collection and analysis of the results from the researcher's two tools (questionnaires and interviews), the limitations of the research and suggestions for future research on the subject under investigation. Below is a Figure with an overview of the structure of the thesis.

Figure 1
Structure of the Thesis.

THEORYTICAL FRAMEWORK	METHODOLOGY	DATA ANALYSIS	CONCLUSIONS
• INTRODUCTION • CHAPTER 1: Migration as a multicultural phenomenon • CHAPTER 2: Educational Needs an cultural education • CHAPTER 3: Inclusion, Education and Learning Difficulties	• QUANTITATIVE RESEARCH • QUALITATIVE RESEARCH	• QUANTITATIVE TOOL • QUALITATIVE TOOL	• DISCUSSION • LIMITATIONS
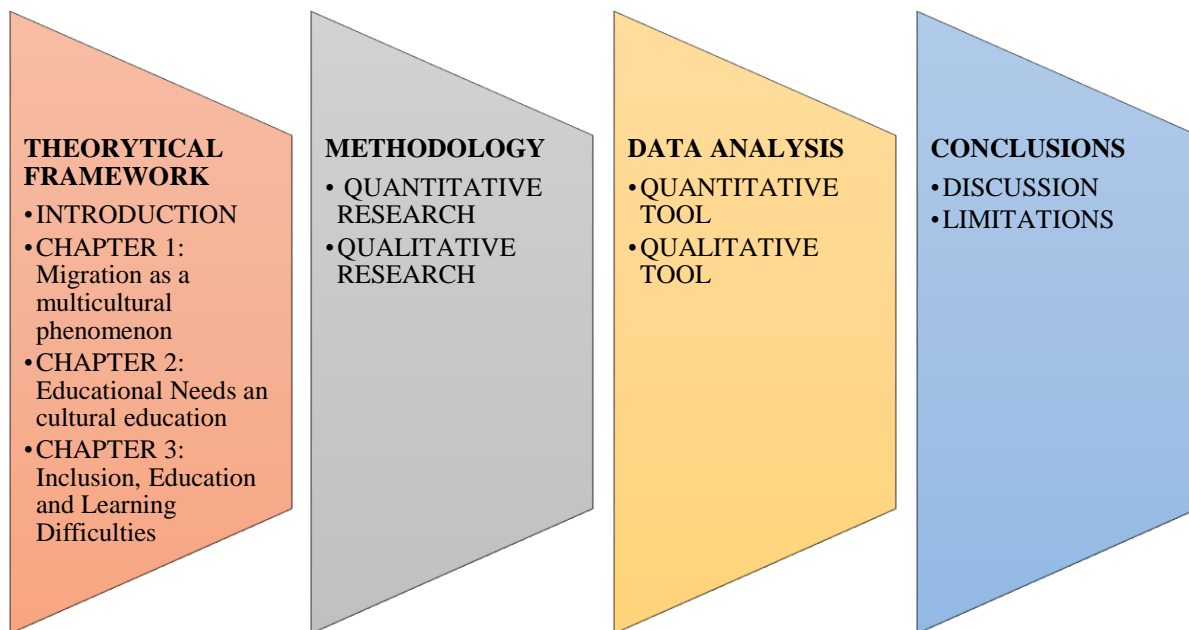
Note. Own elaboration.

THEORETICAL FRAMEWORK

CHAPTER 1

Immigration as a Multicultural Phenomenon

1.1 <u>Overview and definitions of migration</u>

Today, Greek society faces a multitude of challenges that affect its smooth operation as new requirements are born. A very important issue that has plagued the organization and operation of the country for decades is the large migratory flows that have arrived and are still arriving inside. Greece, before the 1950s and 1960s, was a country of emigration. However, due to its important geographical position as a crossroads of three continents, after the 1980s and especially in the early 1990s, the country was forced to adopt and implement an intercultural policy, as it became a country of acceptance of immigrants.

For the first time, Greece is called upon to manage large inflows of immigrants, who came from countries of the neighboring Balkan peoples, from countries of the former Soviet Union and then from Asia and Africa.

When the Soviet Union disintegrated, the socialist regimes that prevailed in Eastern Europe and the Balkan Peninsula collapsed with it. At the same time, a large number of people migrated to Greece from the northern borders of the country. It is certainly worth mentioning the fact of the influx of immigrants to Greece from the neighboring country of Albania, when in 1991 the borders between the two countries were opened and a very large number of people moved to Greece (Pavlopoulou-Ekme, 2007).

The 20th century has been characterized as the century of migration as there were significant population movements between countries which were followed by changes in the composition of the population of each country (Greek Council for Refugees, 2019).

Immigration is a social phenomenon that changes and differs from society to society and from one era to another, thus creating the conditions to cultivate the

attitudes of the population of the host country towards the people who immigrate to it. At this point reference will be made to the definitions of migration, as they have prevailed in the international literature.

Initially, any movement that involves a change in one's place of residence can be considered as migration (Hoffman & Nowotny, 1970). Besides, the meaning of immigration, if it becomes an etymology of the word, comes from the verb "immigrate" which means I move, I change my position in the space that surrounds me (Papadopoulou, 2006). Therefore, migration is related to the change in the demographic space of a society and contributes to the growth of its population.

A large percentage of people who move from one country to another in search of a better future and a better standard of living for their family are called financial migrants. Economic migration is now a very common phenomenon and is carried out in large numbers each time resulting in reactions within the host countries that are called to deal with the waves of migrants (Greek Police, Ministry of Civil Protection).

According to the International Organization for Migration (2019), a migrant is a person who moves away from their place of residence either within the same country where they live or across international borders, for a short period of time (temporarily) or permanently, for many and different reasons.

"International migration is one of the most important factors in social change in the world, as it is not an isolated phenomenon and should not be dealt with in this light" (Castles, De Haas & Miller, 2014).

The European Commission (2008) gives the same definition to migration. Specifically, "the movement of a person outside international borders (international migration) or within the same state (internal migration) for more than 1 year regardless of the reasons, voluntarily or compulsorily, regular or irregular is called migration". In the EU context, immigration is the action by which a person either: i) establishes their usual residence in the territory of an EU Member State for a period of that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU Member State or a third country; or ii) having previously been usually resident in the territory of an EU Member State, ceases to have their usual residence in that EU Member State for a period that is, or is expected to be, of at least 12 months.

According to Castles et al. (2014), migration as a phenomenon is something that must be treated as a factor that brings about significant changes in the social and

economic development of the host countries, as well as in the existence of globalization. In order for there to be a substantial change and for successful response interventions and solutions, the host countries have to deal with migration inputs based on the positive effects that accompany them.

The recognition of immigration as a phenomenon of long and permanent duration was initially instituted with the enactment of Law 3386/2005 which refers to the Entry, residence and integration of immigrants coming from third countries in Greece and then with Law 4251/2014 which refers to the Code of Immigration and Social Integration of Immigrants (OECD, 2018). In the movement of these populations one can distinguish social and economic reasons because it is usually done with the aim of searching for better living conditions, better quality of life (Theodosiadou, 2015).

Depending on the reasons for the movement of a population, migration is divided into four categories (Woldeab et al., 2019) which will be mentioned below. These categories have been created by the International Organization for Migration (IOM).

The first category is the Labor Migration (Koopmans, 2016). It is called the movement of population within the borders or even outside the borders of a country with the aim of finding a better job. This type of migration is mainly due to the inequalities that exist in the workplace but also to the better job opportunities provided by other countries. These in combination with economic, political and environmental factors create the preconditions for a shift in the labor migration. According to IOM 2019), "There were an estimated 164 million migrant workers globally in 2017, making up 59% of the world's international migration population". Immigrants traveling for work can be divided according to their mental profile into highly skilled migrants and unskilled low-wage migrants (Simon & Grabow, 2010).

The second category is Forced migration or displacement. the movement of people who have been forced to leave their homes, their habits, or to protect themselves from the threat of war, "generalized violence, human rights violations or natural or man-made disasters" (IOM, n.d.). In the last ten years, the number of people who have been forcibly relocated within the same country and across international borders has exceeded 50% (IOM, n.d.). A particularly significant percentage, which cannot go unnoticed and does not create challenges in the host countries as well as the need to reshape each country's immigration policy.

Next category of immigration is Human trafficking and modern slavery. This category is defined as "the action or practice of illegally transporting people from one country to another, typically for the purposes of forced labor or sexual exploitation" (IOM, 2019). It is estimated that out of the 25 million people who fall victim, more than 5 million are transported outside the national borders of the countries of origin of these people (IOM, n.d.).

Finally, another type of migration is that which is related to the environmental factors of a region, a country. In this case, populations move, due to unexpected and rapid changes in the wider environment that in turn affect their lives or living conditions, temporarily or permanently, either within the country or abroad (IOM, n.d.).

Also, beyond these 4 categories, immigration can be classified as legal or illegal. The legal status of immigrants in a country is unclear due to many obstacles that arise, such as unexpected delays due to bureaucratic checks in examining the application for approval of their residence permit. Many times, they are faced with the changes in the current regimes, which contributes to an even greater inconvenience before obtaining the card of legal residence in the host country of the migrant populations (Paroutsas, 2016).

1.2 <u>Historical background of migration</u>

The history of the movement of peoples stems from the most ancient times. Peoples have always moved to find better climatic conditions to survive, better job opportunities, i.e., for economic reasons, but also to survive bad social or political conditions (Soultani, 2018). However, in modern history, the phenomenon of the movement of populations for better living conditions and at the same time work is observed, resulting in the creation of colonies in the areas they migrate to. This phenomenon is called colonialism. Many Europeans began to move to other continents, Asia, Africa, then America and Australia. One of the results of this type of movement was the Discovery of America in 1492 by Christopher Columbus, which marked the beginning of the colonization of Newfoundland, as America was originally called (Soultani, 2018).

The phenomenon of colonialism is particularly intense during the 19th century due to the industrial revolutions that prevailed due to the inexhaustible need of states to

expand their trading posts, strengthen their wealth as well as their maritime trade. In the years 1870-1914, many European countries had established colonies in Asia and especially Africa. Africa had so many colonies that it could now be considered one large colony itself. Beyond the European countries, however, Great Britain seems to have had quite a large colonial power that had spread to areas of America, Australia and Africa. At the same time, an equally great power was France, which maintained colonies in Africa and the Far East (Louvi & Ksifaras, 2008).

Finally, during the same period, Russia had colonized almost all of northern Asia, thus gaining enormous commercial power. The result of all this expansion of states and the creation of colonies almost all over the world was that by 1900, a large part of the area of Asia had been occupied by colonialists and only 10% of the African Continent had remained free (Louvi & Ksifaras, 2008).

Until the end of the 19th century, Greece sent an immigrant population to America and mainly the United States, but also the Australian continent (Cavounidis, 2004) in search of a better standard of living. Greece was mainly a sending country for immigrants. In the years that followed, shocking events occurred that shook the whole world and put an end to colonialism. In particular, the First World War (1914-1918), the Asia Minor Disaster (1922), the global economic crisis (1929) and the Second World War (1939-1945) led to a large outflow of Europeans, who were overcome by the hardships, to the great continent but also to Germany.

During the Interwar period, i.e., the period between the two World Wars 1918-1939, but also in the following post-war decades, many states that had been colonized began struggles to regain their independence and get rid of the colonialists. Strong movements were organized by millions of people and thus the states mainly in Africa and Asia managed to claim their decolonization and prevail as the countries of the so-called Third World (Louvi & Ksifaras, 2008).

At the same time, during these years, the financial crisis of 1929 or otherwise the Crash of 1929, as it has prevailed in history, had broken out, which lasted about ten years, as it ended with the end of the Second World War. The effects of this economic recession were devastating for the whole world (Bank of Greece, 2009). As it wasn't just America that was affected. The blow was also strong for the countries of Europe, especially for Germany, which had supported itself financially in America by taking

capital from the banks, but also for Britain, which could no longer export its products to the USA (Louvi & Ksifaras, 2008).

During the decades of the 1950s and 1960s, according to C. Van Mol and H. de Valk (2016), large waves of immigrant populations are found. In particular, after the end of the Second World War, Europe was divided and Northwestern Europe began to flourish economically. A significant number of migrant workers of Greek origin headed to West Germany to find work.

This phenomenon was observed because local workers now began to educate themselves and constantly seek better professional opportunities away from the countryside and rural life. Thus, the countries of Northwestern Europe began to search for cheap labor coming from neighboring countries. People responding to this call for work were expected to stay temporarily in the host country. The governments of these states granted little or no rights to workers, little or no medical care. That is, their working conditions were not suitable (Boyle et al., 1998).

When this period ended, most immigrants came from countries such as Algeria, Morocco, Italy, Portugal, Spain, Greece, Turkey and Yugoslavia (a former state from the union of Croats, Serbs and Slovenes). The factor driving the movement of these people was the economic changes occurring in the states where they were employed, as some workers even came from countries with a low standard of living, poor environment, mainly rural areas (Bade, 2003).

This huge influx of immigrants was stopped when the famous Berlin Wall was built by East Germany in 1961. As a result of this development, West Germany sought labor from other countries such as Turkey, the Netherlands, Belgium during the 1960s. During this period, the phenomenon of immigration was accompanied by a positive feeling, as the contribution of immigrants to strengthening the economy of the countries that welcomed them was remarkable (Bonifazi, 2008).

As Okolski (2012) mentions, the number of international immigrants in this period (1950-1970) coming from Greece, Spain, Italy and Portugal is estimated to have reached seven to ten million. An extremely large number that makes the phenomenon of migration particularly important.

In conclusion, since the 1950s, the destinations chosen by immigrants were European countries, while in the 1960s and 1970s, Germany seems to have received a large number of inflows. From the 1970s onwards, many Greeks abroad began their

repatriation (Fakiolas & King, 1996). These decades could also be considered as the starting point of the migration phenomenon.

The stormy developments of the following years resulted in distinguishing three important periods of immigration. Initially, the oil crisis that broke out in the years 1973-1974 could be considered as the first period. The sharp jump in the price of oil worldwide, as well as the embargo on the export of oil from Arab countries, led to a global economic crisis. The result of this crisis was the return of immigrants to their countries of origin, the reunification of families, but also the movement of refugees from East to West (C. Van Mol & H. de Valk, 2016).

Many immigrants who had found work in other countries, began to bring their families with them with the ultimate goal of not losing their residence permit in the country that had accepted them for work. Initially, the phenomenon of family reunification and the consequent increase in the number of inflows, caused disturbances in the governments of these countries, which were called to face extensive challenges, which is why they tried to limit it (this phenomenon), but without success (Castles et al., 2014). The fact that it failed to stem the tide is mainly due to the enshrining of the right to family reunification by Article 19 of the European Social Charter established in 1961, in order to protect immigrant families (C. Van Mol & H. de Valk, 2016).

As far as the Greek state is concerned, the oil crisis of 1973 combined with the fall of the dictatorial regime that prevailed in the country until 1974, as well as the following actions for reforms to recover the country, are the most important reasons why the restoration of diasporic Hellenism. A large number of Greeks repatriated (Kasimis et al., 2012), about half a million after the end of the oil crisis (C. Van Mol & H. de Valk, 2016).

The period since the fall of the Berlin Wall, or the "Iron Curtain" as it was called, can be considered as a second period of intense immigration. The Berlin Wall came down in 1989, where entry and exit into the country without a special permit began to be allowed. This fact triggered movements for the purpose of family reunification and the number of applications submitted for the offer of asylum in the countries of Europe increased significantly (Hansen, 2003). It is worth noting that Germany received the largest volume of applications during this period compared to other destination countries in Europe. At the same time, the free passage of immigrants from China was allowed, which created a huge influx of immigrant population from China to Central

and Eastern Europe. However, it is noteworthy that there was a significant difference in the type of this migration flow. Chinese immigrants were mainly educated people who were looking for new business opportunities or were students who wished to acquire a high level of education by attending international universities (Soultani, 2018).

In addition, in the mid-1980s a large wave of immigrants began to head towards Southern Europe as well. As for countries such as Greece, Italy, Spain and Portugal, these have been migrant-sending countries for many years. Therefore, they did not have a developed policy to welcome immigrants and deal with their influx (Castles et al., 2014) and the jobs they offered were not accompanied by decent wages and good working conditions (C. Van Mol & H. de Valk, 2016). Therefore, these countries were chosen by immigrants who came from countries that did not belong to Europe, but mainly from Africa, Asia and Latin America (Castles et al., 2014).

Gradually, with these waves of immigrants that came, economic growth took place in the countries of Southern Europe and working conditions became more favorable. Following this development was the return of migrants who had moved to more northern countries to their countries of origin (C. Van Mol & H. de Valk, 2016). Greece was the last of the Southern European countries that turned from countries that sent immigrants into countries that received them. According to Bade (2003), the Greek immigrants who worked in countries outside Greece during this period were estimated at around one million.

In the 1990s, important events took place that proved pivotal for the changes in the migration phenomenon. This period can be considered as the Third period of migration. The large increase in the inflow of immigrants was mainly linked to the conditions fostered by the dissolution of the Soviet Union in 1991 (Hatton & Williamson, 2004). Also, the wars in the former Yugoslavia created the conditions for new immigrant flows to Western Europe (Hansen, 2003).

At the same time, the abolition of borders with the Maastricht Treaty signed in 1992 led to internal movements. According to the European Central Bank (ECB, 2017), this Treaty essentially established the European Union as we know it today and thanks to it citizens who belonged to the EU countries had the right to move and live in the various European countries Union. In short, it gave citizens the right to acquire European citizenship. However, movements between EU countries began to be

controlled much more strictly, mainly because there were many attempts to enter the countries illegally (Bonifazi, 2008; Castles et al., 2014).

The aim of the EU now is to attract people with a high educational level either for work or for studies in its educational institutions (Eurostat, 2011). Its deeper goal is the financial support of educational institutions by imposing tuition fees for attending courses by students from other countries (Findlay, 2011). For this reason, it encourages migration between European Union states (Van Mol & de Valk, 2016). Several countries, such as France, Germany, and the United Kingdom, immediately tried to cultivate the necessary conditions to be seen as a pole of attraction for students from other countries (Van Mol & de Valk, 2016).

This rapid economic growth due to the influx of immigrant students was halted in 2008 with the onset of the global financial crisis (Castles et al., 2014). The crisis had a particular impact on the economy mainly of countries such as Greece, Ireland, Portugal, Spain and Italy (Van Mol & de Valk, 2016). These countries suffered significantly from the scourge of the financial crisis that broke out and were once again forced to turn into sending countries of the migrant population (Castles et al., 2014).

According to the OECD (2013) there has been a significant increase in internal migration in countries that have been mercilessly hit by the outbreak of the global financial crisis. In countries such as Greece and Spain, unemployment rates skyrocketed, which forced many people to turn to migration in order to seek better economic conditions in other countries (Eurostat, 2014).

An important event that upset the balance in the immigration policy of the countries receiving immigrants was the declaration of the civil war in Syria in 2011. This war caused great unrest as expected, resulting in large population movements in various countries of the South and mainly the countries that are wet by the Mediterranean. This large movement of migrants created fears of attempts to enter European countries illegally. The Syrian civil war is a pivotal point in the history of immigration, because on this occasion a very large part of the Syrian population tried to seek refuge first in neighboring countries, such as Turkey, and then in more developed countries such as Germany, USA, Sweden, etc… (Prodromidou & Gkasis, 2019).

The number of these movements grew in 2015. According to Keridis (2018), there is an impressive increase in the number of illegal movements within the countries

of the European Union in 2015. About 1.8 million people are estimated to have crossed its territory. The countries where the displaced populations sought asylum, such as Greece and other neighboring countries, were faced with this chaotic situation and it was impossible to control it. The purpose of these people, the refugees, was to stay temporarily in these countries, for a short period of time until they managed to cross the territories of other countries to reach their destination (Prodromidou & Gkasis, 2019). According to Keridis (2018), during the year 2015 approximately 911 thousand people arrived in Greece, many of whom came from Syria, Iraq, Pakistan and Afghanistan.

The following year, in 2016, many states decided to implement the tactic of closing borders for those trying to enter the countries without the necessary legal travel documents (Prodromidou & Gkasis, 2019). Through this tactic they tried to intercept the huge wave of refugees and to regulate the entry of a mobile population into the host countries. This tactic was applied by Poland, Slovakia, Hungary, Austria and later Turkey (European Commission, 2019).

In addition, the coronavirus pandemic that broke out in 2019 and continues to this day is an important point of reference. The pandemic has significantly affected population movements. The rapid spread of the disease and the appearance of many different mutations, led to drastic measures, such as closing the borders of countries with the interest of trapping thousands of migrants, including foreign students and seasonal workers (IOM, 2021).

Finally, in the year 2021, when the measures against the spread of the covid-19 pandemic disease were relaxed, a great deal of mobility was observed at international borders. It is estimated according to UNICEF (2022) that from the beginning of the year 2021 until August, more than ninety-seven thousand people were moved, among whom were also immigrants and refugees. The countries to which the waves of immigrants and refugees arrived included Greece, Italy, Bosnia, Herzegovina, Bulgaria, Serbia and Montenegro.

1.3 Causes and effects of migration

The reasons why someone is asked to leave their place, their home and immigrate to another region, to another country, vary according to the economic, social,

family circumstances in which one finds himself at the time when he makes such a decision. According to Bansak et al. (2021), the most frequent reasons for migration in modern times are job search, studies and family reunification. As reported by the OECD (2018), 2016 saw an explosion in the number of students who chose to study at universities abroad. This number was estimated at around five million students.

Many students choose to study in universities abroad as they see this option as an opportunity to temporarily move away from their home country. An opportunity to get to know another place, another country, to enrich their knowledge by seizing every opportunity. Other students, through this choice, aim for future advancement in the professional field. They are trying to build a professional career commensurate with their expectations and studies are the means that will offer them this path. The same could be said for those who choose to emigrate from their country for professional or family reasons (Bansak et al., 2021).

Many immigrants (Piore, 1979) wish to move in order to find a job that will bring high profits so that they can live according to their dream, their expectations, that is to buy a big house and live quality and well-being. Typically, these individuals operate by planning every aspect of their lives and settle permanently abroad. Gradually, and if they are happy with their earnings, after years, they acquire citizenship and become citizens of another country (Bansak et al., 2021).

One reason there has been an increase in economic migration is technology. The development of technology has contributed to multifaceted information, so people can through information know if the standard of living will be better in a foreign country compared to their own. At the same time, when a country has a large population in its professions, it is next to look for young and well-qualified academic people from other countries abroad in order to strengthen its economy (Bansak et al., 2021). Immigrants who have a higher educational background and therefore a good resume respond to such opportunities and even have high demands for equal treatment and claim their rights (Verkuyten, 2016).

It is worth mentioning that those who travel abroad for business reasons for a short period of time or for family reasons should not be confused with immigrants (Bansak et al., 2021).

Beyond economic reasons, there are also humanitarian reasons why some people may migrate. That is, when they perceive that their life is threatened during their

stay in their country or region, they decide to migrate (IOM, 2019). Moreover, it is observed that sometimes these categories, i.e., family, economic and humanitarian reasons, can be related. For example, to move to another region or another country in order to work in a job recommended to them by a relative who lives in that country (Bansak et al., 2021).

Usually, immigrants choose to move of their own free will for all the reasons mentioned above. However, there are also cases of movements that take place in the form of migration under pressure and coercion. In particular, a category of people who move without their will are refugees (Paroutsas, 2016). Refugees leave their country, their place mainly because of existing war hostilities or bad political regimes. This group of people who make the difficult decision of uprooting, usually seek asylum in neighboring countries which they reach by any means possible. The choice of countries neighboring their own seems temporary until they manage to improve their standard of living again (Bansak et al., 2021).

According to UNHCR (2019), in the year 2019 in research carried out on the calculation of refugees that exist in the whole world, they managed to collect data and make an estimate. Refugees are estimated to exceed the number of twenty million. After all, it is worth noting that a typical example of a large movement of refugees is that of the year 2011, when the civil war broke out in Syria and a huge number of people, millions of people, became refugees and sought help in other countries (Prodromidou & Gkasis, 2019).

The difference between involuntary migration and voluntary migration is that in the first case, individuals do their best to manage to return at some point in the future to their home, to their place of origin. Furthermore, in this particular case, the movement of these people from the moment they enter a country cease to be their own choice, and the respective country decides what legal arrangements it will proceed with in order to keep them or send them to another country (UNHCR, 2019).

Many times, problems with the legality of the travel identity documents of these people are also found, as a result of which they are treated as illegal immigrants. Illegal immigrants are also people who remain in a country where they no longer have permission to stay. They try to stay as they have managed to live better than their country of origin. Those who work in a country where their documents do not allow them to work are also considered illegal. The earnings from their work are not disclosed

to the state of their residence and in this way, they escape the fiscal control of the state (Bansak et al., 2021; Paroutsas, 2016).

At this point it is worth noting that refugees and economic migrants should not be confused. Economic migrants "are people who move to improve their lives but do not meet the criteria to qualify as refugees themselves" (Bansak et al., 2021, p. 27).

Another category of involuntary migration is that of human trafficking rings. Many become victims of human trafficking and are moved to other countries or other cities without their consent and treated as slaves. Victims of trafficking are enslaved and victims of absolute exploitation. According to the U.S. State Department (2019), not all victims of the rings are moved across national borders. However, these people are always moved so that their relatives do not search for them and free them from the traders and the business of the latter is destroyed.

According to Emily Ryo (2019) the reasons why people migrate can be briefly divided into two categories, "push factors" and "pull factors". The first category includes all cases in which people are forced to make the difficult decision to leave their place, their country. In other words, we are talking about involuntary migration. The violation of human rights in Libya is a key "push factor" for the movement of the migrant population to countries in Europe (Toaldo, 2017). The second category includes cases in which people choose to move to another region or country because they intend to get something more attractive, more profitable, something that will improve their standard of living. This category refers to voluntary migration.

Migration as a global phenomenon is now logical to bring results to the countries that receive the populations. The number of new arrivals constantly intensifies the need to support immigrants and refugees in order for the reception centers to respond to the increased needs that are created. The challenges that arise are related to the needs for access to medical care and protection, access to educational structures to learn the language and the need for housing. In cases where the measures taken by the government of each country are deemed insufficient, there is an increased risk for vulnerable members of migrant families, children and women (UNICEF, 2022).

Some areas may benefit from the influence of immigration and others may not. Unfortunately, the benefits are difficult to distinguish by the citizens of the country receiving the immigrants. Some of the negatives are mainly related to the areas where they live (i.e. their degradation), the industries that are asked to offer them work and

also their level of skills (Bansak et al., 2021). At the same time, racism and xenophobia have not disappeared. On the contrary, they are phenomena that are magnified mainly due to fear. Many people view immigrants with negativity as their thoughts are that they will be deprived of professional opportunities and prospects, that the state may increase the solidarity allowance paid by the citizens of the state to financially support the newly arrived immigrants and get them on their feet.

The main reasons that face them competitively are economic and related to the jobs that are offered depending naturally on the educational level (Mayda, 2006). Because of these factors, states are forced to implement strict immigration policies to limit the unrestricted influx of immigrants and maintain a balance in the challenges of the professional sector.

The more immigrants know about the host country, language, habits, perceptions, the more easily they are able to perceive discrimination, prejudice and racism towards them (Steinmann, 2019). Also, the greater the education of immigrants, the greater are their expectations for equal treatment (Schaeffer, 2019). This makes them touchier and more sensitive towards social situations, creating tensions (Bensak et al., 2021). Finally, along with high education, there is the risk of being considered competitors, especially if they do not work in large national companies and have chosen another type of work (Flippen & Parrado, 2015).

Also, a negative could be considered the fact that those immigrants who choose to live in areas with a very large population that speaks the same language as them, are usually not forced to learn the language of the state in order to facilitate communication. Since they socialize daily with people of the same language, this means that they do not try to integrate in various ways in the host country. Such cases usually have a negative impact on the labor market (Bensak et al., 2021).

At the same time, in many cases the very situations that prevail in the society that hosts the immigrants make their daily life difficult and create limitations. In particular, it is worth noting that in the last two years due to the covid-19 pandemic, the socio-economic conditions have put particular pressure on the immigrant populations. The social restriction imposed as a measure to deal with the spread of the virus results in the isolation of people to avoid the transmission of the pandemic. New conditions have given rise to the need to communicate and work strictly through technology for a large number of professions. Something like this was extended to the educational sector

where all families and school teachers were called to equip themselves with technological means to carry out distance teaching. These requirements made it difficult for families with low socio-economic backgrounds, such as immigrants (UNICEF, 2022).

Conversely, immigration can also bring benefits to the countries and local societies where the populations settle. When immigrants have succeeded in securing a quality life in the host country, they are likely to contribute to maintaining a balance in the society where they reside. On the contrary, when they live under pressure and very limited, this can lead to their marginalization and social exclusion with accompanying unrest as a reaction (UNICEF, 2022).

According to Imran et al. (2019), immigration can provide a series of positive influences which will be long-lasting in the local society where they have settled as they contribute to the increase of the population and the improvement of the demographic map of the Greek society. At the same time, they contribute as human labor in low-skilled jobs (Sandeep, 2015). With this contribution they undoubtedly strengthen the local economy (Mitrakos, 2016).

Immigrants with a high educational level work in companies with an international spread as they look for people with a similar background in order to send them for staffing to the various companies based in foreign countries (Bansak et al., 2021). In this way they aim to strengthen profitable partnerships with people of international culture. In addition, people with such education can bring new ideas, innovative, to the companies where they work and, in this way, contribute to their upgrading (Partnership for a New American Economy, 2019).

Another positive result of welcoming immigrants is the strengthening of the consumer market in the areas where they live. The presence of immigrants automatically means an increase in purchasing power, and therefore a strengthening of the host country's economy. These people, like every human being, need to buy, shop, consume goods on a daily basis. Therefore, they also contribute to the local society (Bansak et al., 2021).

In cases where social capital is sufficient and equally distributed, friction with immigrants is not created but positive tendencies towards it are maintained (Herreros & Criado, 2009). In this way, the strengthening of the feeling of solidarity is achieved

(Wilkes & Wu, 2018). After all, capital is the dominant motive for ensuring a harmonized attitude towards society (Warburton, 2019; Tselios et al., 2015).

The effects of migration can be pivotal in shaping the foreign policy of countries that receive migration flows within them (UNICEF, 2022).

1.4 <u>Immigration policy in Europe</u>

In the decades of the 1960s and 1970s, as mentioned above, large waves of immigrant populations arrived in the European area. In order to deal with this human flow, most of the countries that belonged to the E.U. they tried to implement political tactics in order to limit it (Tzortzopoulou &Kotzamani, 2019). Despite the controls to stop the huge import of immigrants, there were also immigrants who continued to enter the various countries of Europe illegally with the ultimate goal of seeking work and asylum (Vogel &Kovacheva, 2009). For this reason, the member states of the European Union envisioned the creation of a common political process that would speed up the process of legalizing immigrants (de la Rica et al., 2013). After all, the phenomenon of migration is not limited to the narrow borders of a single state for this and the necessity for international protection and regulation of the migration issues of people moving to other countries was born (GAMM, 2011; Tzortzopoulou &Kotzamani, 2019).

In the 1980s, the phenomenon of population movement between EU countries. began to plague the European Union itself which was called upon to deal with the uncontrolled influx across its borders. It attempted to regulate its border guarding and control the resulting migratory pressures (Tzortzopoulou &Kotzamani, 2019). The fight against illegal immigration was an end in itself for the European Council, which attempted to approach this issue by emphasizing the benefits of legal immigration. As far as illegal immigration is concerned, the immigration policy that the member states are required to follow was particularly harsh as in essence the European space had turned into a controlled "fortress" (King et al., 2000) that controlled every entry into the EU countries. E. from Europeans and non-Europeans, from legal and illegal immigrants. The result of these pressures was the creation and signing between the EU countries. of the Schengen treaty in 1985 and its subsequent implementation decided 5 years later. Over the years, more and more EU countries joined this agreement. among which was Greece, which agreed in 1992 (Tzortzopoulou & Kotzamani, 2019).

At the same time, in 1986, the text of the Single European Act was approved and signed in Luxembourg with the aim of European integration, through the abolition of natural, artificial and financial borders. More specifically, the first ones concerned the strict controls that citizens are forced to go through at the borders of the countries. The second ones concerned the recognition of citizens' degrees, the possibility of moving students from one country to another, as well as moving for professional reasons. The "economic borders" refer to the horizontal application of VAT rates.

Then, in 1993, with the Maastricht Treaty (which took its name from the place where the Treaty was signed), "an attempt was made for the first time in the history of Europe to establish a European citizenship and a European cultural identity based on the harmonious coexistence and cooperation of people with different national, linguistic and cultural backgrounds" (Markou, 1996, pp. 94-95).

As for the Schengen treaty, it was ratified and officially accepted by the entire EU. in 1997 in Amsterdam. A basic aim of this treaty was that all the members who agreed to its implementation had until 2004 (art. 63) to institute legal measures concerning the obligations of the states towards the immigrant populations as well as the rights (art. 13) of the legal and non-immigrants (Tzortzopoulou & Kotzamani, 2019). The obligations vis-à-vis the common immigration policy were particularly strict, especially those related to the suppression of any form of racism and racial discrimination against minority groups with characteristics of ethnic, cultural or religious particularities. The above is considered necessary conditions for the countries that have applied for the EU to join. (Tzortzopoulou & Kotzamani, 2019).

The result of this unified European policy was the passing by the European Parliament (in the year 2000) of a law aimed at a different approach to dealing with the immigration phenomenon. Of outstanding importance is the point of the agreement that has to do with the necessity of creating specific political processes for the integration of immigrants who stay with legal documents in EU countries. avoiding any form of discriminatory treatment, marginalization and manifestation of any form of racism towards them (European Commission, 2004). Respect for diversity is the key to the successful outcome of such reforms (Tzortzopoulou & Kotzamani, 2019).

A key pillar of the immigration policies that are established is clearly the acquisition of citizenship and accompanying rights in the host country for all children born (de la Rica et al., 2013). Until the year 2000 in Germany the immigrant flows were

enormous. According to the immigration policy of this country in which certain facilities were noted, citizenship was acquired by those who remained in the country with legal documents for a period of eight years instead of fifteen that was valid in the previous years. The children of immigrants had the right to take German citizenship as well. In fact, at the age of eighteen to twenty-three they had the right to choose which nationality they wished to have, German or foreign.

Many countries, in order to benefit in the labor market from the immigrant populations that resided within the states, took care to better manage and with particular care the regulations for the acquisition of the right of citizenship as well as the rights for employment in the labor sector. Countries such as Germany, France and the United Kingdom set very strict conditions for the aforementioned. In addition, these countries required examinations to be conducted to certify the language proficiency of candidates who wished to work in these countries. The ultimate goal was to carry out every process in a legal way and with complete transparency to avoid illegalities (de la Rica et al., 2013).

In the context of the need for the legality of immigrants' entry, Council Regulation No. 343/2003 was established in Dublin, based on which all immigrants' applications for entry into the country would be thoroughly examined. Each state that belongs to the European Union and accepts applications from immigrant populations is obliged to comply with this Regulation and examine all the criteria that characterize an application as acceptable or rejected. This regulation particularly burdens countries such as Greece that have received large flows of immigrants and refugees (de la Rica et al., 2013).

Despite application controls, attempts to enter migrants without legal documents continued to be observed, as the application process was particularly time-consuming. For this reason, the European Union established regulations to facilitate and speed up these procedures. According to the OECD (2003), such regulations were implemented and followed by various European countries, including Greece, France, Spain, Belgium, Portugal, etc. In addition, countries with a large number of migration flows were given the option in 2007 to send a request for assistance in the border control process. This assistance was in essence the dispatch of special teams, the so-called rapid intervention teams at the borders of the member states of the European Union (European Commission, 2015).

Such tactics benefit and contribute to the strengthening of the professional sector, which is upgraded with the contribution of highly skilled immigrants. At the same time, the consulates of the countries undertake to help the new immigrants find a job and obtain a visa. Therefore, with the aim of renewing the labor sector, all European countries are trying to speed up the processes of legalization of foreigners. It is worth noting that when the examination of the relevance of their degrees to the subject of work they are asked to present and work is completed, they are given a residence permit by the state within a period of six months to one year at the latest (OECD, 2003).

In 2011 the E.E. adopted the European Blue Card which better regulates the procedures for obtaining a residence permit as well as a permit for legal work in the host country of foreigners. With this card, those who have obtained it have the right to move to the countries that are part of the Schengen Agreement and have rights. At the same time, the holders of this card must work legally and have signed an employment contract as well as keep all the necessary documents certifying their qualifications. In the context of this legislation, the idea of international university education was also based with the aim of increasing the number of foreign students (de la Rica et al., 2013).

Another legislative regulation in the context of the reception of immigrants was the right given to them to apply for and return to the EU. thus, improving the parameters of immigration policy. This regulation was established by the Council of the European Union in 2015. Undoubtedly, some weaknesses of this regulation emerged such as insufficient monitoring and accountability measures against international law. The result of these weaknesses was to cause an imbalance between the relations of the countries and the political arrangements that were imposed (Council of the European Union, 2015).

There is no evidence that agreements to deal with human population flows create opportunities for more rights or development projects. During such crises, the projects that are done are without the expected results and there is uncertainty as they are not carried out with clarity and certainty. In short, there is no provision for the effectiveness of such reforms, which is why modifications are constantly being made (United Nations, 2015).

In the year 2016, the European Parliament laid the groundwork to promote a new plan for immigration with the cooperation of the member countries of the European Union (Bendel, 2017). This new plan aims to reduce the number of illegal immigrants

(involved in smuggling and human trafficking) and provide a sense of security to the immigrant population. To achieve this, it tries to create incentives for the return and reintegration of populations by enacting changes in immigration policy. An example of such changes is the faster procedures for issuing a legal residence permit in the country (European Commission, 2016).

In addition, the EU member states they have been informed by the European Commission that priority is given to the management of the migration crisis and they are obliged to comply with all the written provisions that are established each time. According to Rummery (2016), most EU countries have management and placement programs for foreign populations that have legal documents. This is particularly important because in cases where these populations are not informed about their options and their ways out, then they will always look for illegal ways to achieve a better standard of living (Bendel, 2017).

The European Union could not remain uninvolved with regard to immigration education policy since it is a major issue that has occupied the governments of its countries, especially after the flows of refugees coming from Syria. Due to the large number of refugees arriving from Syria, the E.U. instituted special arrangements for the inclusion of refugee children in the schools of European countries. According to these regulations, all children of school age must join compulsory education within three months of their arrival (European Union-European Regulations, 2003). The only country that differed was Sweden, which set a time limit of one month to present these children in the country's schools (Rydin et al., 2012). Among the countries of Europe, a different approach is observed regarding the age point of inclusion of children in compulsory school attendance (Crul et al., 2019).

Of course, in practice, these timetables for the children's education were not followed. Many children were introduced to school after six months of their arrival in the new country. And this is because in the years 2015-2017 many refugees often moved from asylum to asylum between countries before settling permanently in one place. This was a barrier to children's education (UNHCR, 2017). However, there are also countries where this situation continues to exist as a phenomenon. One of these countries is Greece.

Countries such as Germany and Sweden have not experienced the same strain on the state apparatus as the arrival of refugees and immigrants. In these countries, it is

not mandatory for the children of these social groups to study before the bureaucratic process for their legal stay in the host country is completed (Rydin et al., 2012). Nevertheless, German and Swedish language learning courses are offered at the immigrant reception centers for a few hours. In this way there is less risk of separation and alienation (Crul et al., 2019). After all, the ability to express yourself in language is one of the crucial characteristic criteria for feeling that you belong somewhere, to some social group (Ryo, 2019).

Within the school environment in Germany, before entering the mainstream classroom, immigrant children are required to participate in language learning courses for one to two years depending on their level of cognitive ability. In Sweden, on the other hand, immigrant children stay in classes with international characteristics for a shorter period of time or immediately transfer to mainstream school classes with the rest of the native students (Rydin et al., 2012). In 2016 the law became clearer and immigrants stay for a few hours of the day in special classes and the rest of the hours in the general class. This process does not take more than two years. This is decided by teachers after examining the cognitive abilities in relation to the performance of these students (Bunar, 2015).

Of course, it is worth noting that there is no mandatory nature in this separation between immigrant students and natives, but it is done for the benefit of the children (Skolverket, 2017). The ultimate goal of this regulation is to prevent any risk of discrimination between immigrants and natives and thus fueling any attempt to alienate them (Svensson, 2017).

All these arrangements concern the education of immigrants. As Nilsson and Bunar (2016) point out, refugee children are at a disadvantage compared to immigrants, as since they live in concentration camps, the education provided to them is particularly deficient with few lessons and these children are required to jump quite a lot barrier (Bloch et al., 2015). Educational systems are crippled in dealing with such challenges (Crul et al., 2019).

1.5 Greece as a host country for immigrants

The dissolution of the Soviet Union in 1991, as a result of the collapse of the socialist regimes in the countries of Central and Eastern Europe, significantly affected

the increase in immigration flows to Greece. Of course, the Balkans are the main source of immigration to Greece. According to Greek Statistical Authority (2001), 762,191 non-Greek citizens were registered. The difference with the other Southern European countries that turned into reception centers is that Greece borders the countries that sent populations. Specifically, most of the immigrants who entered the country came mainly from Albania, Bulgaria and Romania (Cavounidis, 2004).

In the same year, Law 1975/91 was passed in Greece in order to regulate all the parameters for dealing with the immigration phenomenon. This Law was particularly strict as the main means of dealing with it was the enforcement of the deportation of illegal immigrants. However, this measure did not limit the illegal entry of immigrants into the country.

At the same time, it is worth mentioning that the country that sent a large number of immigrants and continued to send them is Albania, as its citizens were looking for better working conditions due to the unemployment that prevailed in their country, an improvement in their economic and living standards, reunification with their family but also the possibility of education (INSTAT, 2017). In 1997, two Presidential Decrees (358 and 359) were passed based on which efforts were made to limit and regulate the employment of immigrants. In particular, 1998 saw a huge number of Albanian applicants.

In 2001, according to Greek Statistical Authority, the percentage of immigrants of Albanian origin who had come to Greece reached approximately 58%. This year Law 2910/01 was passed which lays the foundations for the normalization of the immigration phenomenon and defines the criteria for legal residence and employment in Greece. Of course, several difficulties arose with the implementation of the Law as there were weaknesses in the administrative organization. As a result of the malfunctions, immigrants had to spend a considerable amount of time waiting for their residence permit to be approved. It is important to note that in relation to all the countries that accepted immigrants, Greece as a country was significantly affected, as the large influx of immigrant populations played a decisive role in the reshaping of the country in the following years (Cavounidis, 2004).

In the following years, and especially in 2016, Europe took drastic measures to deal with and intercept the large migratory flows heading towards the countries of the North. So, he closed the borders and banned the entry of immigrants into the northern

part of Europe. The result of this movement was to trap thousands of refugees in Greece, where they had been temporarily introduced and resided mainly on its islands (Crul et al., 2019). More recently, in 2018 and 2019, Greece as a country has to face two different immigration challenges. On the one hand, the immigrants who have settled permanently in the country for years and have brought about changes in the demographic data of Greek society. On the other hand, there are newly arrived immigrants who seek asylum and better living conditions. The immigration crisis is a situation that has taken on a huge dimension as it is a prolonged situation that has not been regulated and great challenges are being born for the future of the country (Gemi & Triantafyllidou, 2019).

Until 2018, the arrival in Greece took place without particularly strict controls at its borders. From 2018 onwards, the control starts to be more coordinated. However, many illegal immigrants arriving by sea are rescued by the port force, as it is an obligation imposed by the International Maritime Organization on member states. According to this law, the master is exempted from any responsibility for providing assistance to illegal immigrants and the rescue of all those in need and their safe deposit on land is permitted (Law 1844/1989, Official Gazette 100, p.A'). This law came into effect in Greece in 2006 and refers to the UN Convention on the Law of the Sea signed in 1982.

At the same time, due to the large number of inflows, in 2018 unemployment among foreigners originating from Eurozone countries and countries outside Europe had very high rates compared to the native population, making this situation particularly critical (Eurostat, 2019). At the end of 2018, a huge wave of migrants and refugees crossed the Greek-Turkish border and attempted to seek help and asylum in Greece. The majority of them were of Turkish, Afghan, Syrian, Iraqi and Pakistani origin (IOM DTM, 2019). The situation was deemed an emergency and Greece was ranked in the third row as the country with the largest number of applications for a residence permit in the country in relation to European Union countries (EASO, 2019).

Flows to Greece from neighboring Turkey increased significantly in 2019, where approximately thirty thousand people entered Greece through the Greek-Turkish border (UNHCR, 2019). At the same time, according to the Greek Ministry of Immigration, in 2019, the applications of immigrants who had all the necessary legal documents to stay in the country exceeded five hundred and fifty-two thousand. It was

therefore expected that the number of work permits would also increase in order to strengthen the labor sector.

Before 2019, according to Bagavos et al. (2019), sectors such as agriculture and tourism relied on the contribution of immigrants as cheap labor, but without official employment documents and under illegal working conditions. On the contrary, in the first three months of 2019, according to Greek Statistical Authority, there was an increase in the employment of immigrants in sectors where employers were looking for people without any specialization or with few qualifications, such as in tourism businesses, in the agricultural sector and also in construction work (Cholezas, 2019). For this reason, a visa was given for the seasonal workers who came to work in the country (Greek Ministry of Foreign Affairs, 2019).

In these flows of immigrants who arrived in Greece there were many unaccompanied children under the age of fourteen. Their number exceeded two thousand six hundred (Eurostat, 2019). Law 4540/2018 was created to protect these children. According to this law, a person is designated by the state who will be responsible for these children and will represent them in all legal proceedings, in order to provide them with the required assistance and protection. However, this process was accompanied by significant delays due to bureaucratic obstacles, resulting in these children being left homeless (UNHCR, 2018).

As a result of these delays, the children remained in the reception and identification centers at the country's borders until some solution was found. For this reason, Greece was asked to immediately regulate this circumstance and to accede to the placement of the children in appropriate structures with specialized guardians by their side (GCR, 2019). For this reason, laws 4554/2018 were created which referred to the guardianship of children and Law 4538/2018 which referred to foster care. These laws transferred responsibility for unaccompanied children to the Ministry of Labor, Social Protection and Social Solidarity. Unfortunately, it is not clear how the guardians operate and the centers that host the children are not staffed with suitable and experienced justice officials (AIDA, 2018).

But apart from the children, the other immigrants and refugees who arrived from Turkey faced several difficulties. According to UNHCR (2019), in 2019 approximately seventeen thousand illegal immigrants arrived on the Greek islands. At first they were placed on some islands of the Aegean Sea, as a result of which overpopulation was

created and they faced several difficulties with medical care. Non-Governmental Organizations such as Médecins Sans Frontières have fought a huge battle to support these vulnerable social groups (MSF, 2018). They were also prohibited from leaving the islands where they were stationed without obtaining approval for their movement inside the country. In 2019, they began to be gradually transferred from the islands to the interior of the country, according to the Ministry of Civil Protection (Gemi & Triantafyllidou, 2019).

The completion of the transfer of these social groups was based on Law 4375/2016 which, among other things, states that the control period should not exceed six months and only in special cases can an extension be granted for another three months (AIDA, 2018). However, it is worth noting that people belonging to vulnerable groups are exempted from border control and their application to receive international protection is examined inside the country, according to the applicable laws (UNHCR, 2018). The category of vulnerable groups naturally includes children, people who are victims of human trafficking, people with psychiatric problems and people with special needs (AIDA, 2018).

The previous law was replaced by Law 4540/2018, which reduced the waiting period for rapid border control to thirty days. At the same time, the right to appeal was given within forty days from the day of the issued decision. However, the fees that stakeholders are required to pay are high (AIDA, 2018). Despite the transfer of vulnerable groups, migrants continued to come to the Aegean islands. The problem of overpopulation on the islands still existed (Gemi & Triantafyllidou, 2019).

Efforts to provide housing were made with the help of the ESTIA program and the local authorities, where an attempt was made to accommodate them in apartments and house complexes mainly in Attica. This measure mainly concerned refugees who were in a worse situation than immigrants (Greek MDPTM, 2019).

A very important event that took place in Greek society during this immigration crisis was the abolition of the Ministry of Immigration by the elected political faction and the transfer of responsibilities to the Ministry of Civil Protection. This Ministry issued a circular regarding the possibility of providing a social security number (AMKA) to those with international protection documents and to those seeking asylum. Those who failed to obtain AMKA had limited access to health, legal employment and other social services (Gemi & Triantafyllidou, 2019).

Also, with another provision, the Ministry strictly states that those who are citizens of Third World countries must pay the cost of hospitalization themselves if there is no kind of agreement of their country to cover medical care in a foreign country. Children who were born in the country and immediately acquired Greek citizenship were excluded from this. For the acquisition of citizenship, Law 2910/01 originally existed, which described all the conditions for the acquisition of the right to naturalization and Greek citizenship for adult immigrants. According to him, those who are adults, have not committed any crime nor have a deportation order been issued for them, who have lived in Greece for at least ten years and know the Greek language and, Greek culture and Greek history, have the right to acquire it. In the following years, it was enriched with Law 3838/2010, which defined the criteria for obtaining Greek citizenship and was valid until 2018. In that year, most foreign first- and second-generation immigrants who had acquired Greek citizenship were Albanians (Nakou, 2019).

The previous Law was replaced by Law 4604/2019, based on which those interested can acquire Greek citizenship through an examination in the Greek language and Greek society. In addition, with this Law, the tax that someone must pay in the application for acquiring citizenship was reduced to 550 euros per person (Greek MDPTM, 2019). At the same time, it is worth mentioning that the system of social integration of immigrants does not cover the costs of learning the language so that free lessons are offered in immigrant reception classes. In fact, they themselves are asked to pay to attend the courses. These expenses, together with the expenses for residence applications in the country, make their lives particularly demanding and difficult (Council of Europe, 2019).

Regarding immigrants who reside in Greece but come from Third World countries and wish to make investments in the country, there is Law 4251/2014 which includes the relevant regulations. With this Law, the right to be granted a residence permit in the country is given to those who buy a house, the price of which exceeds 250 thousand euros. Every five years, these permits are renewed on the condition that they continue to be the owners of this property. This Law was enriched by Law 9907/2019, which speeds up the bureaucratic process for approving the application of immigrants wishing to make investments. In fact, the right to obtain the so-called Golden VISA is granted. These procedures are usually fast and must be completed within two months.

1.6 Definitions of the second generation of immigrants

Since 1994, several definitions of the phenomenon of second-generation immigrants have been mentioned. According to Portes (1994) second generation immigrants are those who were born in the Host Country of their immigrant parents. In other words, they are the children who succeed the first-generation immigrants who live in the host country. In this particular case the first-generation immigrants are understood to be their parents (Crul & Vermeulen, 2003).

A few years later the researcher himself, i.e. Portes, completes the definition of the second generation of immigrants by saying that the second-generation immigrants are the children who are born in the host country that their parents immigrated to, as long as one of the two is indigenous. Children who came to the host country with their parents at a very young age and under the age of 12 receive the same designation.

Five years later Warner (1998), gives a more specific definition in which he distinguishes immigrant children into two categories. According to him, the children who were born in Nea Chora, grew up and followed the flow of this new society, constitute the immigrants of the second generation. On the contrary, those children who came at a very young age to the host country with their parents and grew up there, constitute the immigrants of one and a half generations.

There are various definitions that characterize second-time immigrants by European scholars (Andall, 2002). Some of the main characteristics on the basis of which one belongs to the category of the second generation of immigrants are the following. They may initially have been born in the Host Country of their immigrant parents or have come to that country under the age of 15. Also, individuals may have been born in the country of origin of their parents before they came to the host country. Finally, the people who are characterized as second-generation immigrants are tentatively divided into categories based on their age and the respective needs of those ages, up to six years for example, from 6 to 12 years and from twelve and above. This categorization could also facilitate the organization of the respective educational system of the host country.

Of course, according to Palaiologou and Evangelou (2011), this categorization has not been done in practice, that is, there is no official age discrimination of these children so that one can characterize them as second-generation immigrants. In Greece,

people who belong to the second generation of immigrants are, firstly, those who were born in the country from first generation immigrants, secondly, those who immigrated to the country at a very young age with their parents, or, thirdly, those who came to the country alone them and joined the Greek educational system in which they studied (Biliou, 2018).

A more centralized definition is that of Papasiopi and Pasia (2006), who state that second-generation immigrants are those who were born in Greece to non-Greek parents who live permanently in Greece or who came with their parents as young children to host country or at an older age, with the ultimate goal of reuniting with their family.

1.6.1 <u>Integration of the second generation of immigrants</u>

Immigrants who decide to settle in a host country, it is reasonable as foreigners to have different characteristics, habits, different socio-economic background, but also legal. From the society of the country of origin where they lived and grew up, they must adapt and integrate into a new society, that of their host country. This is a particularly time-consuming and difficult process, as the concept of "different" characterizes them in every manifestation of their new social life. In order to join the new society, they are forced to leave, forget their habits and adopt a different way of life (Papadopoulou & Mousidis, 2011).

This is usually because the native populations have not had the same experience, so they understand the difficulties of socializing in a new society different from their own. With this process, they slowly begin to integrate into society. This phenomenon is called acculturation. It is the assimilation of cultural characteristics of a foreign society while trying to integrate individuals into it by having its characteristics and contributing to its formation through the particular characteristics of the immigrants' countries of origin. The purpose of this process is the creation and formation of a new National identity of the immigrants (Papadopoulou & Mousidis, 2011).

With the new national identity, immigrants will gradually manage to integrate into their host state. Integration is of key importance in all social sectors of the country, such as in education, religion, health, economy and specifically in the professional sector. Although modern societies recognize the charter of human rights and agree that

everyone should be equal with regard to the rights to education, work, health, the way in which the state manages and distributes its resources to its citizens may differ (Bommes, 2004).

No one has the right to be treated racially by their fellow man because they differ in color. gender, age and origin from him. Legislations ensure that these are included in their texts. But what really separates us all and some have more opportunities is the financial capacity of each citizen. Not obtaining a good degree automatically puts you on the sidelines and limits your chances of finding satisfactory employment in the labor sector, shaping your future family life and prosperity. However, this situation does not concern only first or second-generation immigrants, but all citizens. The way to achieve a satisfactory lifestyle is to adapt and respond to the demands and benefits of the State (Stichweh, 2000).

However, in practice there is this differentiation and distinction between immigrants and non-immigrants. The former goes through a Calvary until obtaining the permit to stay legally in the country, but also in general in maintaining legality in order to try to enjoy the goods of a state. At first, their capabilities are limited. Over time, however, they acquire rights, such as Citizen protection, the right to citizenship, the right to housing (Bade, 2002).

By the term social integration is meant participation in education, health, work, the right to housing, respect for the special cultural characteristics of each person from the host society.

As far as second-generation immigrants are concerned, all the criteria for integration are based on the particular linguistic or religious characteristics, but also the social characteristics that govern them, either the ethnic communities or the ties to their past. In other words, there is a gap between the state's perceptions of their legacy and the demands of the new society (Rauer & Schmidtke, 2001).

According to Gilmartin and Migge (2015), the integration of immigrants is a complex process, as it presupposes several stages of social acceptance, political reforms, employment of the executive bodies and is based on the peaceful interaction between the various groups of citizens that make up a society. But social exclusion lingers. In order to eliminate this looming danger, it is of the utmost importance to construct reforms and draw up special programs by scientists relatively qualified in the

subject, who will thus offer a hope to develop and strengthen social capital (Stanley et al., 2012).

The real integration of immigrants into the various social sectors of a country is achieved through their contribution to the labor sector. When good relationships are built in the field of work, the foundations are created for establishing strong bonds with their partners, which certainly brings positive results for their integration (Gidarakou et al., 2011).

In short, there is an interdependence and interaction between immigrants and the society where they live. Both sides influence in their own way. It is by no means a one-sided process. For this reason, many researchers argue that the existence of second-generation immigrants is a characteristic of a successful coexistence, a successful way of integration. Also, as a second generation of immigrants, it is expected that they will not face the same difficulties as their parents in terms of their integration into the various societies of the countries of Europe. Second generation immigrants are an integral part of society, they have gained respect and acceptance from the wider society and are preparing their future in it (Sürig & Wilmes, 2015). However, many times society cultivates the conditions for strengthening diversity, the perpetuation of the immigration phenomenon and the consequent discrimination. It does not necessarily mean that one integrates into society and there is a feeling of belonging automatically.

A key pillar in the integration of second-generation immigrant children is the successful integration of their parents, who are the role models in this process (Portes & Zhou, 1993). The integration of the first generation of immigrants is a key shaping factor for the integration of the second generation. Therefore, a key influence on the second generation of immigrants is initially the parents themselves who come from another country and the children experience the consequences of their decision to migrate. They grow up in an immigrant environment and are asked to adapt to a new reality where they continue to be considered and treated in all sectors of the new society based on the relevant legislative framework that exists each time (Therianos, 2009).

Integration is the goal of all societies. For this reason, the country's immigration policy adopts some model for their integration. Three models have been distinguished in the European area. First the assimilationist model, secondly the multicultural model or otherwise pluralistic, and thirdly the model of differentiated exclusion or otherwise

functional assimilation. Greece has adopted the third model, that of functional assimilation (Kesisoglou, 2017).

The assimilationist model is a one-sided process in which immigrants adopt the special characteristics of others, their way of life, their culture in order to merge with the population and be considered an integral part of it. Its purpose is not to distinguish the immigrant population from the natives. As for the multicultural model, with this the right of peaceful coexistence of different cultural groups living in one society was given. At the same time, the right to diversity was recognized. Finally, the model of differentiated exclusion or functional assimilation distinguishes foreigners who have different characteristics from the rest and classifies them into groups, creating the possibility of social exclusion. Society with the existence of many different cultural groups is not cohesive and begins to disintegrate as it recognizes the foreign element. In these cases, there is the risk of isolation from society (Billiou, 2018).

At this point, it is worth mentioning some moves made by Greece with the ultimate long-term goal of integrating immigrants. Initially, with Law 1234 of 1990, Greece recognized the value and contribution of intercultural education in the country and thus promoted its implementation where the Ministry of Education deemed necessary. In short, the foundations were laid for the establishment of intercultural schools where students from other countries studied.

The purpose of intercultural education is to create a multicultural model of education in schools (Nikolaou, 2000). In other words, it presupposes the creation of channels of communication between different individuals who carry with them another culture, other traditions, other customs than themselves (Androusou & Askouni, 2011). The aim is for people of different origins and traditions to coexist without problems. Of course, this does not mean that there is any way to ensure respect and understanding towards the different other. This is where multicultural and intercultural education interact. The second cultivates the ground for the creation of a positive climate through interaction, discussion, discovery and exploration of the different worlds from which children come (Palaiologou & Evaggelou, 2011).

However, in these schools, i.e., intercultural schools, there is no provision for indigenous students so that intercultural education can be implemented in all schools in the country without discrimination (Tsaliki, 2017). With the Ministerial Decision (Greek Ministry of Education and Religions, 2003), it was established that those

teachers who apply for the intercultural schools must have in their qualifications linguistic proficiency in the language spoken by most of the students enrolled in the respective school. More details on the education policy of Greece will be given in the following chapter 2.

Continuing with the efforts to integrate immigrants in Greece, it is worth noting that in 2015 second generation immigrants were given the right to acquire Greek citizenship after attending primary school since their parents have legally remained in Greece for the last five years (Kallianteri, 2021). Whereas, third generation immigrants where their parents were born in Greece and of course live and work legally, get Greek citizenship the moment they are born.

Equally important is Law 4368/2016 because it provides the right to medical treatment in the health structures of the country for the uninsured and for minority groups as well as for applicants for international protection. At the same time, in the same year, Law 443/2016 is passed, which guarantees everyone's right to equal treatment and does not allow tolerance for discrimination and racism of any kind. However, immigrants have no right to vote in the country's elections (Kallianteri, 2021). In short, the Greek immigration policy is not clear regarding the integration issues of immigrants and the right to participate in political events (Gogonas & Michail, 2014).

Greece has improved its foreign policy as well as its migration policy regarding the conditions of legal stay and work in the country, but it has lagged far behind other European countries that have a tradition of dealing with migration flows Kallianteri, 2021).

CHAPTER 2

Educational Needs and Cultural Education

2.1. <u>Conceptual approach to Intercultural education</u>

The phenomenon of globalization has played an important role in shaping modern societies (Giddens, 2000). Changes are taking place in every area of social life. To deal with global phenomena and to manage them properly, a combination of knowledge, abilities and skills is required by the people of each society (Banks, 2004). Critical thinking, proper education, willingness to dialogue and negotiations are the pillars for cooperative competition and understanding of global phenomena (Oxfam, 2015).

Education is not just one of the fundamental human rights but one of the main allies for the formation of children from migrant environments (UNHCR, 2000). In addition, education is crucial for the emotional recovery and restoration of those children who experience events that disturb their calmness and character (Sinclair, 2001). Students coming from different cultural environments, in addition to the difficulties of learning the new language, have to face the confusion and fear of others, prejudices, stereotypes created by the wrong understanding of the natives (Fisher, Wallace & Fenton, 2000).

Global education contributes to understanding and adapting to the changes of such phenomena. The phenomenon of global education has its roots in the past and mainly in English-speaking countries (Tye, 2014). Through this type of education, the person learns to understand his status, his position in the society where he lives and his position in the world. In this way he improves his perception and becomes capable of making more effective judgments. Global education deals with the study of nations, their culture, the study of the individual's society where it consists of various foreign groups and special emphasis is placed on the fact that all of these are interconnected and the individual is responsible for how he will behave. A realistic reality of the world with its issues is projected and the individual is called upon to demonstrate awareness

of the connection of their individual choices to the concerns of people around the world (Hanvey, 2004).

Of course, global education does not only offer the cognitive abilities that one acquires through learning and the understanding of global issues that plague different countries, but promotes the values of respect towards the Other and the world, with the ultimate aim of cultivating the idea of an inclusive society that will embrace differences and seek solutions (Lourenco, 2018). It is important that people see themselves as citizens of a larger society, the global society that surrounds them (Peterson & Warwick, 2015).

For this reason, according to UNESCO (2014, p.15) global education "aims to empower learners to engage and assume active roles, but locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just peaceful, tolerant, inclusive, secure and sustainable world". Individuals must adapt quickly to the demands of the evolving social reality, respect diversity, participate and understand how the world works. Finally, to contribute to the betterment of the world by supporting social justice and taking responsibility for their actions (Oxfam, 2015).

Faced with the challenge of the demographic changes of students in the various countries of the world, efforts have been made to implement a multicultural education in schools. Every student regardless of their diversity is empowered and motivated to contribute to the future of society (Banks, 2014). It can be considered as a field of inquiry in which the main goal is to cultivate an environment of values that will offer every student the opportunity to learn regardless of race, color, religion and social class. Individuals who are educated through multicultural education learn to appreciate fellow human beings, eliminate all forms of prejudice and strengthen all efforts for equality (Banks & Banks, 1995).

It is important for children not to have blinders and free themselves from the seals of ethnocentrism, to recognize and respect the cultures of other peoples. The promotion of cultural pluralism is central to the spread of multicultural education. Therefore, the inclusion of multicultural education already at the primary school level (Primary education) helps equip children with appropriate knowledge of foreign cultures and acquire positive attitudes (Gay, 1979, p.325).

Another type of education that embraces similar views is international education. This form of education is promoted through international teaching and aims

for students from different countries of origin to work together and learn from each other's example (Marshall, 2014). International education is illustrated through the Erasmus educational programs through which students and teachers develop and cultivate their academic qualifications and accelerate their moral development (Cambridge & Thompson, 2004).

However, the form of education that is considered to go a step further than previous ones that dealt with different cultures is intercultural education. The term intercultural education has been the subject of research for scientific studies for many years. The researches that were being carried out were focused on finding means that could be used in the school for the purpose of the educational integration of the students but also the social one for the development of their socialization, due to the increase in the number of immigration flows. It is considered as an extended interpretation of multicultural education as it includes all its features and emphasizes the importance of dialogue between members of each social group and aims to preserve and administer justice. First, intercultural education presupposes the presence of people from different cultures and the cultivation of interpersonal relationships. Interculturality is a dynamic process of interaction and cooperation between people with an immigrant background (Mavrommatis, 2011).

Intercultural education means learning about foreign cultures, the conditions that prevail in the respective countries and their social characteristics so that it is possible to search for similarities and differences between cultures and to cultivate an understanding of the different (Mroz, 2012).

At the same time, as intercultural education can be considered any organized educational attempt with the aim of cultivating in everyone, minority groups and natives, the necessary values for the integration of individuals in a demanding and polymorphic-multidimensional world. Values such as the ability to communicate with foreigners, the understanding of cultural differences, the ability to participate in social challenges that require interaction and the cultivation of healthy attitudes that will serve as an example to follow in the wider society plagued by feelings of racism and xenophobia (Chiriac & Panciuc, 2015). In a few words, intercultural education does not refer to the adoption of a specific model, but refers to all those principles that should characterize teaching and learning methods in a multicultural school (Pitsava, 2019).

Moreover, it is recognized as the phenomenon in which people of different origin, color, mother tongue and culture interact with each other. This form of education plays an important role in dealing with cultural differences. It has a global dimension and is based on the intercultural values of pluralism, responsibility, solidarity and cooperation, democracy, freedom and justice. Students, through this type of education, get to know and deepen the different cultures of their classmates, show their respect, accept and empathize (Guedes, 2002). At the same time, with intercultural education, the school embraces the particularities of each child, their unique characteristics as well as the educational needs that may arise.

According to Katz (1982), intercultural education uses students' diverse experiences, evaluates them, enhances their problem-solving abilities, is interested in highlighting different cultures, tries to develop teaching strategies that identify language difficulties and are used appropriate learning approaches. Intercultural education takes into account the culture of each child and tries to adapt the school program to the particular needs of these children (Grant et al., 1993).

All these resources that this education offers them contribute to the creation of healthy and productive relationships between people of different cultures. Communication with foreigners once seemed extremely difficult to impossible. In modern times, however, communication is facilitated through student interaction and mutual respect. Accepting and appreciating the different completes a person socially and globally. Intercultural education according to Kiryakova and Dineva (2016, p.25), is not just "the end to individualism and loneliness, but is also an achievable goal set in the curriculum".

In essence, intercultural education enables individuals to recognize that contact with other cultures is not something negative, but an opportunity to grow personally and enrich their interpersonal relationships. They are necessary for every student and should not be considered simply a way of dealing with and approaching immigrant students at school. It would be very productive if all students without exception saw diversity as a completely normal part of the social integration of different individuals (Alred et al., 2002). In other words, it aims to reduce any form of exclusion, to integrate, to promote the acceptance and respect of different cultures and, in general, to cultivate international understanding and acceptance (Santos et al., 2014). This is achieved

through the inexhaustible need to discover new cultures and the cultivation of emotional curiosity, i.e., through the exchange of opinions and habits.

After all, according to UNESCO (2006) the basic values promoted through intercultural education are diversity, democracy, equal opportunities, respect and social justice. Its purpose is to change the way of teaching and learning and to move from a passive coexistence of students to a more active way of life that will be supported by the dialogue between different cultural groups. Dialogue is the "key" to the existence of equality. Furthermore, it is vital that individuals are aware of each other's independence to allow the preservation of a people's indigenous traditions and customs (Mroz, 2012).

According to the international literature, five models of intercultural education appear in history. The first model is characterized as an "assimilation" model and is considered the strictest of all as the school in which it is applied is monolingual and monocultural and the ultimate goal is for the immigrant students to assimilate knowledge and skills in order to acquire proficiency in the language and culture of the host country. In this model, no importance is given to the national origin and origin of these people, but the immediate learning of the new language is required so that they find themselves in a better social position (Georgoyiannis, 1999; Papanti, 2018).

After the assimilation model and because of its shortcomings, a new model emerged, the "integration" model. According to this, the provision of equal opportunities and the respect of the special cultural characteristics of each individual are considered an end in themselves (Georgoyiannis, 1997). In addition, the diversity and heterogeneity that appears in the cultural profile are respected to the extent that they do not dangerously affect the cultural elements of society in their host country (Georgoyiannis, 1997; Deli, 2018). Finally, the educational systems that apply this model should appropriately reshape their curricula in order to facilitate the integration of immigrant students in the smoothest way (Manou, 2013).

The above two models failed to bring about substantial changes in educational systems in terms of dealing with the immigrant population in the student body of schools (Georgoyiannis, 1997; Symeonidou, 2019) for this reason, in the 1970s a third model appeared, the "multicultural" model. This model builds on the assimilative model and evolves it. Now, in order to ensure social well-being and cohesion, the special cultural needs of immigrant groups are taken into account and a social framework is

created in which all social groups coexist without the risk of altering their cohesion (Nikolaou, 2000). Regarding the educational system, it is recommended to learn the traditions of both countries, to cultivate the perception of the different characteristics that appear, as well as to respect them especially in the educational process (Nikolaou, 2000; Deli, 2018). Educational programs are designed in such a way as to underline the value of respect for people with different culture, civilization, religion, language (Nikolaou, 2000; Papanti, 2018).

The multicultural model came to replace the "anti-racist" model at the end of the 1980s mainly in American countries and England. The primary goals of this model were to ensure equality in the education system for all children attending it regardless of their origin. In order to crown this with success, a radical reformation of all the structures in the education system that favor inequalities is deemed necessary. At the same time, it is necessary for society to be free of racist and xenophobic norms so that the implementation of the anti-racist model succeeds (Georgoyiannis, 1997; Nikolaou, 2000; Manou, 2013). The main thing is to radically change the very structures of society in which racist patterns and attitudes have taken root.

The last model applied in Europe from the 1980s until today is the "intercultural" model. It is considered the most advanced model compared to the other four, as it can adequately respond to the demands of a multicultural society by supporting the smooth coexistence of different social groups (Symeonidou, 2019). The intercultural education model teaches solidarity, empathy and intercultural respect. Intercultural education is not only about immigrant children, but all children attending a school, as it provides for the well-being of all. In Greece, in 1996 Law 2413 was passed on intercultural education, which refers to the creation of educational programs by the Ministry concerning children with cultural peculiarities. However, intercultural education does not seem to have been implemented sufficiently and with significant results (Nikolaou, 2000; Georgitsa, 2017).

2.2. Intercultural education policy in Europe

European countries are a multicultural context. This feature did not appear only as a result of recent migration flows. According to Lynch (1986, pp. 125-126), "the origins of cultural pluralism in Europe can be traced primarily to the early settlement

of different language groups, which did not make any nation-state monolingual." Based on this perspective, the problem of how to promote intercultural interactions in European societies already existed within fundamental historical processes. Analogous interactions are evident in the history of colonialism, in the internal migration that followed after World War II from Southern Europe to the North, in migration from Southern Europe to other countries, and finally in the historical presence of cultural and linguistic minorities in many countries of Europe (Catarci, 2014).

In the last thirty years the idea of intercultural education has seen several upheavals in the field of various pedagogical theories based on practices and programs for adoption in schools. The cross-cultural model was born in France in the 1970s and then spread to Canada, Belgium and the Netherlands. In particular, the first substantial efforts in Europe to address the failure of immigrant students through intercultural education began in 1977. A key way of thinking was that "different" is not necessarily a threat. In a society the existence of different cultures is common and is a right of every human being (Garrido Rodriguez, 2019).

At the same time, there were important declarations on language rights, with the most famous ones of Galway in 1975 and Bordeaux in 1978. In the first declaration, the value of the language and culture of minority groups is emphasized and it is requested that all necessary measures be taken to preserve and protection of these cultural elements. In the Bordeaux Declaration, the importance of the language and culture of regional groups is also highlighted and it envisages the safeguarding of the cultural and linguistic rights of all through the creation of a European Charter of Rights. Helping these changes is education as it is the main lever of defense of states against racist phenomena. The importance of education is also underlined by the Charter of the Council of Europe on Education and Human Rights (Pitsava, 2019).

Intercultural education to be implemented needs to be based on an intercultural pedagogy that will understand the concept of cultures and diversity (Mokias, 2019). The cultivation of the ground for the promotion of the idea of intercultural education took place at a rapid pace in the 1990s, where the European Parliament recognized the enormous importance of interculturality for the betterment of the world. At the same time, he made sure to point it out to the countries of Europe that were unable to adequately manage the various cultural issues that had arisen during the period of the communist regimes (Herlo, 2015). Under the conditions of mass movements and

displacements of populations, cooperative work between the member states of Europe is essential to ensure respect for human rights (Cáreres, 2019).

After all, interculturality is synonymous with the coexistence of the different with the usual, the interaction between different people who are all members of the same society, share the same rights, enjoy equal opportunities and have the same obligations towards society (Garrido Rodriguez, 2014). Education is one of the human rights that strengthens the personality of the person who acquires it, for this reason it must be ensured that it is provided to all individuals in society regardless of the different characteristics they have (Garrido Rodriguez, 2019).

Based on research by Eurydice (2004, pp. 41-42), two kinds of teaching models for intercultural education have been proposed. One model is that of integration. This model is widely known and widespread in almost all European states and presupposes the inclusion of immigrant children in general education. In this case the children follow the curriculum for native students, but are supported by a teacher due to language. The second model is that of the differentiated model. In this model, immigrant students receive separate financial aid either for a limited period and with certain courses to attend or long-term for attending special classes for one or more years.

According to Mokias (2019), doing comparative research on the European policy implemented by the countries, noticeable differences are observed in the way of dealing with the different, in the approach to the same subject (the intercultural one). These differences arise from the way each country perceives the concept of nation and uses it in legislative, administrative and political actions. However, European countries rely on the 1994 Salamanca Declaration, in which it was decided that the educational policy that unites integration and integration is that of co-education of students with educational needs with students of typical development. This proposal was supported by 92 governments (Watkins, 2007). Finally, according to this, no child is excluded from learning because of particularities in the emotional, spiritual, social or linguistic field, because of origin or religion, social background.

Basic objectives of the European Education policy are the knowledge offered to be directly related to life and to cultivate skills such as the understanding that every culture is different and the prevention of prejudices and stereotypes is necessary for the acceptance of different points of view. Another goal is to cultivate respect for the cultural diversity and cultural identity of everyone through the provision of appropriate

education. At the same time, according to UNESCO (2006), this type of education provides cultural knowledge, attitudes and skills necessary for active and full participation in society. Finally, through intercultural education we aim to promote action against discrimination and tolerance (Christou & Sigala, 2001; Valachis et al., 2009; Herlo, 2015).

According to Marco Catarci (2014), in schools that adopted the principles of intercultural education, a wide range of teaching approaches were implemented. Initially, teaching orientation measures were taken as well as strategies to strengthen the role of parents and their participation in school activities. The ultimate goal of this move is to improve the school's communication with the families of immigrant students. At the same time, the possibility of teaching the mother tongue was planned with weighted terms and conditions. Finally, it was set as a goal that the relations between different cultures be analyzed and made clear in the curriculum followed by the schools. However, there are gaps between the principles espoused by intercultural education and the applied practices in schools.

In the Swedish education system, the idea of multiculturalism occupies a leading role throughout the curriculum. Every school has the potential to become multicultural as long as there is a 50-50 ratio of immigrant students to native students. In short, in every school in the country where foreign language students' study there is the possibility to offer them the privilege of intercultural education, i.e., bilingual education through the curriculum of the Ministry of Education. Therefore, talking about the educational system of Sweden it becomes clear that this is a remarkable case of an educational system, as the immigrant student does not lose the right to learn his mother tongue but also the language of his parents (Palaiologos & Evangelos, 2011).

Another notable example of an intercultural system is that of Ireland. Ireland implemented an intercultural strategy from 2010 to 2015, the aims of which were to provide quality education, to learn the host language at an excellent level, as well as to provide appropriate assistance to resolve civil protection issues. The Irish education system strives to provide equal opportunities for learning as it respects every child's right to learn. At the same time, it aims to establish a healthy social relationship between the local population and the foreign, the different (Garrido Rodriguez, 2019).

The 2030 Agenda has set the goal of Quality Education that will integrate all children and be provided on equal terms in order to strengthen equal opportunities for

the future of every student. Despite little progress in educating immigrant students, there are over two hundred million children and adolescents who still do not enjoy the goods of education. However, it is worth noting that there has been progress since 2000 compared to today, as then the number of children who were absent from the education system was twice the current number (Garrido Rodriguez, 2019).

One way to promote intercultural education is through educational experiences in schools in other countries, such as the Erasmus plus student, student and teacher exchange programs (European Commission, 2017).

2.3. <u>Intercultural education Policy in Greece</u>

Interculturalism made its appearance in Greece in the 1980s and in 1990 it first appeared in the country's educational policy. At the beginning of the 1980s, Greece had to deal with the entry of foreign students into its schools, their reception and their subsequent support. Their arrival upset the balance of the Greek education system.

A first educational countermeasure was introduced in 1980 with the establishment of special Reception classes in order to balance the difficulties arising due to the different spoken language and culture of immigrant students. At the same time, the establishment of these classes was aimed at cultivating the skills that these children had developed in their previous school environment. In addition, an equally important goal was the preparation of these children to acquire all the supplies they need for their future professional and social advancement in the Greek state.

Law 1404/1983 establishes the institution of Teaching Departments. The main objective was the smooth adaptation of returning students from Greek immigrants or the children of repatriated mainly Greeks (Law 1894/90, art. 2). Both with the Reception Classes and the Tutoring Departments, the legislation aims at the smooth adaptation of the immigrants' students in the education system of Greece, but without any further efforts being made to further cultivate the skills that the immigrant students cultivated in the school environment of their country of origin. A few years later, in 1990, with Law 1894/90, the legislative framework is revised and the operating regulations of the Reception Classes are redefined. Now, these classes are not considered a separate part of the general education school, but an integral part of the public schools dealing with by learning the Greek language and teaching it as a second

or foreign language to foreign students. At the same time, these students are taught the history and culture of the Greek state that hosts them. The long-term goal is their gradual integration into regular classes with native students and their adaptation to them (Skourtou et al., 2004).

Since 1994, the Greek state gives the right to teach the culture and language of origin of these students in Reception Classes and Tutoring Departments as a sign of respect for the culture of other nations.

In 1996, Law 2413 was passed, which allows the recognition of multiculturalism in Greek society and the subsequent establishment of intercultural education in the Greek school curriculum. The purpose of intercultural education is to organize the educational function of schools so that the teaching provided is adapted to the special needs of all students (Damanakis, 2001). Specifically, the first Intercultural Schools in Greece were established for people characterized by special educational needs, language needs, different origin and culture, different educational background. The program of the Intercultural Schools is adapted to the special needs of these students. In these schools, the population of foreign students exceeds 45% of the student population studying there. At the same time, remarkable efforts are being made to bridge the gap that exists with the help of modern pedagogical methods. With the same Law (2413/1996), the Institute of Homogeneous Education and Intercultural Education (IPODE) was established for the better management of intercultural education (the Institute started its operation in 2001).

In the years 1997 to 2004, important developments took place in Greece with the ultimate goal of providing improved education to children from vulnerable social strata and minority environments, as well as eliminating the threat called marginalization, due to the lack of educational benefits. At the same time, it became mandatory for all foreign students to attend Greek schools as well as their participation in all school community activities (Pitsava, 2019). At this point it is worth noting the amendment adopted for the operation of Reception Classes in 1999. Specifically, 2 departments are now created, Reception Classes 1 and Reception Classes 2, which have extended hours so that the education enjoyed by the students is more efficient and effective. The ultimate goal is for the students to integrate more smoothly into the Greek education system with the help of intercultural education. However, according to Mitili and Skali (2004), a deficit was observed in the proper functioning of these structures as

it is not specified how many hours a primary education student must attend classes in these classes. Despite this, remarkable efforts were made for a smoother integration of these children into the Greek education system.

In fact, in 2005, two laws were passed, 3386/2005 and 3304/2005, which significantly regulated matters related to entry and stay in the country. These laws focused on the processes of legalization of immigrants and refugees and were based on the principle of equality of human rights. In addition, these laws granted the right of access to Greek education for minors of third-country nationals. The international provisions enshrined in Greek legislation make it clear that the right to education belongs not only to Greek citizens but also to those who reside in this country (Mavrommatis &Tsitselikis, 2004). These laws contributed to the strengthening of the institution of intercultural education.

2.3.1. Existing legal framework in the Greek education system

Regarding the compulsory education in Greece, this applies regardless of the legal stay of the population in the country. In case there is a minor who does not attend school while he is of school age, then there are criminal sanctions by the state against the parents. According to the Greek Constitution (Article 16), the right to education is guaranteed for every child. All children of the Greek state, including minority groups, have the right to attend Greek schools from the age of four, as education is compulsory (UNHCR, 2020). After all, both native students and students from immigrant backgrounds have exactly the same obligation to enroll in schools and attend classes according to Law 4636/2019.

However, this tactic is not often applied in practice in such social groups. At the same time, for the children living in refugee camps, some courses are offered to learn the Greek language, but not in a structured and non-compulsory manner. Usually, these courses are organized thanks to the care of Non-Governmental Organizations (NGOs) and international organizations (Crul et al., 2019).

In the Greek state, with Law 3852/2010, the councils for the integration of immigrants were established, which were responsible, among other duties, to regulate the actions for learning the Greek language and also the organization of other courses related to the acquisition of professional opportunities. According to Bagavos et al.

(2019), these councils were established to reduce the gap that had been created with programs to deal with migration flows.

Furthermore, in Greek schools there is a disturbance with the issue of refugees. These individuals come and go constantly as they do not live in a stable environment (Crul et al., 2019). According to UNESCO (2019), in Greece students who come from parents seeking asylum in the country are significantly lacking in the language course. In Greece, in 2016 and 2017, children who arrived in the country as immigrants or refugees were placed in the refugee structures that had been built in various places in the country. The result of these actions was to create challenges in the education system of the country, especially in the schools located in the areas where these camps have been set up. The Greek state was called upon to take measures. One of them was the establishment of reception classes, which would help prepare these children for their future entry into and integration into mainstream schools. These classes were called DYEP, Support and Education Structures for refugees and immigrants. The purpose was a smooth transition and the provision of psychological support (Crul et al., 2019), as well as bridging the gap between the Greek school and newly arrived immigrant students.

For their operation there were the REC Refugee and Migrant Education Coordinators, who were in effect unqualified educators who undertook to adapt the Ministry of Education's curriculum to the needs of migrants. At the same time, they undertook all the administrative work of these structures, which required the full coordination of the actions of NGOs and other bodies in this area (Crul et al., 2019). However, the reception classes faced severe funding problems as there were no state funds for their action, but instead there were increased demands without the expected fees. Because of these circumstances, fewer and fewer teachers showed interest in working in these structures. Since intercultural education is part of general education, it is logical that financial problems affect education as a whole (Krasteva & Pantelis, 2017).

In the areas where such centers did not exist, these children were directly enrolled in Greek schools, either immediately following the general class lessons, or lessons in special classes for vulnerable groups of special needs (they did not exist in all schools) or in the multicultural schools which were established as an institution in the decade of 1990. The ZEP classes were established in 2010 by Law 3879. According

to this Law, the aim of the ZEP is to join with equal rights all students in the provided education system of the country with the help of actions, such as the immigration reception departments. The ZEP departments are divided into Reception Department I, where students who have no knowledge of the Greek language enroll and study, and Reception Department II, where the students who attend them have mastered the language at a moderate level and have significant difficulty attending the teaching in the regular classroom. The first part has a one-year program, while the second part has a program from one to three years maximum. The way in which the children are placed in these two sections is to take tests for the level of Greek knowledge that are conducted after a complex application process from the parents and the school unit at the end of the school year.

All this effort for inclusion in the general class, according to Anagnostopoulos et al. (2016), has not been crowned with success since available educational material for teaching such social groups is limited or even non-existent. Additionally, it is worth noting that there is no properly designed test that ranks children according to their needs before the school year begins. In addition, the reception classes are mainly taught by substitute teachers, who change schools every year, so there is no stability for these children. The main cause of these problems is that there is no provision by the legislator for an organic position, a permanent position of a teacher in these classes in order to cover as best as possible the educational needs that arise every year. A result of these circumstances is the placement of all children together in school without taking into account the special educational needs, learning difficulties, mental background and age of the children.

In addition, it is worth noting that those refugee students who were older than 15 years automatically lost the right to admission to compulsory education because the age limit was 15 years. Therefore, in this case too, they were left without a legal right to education in the host country. The education of these children was undertaken from time to time by Non-Governmental Organizations (NGOs) and international organizations, such as UNICEF and ActionAid. For refugees there is no care to enter the education system after the age of 15. Conversely, for native students there are such opportunities. Specifically, these are second-chance schools, attended by those who left school before completing the required compulsory education. In addition, beyond these

schools there are lifelong learning programs. However, both cases require a good knowledge of the Greek language (Crul et al., 2019).

In most European countries, intercultural education is also the subject of inclusive education in learning environments different from traditional ones, where the interest in exploring the different is cultivated (Booth & Ainscow, 2002). In order for the inclusion policy to succeed, teachers must believe that learning concerns all students but also each one individually (Florian & Black-Hawkins, 2011). Greece is making efforts to integrate various educational strategies successfully used by various European countries such as Sweden, Norway, Germany regarding intercultural education.

However, it is observed that it is slower in the evolutionary rates towards the adoption of the educational policies of Europe. Therefore, through the comparative approach, it is called upon to use and follow political practices that have been successfully implemented in other countries. There is no provision for equal inclusion in Greek schools, nor provision for meeting the different needs of students, teachers and schools themselves (Kallianteri, 2021). In essence, it is faced with the need to discover methods of coexistence of the Greek language with the immigrants' mother tongue. The countries of the Nordic peninsula have jointly decided on an agenda that includes the creation of "hybrid identities", the use of teachers coming from minority backgrounds as well as the cultivation of networks of cooperation within the school space and outside it with the wider society (Angelidis & Hatzisotiriou, 2013).

2.4. The challenges and opportunities of the intercultural education program

A result of the phenomenon of globalization is the increase in human movements between national borders. Societies were differentiated in terms of nationalities, social classes, spoken language and religion. All of these created and continue to create challenges in the education system of each country, which is confronted daily with linguistic and cultural differences between its students and strives to ensure academic success for children and of course integration into social life. At the same time, through intercultural education it aims to cultivate mutual respect and understanding (UNESCO, 2009).

According to UNESCO (2006, p.33) "intercultural education respects the cultural identity of the learner through the provision of culturally appropriate and

responsive equality education for all". In short, teachers at every level of education need to be prepared when teaching the values of each culture to their students and bridging the gap that exists between them, building more productive relationships through different experiences and learning structures. As mentioned above, respect is one of the pillars that supports communication between different groups. In the cases where there is no respect for the "different", the result is the quarrels that can arise between the students and thus the children will not be able to develop and shape their identity.

The abilities that teachers develop are based on the feeling of understanding the different, multiculturalism, nationality, the existence of vulnerable social groups-minorities (Mokias, 2019). After all, the familiarization and adaptation of the teacher to multicultural education is the starting point for the restructuring and improvement of both education and the wider society. What troubles the foundations of the intercultural dimension is the strengthening of basic values such as equality, justice, empathy, solidarity. These values reflect human rights and give people the privilege to maintain the special characteristics of their culture in the local society where they live.

At the same time, intercultural education provides "every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society" (UNESCO, 2006, p.34). The main goal is to have mutual understanding in social groups and to familiarize everyone with the idea that everyone is an integral part of the same society in which they live. This means that it is important to give the same opportunities for advancement and to take advantage of those opportunities. Of course, providing equal opportunities does not automatically mean that all children must be treated in exactly the same way, as each child is special, has its own identity, its own unique characteristics. However, it is vital that all children are given the opportunity to have common experiences and do the same things.

Finally, UNESCO (2006, p. 37) argues that intercultural education "provides skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations". After all, schools that teach intercultural education have courses that support human rights, global citizenship, intercultural learning. The aim is for them to learn from each other, one school from another and to deal as best as possible with these subjects taught through the lessons.

A prerequisite for intercultural education to succeed is the implementation of co-education and integration. Although the concept of inclusive education has been accepted by the educational systems of European countries, its application is not uniformly implemented universally. This intensifies the differences between countries. At this point it is worth noting that there should be no confusion between the terms co-education and integration. They are both ways of educating students with special needs, which aim to reduce the limitations to which these students are subjected. Integration is the educational program that enables the student to participate in the general program of the class during certain hours of the day and to work targeted to his needs in the remaining hours according to the special educational program that has been prepared for him.

Furthermore, according to Zoniou and Sideris (2000), co-education is the result of every effort so that all students regardless of learning profile have the opportunity to study under the same school framework. Therefore, it is very important to cultivate a supportive atmosphere that respects and promotes the truth, which allows the path of communication to be "opened" to facilitate the exchange of views. In order to achieve this, it is necessary to know one's own culture, one's culture, to have defined and accepted one's identity. The fact of accepting that there is no one objective reality, but many different ones, since the world is multicultural, is of outstanding importance.

Another challenge facing intercultural education is the difficulty of gaining cultural empathy, especially in individuals characterized by narcissism. In intercultural education, the role of empathy and sensitivity towards other cultures is particularly emphasized. These resources can only be acquired through an organized, well-planned and coordinated approach that will not evaluate, but will listen to the other person who has different characteristics from the majority. The formation of good attitudes and the cultivation of skills are an integral part of the cognitive process of any modern type of education, let alone intercultural education (Strzalka, 2005, p. 319).

The existence of ethnocentrism is considered equally a challenge and a threat. It is vital to rid society of the seals of ethnocentrism whether individual or institutional (Johnson, 2006). Ethnocentrism is a situation in which a person tries to impose his own culture and customs above all else because he is overwhelmed by prejudices against others. It is a dangerous and inhibiting factor for the success of intercultural education, whether it is applied in schools or in companies. One of the goals of intercultural

education is to cultivate a channel of communication between the school environment and the local community (Kresteva & Pantelis, 2017). The Greek education system is called upon to ensure the appropriate conditions for acceptance, respect and understanding by excluding the manifestation of racist phenomena (Tsironi, 2017).

The particularity of children and young people who come from a different socio-cultural environment must stop being a brake on school performance and wider social progress. Allophone students through intercultural education must be treated as bearers of a different culture and not a dangerous and incomplete cultural background (Pitsava, 2019, p.35). After all, interculturalism in education represents opposition to any kind of discrimination and stereotypical prioritization of the different from the norm. Therefore, it emphasizes the importance of choosing the right teaching method that will not perpetuate ethnocentric patterns or appeal to stereotypical presentations of other nations and cultures.

According to Boski (2009) after all, for there to be success in intercultural education, the people who are educated in the values of this type of education must be evaluated given the level of learning they are at. According to Boski (2009, p. 582), there are five levels of learning assessment: "unconscious incompetence or ethnonihilism, conscious incompetence - awareness of differences, conscious ability - understanding of rules, unconscious ability - automatism in behavior and super capacity-creativity". The first two levels are particularly dangerous and render the person incapacitated and threatening. The remaining three, as one can easily understand, are the desired levels that can lead to positive results.

The choice of methods and tools to be used for teaching intercultural education depends inextricably on how qualified the instructor is, but also on the level of the student (the assessment levels were mentioned in the previous paragraph), as well as on the goals he wishes to achieve. conquer. Because society changes rapidly due to continuous developments, the methods used must be adapted to the ever-changing norms and values of each country, as well as to the way of perception of the new generation that will enter the work sector (Mroz, 2012). After all, when an educational system includes all students without discrimination, then automatically the possibility of equal treatment is promoted as a social value (Karagiannis et al., 1996).

In addition, in order for the implementation of inclusive programs in the school to be successful, it is considered necessary that the participating teachers are an integral

part of the planning of the programs. In this way, it will be possible to cultivate a climate of cooperation in the classroom (Kilanowski-Press, Foote & Rinaldo, 2010). After all, a teacher is considered effective when he is at the same time an interculturally ready teacher and has set as his main goal the active participation of all his students in the learning process (Pitsava, 2019).

At the same time, it is worth underlining that the formation of a cultural school is also determined by the identity of the students, the place and the detailed program that follows. Students who are usually immigrants, belong to minority groups who have left their country of origin and are asked to adapt to an international curriculum (European Commission, 2017). After all, education should aim to cultivate the consciousness of the European citizen who will simultaneously maintain the national identity but also have cultural self-awareness (Markou & Parthenis, 2011). In short, the difficulties and demands that an intercultural school must meet are varied in order to cultivate those conditions that will lead to the well-being of future citizens.

But apart from the challenges that intercultural education is called to carry out, one can say that it itself is a challenge for the educational system of every country that adopts it because it increases the demands for equality and recognition between the sectors of society, which from multicultural seeks to become intercultural and for respect and equality to prevail (Maniatis, 2012). The dominant obstacle in the Greek education system is that it is organized and shaped in such a way as to favor homogeneity and promote it in various ways. More specifically, the courses emphasize national homogeneity but also cultural homogeneity (Botsiou, 2020).

In the research of Vassiliou and Haritaki (2015) shows that teachers consider inclusive education to be a demanding process, beyond their capabilities and find it difficult for everyone to implement it. At the same time, they underline the need for further training in order to meet the demands of intercultural education. However, they expect the Ministry of Education to strengthen intercultural education structures, schools with SEN classes and specialized teachers (Agiannidou & Bozhkova, 2021). Of course, it is very positive that they realize the value of the socialization offered by the general school to people with special characteristics and difficulties. After all, according to Diamond (2001), students of typical development who attend the same school as students who present certain particularities, tend to become familiar with diversity and respect the special characteristics of others.

In addition, another challenge is that the pedagogical approach followed by intercultural education in order to make radical changes in multicultural society is influenced and based on historical, social and economic events that have occurred over the years and their results are not clear (Mokias, 2019). For this reason, it is called upon to help students understand the complexity of global phenomena as well as the interaction that exists between nations, but also to cultivate the conditions so that all people act in the future respecting the collective interest and not the individual (Banks, 2004).

Furthermore, the parental factor is an important challenge and at the same time a brake on the development of learning. Parents and parental involvement in the learning process of students are usually considered as factors that influence the degree of success in their children's education. When parents do not acquire the new language of the host country quickly and easily, this condition automatically prevents them from helping their children with reading (McBrien, 2005).

2.5. <u>The educational needs in the Greek primary school</u>

Greece, as a country respecting the principle of human rights, drafted the first Law on Special Education in 1981. Specifically, with Law 1143, the provision of special education was ensured for people who seem to deviate from the normal average based on their capabilities. However, reactions arose from this Law due to the characterization of individuals as "deviants". With this term, it was considered that people in special education are stigmatized by society (Soulis, 2002). The improvement of this Law was brought in 1985 by Law 1566, which is characterized as particularly innovative for its time. According to this Law, people who differ in terms of their abilities cease to be officially characterized as deviant people and now bear the name "people with special needs". Heavy classification is removed and these people can be distinguished from the rest as people with special needs.

Then, in 1988 with Law 1824, it was decided to establish and implement remedial teaching in schools for people who need further help and learning support. With this institution, school teachers undertake to teach these students individually, certain hours within the timetabled weekly program and to focus on their weaknesses so that they can gradually improve.

Another important date for special education is considered to be 2000, where Law 2817 decided the establishment of the Centers for Diagnosis, Evaluation and Support of the KDAY. These centers were responsible for the evaluation of students with special educational needs as well as for issuing their opinion. Their purpose was the recognition of these individuals and the improvement of the learning and wider social course by providing specific instructions to those interested and advice for trainers. After the establishment of KDAY, the classes that these students attended until now were renamed from "special classes" to "integration classes".

These departments supported and aimed at the integration of students, i.e., the adaptation of students with special educational needs to the Analytical Curriculum of the school (Hatzimanoli, 2005). At the same time, the principle of co-education began to be applied in general classes with the aim of reforming and reorganizing the school framework to welcome and accept every student with special needs as an integral part of the whole class. According to Idol (1997), mainstreaming is the situation in which students characterized by some kind of disability receive their education through the standard education program. After all, according to Article 24 of the International Convention on the Rights of Persons with Disabilities, inclusive education is a necessary condition for the cultivation of the subsequent participation of individuals in the wider social development.

Developments in the field of Special Education continue to take place in the coming years. The UN General Assembly in 2006 voted and recognized the right of people with special needs to participate equally in an inclusive education that will be provided free of charge and treat all people equally. For this purpose, in 2008 Law 3699 on Special Education and Education was passed, which aims even more strongly at the co-education of students with special needs by establishing the institution of Parallel Support. This role is undertaken by a special educator appointed by the state who is responsible for supporting children with special educational needs academically, socially and psychologically. At the same time, the teacher of the general class receives the help-service he needs to provide his teaching. The right to provide a parallel support teacher is guaranteed with the approval of the diagnostic organization KEDDY (Center for Differential Diagnosis, Diagnosis and Support) formerly KDAYS. The tactic of co-education offers the possibility for all students to participate in the comprehensive

curriculum and at the same time to enjoy the benefits of the specialized support they need every day.

"Students with disabilities and special educational needs are considered those who, for the whole or a certain school period, show significant learning difficulties due to sensory, mental, cognitive, developmental difficulties, mental and neuropsychological disorders, which, according to the multidisciplinary assessment, affect the process of school adaptation and learning » (p.32)

Law 4115 / 2013 is the last law related to Special Education and people with special needs in lifelong education. Specifically, with this law, in all schools and at all levels there are centers to support special education students, which are called SMEAE. These are usually the integration departments and the parallel support teachers located within the departments. In order to better resolve any difficulties that arise in the SMEAE, the SDEYs were established, the special scientific groups whose role is to achieve the strengthening of cooperation, the integration of special education students in general schools and the strengthening of the integration and parallel support departments (Polyzopoulou, 2019).

CHAPTER 3

Inclusion, Education and Learning Difficulties

3.1. Integration of immigrant children in the Greek primary school

The inclusion of immigrant students through Education Policy is not a new phenomenon. On the contrary, already in the 70s, the first attempts were made to integrate immigrant students into schools. The first educational policy arrangements for the integration of immigrants appeared in the 70s, where, in the Council of the European Economic Community (77/486/EOK) directives were given regarding the education of these minority groups. In particular, countries where immigrant populations would enter were encouraged to provide free education to students by teaching the official language of the host country. Later, special attention was given to the fact that education should be a priority for immigrants and centers should help in the best possible way to meet the particular needs of these people (Council of the European Union, 2008; European Commission, 2008). Thus, in this way they tried to make certain crucial changes in the educational systems of each state that received immigrant populations. In Greece, the process of integration did not happen immediately, but rather, it came a little later than in the rest of Europe.

Intercultural education in Greece can be divided into three periods. First, we have the decade of the 70s, when, as we said above, the first attempts were made for integration through the education of foreign students. The second decade is the decade of the 80s until 1996, where the first Reception Classes, Tutoring Departments, as well as the Reception Schools for Returning students are established. The tutoring Departments started their operation specifically in 1982 according to the ministerial decision Φ. 818/2/2/21/3175/7-9-82 (Greek Ministry of Education and Religions, 1982). A little later, with Law 2413/1996, the educational policy tried to mark a transformation in schools regarding intercultural education with the aim of integrating these students. And that's when the Reception Schools for Returning students were naturally established in specific regions of the country. From 1996 onwards, which is also the third period of intercultural education, a new framework is created, which aims

to modernize the Reception Classes that have been established and the Tutoring Departments, which was enriched with the establishment of the Institute of Homogeneous and Intercultural Education, of the so-called I.P.O.D.E.

Law 2413 of 1996 in Greece related to the establishment of intercultural schools came to be reinforced by the institutionalization of Law 4315/2016 which regulates normative issues of the operation of schools for Returning students. At the same time, in 2016, Law 4415 was enacted, which concerned intercultural education. The main objective for which this law was enacted is to promote bilingual schools, which will initially have as dominant languages the Greek language and the language of the host country with the observance of corresponding curricula that concern and strengthen intercultural education based on the institutions of equality and the provision of equal opportunities. This law was created to apply to students who are not of Greek origin, but wish to come into contact with the Greek language, to learn it and to get to know the culture of Greece. For this reason, the Greek state makes it possible for these students to obtain a degree or a certificate that proves their language ability in Greek.

Also, the establishment and operation of reception classes and reception structures for the education of refugees are important intervention steps in educational integration (Greek Ministry of Education and Religions, 1999). In recent years, the Greek state has tried to intervene significantly by establishing several intercultural schools in the country. More specifically, 26 intercultural schools have been established, of which 13 are elementary schools, 9 are high schools and four are high schools. It is worth noting that the majority of these schools are located in the regions of Macedonia and Thrace, where the largest minority populations that have come to the country live, while there are very few intercultural schools that exist in the country's capital.

A new institution created after the tutoring departments are the educational priority zones, the so-called ZEP. The educational priority zones were created by law 3879/2010 (Government Gazette 163A/ 21-09-2010), which ensured the inclusion of all students in the Greek education system through the operation of reception departments in schools. Because the demands increased due to the mass arrival of refugees and immigrants to the last schools in the Greek area, i.e., the immigrant population increased, the Greek education system found itself exposed to the enormous needs of people who came from sensitive social environments. Thus, from 2016

onwards, the Greek education system managed to establish reception classes in the general schools of the country based on the particular needs of each region, i.e., based on the immigrant population that existed and lived in the area of the school.

One of the conditions for the establishment of special education departments in Greek schools is of course the number of immigrant children who need special education, which of course must not be less than 9 people. This means that if there are fewer students from an immigrant background in the school then they do not have the possibility to attend classes and rely on reception classes, because the school is not entitled to establish such classes due to the reduced number of immigrant children. That is, in short, there are strict conditions in order to support these children in Greek schools.

According to the Ministerial Decision (Greek Ministry of Education and Religions, 2021) which refers to the educational priority classes, i.e., the ZEP classes established in schools. There are two categories of such classes. The first category concerns the students who have no substantial contact with the use of the Greek language, which is why they learn the Greek language in a different class from their peers. In their class, they attend general orientation courses, such as arts, theater education, computers, Physical Education, in order to strengthen their participation in group activities and to achieve their socialization more quickly through the group of students, the group of the school class. Attending the classes in the classes of this category takes about a whole year. However, there is also the second category of special education classes, which concerns students who know the Greek language to a moderate degree, use it without particular fluency and face learning difficulties during its teaching. These students are taught the Greek language with the difference that they have the choice either to be taught it in the general classes alongside the rest of their peers with the help of a second teacher, or apart from the classes in a different department. In this particular category, the learning lasts about 3 years and is focused on the learning difficulties that these students display.

The people hired by the Ministry to teach as teachers in the educational priority classes, in the ZEP classes as they are called, are general education teachers whose only criterion is the knowledge of any foreign language. There are no other criteria for their recruitment. In addition, another problem observed is that usually these people, the teachers, are substitute teachers, that is, they are appointed for a certain period of time

and are different every year, with the result that there is no constant for these children and no bonds are created. At the same time, the fact that there is a risk of not having a person from the beginning of the school year means at the same time that valuable time can be lost for these children. Now as far as the educational materials available for use in schools, there is a series of books called "Hello", it consists of 4 issues and is quite old as it dates back to 2003 and 2007. These books are sent to schools only by special order and only if the school is approved for a ZEP class. However, it is worth noting that the teachers employed in these classes usually prepare their own teaching material each time according to the particular needs of the children, adapt it and use it in the best possible way as the available textbooks are not enough.

Finally, it is worth noting that in recent years the institution of student exchange through the Erasmus programs has been particularly active in Greek schools. In these programs, students and teachers, depending on the program they have chosen, visit foreign countries to get to know their culture and educational system, to come into contact with students of foreign origin and to share the values of their culture. These programs are very encouraging for foreign students and are based on the principles of intercultural education (Tasiopoulou, 2022).

All the above arrangements mainly concern children of immigrants and refugees who have come to Greece for the first time and are introduced to the Greek education system. The Reception Departments, the Teaching Departments and the ZEP classes, "are the central pillars of the educational policy to meet the educational needs of teachers" (Tasiopoulou, 2022, p. 43). However, for immigrant children who live in Greece and face learning problems while attending Greek schools, there is no special care from the state. Specifically, we are talking about children who are second generation immigrants, for whom there is no established organizational program regarding the education of these children (European Commission/ EACEA/ Eurydice, 2019). However, it is worth noting that in recent years Greece has made enormous efforts to help the immigrant population of the country, but there are still very big challenges that stand in the way of the inclusion of immigrants in formal schooling (European Commission, 2017).

According to Kakos and Palaiologou (2014), intercultural education in Greece seems to be confined and there are no clear limits for its implementation through a specific special program. After all, from reports made by the European Commission

(2019), the main purpose of the Greek state seems to be the simple inclusion of immigrant students in schools, without implying integration, that is, without any provision for their progress. In other words, there are no specific criteria to achieve integration more quickly through specialized education that combines intercultural education with learning difficulties.

In conclusion, the educational system seems to present several difficulties in adapting and dealing with complex situations, such as the acceptance of immigrant students, their inclusion in the educational system and their teaching, which is based on their special educational needs. Teaching second-generation immigrant students faces several obstacles, which, of course, cause corresponding delays. The most important thing is that the teaching of these children is differentiated and delayed, when the difficulties they show are learning difficulties. In such cases, it is particularly demanding to deal with the complex learning profile that characterizes these children.

3.1.1. <u>Conditions of social integration of immigrant children through primary education</u>

The process of integration of immigrants initially started with the provision of all the necessary basic goods such as their reception in the new state, finding housing, providing medical care and the right to education. Later, the next step is getting to know the people of the new country and also their way of life. These steps will gradually lead them to the ultimate goal which is their integration into the new society.

In recent years, Europe has been a one-way street for many immigrants and refugees looking for better living conditions. However, according to Kalimeri and Tsoukala (2021), no special provision is observed for the inclusion of immigrant or refugee children in the educational systems of the countries. The contact and association of foreign students with local students in a social space such as that of the school is the most critical factor in the successful communication and subsequent integration of foreign children.

And this is mainly so that we don't forget that there is often a risk on the part of the host society that immigrants may be seen as speechless because they are unable to use the host country's language sufficiently or even at all. Many immigrants are able to use one or more foreign languages because they come from other areas during their migration process, have had contact with these languages, and are able to use them

(Krumm & Plutzar, 2008). However, they are unable to properly handle the language of the new host country and are at a disadvantage. According to Cummins (1999, pp .61-62) "in the use of language dominant and cooperative relationships develop. In dominant relationships the dominant group" i.e., in this particular case the natives, "identify the subordinate group as inferior", i.e., the immigrants, and "automatically define themselves as superior by creating psychological limitations on these groups" the subordinates. This process is a vicious circle that essentially maintains the existence of a social pyramid of power.

After all, in order to break down the prejudices against the foreign and the different, it is of great importance to get to know these different groups, i.e., the locals and the foreigners. The results of a healthy association are evident in their educational progress and social integration, which is realized more quickly through contact with native students (Viva, 2012).

The main concern of the school is to contribute to the social integration of all children and especially those who are in an unfavorable situation, to cultivate attitudes and behaviors that will help them to form healthy relationships with their classmates in particular and with society in general (Kotroyiannos, 2019). Through the classroom "traditional knowledge, skills and cultural achievements are passed on". The "socialization that takes place at school refers mainly to values, meanings and perceptions of the child" (Kotroyiannos, 2019, p. 33).

In short, the school functions as a social but of course also an educational link that helps immigrant students and their parents through active participation in educational matters to socialize first in the school and then in the wider society (Callahan et al, 2008). By making the necessary concessions and planning ways to approach immigrants in a healthy way, teachers promote actions for the successful socialization of their students. After all, every person, adult or not, shapes their behavior based on the reality that surrounds them. This reality is initially shaped by the individual himself and his actions, but also more generally by social influences (Kotroyiannos, 2019). Through the application of inclusive education, respect for fundamental human rights can be cultivated, which is a basic condition for smooth coexistence in a multicultural society.

The majority of teachers positively approach and accept the inclusion and coexistence of immigrant students in schools with native students (Sgoura, et al., 2018).

At the same time, the preservation of their mother tongue and other elements of their culture is accepted. There is a willingness to include (Gkaintartzi et al., 2015). However, it is considered necessary to cultivate the dominant language, as not knowing it creates several difficulties in social integration and learning integration as we are talking about a school environment (Gkaintartzi et al., 2015; Matheoudaki et al., 2017).

According to Giannikou's (2019) research on the inclusion of minority groups in Greek schools that was carried out in three regions of Greece, Ilia-Florina-Attica, it was found that the school inclusion of these children is significantly hindered by the training of teachers in skills and specialized knowledge in intercultural education.

3.2. <u>Bilingualism as a factor that affects the learning of Greek as a second language</u>

In Greece, in primary education and specifically in Primary school, teachers show a positive attitude towards multiculturalism and the existence of various languages in school. A possible reason is the better pedagogical background of teachers compared to secondary school teachers who operate by applying strict and rigid curricula to a larger number of students overall.

In primary education, according to Jessner (1995), it is easier and more feasible for teachers to cultivate classroom conditions for accepting children's bilingualism and encouraging multilingualism.

Many immigrants who enter the country wish to settle permanently, to build a better life for themselves and their family by being able to participate in the social process and using the legal rights granted to them by the host country as new citizens of that country. The degree to which they feel they belong to the host country and the wider society they live in determines all the linguistic and non-linguistic skills they need to cultivate in order to live successfully and humanely (Karkamisis, 2017).

Unfortunately, in Greece the phenomenon of multilingualism is presented as an educational problem, a problem that usually leads these students to the appearance of a deficit in the language of the host country and a general low performance is observed, especially in relation to the proficiency of the Greek language (Nikolaou, 2000; Georgoyiannis, 2006).

3.2.1. Definitions and characteristics

Bilingual is considered a person who has the cognitive abilities to express and communicate effectively in two or even three different languages. When these people express themselves, they use concepts and words from one language to another, which requires a high degree of perception and processing, in cases where they find it difficult to properly express their thoughts and communicate in one language.

There is "individual bilingualism" and "social bilingualism" according to Skourtou (2011). The first refers to a person's choice to learn more than one language, while the second concept refers to the need to learn foreign languages in order to adapt to social conditions. Social bilingualism mainly concerns immigrants who are forced to learn the language of the host country in order to gradually integrate into the new society.

It is worth noting that both phenomena of bilingualism can often coexist in the cases of immigrants. That is, for example, it may be that when we have the same foreign languages in both individual bilingualism and social bilingualism, even though they develop at the beginning with the same number, gradually one language will prevail over the other because the immigrants will have chosen which language they will use more and to what extent they will use it daily. Usually, this language is the language of the host country, as the ultimate goal is, as we said, integration into the host country, therefore also the use of the dominant language (Koutroubeli, 2018).

For all the above reasons, there are different categories of bilingual people. There are people who have developed excellent knowledge of two or more foreign languages, there are people who know at an excellent level one of the many foreign languages they know, and there are also people who have preferred which language to invest in for an excellent learning level.

The educational training of teachers on the phenomenon of multilingualism in primary schools is important to include guidelines on clarifying what is multilingualism and what is the linguistic diversity observed in schools, as well as how these concepts can be used appropriately in order to facilitate the process of learning foreign languages (Skourtou, 2008; Gkaidartzi & Tsokalidou, 2011).

3.2.2. Cognitive implications of bilingualism

Old researches, such as those of Levinson (1959), argued that the condition of bilingualism brings negative consequences to the development of the individual both on a cognitive-linguistic level and on a social level. However, according to later researches, the conclusion was reached that bilingualism also has positive effects on the individual in his cognitive development and cultivation. People who are bilingual develop a better perception of things, faster processing of linguistic stimuli and thus develop more metacognitive awareness than children who only speak their mother tongue, i.e., native speakers. And this is done as for the natives only analytical thinking and of course the corresponding skills are required to process the stimuli they receive (Giannikou, 2019).

However, in educational systems that follow the assimilationist model, the gap between language differences widens. The cultural elements that these students bring are assimilated and the children are forced to conform to those of the host country. These conditions create stress and difficulties appear in managing the new situations in the environment that have arrived, but also in cultivating all the skills required to master the new academic language (Giannikou, 2019).

The abilities that children have in their mother tongue determine the possibilities of acquiring and processing a new language. In cases where the immigrant student has not been sufficiently cultivated in his native language, then a gap arises, a difficulty in the development not only of the new foreign language, but also of his native language (Karkamisis, 2017). This situation usually results in the development of "double hemilingualism or subtractive bilingualism, i.e., that the foreigner does not properly master either the native or the foreign language" (Nikolaou, 2011, p.224-225).

At this point, it is worth mentioning that double hemilingualism, or additive bilingualism, is a term used by researchers to refer to the positive effects that knowledge of several languages can offer to a person, especially languages that have a social prestige, i.e., those which can raise one's social level. Conversely, subtractive bilingualism mainly refers to a multitude of negative emotions resulting from the inability to communicate meaningfully through the use of languages, as well as the cognitive difficulties that manifest. Subtractive bilingualism is found when the immigrant's language is not the dominant spoken language or does not belong to the languages of social prestige (Mitits, 2018).

For minority groups, their language is the only element of their identity that remains stable throughout their lives. Therefore, for them, the possibility of using their mother tongue, the right to preserve it, is a fundamental right for every human being. Therefore, an important condition for these people to be taught a second language is for the educational system itself to accept and respect their mother tongue, as well as their cultural heritage (Papachristos, 2011).

After all, as Tumlin and Zimmerman (2003) point out, it is imperative to learn the language used by the host country as this learning brings important results for their living in the new country. For example, to have a more substantial process for their legalization in the host country, to find better conditions for work, to expect an equal participation in the future as citizens of this State (after following all the legal procedures to be legalized) as well as equal participation in social services, such as the right to care, the right to education, the right later to exercise civil rights in the state they have chosen to immigrate to.

3.3. Additional factors that affect the school performance of second-generation immigrant children in the Greek primary school

The factors that influence the school performance and participation of immigrant students seem diverse. The main ones are related to school actions for integration and integration of students, to the Analytical Curriculum and any directions it has for minority groups, to the training of teachers on issues of intercultural education and special education, as well as to the rates of development of mother tongue of minorities (Reich et al., 2002). The research of Tertipi (2021), on the factors that prevent the integration of immigrants in education and society, adds the importance of insufficient support from the state as well as the existence of xenophobia. All these factors limit opportunities for inclusion and intensify social exclusion.

The education of students who are bilingual with the ultimate goal of their later inclusion and coexistence with the rest of the students is a particularly complex and demanding phenomenon. The components on which the education of immigrant students is based are divided into two levels, according to Giannikou (2019), the micro-level and the macro-level. The first level is related to the policy that each educational system exercises to include immigrants, to the educational approaches that the educational staff are obliged to follow with respect to diversity, to the curricula of the

system, as well as to the educational training that every teacher of a school unit has received. The second level, the macro-level, concerns the educational system as a whole, educational practices, teachers' attitudes towards otherness, the social role of immigrant students, their attitude towards their host country and their interest in acquisition of the new language, as well as the attitudes of the family environment towards the host country as a whole. Finally, it is worth mentioning that the wider social context that regulates everyday life, such as the perceptions of the natives and their attitudes, the prejudices they probably have towards immigrants and their children, play an important role in smoothing the process of integration of bilingual people in the host country.

The most paradoxical thing about Greek society is that the need to invest in the knowledge of foreign languages has been established, mainly English, German, French, and all families make sure that their children have at least one degree in these languages. All families perceive the acquisition of a degree in a foreign language as a necessary qualification for any advancement in a professional or academic field. However, even though this condition prevails, everyone often forgets that Greece as a state is characterized as multicultural, with several immigrants having come from countries with different languages than those mentioned above and therefore different cultures (Gogonas, 2010).

In Greek schools, there is no provision for teaching lessons in the mother tongue of immigrant students (Palaiologou & Evangelou, 2011). Ideally, if this possibility existed and students used their own language to better understand and master the new foreign language more quickly, there would be fewer barriers that these children would have to face every day in communication. This strategy of transferring from one language to another is primarily based on the degree of mastery of the first language, their mother tongue (Giannikou, 2019).

Unfortunately, Greece as a country presents a weakness in terms of the logistical structure of educational institutions in general and does not even have the necessary structures to support the immigrant populations that turn to it. The education system is the main recipient of the changes that occur in society since the arrival of immigrants. Therefore, without the appropriate infrastructure for participation in the country's social life, immigrants find it significantly more difficult to effectively integrate and subsequently acquire Greek citizenship to enjoy the same privileges as the natives. As

a result of this situation, the children of immigrants who were born in the country have more rights than their parents, but because of their family relationship with each other they experience again and again the difficulties of immigration, not in the geographical sense, but in the social sense. (Nikopoulou, 2018).

According to Mertzos (2017), second and third generation Albanian immigrant students show strong elements of integration with the Greek population as they adopt the behavior and habits of the natives of the local area where they live, in contrast to their parents who continue to find it difficult to adapt every day, because, it is worth noting that not learning the Greek language can create negative feelings, such as low self-confidence and fear of marginalization (Zolota, 2010).

According to research by Cummins (1999, p.54), "the participation of immigrant adults in educational programs not only empowers them as individuals, but transforms power relations between natives and non-natives." Also, "the experiences of parents from different cultural backgrounds, especially those related to oppressed situations, deprivation and economic deprivation seem to create tendencies for education" (Cummins, 1999, p. 55).

After all, learning the Greek language will serve the immigrants to reduce the gap that has been created with the native population, without the manifestation of strong phenomena of racism or xenophobia. At the same time, it will help them gradually integrate into society with the aim of becoming equal members of it at some point. Their inclusion is of course not an easy task. Even if achieved, their integration takes place at a slow pace and under conditions. That is, it depends on the way of managing the differences between the immigrants and the natives, the relationships they have developed, but also the positions each has assumed in the new host country (Driessen & Merry, 2011).

3.3.1. **Family environment**

The family environment plays the dominant role in the formation of a person and therefore influences his inclusion in the social becoming. After all, let's not forget that the integration of each person in a new society goes through several stages, that is, it starts initially with the socialization that the person has socially and culturally in the host society where he lives (Simon, 2007). For this reason and at the beginning, the

path towards integration is made within the family, the neighborhood, the peer groups and of course in the educational space of the school, which is also the most important institution of socialization after the family (Kotroyiannos, 2019).

After all these stages, socialization is promoted through mass media that enable more direct communication with everyone. It continues, of course, later with integration into the professional sector and the economic life of the host country. All these stages contribute to the gradual integration of immigrant populations in the new country they have settled in (Ventura, 1994).

The children of immigrants, like all children, are socialized, as mentioned above, initially within their family environment. School success is inextricably linked to the social origins of each child, i.e., the socio-economic background of his family, but it is also influenced by the emotional state of each individual. Mental health contributes to the faster conquest of well-being. According to Giannikou (2019), children who come from an immigrant background and belong to a low socio-economic level have significant difficulties during the educational process.

The parents of immigrant students are unable to offer the necessary support to their children in terms of learning, because they do not know enough about the Greek language and its grammar, but also because they do not find enough time to stand by them due to the daily demands (Kordolaimis, 2017). Of course, it is important to mention that parents have expectations for their children, expectations that greatly influence their children's attitude towards the education offered to them (Kalimeri & Tsoukala, 2021).

Of course, the attitude and expectations that parents have regarding education and their active participation in the school environment of the host country directly depends on the attitude they themselves have towards the country where they live and work. Of course, it is logical that parents end up making comparisons with the education system of their country and not fully understanding the new education system. In other words, they should rely on the standards they are used to, so that many times the communication with the teachers of the host country encounters obstacles and is not fruitful. Incomplete communication cannot yield positive results, but only widen the gap (Giannikou, 2019).

In addition, there are many times when parents, for fear of losing their cultural legacy, invest more in their child learning the first language, the mother tongue. Their

language is the only element that, as mentioned above, remains constant. Thus, they feel the need to preserve it in their children (Giannikou, 2019). However, the assimilation policy followed by both the wider society and the school society results in these parents' efforts coming into conflict with the tactics of the host country. Therefore, there are many cases of parents showing reduced involvement in the educational context of the school (Kalantzis & Cope, 2013).

3.3.2. <u>Financial situation</u>

The economic situation of each family determines to a large extent the future development of its members. Specifically, the economic background of the families determines the degree of participation in social issues and of course affects the pace of social integration through the speed of learning the Greek language. Usually, the majority of them are in a state of economic poverty and often turn to illegal work to earn a living, because the paperwork is particularly time-consuming. Their livelihood in the host country is based on their earnings from illegal work, with the result that their presence in the country is considered vulnerable and discrete (Karkamisis, 2017).

The unfavorable economic conditions in which most immigrant families who have come from the Balkans and live in Greece live, have an impact on their social development. The lack of money and the long absence of parents due to work, contribute both to the reduced care of children and to the incomplete attendance of educational programs. In cases where the family income is considered limited and insufficient, parents cannot invest sufficiently in the educational future of their children, which naturally affects their progress (Cuisia-Villanueva & Nunez, 2020).

Children find it difficult to be consistent with their educational obligations and are often absent from school (European Union-Council Recommendation, 2018). According to Belay (2020), in developing countries, educational disparities continue to be strongly observed between children attending schools in rural areas and those attending schools in urban areas. Differences in family income, but also in the conditions of support that parents offer to their children, play an important role in strengthening or not the social inequality they experience (Zhang et al., 2015).

As mentioned in the European Union-Council Recommendation (2018), the socio-economic background can reinforce the already existing educational difficulties.

These barriers related to the situations in which immigrant families find themselves are called "situational barriers" according to Parrish and Johnson (2010).

3.3.3. <u>School environment- Attitudes of classmates and teaching staff</u>

The school, after the family, is a dominant means of socialization that promotes the values of respect, acceptance and inclusion of the different. Therefore, the school's mode of operation as well as its offer have a dual character. The main thing is that it prepares the future workforce of society and cultivates in them values, rules and standards of behavior that must be embraced for their smoother integration into the social world. The ultimate purpose of the school is not to cultivate uniformity and deny the possibility of differentiation. The different is an integral part of a multicultural society and a correct approach is required to ensure the well-being of all citizens (Kotroyiannos, 2019)

The school and subsequent social integration of immigrant students is significantly determined by the teacher himself and the role he chooses to play in the face of the multitude of challenges that accompany teaching in minority groups. Its role is therefore multidimensional and particularly demanding, as it "contributes to the development of the authoritarian model, constituting for children the most representative form of authority in the extra-familial environment" (Kotroyiannos, 2019, p.34).

For school teachers, the biggest obstacle to teaching immigrant students is learning the language they speak in the host country. Teaching lessons in another language other than their mother tongue is a real obstacle that no one can dispute (Damanakis, 2000). The pace of language learning affects beyond teaching and the degree of integration of these children into the school's social group. Gkaintartzi (2012) came to this conclusion with her research, in which the teachers who participated in the research argued that the coexistence of immigrant students with the natives can only be achieved by learning the Greek language. In order to deal with this language difficulty, the teachers of the research underlined the need for the specialization of the educational staff through programs of the Ministry of Education, but also the hiring of translators who will help facilitate the educational work (Gkaintartzi, 2012).

Each teacher carries with him his own expectations and at the same time concerns about the educational work he will offer to all his students and to each one individually. First, it is worth emphasizing that his role is multidimensional in a classroom. First of all, he is the leader of the team-class with full responsibility to keep his team together despite the differences it presents. Then there is the role of the trainer, the person whose essence of presence is to make changes, to improve conditions and to assist in the development of individuals. Also, he is a member of the class group himself, so he receives all kinds of pressure as he experiences the challenges that are created. Finally, he is also the external receiver who invites his students to prove to him that they have conquered with his help (Rogers, 1999).

At the same time, it is worth mentioning that teachers have difficulty implementing differentiated teaching in their classrooms due to the stress they have to cover the course material, but also due to the large number of students. They understand the need to support each of their students (Fotopoulou, 2017) through the method of differentiated teaching, especially for students who come from different cultural backgrounds and have learning difficulties. The results of Pilten's research (2016) also agree with these words, in which there is talk of the excessive material that teachers are asked to teach, the inadequacy of specialized staff, the lack of support from the family environment as well as from senior management educational.

Although intercultural education has been the main approach to the education of immigrant students for many years, however, there is a gap between the educational policy that teachers are required to follow by the Ministry of Education and of course the educational practices implemented in practice. This is because intercultural education has not been used as the dominant model of Pedagogical approach to foreign students in Greek schools (Tzortzopoulou & Kotzamani, 2008). The educational practices that are applied have the same purpose, but, unfortunately, diversity has not yet been understood and accepted socially, with the result that the approach of intercultural education cannot be applied and have the corresponding results in practice (Koehler, 2014).

At the same time, another important obstacle to the social integration of immigrant students through education is that the Greek state is mainly oriented to reduce either the learning difficulties that may be related to the immigrant background of the students or to reduce the special educational needs that these children probably

have (Gonidas, 2014; UNESCO, 2018). That is, there is no provision that combines the treatment of all these needs, with the result that students who come from an immigrant family and do not know the Greek language very well show learning difficulties and are not able to support themselves as befitting. The teachers who have specialized in both areas, that is, in intercultural education as well as in special education and training, in order to obtain this qualification and be able to help these children in schools, are few. Let's not forget that they have received this specialization by personal choice and not because it was a requirement of some analytical study program at the University they studied. This is why the state does not have such teachers available in all schools.

Another obstacle in the educational development of immigrant students is of course the cultural discontinuity that exists between school and family. It is only natural that cultural differences exist because of their different origins. Therefore, in order to improve the school but also the wider social perspective of these children, the school context must change, it must be reshaped in such a way that it can utilize the talents and potential of these students in order to make substantial progress. In a few words, the different element, the cultural peculiarities, the language of the immigrants but also the way in which they communicate must be integrated into the school's detailed programs, i.e., the programs that include the material that the students will be taught, the teaching methods and adaptation of the students to the school context, but also of course to change the mentality of the current school (Spanoudi, 2014).

Finally, it is worth noting that in the Greek education system, teachers who teach in general education schools usually do not have the resources and means to be able to design a properly effective educational program that meets the needs of the immigrant population that attends in the Greek schools of the country. This gap in educational policy not only degrades the learning development of these students but also prejudices it. It also has significant consequences on the psychological makeup of the teachers, who are constantly and daily exposed to these children and the difficulties they present, as a result of which they feel powerless to contribute to their multicultural classroom and carry this burden daily on their shoulders (Gonidas, 2014). At the same time, the need to revise the syllabus and design appropriate teaching material that will facilitate access to these children was highlighted (Zaga, Kesidou & Matthaioudaki, 2015).

In conclusion, the processes of incomplete organization of the educational system, the limited material resources in schools, the timetables of the programs

(limited teaching time), the not fully qualified teachers and the way of teaching that remains traditional in many cases, constitute "the institutional obstacles" which according to Vergidis and Kokkos (2009), discourage to a great extent the students of the minority groups, but also the adult immigrants (Karkamisis, 2017).

Education is considered to promote social development, social mobility. For this reason, one way to achieve social advancement and subsequent inclusion is to strengthen the possibility of lower social strata for mobility by providing equal opportunities through education (Fusareli & Bass, 2015). On the contrary, limiting the provision of equal opportunities to all children is very dangerous to contribute to their marginalization and the deprivation of stimuli, the deprivation of creativity (Jackson, 1999).

Furthermore, according to Kalatzis and Cope (2013), the inability of all students to access opportunities and experiences that unfold through the educational process and contribute to social mobility, can lead to an entrenched social hierarchy, with immigrant students are at their lowest point. Therefore, with the limited opportunities, social exclusion intensifies, but at the same time it is justified because the students themselves do not show a willingness to participate in the educational system of the host country.

At the same time, social exclusion is inextricably linked with the consequent emergence of various reactions for students of minority groups. The negative effects first appear at the level of mental well-being. Students who experience social exclusion are at serious risk of developing an emotional disorder (Li et al., 2021). At the same time, there is a possibility that they will exhibit aggressive behavior towards others because they feel such pressure (Twenge et al., 2001). Finally, the most expected reaction is that of dropping out of school. The lower their performance in the educational process due to the difficulties they experience, the more likely they will drop out of education (Camarero-Figuerola et al., 2020).

Additionally, in cases where equality of opportunity is theoretically provided but in reality, equality is not provided in education, then the lower social groups are bound to fail since there is no equal learning performance with the rest of their classmates. At the same time, the burden of failure falls on the students themselves who scored a low performance, since in theory they are given every possible help, with the interest of intensifying social exclusion (Kalantzis & Cope, 2013).

The educational process is deeply unmoored in a traditional monocultural teaching model. The new conditions are a challenge to improve the education provided, which must respect and accept diversity, while at the same time having the ability to utilize it effectively so that teaching becomes inclusive. By adopting correct teaching models, the teacher becomes an example for all his students and applies intercultural education for the well-being of all students and not only for minorities. In this way, solid foundations are laid for the development of communication between foreign language students and native speakers in the classroom (Giannikou, 2019).

3.4. The learning difficulties faced by immigrant children in primary school -Types and characteristics

The main issue faced by children with an immigrant/refugee background in Greek schools is, of course, language communication, because they have no contact with the Greek language at all, they do not know it at all, while some may speak at a moderate level. Children of immigrants who were born in the host country or came to Greece at an early age, seem to have the ability to communicate in their mother tongue, but have not developed literacy skills in their own language, since they never went to school in their home country. Therefore, communicating with native speakers of the foreign language, namely Greek, will help them develop their skills in the new language. However, the grammar and vocabulary in the new language will be poor as well as the in-depth understanding of the concepts of that language (Hatzidaki, 2014).

On the contrary, children who have attended school in their country and have been cultivated in learning their language, show easier academic development, as they are able to transfer knowledge and concepts from one language to another. In short, the previous academic experience contributes to the faster learning of the new language in the host country without facing particular learning difficulties (Hatzidaki, 2014). Familiarity with the new language in the host country requires frequent contact with the language. The degree to which these children struggle and face language problems is influenced by the differences that exist in the initial characteristics of the words of the language, but of course also by external factors, such as the influences from the family environment, the cultural environment, the experiences they have, the linguistic representations from the social environment (McMillen, et al., 2020).

For educational success, according to Hatzidaki (2014), it is necessary to have achieved the acceptance and integration of immigrants in schools, and, of course, to have the willingness to provide assistance. At the same time, in order to properly cultivate the new language, the linguistic capabilities used for decoding must also be present.

Most children who are immigrants to Greece come from many Balkan countries and the purpose of their families was not initially to stay permanently in Greece, but for Greece to be an intermediate destination or a temporary plan to improve their standard of living. The difficulties that the children face in school are mainly related to the subjects that are theoretical, such as the Greek language, Geography and History because they have not sufficiently mastered the Greek language. These children tend to show difficulties in various uses of the new language that have to do mainly with oral communication, the construction of sentences, and even with the vocabulary they develop. However, they respond much better to positive subjects, namely Mathematics and Physics (Gkaintartzi & Tsokalidou, 2011).

Many times, the difficulties experienced by students who come from an immigrant background and are related to learning the Greek language are due to significant endogenous problems, that is, the children have learning difficulties at school due to the problems they have due to their ethnic culture, the community in which they live or even the characteristics of their family (Papaoikonomou, 2020). The poverty, the daily deprivations, the lack of self-esteem, the education offered to them, the school itself, the incomplete communication relationships with the rest of the classmates, even the discrimination that they may feel is done against them because of their diversity, all these reinforce the appearance of learning difficulties (Botsas & Sandravelis, 2014).

According to Law 3699 of 2008 in Greece there is already a provision to implement co-education in school classes for all students who need support due to mild learning difficulties. It is important that those from different cultural backgrounds enjoy teaching educational programs that are tailored to their particular needs, in order to make their learning progress much faster (Tzouriadou et al., 2000).

Bilingual students, during their studies in the first grades of primary school, show several learning problems which teachers consider normal due to their linguistic background. On the contrary, in the large classes of the Primary School, it is considered

that the learning of the Greek language has now been consolidated and the learning difficulties they face are clear, as a result, the teachers can turn to specialists for the differentiated support of these students (Papaoikonomou, 2020).

The learning difficulties shown by these children are often characterized by the characteristics of specific learning difficulties, such as slow reading, reading words incorrectly due to the confusion of some letters, skipping letters, skipping words or entire lines in a text by the duration of reading, but also the difficulty of understanding texts (Griva & Stamou, 2014).

According to Griva and Stamou (2014), the mistakes that immigrant students can make are the following: a) mistakes in spelling rules - i.e. failure to follow basic spelling rules regarding endings, omission of letters, inversion of letters, bad spelling, mistakes in sequence of letters, incorrect way of drawing the letters (all kinds of mistakes, endings, thematic or phonological type)-, b) absence of accentuation of the words due to the children's inability to distinguish the phonemes in monosyllabic as well as polysyllabic words, c) mistakes after from dictating words or sentences because they have not automated the correspondence of letters with phonemes, d) emotional problems, social difficulties combined with behavioral problems, such as hyperactivity, low self-confidence, psychological transitions, overt impulsivity.

At this point, it is worth mentioning that specific learning difficulties are mainly associated with the presence of difficulty in articulating words due to omissions of letters, due to anagrams, due to variations in their pronunciation depending on the clusters that follow. On the contrary, the difficulties that students have in articulation due to the preference of specific phonemes that they have from the origins of their mother tongue, concerns characteristics of bilingual individuals (Griva & Stamou, 2014).

Therefore, these students put in a huge amount of effort in order to complete an activity because of the difficulties they face. In addition, they confuse letters when following instructions and write incorrectly, their reading is slow and their vocabulary is particularly poor (Botsas & Sandravelis, 2014). Difficulty enriching vocabulary due to reduced access to more sophisticated vocabulary usually blocks reading fluency, which may be due, as reported by August et al. (2005) on the lack of acculturation in the culture of the new country. Such difficulty is not justified by the bilingual environment (Papaoikonomou, 2020). At the same time, these children often form

sentences without correct syntactic and grammatical structure, usually with incorrect pronunciation. Finally, in some cases, these children may show evidence of stuttering and falsification. They stutter when they cannot pronounce a syllable or cluster of syllables correctly and repeat it several times incorrectly (Papaoikonomou, 2020).

All the above characteristics that immigrant students usually show are quite similar to the characteristics of special learning difficulties and the distinction is not an easy task. However, in the case of second-generation immigrants, the picture is clearer since these children attend Greek school from an early age and are trained in the correct use of the Greek language. When learning difficulties are identified, these children immediately receive special training to improve the "problem area" for a specific period of time at a time. In addition, it is examined by the teachers if the students show any element that stands in the way of the parallel development of their oral and written language, i.e., if they improve in oral expression but present difficulties when writing the written language. Also, the duration of the difficulty and the rate at which it occurs are of prominent importance (Griva & Stamou, 2014).

By immediately identifying the prevailing difficulty, it is possible to mobilize the agencies and provide support to this child, of course not so quickly, as these procedures are particularly time-consuming in Greece and the average waiting time for an opinion can reach up to two years. For as long as he has to wait to pass an evaluation, the difficulties are magnified and the problems extend beyond the school context. Therefore, the correct use of the Greek language, if achieved, has a positive effect on the psychology and self-confidence of immigrant students. At the same time, good knowledge and use of the language contributes to asserting rights in the new country, making decisions on social and political issues, as well as improving their pronunciation in order not to become objects of racism and civilization (Skourtou & Kurti-Kazoulli, 2015).

CHAPTER 4

METHODOLOGY FRAMEWORK

4.1 Defining the problem

In recent years, due to the increased influx of immigrants to the European Union, there have been huge changes in the policy of the countries they immigrate to. All sectors are affected and states are called upon to face the problems arising from society's inability to adequately respond to the new conditions. In the field of education, teachers across the European Union have recently been experiencing a demographic change in the student population due to the increase in immigration. This change has given rise to challenges and of course it has affected the way of assessment used by teachers for their students but also the way of teaching that must be adapted to the needs of students (Eurostat, 2018).

The process of assimilation of a minority family, such as that of immigrants, into the new society of the host country is often faced with many obstacles. Young family members vacillate between the new habits and attitudes of their own culture. The problems they face vary according to Foss (2016) and are mainly related to the language barrier and cultural differences that appear during the development of interpersonal relationships. At the same time, it is noteworthy that immigrants and their children who are second generation immigrants often face discrimination simply because they are immigrants. In the event that this immigrant profile is combined with the existence of some learning difficulty, then a negative attitude is automatically produced towards them, a social prejudice that stands as a brake when interacting with peers (Lyon, 1995).

Although teaching in a multilingual classroom is common abroad, in Greece, multilingualism continues to be treated as something innovative that has many challenges. In many schools in our country there are students who come from other countries, usually from Albania, Bulgaria, i.e. the countries neighboring Greece. Greek school teachers feel insecure and unprepared to teach in classes where these children

study. The insecurity they feel may usually be due to various factors, such as for example the lack of training they have on their part in dealing with a multilingual classroom, a phenomenon for which the state itself is responsible, not the educational community (Koutroumpeli, 2018). Therefore, when these students enroll in schools in the host country, they present a great challenge to teachers, especially those without special training, as they cannot discern the nature of the difficulties faced by second-generation immigrant children, if the difficulties are due to the language barrier or if there is a learning disability. Of course, the semi-training of teachers in special education and intercultural education is not a new phenomenon (Lagoudakos, 2012).

Researches that combine special education with intercultural education have not been noted enough as the confluence of these is a special issue that needs a proper approach. It is of paramount importance to deal with both of these fields simultaneously as they both aim at promoting specialized teaching, overcoming cultural barriers, identifying weaknesses in the educational system, as well as cultivating the need for a new design of educational policy. More specifically, both special education and intercultural education have the common goal of promoting inclusive education for all students. By understanding the relationship between the two, educators and policymakers can develop strategies that ensure that students with diverse backgrounds and abilities receive equitable education.

Moreover, Students with disabilities from diverse cultural backgrounds may face additional barriers in their education. Intercultural education can help teachers and administrators understand students' cultural contexts and provide appropriate support, leading to better outcomes for these students. Also, researching the relationship between special education and intercultural education can help identify disparities and inequalities in education and inform policies and practices to address these issues. Finally, effective teaching strategies for students with disabilities from diverse cultural backgrounds may require an understanding of how culture influences learning. By researching this relationship, educators can develop effective strategies that are culturally responsive and tailored to students' needs.

Greek education has given great importance to strong European languages, such as English, French and German. However, the same is not the case with the languages of immigrants or refugees who enter Greece and settle for a long period of time or even permanently. languages of minority groups tend to be marginalized. The sole concern

of the Ministry for these students is to enroll in schools and to set some hours of intercultural education within the ZEP departments, where they have been established or in some flexible zone hours. Therefore, the teachers in these hours put a lot of emphasis on the cultural characteristics of these children and cannot deal with their mother tongue, as they do not have the corresponding training. Consequently, they are unable to deepen their teaching and offer them the educational support that ideally, they need these guys. If they knew how to connect their mother tongue with the language of the host country, the learning difficulties these students show could be more easily identified and supported appropriately.

4.2 Material and Methods

The study was based on a mixed methodology, quantitative and qualitative. Particularly, the analyst utilized separately quantitative and qualitative instruments: interviews and survey in order to collect all the information required. According to Osbaldeston (2021), when the researcher combines the qualitative with the quantitative methodology in his research, he simultaneously gives the possibility for many and different perspectives. At the same time, this choice makes the two types of research interrelated. That is, one should be an integral part of the other, as one will complement the other. Specifically, with qualitative research, many and rich insights into feelings related to the personal opinions of the participants in an interview emerge. With quantitative research, the researcher, through rigorous and structured actions, advances a strong opinion based on the results of rigorous statistics.

By combining quantitative and qualitative research, the researcher collects all the necessary data that will lead him to draw conclusions with precision, clarity and transparency. Finally, the possibility is offered for a deeper understanding of the dominant theme since it has been examined in every aspect of it. A combination of approaches yields much better results than a single approach alone (Creswell, 2014). In addition, Tinsley (2019) has also spoken about the combination of methodological approaches, who stated that when a researcher applies one approach, he is given the opportunity to control the course of his research based on the results that will be obtained, so that improve the second approach and arrive at the best possible outcome of his research.

Below, each step followed by the researcher during the research will be analyzed separately.

Objectives

First of all, it is vital to specify the objectives of this study. Since the researcher is interested in second generation immigrants' pupils, the overall objective of the research is to investigate and display the factors that have a significant impact on learning the Greek language. We consider it exceptionally vital to recognize the impediments within the instructive process. From the above general goal emerged four specific objectives that were set in the research and the researchers managed to achieve them. The specific objectives of the study that emerged from the general objective are the following:

- Identify the factors that affect the learning of the Greek language of the second-generation immigrants in the Primary school in Greece.

- Evaluate whether the linguistic problems faced by immigrants' students are due to special learning needs.

- Describe the views of families regarding the possible factors that affect the acquisition of the Greek language.

- Assess the readiness of teachers to effectively assist these children and their families with the resources and educational opportunities provided by the state.

Although there have been notable researches in the Greek education system, most of them focus purely on special education which has monopolized the interest because the needs to support students in general schools or in special education structures have increased. However, there are few to none that refer to the integration needs of students of immigrant origin who need special treatment due to the learning difficulties they face in Greek schools.

This research will try to focus and describe the difficulties faced by students from vulnerable social strata and especially the factors that contribute to the appearance of these difficulties through the opinions of Greek teachers and parents of these students. It is vital to investigate the factors affecting minorities in Greek schools because it will help to identify the barriers and challenges these children face in terms

of accessing education and their academic success. This information can then be used to develop targeted educational interventions and policies that can focus on these issues and create a more inclusive and equitable education system. Furthermore, by understanding the experiences of minority groups of students in Greek schools, educators and policy makers can collaborate and design an education system that promotes respect for diversity and multiculturalism while cultivating the pillars for a society free from prejudice barriers and more tolerant of change. From the analysis of the results, targeted proposals will emerge so that teachers in the future have all the necessary resources to pass on their knowledge to all students, overcoming these obstacles.

Hypotheses or questions

After the bibliographic review, the researcher while planning his research collected some questions related to the topic of the research and focused on answering them through it. In the plan that follows, the questions of this research are gathered.

Figure 2

Hypothesis Questions.

Do second-generation immigrant students have learning difficulties?	What factors contribute to the strengthening of these difficulties?	Is there school readiness and provision of specialized help?
What kind of difficulties do these students face?	What do parents think about the difficulties their children face?	Do general education teachers have the necessary resources to adapt their teaching to the special needs of these children?
Is there a legislation that defines the stages of identifying the difficulties of immigrant students?	What is the opinion of the teachers about these difficulties?	How ready are general education teachers to help these students effectively?

Note. Own elaboration.

The assumptions we make as researchers are also the motivation for the research, we are engaged in. Therefore, case planning serves many and important purposes functions, such as:

✓ Encouraging researchers to consider the possibility of various relationships occurring.

✓Encouraging researchers to think about which facts will be relevant to the research and which ones will not serve the case.

✓ To direct the researchers towards the creation of the most appropriate design of the research they will follow.

✓ Checking the statistical data resulting from the analysis and making correlations.

✓ They serve in the planning and organization of the conclusions arising from the research (Rovithis, 2023).

Therefore, the assumptions we made will help us throughout the research to properly organize the findings and lead to the appropriate conclusions.

4.3 Variables

The table below shows the variables that were used in order to carry out the analysis process of the research questionnaire. Each answer to the questions in the questionnaire automatically constitutes a variable. The questionnaire is divided into four dimensions. The first concerns questions of socio-demographic content, the second concerns questions related to the factors that lead to the appearance of difficulties, the third category concerns questions related to learning difficulties, and, finally, the fourth category concerns questions related to the readiness of teachers. There are 29 variables in total.

Table 1

The Variables of the Research.

Dimension/factor	Description	Variable
Sociodemographic	They expose the characteristics that describe the subjects under study.	-gender -Range of age -Studies -Teaching experience
Influences	They refer to the factors that affect the learning of second-generation immigrant pupils according to instructors.	-Behavioral problems -Family environment/ Parents help -Bilingual environment - Special learning difficulties -classroom's speed -positive feelings -effort -Socialization -Untransparent language -Late procedures -Parents deny

		-Material/ guide -Biological/social /Psychological factors -confusion in class
Linguistic difficulties/ special learning needs	They examine whether the linguistic problems that exist are related to special learning difficulties.	-Grammar cohesion -Writing and Vocabulary -Reading rate -Mathematics (mental calculations and problem solving) -short-term memory -Frequency of mistakes -Understanding/ Expression -Biological reasons
Readiness of instructors	They examine the means of preparation for the class, the material they have and the knowledge through the years of teaching and their studies	-knowledge in special learning -knowledge in general education is enough -re-education of instructors -inclusion -need of experts -material -personal effort -extra training

Note. Own elaboration.

Regarding the interview tool, codes emerged after analyzing the transcribed interviews, which were categorized into four groups. These groups were associated with

the categories of the questionnaire so that the researcher was able to combine his findings from both research instruments. The following table (Table 2) shows the resulting codes, as well as the categories they belong to.

Table 2

Categorization System of Parents & Teachers Interviews on the Educational Progress of 2nd Generation Child Immigrants.

Number	Category	Definition	Code
1.00	INFLUENCES	Here are all the factors that affect the learning of these children, according to teachers' interview.	
1.01	Behavioral problems	Here are mentioned the behavioral problems most of them face, such as anger, fights, weakness, crying, disappointment, untamed.	IBP
1.02	Family environment	Here are mentioned the difficulties they face at home. The family environment isn't adequate for support, parents cannot understand the language. They learn next to their children. Most families are poor and they gave low cognitive background.	IFE
1.03	Special learning difficulties	Here are mentioned the linguistic weaknesses and the learning problems that are not eliminated, such as the very slow rate of understanding and the great difficulty in expression (oral or written).	ISLD

1.04	Socialization	Here are mentioned the problems in socializing due to behavior.	ISZ
1.05	Bilingual environment	Here is mentioned the confusion they face due to the bilingual environment at home and the difficult adaptation to the Greek school.	IBE
1.06	Untransparent language	Here is mentioned the nature of Greek language. It is not a transparent language. There are difficulties and confusion in the meanings and writing.	IUL
1.07	Communication	Here is mentioned the inadequate communication between parents and school.	ICM
1.08	Late procedures	Here are mentioned the slow procedures to specific help due to the lack of communication and understanding. Help isn't asked early because the parents are not able to identify and accept the difficulty.	ILP
1.09	Parents deny	Here is mentioned the deny of parents to provide specific help to their children because they afraid to be different.	IPD
1.10	Material Guide	Here is mentioned the lack of material or specific guide from the Ministry. Teachers create their own material.	IMG

1.11	Biological Social Psychological factors	Here is mentioned the combination of biological, social and psychological factors that influence the learning of these children.		IBSP
2.00	**LINGUISTIC PROBLEMS/ SPECIAL LEARNING NEEDS**	Here is examined whether the linguistic problems that exist are related to special learning difficulties.		
2.01	Grammar Writing	Here are mentioned the difficulties on grammar, the spelling and writing mistakes, that, according to teachers, are daily and not eliminated. Also, is mentioned that they make far more mistakes than any other classmate.		LPGW
2.02	Mathematics	Here are mentioned the difficulties on mathematics, especially in solving problems.		LPM
2.03	Classroom's speed	Here is mentioned the effort of the teacher to slow down any activity in order for the pupil to follow because he/she is not able to cope adequately in the classroom.		LPCS
2.04	Frequency of mistakes	According to the teachers, the children make too many mistakes and anecdotes in daily routine.		LPFM

2.05	Understanding Expression	Here is mentioned the slow rate of understanding, processing information and expression (serious vocabulary deficits).	LPUE
2.06	Biological reasons	Here are mentioned the biological reasons as a factor that combines the linguistic problems with the special learning needs.	LPBR
2.07	Bilingual environment	Here is mentioned the confusion they face in learning due to the bilingual environment at home.	LPBE
2.08	Family Background	There is no background in first steps of learning the Greek language. Parents cannot help their children because they do not read or write in Greek.	LPFB
2.09	Untransparent language	Here is mentioned the nature of Greek language. It is not a transparent language. There are difficulties and confusion in the meanings and writing.	LPUL
3.00	**FAMILIES EXPLANATIONS**	Here are the parents' responses to the interview about their opinion for the factors responsible of the learning difficulties.	
3.01	Class time	Here is mentioned that the remaining time in class isn't enough for further explanations.	FECT
3.02	Help given	Here is mentioned that the help given to their children isn't always the adequate due to time constraints in the classroom. Also,	FEHG

		is mentioned that the teacher sometimes simplifies extra exercises for homework based on their needs.	
3.03	Memory	Children appear to have poor memory especially in Math's and they find it difficult to respond.	FEM
3.04	Will	Due to the difficulties, they often deny of trying at home.	FEW
3.05	Parent's help	Parents don't speak Greek very well and they state unable to help with the homework. Also, is mentioned the attitude of parents that do not easily accept their children to have differentiated help at school.	FEPH
3.06	Behavior	Children are usually hurried and careless with homework. In some cases, when there is pressure, they have nerves and fight a lot. They cannot handle the rejection.	FEB
3.07	Frequency of mistakes	Here is mentioned the frequency of the mistakes done by the children, which is high.	FEFM
3.08	Special learning difficulties	Here are mentioned the special difficulties that relate to special learning needs, such as poor memory, spelling mistakes, more time for an exercise, difficulty in solving problems etc.	FESLD

4.00	**READINESS**	In this category we examined the readiness of the teachers having immigrants with learning difficulties in their class.	
4.01	No specialization	Here is underlined the lack of training in matters of special education and immigrants. The largest percentage has no specialization. They state not well informed but willing to help.	RNS
4.02	Personal effort	There is a reference to the personal effort of the teachers for improvement. They are forced to find worksheets online or from books at home. Here is, also, mentioned the need of searching that requires too much time and preparation from home especially for these students.	RPE
4.03	Guide Material	Here is underlined the absence of specialized support/ready-made material and guidance from the Ministry and the school for immigrants with learning disabilities. There are only theoretical proposals. Also, is mentioned the struggle to pay online for material.	RGM
4.04	Class time	Here is pointed out that the class time isn't always enough to help each child.	RCT

4.05	Personalized teaching	When the time allows teachers use personalized teaching for students with special learning needs.		RPT
4.06	Sources	Here is underlined the need of use electronic media, visualizing teaching, internet sources etc. for an effective teaching.		RSR
4.07	Cooperation	In this category, teachers mentioned the meaning of cooperation and understanding beyond children. Also, are mentioned the efforts for a good climate in the classroom.		RCP
4.08	Teachers' solutions	Here are pointed out all the possible solutions teachers mentioned at the interview, such as team work, cooperation for solving social problems, creation of material adequate for such cases, the need to have parents as allies to their effort etc.		RTS

Note. Own elaboration.

After the categorization of the codes, it was observed that there were repeated codes that are related to the same categories. In the table below (Table 3) the repeated codes have been collected and the category to which they belong is indicated. The categories "Influences", "Linguistic problems" and "Readiness" refer to the teachers' interview, while the category "parents' explanations" refers to the parents' interview.

Table 3

Repeating Codes.

NUMBER	CATEGORY	CODE
1.01	**INFLUENCES-** behavioral problems	IBP
3.06	**FAMILIES EXPLANATION-** behavior	FEB
1.02	**INFLUENCES-** Family environment	IFE
2.08	**LINGUISTIC PROBLEMS-** Family background	LPFB
1.03	**INFLUENCES-** Special learning difficulties	ISLD
3.08	**FAMILIES EXPLANATIONS-** Special learning difficulties	FESLD
1.04	**INFLUENCES-** Socializing	ISZ
1.11	**INFLUENCES-** Social factors	IBSF
1.05	**INFLUENCES-** Bilingual environment	IBE
2.07	**LINGUISTIC PROBLEMS-** Bilingual environment	LPBE

1.06	**INFLUENCES-** Untransparent language	IUL
2.09	**LINGUISTIC PROBLEMS-** Untransparent language	LPUL

1.10	**INFLUENCES-** Material, guide	IMG
4.03	**READINESS-** Guide, material	RGM

2.04	**LINGUISTIC PROBLEMS-** Frequency of mistakes	LPFM
3.07	**FAMILIES EXPLANATIONS-** Frequency of mistakes	FEFM

3.01	**FAMILIES EXPLANATIONS-** Class time	FECT
4.05	**READINESS-** class time	RCT

Note. Own elaboration.

4.4 Method and Research Design

A research design is a comprehensive plan prepared by researchers for the purpose of collecting data in an empirical research project. That is, it is a "design" for empirical research that aims to answer specific research questions or examine research hypotheses and it is necessary to include at least the three basic processes of a research:

(1) the collection of data, (2) the development of instruments (quantitative and qualitative) and (3) the sampling process (Bhattacherjee, 2022).

After the sampling process, the researchers examine the resulting variables, the responses, and check their correlation. Then, they compare the variables with the hypothetical questions they have written down at the beginning of the research design. They then organize the ways they will manipulate the independent variables as well as the resulting dependent variables (Bevans, 2019). Below we report the entire procedure we followed to design our research.

After a bibliographic review of sources related to the subject we are researching, it was decided to create an interview questionnaire which would be given to teachers in order to examine their opinions and record their concerns regarding the educational approach and difficulties of second-generation immigrant students. For the interview questions we used semi-structured questions that have already been used by other researchers who have published their research and modified them to match our own research and serve the purposes of the study.

The structure of the questions was edited and the questions were divided into four categories. The first category is related to experience and special education, the second category to special education and general education, the third category to special education and intercultural education and, the last category to Conclusions. Through these questions, we aimed to examine the experience that Greek primary education teachers have with regard to special education and intercultural education, as well as the difficulties they present during their teaching and the methods they use to respond to any challenges.

After the interview questions were drawn up, the sample of teachers who would participate in this interview was selected. The teachers who participated in the interview came from a primary school in the district and had already been informed about the research being conducted. They expressed a special interest in participating in the research and thus their selection was decided. It is worth emphasizing that the approach and access to each school in the given period of time was particularly difficult due to the outbreak of the covid 19 pandemic. However, these teachers showed a special interest in the research as they themselves face difficulties with their teaching to immigrant students second generation.

The interview appointments lasted about two weeks as it was not easy for the teachers to spare time because the interviewing took place during their work and at times when I did not have a lesson. Before the interview began, each teacher was informed of the possibility of withdrawing in case he changed his mind and did not want to participate. Also, the researcher ensured the confidentiality of personal information as our interest was to hear the opinions and not to record the personal characteristics of each participant. All were informed about the terms of the research and none expressed dissatisfaction during the interviews. Instead, the participants asked to be informed about the outcome of the research as well as the publication of the results that would emerge from it.

When the interviews with the primary school teachers were completed, the researcher decided to draft questions to conduct a second interview, which, however, this time would be conducted with immigrant parents whose children attend Greek primary schools. It is worth noting that the approach to the parents was made with great difficulty, as the parents of minority groups are particularly wary of what has to do with the school and were not so receptive to speaking openly about the issues that concern them and expressing their concerns about the difficulties faced by their children. An effort was also made to attract more parents but their response was not positive.

However, we felt it was extremely important to give parents the opportunity to voice their opinion and talk about why they think their children have these learning difficulties at school. The questions used, like the previous interview questions, were based on other published research and were modified in order to serve the purpose of the research. The interview with the parents was divided into three categories, the first category was about the child and the school, the second category was about the family and the school, and the last category was about the child and the family. That is, the questions that were asked were divided into these three categories.

The second interview, that of the parents, was completed and the researchers, after collecting the material, followed the process of transcribing and recording the opinions of the sample. After completing the recording of the transcripts, they began a process of coding the answers given with the Atlas ti 8 program, in order to research the most frequent codes and to derive the main variables of the research. The codes were organized into categories and a table was created with their categorization. At the

same time, a second table was drawn up with the codes that are repeated in more than one category.

After completing the analysis of the responses, we proceeded to conduct the results which were used as a reason for writing the second tool of our research, namely the questionnaire. The questionnaire was also initially based on the research that had preceded it with the help of interviews with parents and teachers, but of course also on previous research such as that of Kiose (2016). Her survey was adapted to the requirements of our own survey and modified questions were used. The constructed questionnaire consists of 53 questions which were divided into three categories for the convenience of the researchers. These questions are questions of Likert scale, multiple choice and demographic questions. The sample was examined on graded scale questions, Likert scale from 1 to 7. « Likert Scales have the advantage that they do not expect a simple yes / no answer from the respondent but rather allow for degrees of opinion and even no opinion at all. Therefore, quantitative data is obtained, which means that the data can be analyzed relatively easily» (McLeod, 2023).

Before the questionnaires were officially distributed to complete the research part of our study, a pilot survey was conducted among 25 people, 25 teachers to whom the questionnaire was distributed in order to examine whether the tool serves the purpose for which it was constructed. Suggestions were made by the subjects who participated in the research, which were taken into account. After analyzing the responses of the participants, we came to the conclusion that this questionnaire is suitable for our research and it was decided to distribute it to a larger sample.

The questionnaires were distributed to several schools and in those schools where access was not allowed due to the strict measures of the pandemic, the request to send an electronic questionnaire to the school management was accepted.

When the collection of completed questionnaires was completed, their answers were passed to the *SPSS* program and the results were obtained. The results were categorized like the interviews into categories. The categories of both research tools were of course the same. The answers to the questionnaire were also the research variables. The variables with the highest percentages were also considered the most important. These variables were co-examined with the variables from the interviews to guide the researchers more easily in drawing conclusions after analyzing the responses.

Below, at the following table (Table 4) are exposed the steps that were followed in order to create the research instruments for this study.

Table 4

The Steps of Creating the Research Tools of the Survey.

Interviews	Questionnaire
Creation stages	
Bibliographic research for studies related to the subject that have interviewed teachers and parents	Bibliographic research for studies related to the subject that have used a questionnaire for their research in the educational community
Modification of questions that serve the interests of researchers and adaptation **Own elaboration's questions**	Modification of questions from published questionnaires Use of questions from the protocol of the survey's interview
Sample selection **Information about the participation**	Sample selection Information about the participation
Conducting the interview with the application of the interview protocol	Conducting the survey by applying the questionnaire
Groups	
Educators, Parents	Educators

Note. Own elaboration.

4.5 Population and Sample

4.5.1 Population and sample selection

First of all, it is worth mentioning that the research was done in an area where there are many migrations flows for decades, with the result that all schools have second-generation immigrant students. The interest of the research turned to the educational staff of the schools, but also to the parents of these children. The sample was selected by teachers and parents at random. No selection was made by specific schools, as, as mentioned above, the area is inhabited by several immigrants and the probability that each school has immigrant students or teachers have experience in teaching immigrant students is about the same.

The research sample from the interviews, was divided into 2 groups, parents and teachers. The parents who participated in the interview were 3, while the teachers were 10. It was considered useful for the research to record the views of some parents as they seem to be having difficulties. The parents were not approached easily as there is a fear of stigmatization and differentiation. However, their views will be recorded with respect.

As for the teachers, the choice of the subjects was made from 2 schools. By that way, it was ensured the participation needed on time without delays. Thankfully, they were willing to help with the research and they responded immediately.

The final sample that participated in the questionnaire was 109 instructors out of the 220 that work in the schools of this region. The participation was satisfactory even though it took place under the special conditions created due to the Covid-19 pandemic. Access to schools was not allowed by all schools. Where this was not possible, the questionnaire was distributed electronically to schools, where each principal shared it in the emails of fellow instructors. The sample selection for the research methodology tools will be analyzed in detail below.

4.5.2 **Sample description**

Quantitative Study Participants

The selection of the subjects that would participate within the quantitative survey was completed arbitrarily and voluntarily.

Specifically, a sample of 109 instructors filled in the questionnaire, of which the 69.7% (f=76) were women and 30.3% (f=33) were men, as shown below in *Figure 2.*

Figure 3

The Gender of the Teachers.

Gender of participants

30.30%

69.70%

■ Male ■ Female
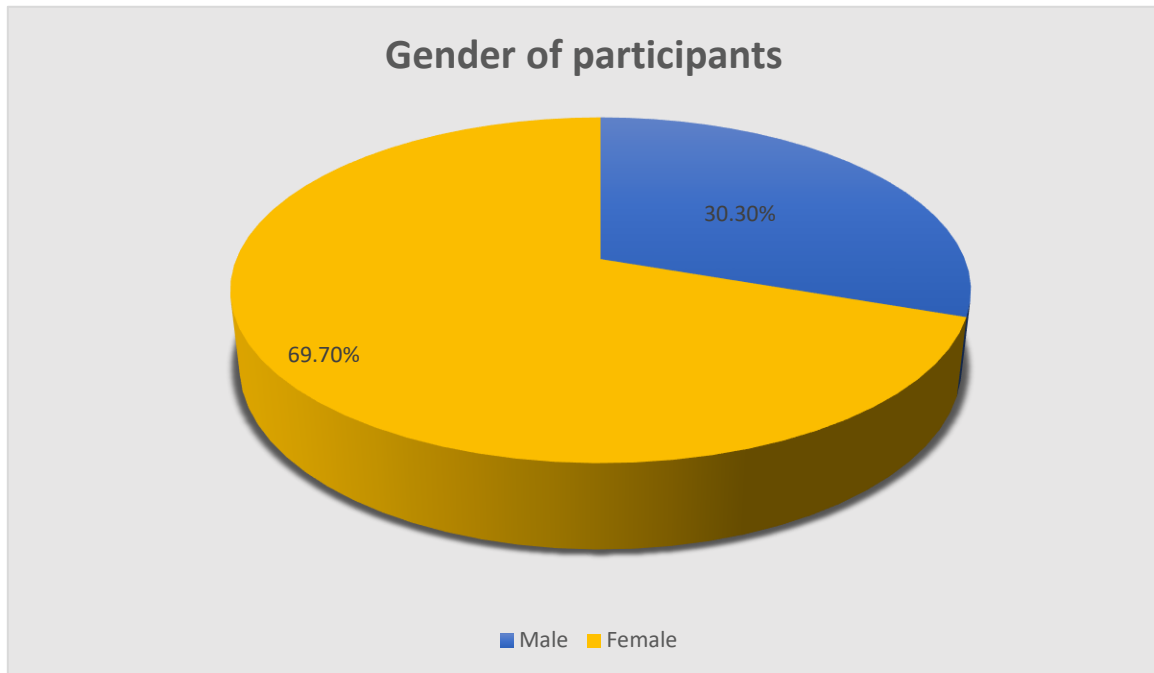
Note. Own elaboration.

The questionnaire was given to all ages of instructors. From the total of 109 teachers, the biggest percentage on the age range was 52.3%, which belonged to teachers with age over 51 years old (f=57). Then, from the total, 20% of the participants belonged to the age group of 41-50 years (f=22), a percentage of 10% belonged to the age group of 31-40 years (f=11), and, finally, the remaining 18% of the participants belonged to the age group of 20-30 years (f=19) as shown below in *Figure 4*.

Figure 4

The Age of the Teachers.

Age of the teachers

17.00%

10.00%

20.00%

52.30%

■ 20-30 ■ 31-40 ■ 41-50 ■ >51
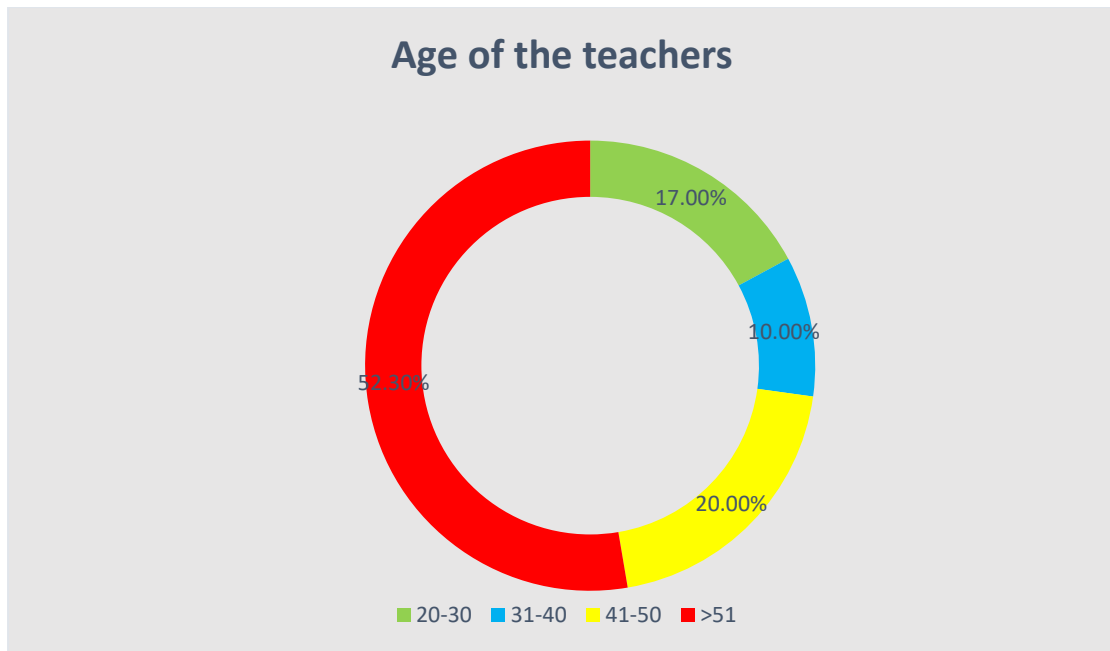
Note. Own elaboration.

Furthermore, one of the questions was to answer about their studies. The option with the highest percentage was the "seminars" 38.5% which was answered by 42 teachers. Accordingly, a high option was the "basic studies", 33.0 % (f=36). As for the option of the "master degree", 28.4% (f=31) of the instructors answered that they have obtained a master degree, although, no one of the teachers has finalized a PhD program of studies. Such a question helps us to understand to what extent teachers have been trained by their own will, as training is not mandatory. These options are presented below in ***Figure 5***.

Figure 5

Studies of Teachers.
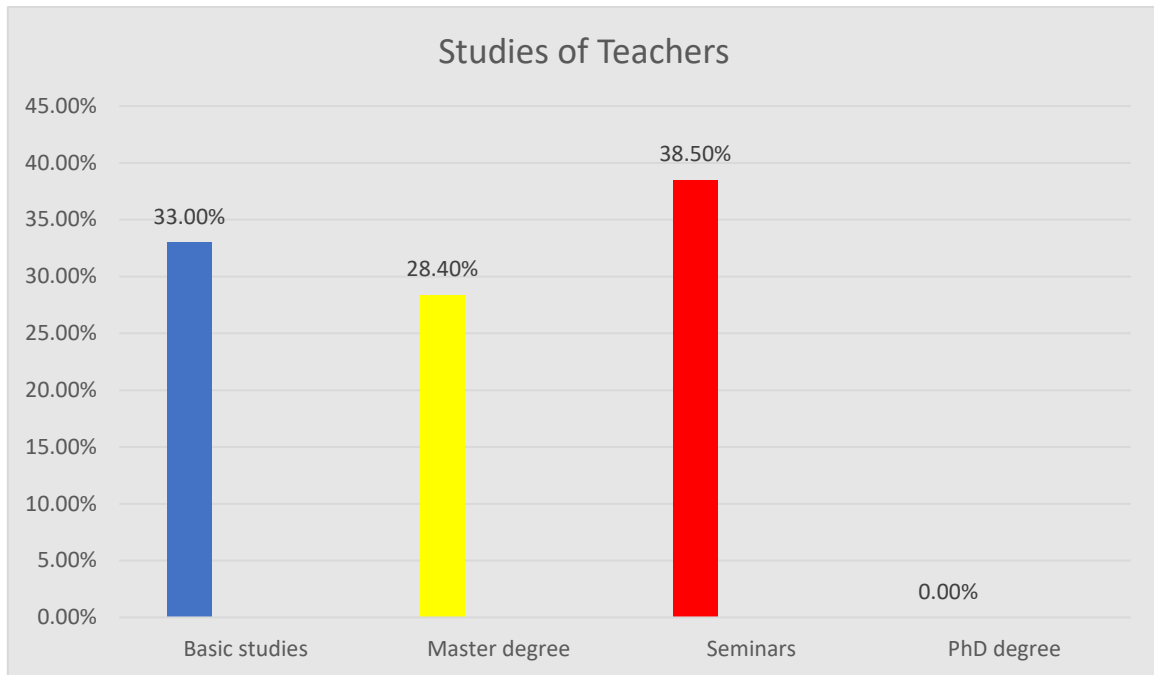
Note. Own elaboration.

Nevertheless, the teaching experience is presented in ***Figure 6,*** where the biggest percentage, 35.8% (f=39) answered that it has teaching experience for over 30 years. Therefore, this option also underlines that a great number of teachers in school field has old age. The next high percentage was that of 22.9% (f=25) of teachers who had teaching experience of 11-20 years. Then, 21.1% (f=23) of the participants answered that they teach from 1-10 years, and, finally, 20.2% (f=22) of the participants answered that their teaching experience is measured in more than 20 years.

Figure 6

Years of Teaching Experience.

Years of Teaching Experience

21.10%
22.90%
20.20%
35.80%

■ 1-10 years ■ 11-20 years ■ >20 years ■ > 30 years
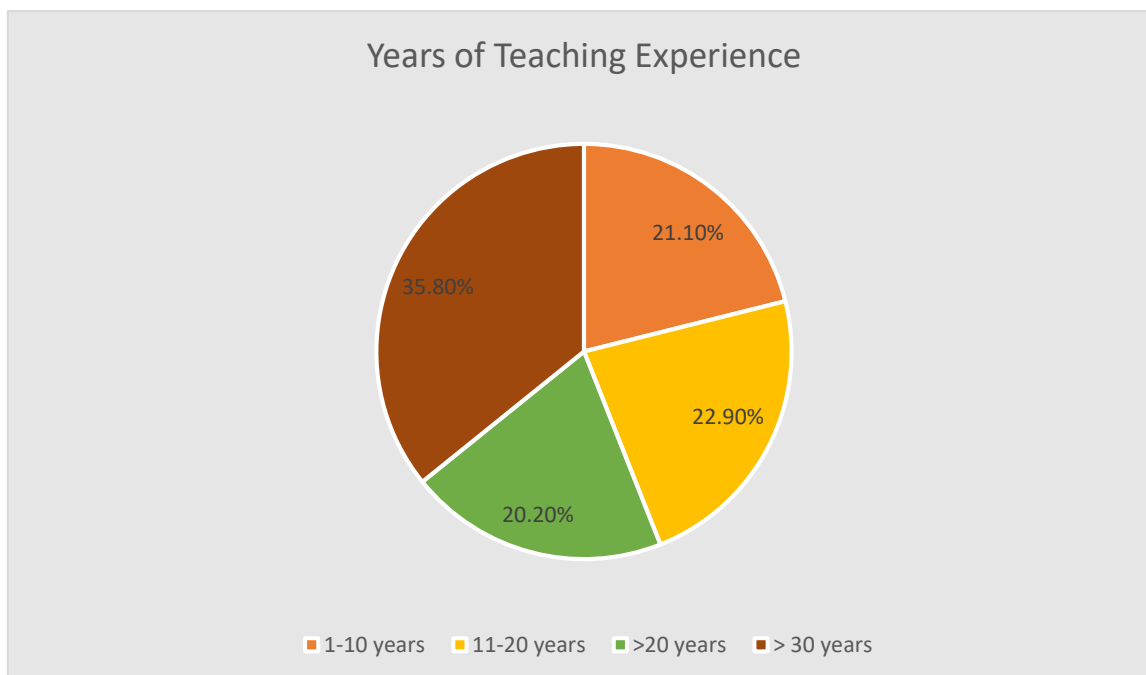
Note. Own elaboration.

The tables show the demographics of the participants who answered each question on the questionnaire based on: a) the gender (Figure 3), b) the age (Figure 4), c) their studies (Figure 5), and, d) their teaching experience (Figure 6).

Qualitative Study Participants

Our research sample from qualitative study was divided into 2 groups, parents and teachers. The parents who participated in the interview were 3. And the three of them were women. The parents were not approached easily as there is a fear of stigmatization and differentiation. However, their views will be recorded with respect. As for the instructors, there was a total of 10 interviewees, of which 7 were female and 3 males. Their ages were between 45 and 52 years old and they all work as general education teachers. According to their responses, only 2 of them hold a master degree, 4 of them have received short-term training on special education and training, but feel insecure in this area, and 4 of them have no extra training. As for their teaching experience, 8 of them have been on the field for 11-20 years and only 2 of them for over 20 years.

4.6 **Instruments**

The research method that was used was mixed, because the study has a quantitative and qualitative nature. The technique used to express the quantitative nature of the research was the distribution of a questionnaire, while for the qualitative nature of the research an interview was used. The research tools were two in order to gather all the information needed. Both interviews and questionnaire were based on already published studies and were adapted.

It is worth mentioning that from both tools the information was collected anonymously so that to protect the personal data of the subjects. Before distributing the questionnaire in a large sample, a pilot survey was conducted on 25 individuals in order to examine whether the questionnaire serves the purpose for which it was written and to ensure the reliability of the questionnaire. The researcher took into consideration their suggestions, and continued with the survey. From the results that occurred, it was realized that the instrument was adequate and so it was decided to distribute the questionnaire to more subjects.

4.7 Validity and Reliability

4.7.1 Quantitative analysis instrument "questionnaire"

For the normal distribution, there was used the regularity control. In terms of reliability and internal consistency, the Cronbach Alpha coefficient was examined, which studies the degree of internal coherence in which all the elements of a cumulative scale measure the same creation, that is whether the specific questionnaire can be used as a tool for measuring the objectives for which it was created (Gnardellis, 2009). The Cronbach's alpha that was applied gave greater importance of the three categories of the research: **a)** Factors that influence the learning ($\alpha=.925$); **b)** Linguistic problems/ special learning difficulties ($\alpha=.895$); **c)** Readiness of the instructors ($\alpha=.760$). According to older research, such as Bernstein and Nunnally (1994), but also newer ones, such as Daud et al. (2018), if the Cronbach Alpha value is within the range of 0.60 to 0.80, it means that the Cronbach Alpha value is moderate and acceptable.

More specifically, from the **Table 5** "Reliability Statistics", it appears that the Cronbach coefficient in the first category "Factors that influence the Learning" is highly

satisfactory (.925). So, the 22 questions in the questionnaire compose an extremely satisfactory scale.

For the second category, "Linguistic problems/ special learning difficulties", the Reliability Statistics table shows that the Cronbach rate is highly satisfactory (.895). So, the 15 questions of the questionnaire compose an extremely satisfactory scale.

And, as for the third category, "Readiness of the instructors", the Reliability Statistics table shows that the Cronbach rate is highly satisfactory (.760). So, the 14 questions of the questionnaire compose an extremely satisfactory scale.

Table 5

Reliability Statistics of The Research Categories.

Category	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of the items
Factors that influence the Learning	.925	.980	22
Linguistic problems/ special learning difficulties	.895	.920	15
Readiness of the instructors	.760	.785	14

Note. Own elaboration.

4.7.2 Qualitative analysis instrument "interviews"

Regarding the control of validity in the thematic analysis, this was considered of utmost importance as in this way the probability of error is reduced and the analysis of the research becomes more robust and valuable. There are two types of validation testing in qualitative analysis: a) respondent validation, b) researchers' validation.

In this research, the researcher chose to apply the control by the participants themselves. The written text prepared by the researcher, after the transcript of the interview in which the subjects participated, as well as the results of the analysis of the interviews, were given to the participants with the overriding goal of confirming themselves or rejecting what they said in the written text. This process took place shortly after the end of the interviews in order for the researcher to avoid the possibility of the subjects forgetting the answers they had given or the possibility that they may have changed their mind about what they said (Galanis, 2018).

Control by evaluation by other researchers was not selected as there is a risk of subjectivity. Each researcher can render the codes that will result from the analysis of the data in a different way. Therefore, because there was a willingness on the part of the participants, the researcher ensured the validity of his analysis in the first way.

4.8 Instrument design
4.8.1 Questionnaire

The questionnaire that we used in this survey, was addressed to teachers of primary education who are dealing with children from ages 7-8 years old. As mentioned above, the questionnaire was based on the published research of Kiose (2016), and was adapted to serve the needs of the research. The teachers answered anonymously, and it consisted of 53 questions divided into 3 parts: graded questions (Likert scale from 1-7), multiple choice questions and demographics. As for the Likert scale, the examinees had to answer questions according to how much they agree or how much they disagree. Specifically, the first option, 1, was → I completely disagree, option 2→ I slightly disagree, option 3→ I quite disagree, option 4 →I don't know or don't answer, option 5→ I quite agree, option 6→ I slightly agree, and, option 7 → I completely agree.

More specifically, the questions: 1-2, 6-23 were associated with Kiose (2016) questionnaire**.** While the questions 3-5, 24-49 are from the interview that we structured and used for our research based on: **a)** Gonidas (2014) and, **b)** Gonzalez and Berzosa (2018). Finally, questions 50 to 53 concerned the demographics of the respondents.

4.8.2 Interviews

For the qualitative part of the research, two different interviews were prepared. The interviews were addressed to parents and to teachers. The aim was to collect information from both subjects and then to extract the data for use. It was considered useful for the research to record the views of some parents as they seem to struggle. The questions that were called to answer were associated with the school progress, the relationship between the school and the family, and, the family environment. As for the interview of teachers, the goal was to collect information about their experience on special education, their attitude about special education and general education, and, finally, their thoughts about the combination of special education and intercultural education.

In both interviews were used modified semi-structured questions that were also used by other researchers during their investigation.

Specifically, the questions from the teacher interview were based on an interview conducted by Gonidas (2014). They were also based on the Gonzalez and Berzosa (2018) research. The interview was divided into 4 parts: **a)** *experience and special education* (Gonidas, 2014), **b)** *special education-general education* (Gonidas, 2014), **c)** *Special education and intercultural education* (Gonidas 2014, Gonzalez & Berzosa, 2018) and **d)** *Conclusions* (own elaboration).

Here are some of the questions asked the teachers: *"How prepared do you feel about the special profile of these children?", "Do you believe that these children enjoy their time at school?", "What is their learning path? Do these children face difficulties? What difficulties do they face", "Is there supplementary material to use in the classroom?", "What do you think are the reasons for such difficulties?"*

Accordingly, we considered it very important to give parents the opportunity to express their views on the difficulties faced by their children and the explanation they give to it. The questions of the protocol of parent interview were based on an interview conducted by Gonidas (2014). It was also based on the Gonzalez and Berzosa (2018) research, and, on doctoral dissertation research of Sorkos (2019). That interview was divided into 3 parts: **a)** *Child and school* (Gonzalez & Berzosa, 2018; Gonidas, 2014), **b)** *Family and school* (Gonzalez & Berzosa, 2018; Gonidas, 2014; Sorkos, 2019), **c)** *Child and Family* (Gonzalez & Berzosa, 2018; Gonidas, 2014; Sorkos, 2019).

The interviewers participated anonymously with assurance from the researcher for the protection of their personal data. However, the participation was not large

because many of these parents do not actively participate in school life nor there is any regulation that obliges in meetings with the school and promotes their participation. Below are some examples of the questions we used:

"Why do you think he/she faces difficulties?", "When did you discover that your child is experiencing some difficulties?", "Did the teacher inform you immediately?", "How did you feel? Did you follow the teacher's advice? Did you head somewhere?", "How would you like to see your child in the future?"

From the collection of the data, a questionnaire was designed and was addressed to teachers that had experience with children from 7-8 years old.

4.8.3 <u>Ethical considerations</u>

All participants were interviewed before participating in the survey and the questionnaires were completed anonymously in order to secure personal data. The participants were informed that they have the right to change their mind and not to complete their participation in the research, in order not to put anyone in a difficult position.

Regarding the interviews, the voluntary participation of teachers and parents was requested after the research topic was announced to anyone who showed a desire to take part. We assured the participants that the recording of the interviews will be kept as a personnel file by the researcher only and no personal data will be leaked. The number of volunteer teachers was collected much more easily than that of the parents. Communication with them was difficult, as, as the school teachers informed us, these parents are afraid and often abstain from school activities.

4.9 <u>Data analysis strategies</u>

For the analysis of the information tools, the researcher designed two different strategies and used two statistical programs. Initially, the recordings from both interviews were transcribed and recorded in written text format. With the written texts, the researcher tried to confirm, verify and extend the topics he had identified during the interview. The examination of the writings was done several times in order to identify various aspects. During this time, the researcher kept notes in the form of words,

theoretical concepts or short phrases that summarize the meaning of the specific information. This process of briefly describing each element is called open coding.

The researcher then gathered the theoretical concepts he had recorded and put them on a board in order to classify them. After entering the concepts, duplicate entries were identified, which were not measured separately. The next step of the analysis was to divide the initial coding made by the researcher into groups, to make a grouping and to classify the data into categories. This step was very important and was done with great care, in order to create a proper categorization and to include all the data. From the categorization, four categories emerged, a) influences, b) linguistic problems / special learning needs, c) parental explanation and d) readiness. Corresponding codes were given in this categorization. After categorization, all codes were recorded in a table format. Repeated codes were observed in this table, which were collected in a separate table format.

In the next phase, the researcher used the Atlas.ti v.8 quality data analysis software. With this software the analysis of the data in the qualitative research becomes more efficient. With the help of the software, the researcher entered the interview data, saved it to be available for editing at any time and made necessary comments. Then, the researcher located the points from which the codes from the categorization had previously emerged, and, he entered those codes into the system. In this way, it was possible to link the data with the codes and present them in the form of graphs. These graphs show the networks that were created with linkages between the quotations.

The results of the analysis were interpreted in these networks. In the end, the results, together with the written texts, were given to the respondents again in a short period of time to ensure the accuracy of the recording and the reliability of the data.

As for the data of the questionnaires, the *SPSS* Statistics v.25 was used. In the statistical program, a database was created, for a start, where the researcher transferred the answers from the questionnaires he collected. The questions were briefly assigned and constituted the variables, and the answers were typed as the values of the variables. All the printed questionnaires were passed one by one by the researcher to the database. From the questionnaires collected from the online format, the researcher exported the data in excel format and the resulting table was transferred to the database of the *SPSS* program.

Then, all the variables were studied in relation to the demographic data. Specifically, a correlation was made with the gender, age, studies and years of experience of the instructors in order to find out which variables greatly influence some of the categories that emerged during the analysis of the data. One-way Anova scatter analysis was applied in order to control the effect between the variables. In addition, both the Pearson correlation coefficient and Cronbach alpha reliability coefficient were tested. From the resulting tables, the most important ones related to the basic research questions were selected to be interpreted. The remaining tables are available in the appendix of the work.

CHAPTER 5

RESULTS OF RESEARCH

5.1 Results of quantitative research

5.1.1 Results of Descriptive Analysis

After collecting the questionnaires, the resulting data were collected and recorded in the statistical analysis program SPSS (v.25) to proceed with the process of analyzing them. First, the data were analyzed descriptively. Descriptive analysis is the type of research data analysis that helps you to easily understand, describe, present or even summarize the central points of the research in a more productive way. It enables the researcher to compare his variables, find similarities, reach the first conclusions so that he is ready to proceed with further statistical analyses. Another advantage of descriptive analysis is that it offers a more humane and natural way of approaching data for this and is widely accepted and applicable (Rawat, 2021).

This type of analysis offers the advantage of creating accessible information from different sources, which it filters by identifying the most relevant data from the less relevant. This is done as the techniques used by the researcher in this type of analysis focuses more on repeated data rather than the outliers (Bush, 2020). Finally, it is worth noting, as Bush (2020) highlighted, that descriptive analysis offers the researcher the flexibility to simultaneously investigate his data quantitatively and qualitatively, i.e. to apply quantitative and qualitative analysis of the data he collected and of course to be able to compare the variables at the same time and lead to safe conclusions. This analysis includes four types of measurement, frequency, central tendency, dispersion and position.

Then, the categories into which the questionnaire was divided and the types of their descriptive analysis are presented in tables. These are measures of frequency (count, percentage, frequency), central tendency (mean), dispersion or variance (standard deviation).

Factors that influence the learning

This specific category describes all the factors that affect the learning of immigrant children in Greek primary schools according to the teachers' questionnaires. In particular, the first category corresponds to 22 questions from the questionnaire which examine the opinions of Greek teachers regarding the factors that stand in the way of the learning of the children of these immigrants, at the same time an attempt is made to examine every aspect and every possibility that could be a hindrance in learning the Greek language these factors are examined one by one. The importance of this category is great and can be seen through the statistical analysis that was applied. Below are illustrated the results obtained from the corresponding questions related to the first category. It is worth noting that 7 of the 22 questions used the Likert scale (Table 6), while the remaining 15 (Table 7) were multiple choice questions and were answered with yes or no.

Table 6

Teachers' Aspects on Influences.

ITEMS	1	2	3	4	5	6	7	M	SD
3.Immigrants children enjoy their time at school	0.0 (0)	8.3 (9)	9.2 (10)	15.6 (17)	27.5 (30)	29.4 (32)	10.1 (11)	4.90	1.40
4. It is difficult for these children to coexist with others. There is xenophobia.	3.7 (4)	7.3 (8)	14.7 (16)	10.1 (11)	34.9 (38)	21.1 (23)	8.3 (9)	4.61	1.53
7. Immigrant students with special educational needs and disabilities are more likely to have behavioral problems in the general classroom.	1.8 (2)	10.1 (11)	5.5 (6)	13.8 (15)	25.7 (28)	29.4 (32)	13.8 (15)	4.94	1.55
8. The integration of the immigrant student with a disability into the general classroom will not promote his social independence.	14.7 (16)	19.3 (21)	18.3 (20)	16.5 (18)	11.9 (13)	13.8 (15)	0.0 (0)	3.55	1.80
15.Immigrant students with special educational needs and disabilities are likely to confuse the general classroom.	5.5 (6)	8.3 (9)	11.9 (13)	11.0 (12)	26.6 (29)	22.9 (25)	13.8 (15)	4.68	1.70
16. The behavior of an immigrant student with special educational needs and disability in the classroom generally does not require more patience on the part of the teacher than the behavior in the classroom of a student without special educational needs and disability.	29.4 (32)	30.3 (33)	14.7 (16)	6.4 (7)	8.3 (9)	6.4 (7)	4.6 (5)	2.71	1.76

17.Integration is likely to have a negative impact on the emotional development of immigrant students with special educational needs and disabilities.	11.9 (13)	21.1 (23)	12.8 (14)	13.8 (15)	18.3 (20)	17.4 (19)	4.6 (5)	3.76	1.82

Note. 1 corresponds to Completely disagree; 2 to Slightly disagree; 3 to Quite disagree; 4 to Do not know/ answer; 5 to Quite agree; 6 to Slightly agree; and 7 to Completely agree. Source: Own elaboration.

The first statement concerns the opinion of teachers about whether immigrant children receive their time every day at school from the responses it emerged that 29.4% (N=32) of teachers slightly agree with this statement while 8.3% (N=9) of teachers slightly disagrees. At the same time, it is worth noting that 15.6% (N=17) of the teachers answered that they do not know or do not want to answer. In other words, he chose the neutral attitude towards this statement. In total, 67.0% (N=73) answered positively, while 17.5% (N=19) answered negatively.

The next question explores the difficulty in co-existing with native students due to the fear that society displays towards the different, i.e. due to xenophobia. Specifically, 34.9% (N=38) answered that they quite agree with this point of view, while only 3.7% (N=4) completely disagree. 10.1% (N=11) of teachers maintained a neutral attitude. Positive responses reached 64.3% (N=70), while negative responses reached 25.7% (N=22).

Another statement examined is whether immigrant students who present educational needs and difficulties are more likely to experience behavioral problems while in the general classroom. To this question, 29.4% (N=32) subjects answered that they slightly agree with this statement while 1.8% (N=2) that they completely disagree. 13.8% (N=15) gave a neutral answer. The positive answers amount to 68.9% (N=75), while the negative ones to 8.4% (N=19).

Subsequently, it was investigated whether the inclusion of immigrant students who have some difficulty in the general classroom promotes their social development as future citizens of the new state they have chosen to live in. In this answer, the largest percentage, that is 19.3% (N=21), answered that they slightly disagree with this statement while 11.9% (N=13) that they quite agree. The neutral answer was chosen by 16.5%, i.e. 18 teachers. In total, 25.7% (N=28) gave a positive answer while 52.3% (N=57) gave a negative answer. In short, it appeared that the majority disagreed with this statement.

The next question examines whether the presence of immigrant students in the general classroom with the learning difficulties they display cause confusion during the teaching and confuse the rest of the children with this point of view 26.6% (N=29) seem to quite agree, while 5.5% (N=6) completely disagreed. A neutral attitude was maintained by 11.0%, i.e. 12 people. Overall, 63.3% (N=69) answered positively, while 25.7% (N=28) gave a negative answer.

The next question examines whether the behavior of a transfer student, with all the difficulties he exhibits, needs more patience on the part of the teacher compared to a native student who faces learning difficulties. The highest percentage of responses was received by the response slightly disagree which was 30.3% (N=33) of teachers, while 4.6% (N=5) completely agreed. A neutral answer was given by 6.4% (N=7) of teachers. It is worth noting that in this particular question an equally large percentage, 29.4% (N=32) chose the answer completely disagree. In total, 19.3% (N=21) of the respondents agreed with this question, however, 74.4% (N=81) of the teachers disagreed with this question.

The last question in the table examines the possibility that integration causes negative effects on the emotional development of immigrant students, especially when they are characterized by learning difficulties. The largest percentage of responses was collected by the answer "slightly disagree", which gathered the percentage of 21.1% (N=23) while the smallest percentage, 4.6% (N=5) gathered the answer "strongly agree". A neutral attitude was maintained by 13.8% (N=15). A total of 40.3% (N=44) answered positively to this question, while 45.8% (N=50) of primary teachers gave a negative answer. As can be seen from the answers given to this question, the respondents were probably not very sure about what to choose, as the percentage of positive answers is not much different from the percentage of negative answers, which is the largest.

The overall average of the board questions is 29.18 If we divide this number by the number of questions, i.e. by 7, then the result is 4.16. If we round the number, then it turns out that the average is about 4. That is, that the most frequent answer to these questions was the neutral option.

As for the standard deviation, which shows us how the data is dispersed in relation to the average, doing the calculations, it turns out to be 1.65. In statistical research, when the standard deviation is below 2, it is considered low and slightly

reliable. when it approaches 0 it is very reliable. While when it exceeds 2, it is considered high and at the same time not reliable.

Table 7

Teachers' Aspects on Influences- Multiple Choice Questions.

ITEMS		N	%	M	SD
33. Behavioral problems	Yes	28	25.7	1.74	.43
	No	81	74.3		
34. No help from home	Yes	81	74.3	1.25	.43
	No	28	25.7		
35. Bilingual environment	Yes	83	76.1	1.23	.42
	No	26	23.9		
36. Parents do not speak Greek well	Yes	96	88.1	1.21	1.00
	No	13	11.9		
38. Not willing to learn	Yes	11	10.1	1.89	.30
	No	98	89.9		
39. Feeling bored	Yes	6	5.5	1.94	.22
	No	103	94.5		
41. Parents are afraid to accept the difficulties	Yes	27	24.8	1.75	.43
	No	82	75.2		
42. No moves for further assistance	Yes	36	33.0	1.66	.47
	No	73	67.0		
43. The feel joy	Yes	22	20.2	1.79	.40
	No	87	79.8		
44. They feel anger	Yes	29	26.6	1.73	.44
	No	80	73.4		
45. They have anxiety	Yes	91	83.5	1.16	.37
	No	18	16.5		
46. They are nervous	Yes	62	56.9	1.43	.49
	No	47	43.1		
47. They feel fear	Yes	79	72.5	1.27	.44
	No	30	27.5		
48. They deny	Yes	38	34.9	1.65	.47
	No	71	65.1		
49. They feel over-enthusiasm	Yes	11	10.1	1.89	.30
	No	98	89.9		

Note: Yes corresponds to those who choose this answer; No to those we did not choose this answer. Source: Own elaboration.

This table represents the answers the difficulties these children manifest. From the total 100% (N=109), 74.3% (N=81) teachers did not underline the behavioral problems as a type of these difficulties, while, 25.7% (N=28) agreed with this aspect.

Also, from the total of 100% (N=109), 74.3% (N=81) teachers highlighted the lack of help from home as one of the key factors influencing children's learning. While, 25.7% (N=28) did not mention this aspect.

At the same time, children's learning seems to be affected by the bilingual environment. According to the teachers who responded, out of a total of 100% (N=109), 76.1% (N=83) teachers highlighted the "bilingual environment" as one of the factors of learning difficulties. Whereas, 23.9% (N=16) did not agree with this aspect.

Besides, the fact that the children's parents do not speak Greek is a brake on the learning path of these children. Out of a total of 100% (N=109), 88.1% (N=96) teachers considered it important that the parents do not they speak the language fluently. Whereas, 11.9% (N=13) did not emphasize this aspect as a factor.

Also, out of a total of 100 % (N=109), 75.2% (N=82) teachers expressed the opinion that parents are afraid to accept their children's difficulties, as a result of which their children face many difficulties. Whereas, 27.8% (N=27) did not agree with this aspect.

In addition, out of a total of 100% (N=109), 33.0% (N=39) teachers answered that an important factor is also the lack of mobilization of parents to receive further support for their children. On the contrary, 67.0% (N=73) teachers did not consider it such an important factor.

Moreover, in addition to the difficulties these children face at home, it was examined whether the learning problems are magnified due to the refusal they may show to learn the new language, Greek. Specifically, out of a total of 100% (N=109), 89.9% (N=98) teachers do not consider that the difficulties are due to the children's refusal to learn. Whereas, only 10.1% (N=11) educators found this aspect correct.

Regarding the feelings these children express at school, the teachers gave several and useful answers. Specifically, out of the total of 100% (N=109), 79.8% (N=87) teachers stated that these children do not show joy, while 20.2% (N=22) teachers answered positively.

In addition, the students' feeling of boredom was also investigated as a factor influencing the occurrence of difficulties. Out of a total of 100% (N=109), 94.5% (N=104) teachers stated that the "feeling of boredom" is not a factor in learning difficulties. Whereas, 5.5% (N=6) answered positively.

Also, from the 100% (N=109) teachers, 73.4% (N=80) of them reported that immigrant students do not feel angry or have aggressive behavior, while 26.6% (N=29) teachers answered positively.

Instead, a very common feeling that affects them seems to be overwhelming anxiety. Of the 100% (N=109) teachers who responded, 83.5% (N=91) teachers reported that a common emotion of immigrant children is anxiety, which they find difficult to manage, while 16.5% (N=18) teachers did not think this feeling is worth mentioning.

Along with anxiety, they usually show a nervousness almost on a daily basis as they feel insecure with the difficulties they face. This stems from the teachers' responses to the questionnaire, as, out of 100% (N=109), 56.9% (N=62) teachers reported that immigrant children are usually nervous in the classroom as they do not feel comfortable, while 43.1% (N=47) do not agree with this statement.

Another emotion is that of fear. Out of a total of 100% (N=109) teachers, 72.5% (N=79) agreed that immigrant children are afraid and ashamed to participate in the lesson. Whereas, 27.5% (N=30) teachers do not agree with this aspect.

As we can see from the table, out of the total of 100% (N=109), 89.9% (N=98) teachers report that usually immigrant students do not feel enthusiasm during teaching because of their difficulties and only 10.1% (N=11) teachers stated that students show enthusiasm for the lesson.

All this abundance of negative emotions that overwhelm them results in the refusal to participate in any form of learning. According to 65.1% (N=71) teachers out of a total of 100% (N=109), children refuse to participate in the lesson during instruction. Although, 34.9% (N=38) teachers do not agree with this aspect.

The overall mean of the multiple-choice answers is 23.66. Which if divided by the number of questions that belong to this category, i.e. by the number 15, the result is 1.5. Which means that about half chose the "yes" option, and the other half chose the "no" option.

Regarding the standard deviation, the result he found from the sum of all the standard exclusions of each corresponding question was 6.69. After dividing this result by the number of questions that were 15, it was found that the average standard deviation is 0.44. Since our result is below 2 and close to 0, then the diffusion of the data is considered quite reliable.

If we wanted to calculate the standard deviation of the questions of the whole category as a whole, then the resulting sum is 2.09 which if divided by 2, gives us the result of 1.04, which is again below 2, so and our data are considered reliable and the standard deviation is low.

Linguistic problems/ Special learning difficulties

In this specific category belong the questions that talk about the language difficulties faced by the students of minority groups and the way in which they appear. In the following table, the 13 questions of the questionnaire that belong to this category have been collected. The first table (Table 8) shows the answers to the Likert-type questions, while the second table (Table 9) contains the answers to the multiple-choice questions.

Table 8

Teachers' Aspects on Immigrant's Linguistic Difficulties.

ITEMS	1	2	3	4	5	6	7	M	SD
5.These children have special difficulties to face.	0.0 (0)	1.8 (2)	1.8 (2)	1.8 (2)	11.9 (13)	36.7 (40)	45.9 (50)	6.13	1.18
6.Immigrants with special educational difficulties have to make enough effort to complete schoolwork.	0.0 (0)	0.0 (0)	0.0 (0)	2.8 (3)	5.5 (6)	25.7 (28)	66.1 (72)	6.55	.72
9. Immigrant students with special educational needs and disabilities do not monopolize the interest of the general class teacher.	4.6 (5)	6.4 (7)	11.0 (12)	11.0 (12)	24.8 (27)	31.2 (34)	11.0 (12)	4.82	1.61

Note. 1 corresponds to Completely disagree; 2 to Slightly disagree; 3 to Quite disagree; 4 to Do not know/ answer; 5 to Quite agree; 6 to Slightly agree; and 7 to Completely agree. Source: Own elaboration.

This table presents the answers regarding the types of learning difficulties these children display. Initially, the first question examines whether the teachers believe that these children have special learning difficulties to deal with when learning the Greek language. The largest percentage gathered the answer "I completely agree", i.e. 45.9%

(N=50) of the teachers agreed that we deal with these children with learning disabilities. An equally large percentage is 36.7% (N=40), which "slightly agreed", and 11.9% (N=13) "agree a little". Only 1.8% (N=2) of teachers took a neutral stance. On the contrary, very few people seem to have answered negatively. Specifically, no one answered "completely disagree", "slightly disagree" answered 1.8% (N=2) and "a little disagree" again 1.8% (N=2). As it can be seen from the answers given to this question, almost all the participants agree with this specific question.

The next question was about teachers' opinion about whether immigrant students make every effort and spend more time to complete a school activity at home. In this question, the largest percentage got the "totally agree" option. 66.1% (N=72) of the teachers seem to strongly agree with the fact that these students struggle a lot at home and need much more time to read compared to the rest of the students in their class. Next, the option "slightly agree" answered by 25.7% (N=28), and finally is the option "agree a little" with 5.5% (N=6) of teachers choosing it. A neutral attitude was maintained by 2.8% (N=3), while no one gave a negative answer.

In the last question, the teachers answered whether they consider that the presence of immigrant students with learning difficulties in their class monopolizes the teacher's interest and his time during teaching. 31.2% (N=34) of teachers answered that they "slightly agree" with this opinion, while only 4.6% (N=5) answered that they "completely disagree". A neutral answer was given by 11.0% (N=12) of the teachers. Finally, 67.0 % (N=73) of the respondents seemed to agree with this question, while only 22.0 % (N=24) of the respondents disagreed.

The average of the three answer choice questions is 17.51. If it is divided by the number of questions, i.e. by 3, the result is 5.83. After rounding this result, we find the number 6. That is, the respondents most often chose the sixth evaluation on the Likert scale.

As for the mean standard deviation, if we add the deviations the sum is 3.52. We divide this result by the number 3, because 3 are the Likert scale questions, and it turns out that the mean standard deviation is 1.17. The number is below 2, so the dispersion of the results is low and the data closer to the mean and reliable.

Table 9

The Types of Learning Difficulties Faced by Immigrant Students.

ITEMS		N	%	M	SD
24. slow reading rate	Yes	90	82.6	1.17	.38
	No	19	17.4		
25. difficulty on understanding texts	Yes	95	87.2	1.12	.33
	No	14	12.8		
26. difficulty on communication	Yes	54	49.5	1.50	.50
	No	55	50.5		
27. difficulty on word processing	Yes	48	44.0	1.55	.49
	No	61	56.0		
28. poor vocabulary in speech production	Yes	95	87.2	1.12	.33
	No	14	12.8		
29. confusion in letters/phonemes	Yes	73	67.0	1.33	.47
	No	36	33.0		
30. difficulty on retrieving data from short-term memory	Yes	26	23.9	1.76	.42
	No	83	76.1		
31. difficulty on mental calculations	Yes	26	23.9	1.74	.43
	No	83	76.1		
32. difficulty on solving problems	Yes	28	25.7	1.76	.42
	No	81	74.3		
40. class time not enough	Yes	61	56.0	1.44	.49
	No	48	44.0		

Note. Yes corresponds to those who choose this answer; No to those we did not choose this answer. Source: Own elaboration.

This table represents the most common learning difficulties that these children manifest. From the total of 100% (N=109), 82.6% (N=90) teachers highlighted the slow reading rate as one of the difficulties of these children. While, 17.4% (N=19) teachers did not agree with this aspect. Another learning difficulty that these children show is the difficulty in understanding the texts they are asked to read themselves. Specifically, 87.2% (N=95) agreed with this statement, while 12.8% (N=14) did not choose it as a characteristic.

The next question examines the possibility of difficulty in communication between immigrant students and the natives, this question seems to have gathered similar percentages of positive and negative answers as 50.5% (N=55) of the teachers answered that they disagree while 49.5% (N=54) of the teachers responded that they agree with the difficulty of communication.

Next difficulty examined is the difficulty in processing texts. To this question it appears that the largest percentage answered negatively, i.e. 56.0% (N=61) answered that they do not detect any such difficulty. However, the positive responses are equally

large, as 44.0% (N=48) responded that they agree and that they have observed such a difficulty during the teaching of immigrant children.

A difficulty that occurs as often as the difficulty in understanding texts is that of poor vocabulary in speech production, that is, that these children have a very limited vocabulary when they speak and when they need to use it in their written speech. With this point of view, it seems that the largest percentage of 87.2% (N=95) agreed, while on the contrary, only 12.8% (N=14) of the teachers did not seem to note this statement.

But apart from the poor vocabulary, several times these children seem to present a confusion in the phonemes as well as in the letters. This difficulty seems to be identified by 67.0% (N=73) of the teachers, while on the contrary 33.0% (N=36) agree with the occurrence of this difficulty.

Also, another aspect is the difficulty in retrieving data from short-term memory. With this statement it was seen that the largest percentage of teachers disagree, i.e. 76.1% (N=83) considered that such difficulties are not found among immigrant students, while 23.9% (N=26) chose it as a possible difficulty that characterizes these minority groups.

The question that follows examines the possibility of difficulty with mental calculations either when dealing with a mathematical problem or simple mathematical operations with the mind. With this statement it seems that most disagreed as the same percentages were gathered with the above question. Specifically, 76.1% (N=83) of teachers disagreed with the difficulty in mathematical calculations, while 23.9% (N=26) seem to agree with this form of difficulty.

Along with mental calculations, the difficulty in solving problems, mainly mathematical problems, was also investigated. And in this case, the largest percentage was negative, i.e. 74.3% (N=81) of the teachers answered that they disagree with this point of view, while 25.7% (N=28) that they agree with this difficulty.

Finally, a very important difficulty which is also the main obstacle in the whole effort of the teachers to help the immigrant students as best as possible is of course the lack of time during the teaching in the classroom. It seems that 56.0% (N=61) of the teachers agree with this point of view, while on the contrary 44.0% (N=48) do not consider the lack of time as the main difficulty in dealing with the problems these children present.

The overall mean of the multiple -choice answers is 14.53. Which if divided by the number of questions belonging to this category, i.e. by the number 10, the result is 1.45. Which means that most responded positively to these options.

As for the standard deviation, the result he found from the sum of all the standard deviations of each corresponding question was 4.32. After dividing this result by the number of questions which was 10, the average standard deviation was found to be .43. As long as our result is below 2 and close to 0, then the diffusion of the data is considered quite reliable.

Readiness of educators

In this category belong the questions that consider whether the educational staff are ready, along with the resources offered by the Ministry of Education and their personal support, in order to respond to such demands. As shown in the following table, there are 13 questions related to the category. Below they will be analyzed.

Table 10

The Readiness of Educators in Front of Such Difficulties.

ITEMS	1	2	3	4	5	6	7	M	SD
1. Immigrant students with special educational needs and disabilities can serve their needs in the general classroom.	29.4 (32)	24.8 (27)	20.2 (22)	4.6 (5)	13.8 (15)	1.8 (2)	5.5 (6)	2.76	1.74
2. The existence of immigrant students with special educational needs and disabilities in a general classroom is a challenge that encourages their school development.	13.8 (15)	20.2 (22)	17.4 (19)	11.0 (12)	17.4 (19)	14.7 (16)	5.5 (6)	3.64	1.83
10. The integration of immigrant students with special educational needs and disabilities requires significant changes in the program followed in the general classroom.	1.8 (2)	.9 (1)	8.3 (9)	11.0 (12)	24.8 (27)	32.1 (35)	21.1 (23)	5.36	1.36
11. It is more difficult to teach in a general classroom where there is an immigrant student with special educational needs and disability than in one that does not exist.	6.4 (7)	2.8 (3)	3.7 (4)	6.4 (7)	9.2 (10)	27.5 (30)	44.0 (48)	5.67	1.75
12. General teachers have the ability to work with immigrant students with special educational needs and disabilities.	21.1 (23)	23.9 (26)	14.7 (16)	12.8 (14)	18.3 (20)	5.5 (6)	3.7 (4)	3.14	1.74
13. The knowledge of general education teachers is sufficient to teach immigrant students with special educational needs and disabilities.	30.3 (33)	27.5 (30)	18.3 (20)	5.5 (6)	12.8 (14)	3.7 (4)	1.8 (2)	2.61	1.59
14. The integration of immigrant students with special educational needs and disabilities into the general classroom presupposes the retraining of general education teachers.	4.6 (5)	1.8 (2)	1.8 (2)	2.8 (3)	22.9 (25)	22.9 (25)	43.1 (47)	5.78	1.53

18. Immigrant students with special educational needs and disabilities should be given the opportunity to work in the general classroom when possible.	.9 (1)	1.8 (2)	1.8 (2)	7.3 (8)	18.3 (20)	26.6 (29)	43.1 (47)	5.92	1.26
19. The teaching of immigrant students with special educational needs is better done by specialized teachers than general education teachers.	3.7 (4)	4.6 (5)	.9 (1)	5.5 (6)	14.7 (16)	24.8 (27)	45.9 (50)	5.80	1.59
20. I believe that sufficient educational material is available for the teaching of immigrant students for special educational needs and disabilities.	33.0 (36)	25.7 (28)	11.0 (12)	8.3 (9)	11.9 (13)	4.6 (5)	5.5 (6)	2.76	1.84
21. I believe that I can have access to educational structures and interdisciplinary staff such as social workers, psychologists, speech therapists, occupational therapists, child psychiatrists, teachers specializing in special educational needs and disabilities, nurses.	11.0 (12)	26.6 (29)	14.7 (16)	10.1 (11)	22.0 (24)	10.1 (11)	5.5 (6)	3.57	1.78
22. I consider that I have a satisfactory budget available to receive the materials for the planning and teaching of immigrant students with special educational needs and disabilities.	37.6 (41)	28.4 (31)	11.0 (12)	11.0 (12)	7.3 (8)	2.8 (3)	1.8 (2)	2.37	1.53
23. I am willing to attend additional classes to expand my knowledge about the education of immigrant students with special educational needs and disabilities.	4.6 (5)	4.6 (5)	4.6 (5)	5.5 (6)	21.1 (23)	19.3 (21)	40.4 (44)	5.53	1.71

Note. 1 corresponds to Completely disagree; 2 to Slightly disagree; 3 to Quite disagree; 4 to Do not know/ answer; 5 to Quite agree; 6 to Slightly agree; and 7 to Completely agree. Source: Own elaboration.

In this category belong questions that investigate the readiness of the educational system and also of the teachers to undertake to manage forms of difficulties such as those faced by immigrant students. In the first question, we examine whether, from the teachers' point of view, immigrant students who are said to have a learning difficulty can attend the lesson in the general standard classroom without difficulties. Specifically, 29.4% (N=32) of the teachers who answered consider that they completely disagree with this point of view, while, on the contrary, 1.8% (N=2), which is also the smallest percentage, answered that they slightly agree. A neutral answer was given by 4.6% (N=5). Overall, 74.4% (N=81) gave negative answers, while only 21.1% (N=23) answered positively.

In the next question we examine the teachers' opinion on whether they consider the presence of immigrant students with learning difficulties in the general classroom as a positive challenge for their teaching. As can be seen from the table, 20.2% (N=22) of the respondents answered that they "slightly disagree" with this opinion, while only 5.5 % (N=6) that they "completely agree". A neutral attitude was maintained by 11.0 % (N=12). The total of negative responses reached 51.4 % (N=56), while the total of positive responses reached 37.6 % (N=41).

Most of the times, the presence of immigrant students in the classroom requires significant changes in the teaching program that a teacher will follow. 32.1% (N=35) of the respondents seem to "slightly agree" with this opinion, while 0.9% (N=1) "slightly disagree". 11.0% (N=12) of the respondents gave a neutral answer to this question. The positive answers were chosen by 78.0 % (N=85), while the negative ones by 11.0 % (N=12).

In the next question, teachers' views on how difficult it is to have students in the classroom with learning difficulties and who have an immigrant background are presented. In this question, the largest percentage gathered the answer "completely agree", 44.0% (N=48) of the participating teachers chose this answer, while 2.8% (N=3) answered that they "slightly disagree". 6.4% (N=7) of the respondents answered neutrally. A total of 80.7% (N=88) agreed with the opinion under consideration, while 12.9% (N=14) appeared to disagree.

The next question examines whether general education teachers have the ability to work properly and qualitatively with immigrant students who have learning difficulties. Of all respondents, 23.9% (N=26) "slightly disagree" with this view, while

3.7% (N=4) seem to "strongly agree" that teachers are capable of teaching without any specialization. 12.8% (N=14) of teachers did not choose to give a clear answer. The percentage of teachers who disagree with the readiness of general education teachers reaches 59.7% (N=65), while on the contrary those who agree make up 27.5% (N=30) of the sample.

An equally important question is whether general education teachers have sufficient knowledge to adequately address and manage students with learning disabilities. As can be seen from the table, 30.3% (N=33) do not believe that general education teachers can respond without specialization to such demands. In contrast, 1.8% (N=2) appear to "strongly agree". A neutral answer was given by 5.5% (N=6) of the respondents. The percentage that answered negatively amounts to 76.1% (N=83), while 18.3% (N=20) gave positive answers.

Immigrant students themselves have a demanding learning profile, due to the learning difficulties they display, therefore, for their inclusion in the general standard class, there is a condition for teachers to do training in order to be able to respond appropriately and adequately to the needs of the students of their class. With the need for training, it appears that 43.1% (N=47) of the teachers "strongly agreed" while 1.8% (N=2) of the teachers "slightly disagreed" and 1.8% (N=2) "strongly disagreed". Only 2.8% (N=3) of respondents chose to answer neutrally. A total of 88.9% (N=97) of the teachers who participated in the questionnaire seem to agree with the need for training, while on the contrary only 8.2% (N=9) of the teachers seem to disagree.

Despite the learning difficulties that immigrant students seem to display, there is an opinion that these children should be given the opportunity to attend the general class lesson, so this is considered possible. Specifically, 43.1% (N=47) of teachers seem to "completely agree" with this opinion, while 0.9% (N=1) "completely disagree". A neutral answer seems to have been chosen by 7.3% (N=8) of the teachers. Overall, 88.0% (N=96) of the teachers seemed to agree with this point of view, while on the contrary only 4.5% (N=5) of the participating teachers seemed to disagree.

An equally important question is that which examines the view that teachers with some expertise are better suited to teaching immigrant students with learning needs than general education teachers who do not have some expertise. 45.9% (N=50) of teachers "strongly agree" with this opinion, while only 0.9% (N=1) seem to "quite disagree" with this opinion. 5.5% (N=6) of teachers maintained a neutral attitude to this

question. A total of 85.4% (N=93) of the total gave positive answers, while only 9.2% (N=10) gave negative answers.

Regarding the supervisory teaching material available to the teachers in each school, it was examined whether it is sufficient and appropriate for the teaching of immigrant students who need a special approach due to the learning difficulties they face. Most of the answers given seem to have been negative. Specifically, 33.0% (N=36) of the teachers answered that they "completely disagree" with this opinion and that the material is not enough, on the contrary, only 4.6% (N=5) answered that they "slightly agree", that is, that there is material available for use. 8.3% (N=9) of the teachers chose not to answer this question clearly. On the contrary, a total of 69.7% (N=76) of teachers disagreed with the question while it seems that only 22.0 % (N=24) of teachers agreed in total.

At the same time, the possibility that the teachers of the general class have to approach and collaborate with scientific staff who are specialized and can give directions for teaching students with special needs was also examined. More specifically, 26.6% (N=29) of the teachers who participated in the questionnaire answered that they "slightly disagree" with this opinion, while only 5.5% (N=6) of the teachers answered that they "completely agree" with this possibility for cooperation. A neutral answer seems to have been given by 10.1% (N=11) of the participating teachers. The largest percentage of respondents seemed to disagree with the question. Specifically, 52.3% (N=57) did not consider that they have access to this type of collaboration, while 37.6% (N=41) of teachers considered that they have access to this type of support.

Also, a key question asked of the teachers in the questionnaire was whether they believe they have sufficient salary reserve to be able to use it to purchase materials needed during their classroom teaching. The largest percentage seems to have gathered the answer "completely disagree" with 37.6% (N=41) of teachers considering that there is not enough money left over for the purchase of educational material to make the course more accessible and interesting to students. On the contrary, 1.8% (N=2) of teachers seem to "completely agree". 11% (N=12) of teachers gave a neutral answer. As is evident from the table, the majority of teachers answered that they disagree with the view that they receive a sufficient salary to pay for the educational materials they need. Specifically, 77.0% (N=84) completed negative options, on the contrary, 11.0%

(N=13) answered that they do not face any financial problem for the purchase of the educational material.

Finally, the willingness of teachers to attend additional seminars to expand their knowledge regarding the education of immigrant students who face learning difficulties in Greek schools was investigated. This statement found 40.4% (N=44) of the teachers in the questionnaire to "completely agree". Overall, 80.8% (N=88) of teachers agreed with this statement. 5.5% (N=6) of the respondents seem to have answered neutrally. In the negative options it appears that participants were equally divided in their responses. Of the 13.8% (N=15) who chose them in total, 4.6% (N=5) answered that they "completely disagree", 4.6% (N=5) that they "slightly disagree" and the remaining 4.6% (N=5) that "quite disagree" with the disposition for additional education.

The mean of the data is 54.98. If it is divided by the number of questions, i.e. by 13, the result is 4.22. After rounding this result, we find the number 4. That is, respondents most often chose the fourth option on the Likert scale.

As for the mean standard deviation, if we add the deviations the sum is 21.31. We divide this result by the number 13, because 13 are the Likert scale questions, and it turns out that the mean standard deviation is 1.63. The number is below 2, so the dispersion of the results is low and the data closer to the mean and reliable.

5.1.2 <u>Results of Inferential Analysis</u>

In order to examine the relationships between variables, correlations between variables, t-tests (n.s.=.05) and ANOVA (n.s.=.05) were applied. To begin with, a t-test was applied to make a correlation between the teachers' gender and the 3 categories that emerged from the survey. The following table expresses the correlations with the teachers' gender.

Table 11

T-test for Equality of Means- Gender of Participants- All Categories.

	t-test for Equality of Means					
CATEGORIES	t	*df*			SD	95% CI

				Sig. (2-tailed)	Mean Difference		LL	UL
FACTORS	Equal variances assumed	1.374	107	.172	1.6012	1.16521	-.70861	3.91116
	Equal variances not assumed	1.375	60.95	.174	1.60128	1.16497	-.72827	3.93083
LINGUISTIC	Equal variances assumed	-1.335	107	.185	-.79904	.59837	-1.98523	.38715
	Equal variances not assumed	-1.265	54.135	.211	-.79904	.63156	-2.06518	.46709
READINESS OF EDUCATORS	Equal variances assumed	-.218	107	.828	-.32137	1.47517	-3.24572	2.60298
	Equal variances not assumed	-.198	49.722	.844	-.32137	1.62494	-3.58561	2.94287

Note. Own elaboration.

From the table resulting from the SPSS (v.25) tools we notice that all the p-values of all three categories (Factors, Linguistic, Readiness) exceed .05. For the first category, the Factors category, the π-value is equal to .72, for the second category, the Linguistics category, the π-value is equal to .185, while for the third category, that of Teachers' Readiness, the p-value is equal to .828. Which means that there is no significant statistical correlation between gender and the three categories we are examining. We do not think in other words, that the gender of the teachers plays such an important role in the answers to the categories.

After examining the correlation with the gender of the teachers, the age of the teachers was then correlated with the answers to the three categories of the survey. One way ANOVA (n.s.=.05) tool was applied.

Table 12

One-way ANOVA- Age of Participants-All Categories.

ANOVA		Sum of Squares	Df	Mean Square	F	p-value
FACTORS	Between Groups	188.993	3	62.998	2.059	.110
	Within Groups	3212.658	105	30.597		
	Total	3401.651	108			
LINGUISTIC	Between Groups	21.546	3	7.182	.862	.463
	Within Groups	874.638	105	8.330		
	Total	896.183	108			
READINESS	Between Groups	169.092	3	56.364	1.140	.336
	Within Groups	5190.871	105	49.437		
	Total	5359.963	108			

Note. Own elaboration.

As can be seen from the table above (Table 12), the age of the teachers does not seem to have any influence on the 3 categories of the research. All p-values are greater than .05. Therefore, age does not statistically affect the relationship with the three categories of the survey either. More specifically, in the first dimension, "Factors", F (3, 105) = 2.059; p = .110, meaning that there is no significant statistical relationship between age and this category. Similarly, in the second category "Linguistics", F (3, 105) = .862; p = .463, showing that again there is no significant statistical relationship between them. Finally, in the third category, "Preparation of teachers" there is also no significant statistical relationship between the age of teachers and the category, since F (3,105) =1.140; p=.336.

Another analysis of difference of variances (ANOVA) that was made was the level of education of the teachers in relation to the three categories of the research. In particular, it was examined whether the teachers have a basic degree, a master's degree, seminars or a doctorate and whether these affect the result of the answers.

Table 13

One-way ANOVA- Studies of Educators- All Categories.

ANOVA						
		Sum of Squares	df	Mean Square	F	p-value
FACTORS	Between Groups	199.577	2	99.789	3.303	.041
	Within Groups	3202.074	106	30.208		
	Total	3401.651	108			
LINGUISTIC	Between Groups	5.427	2	2.713	.304	.739
	Within Groups	946.812	106	8.932		
	Total	952.239	108			
READINESS	Between Groups	80.005	2	40.002	.803	.451
	Within Groups	5279.959	106	49.811		
	Total	5359.963	108			

Note. Own elaboration.

As can be seen from the table above (Table 13), it was examined whether teachers' studies play any significant role in the survey categories. All p-values are greater than .05 except from the first category. Specifically, in the first category, the one called "Factors", the p-value is less than .05. "Factors", $F(2, 106) = 3.303$; $p = .041$, which means that there is a significant statistical relationship between studies and this category. In the second category "Linguistics", $F(2, 106) = .304$; $p = .739$, showing that there is no significant statistical relationship between them. Finally, in the third category, "Teacher Preparation" there is also no significant statistical relationship between teacher studies and the category, since $F(2,106) = .803$; $p=.451$.

Since a significant statistical relationship was found between the education of teachers and the first category called "Factors", we proceeded to investigate specifically which level of education of teachers most influences this category.

Table 14

Descriptives- Level of Studies- First Category.

Descriptives										
						95% CI				Between-Component Variance
		N	M	SD	SE	LL	UL	Minimum	Maximum	
FACTORS	basic studies	36	53.25	5.44	.90	51.40	55.09	42.00	66.00	
	master degree	31	50.77	4.59	.82	49.08	52.45	42.00	63.00	
	seminars	42	54.04	6.11	.94	52.14	55.95	42.00	65.00	
	Total	109	52.85	5.61	.53	51.78	53.91	42.00	66.00	
	Model Fixed Effects			5.49	.52	51.80	53.89			
	Random Effects				.96	48.70	57.00			1.92

Note. Own elaboration.

From the analysis made, it emerged that the "master degree" affects more the category of "Factors" since, as can be seen from the table, the mean of those who have a master degree is 50.77. It follows, but by a large margin, the "basic studies" level with a mean of 53.25 and, lastly, the possession of "seminars" with a mean of 54.04. The smaller the effect, the closer we are to the effect of the category we are investigating. Therefore, it appears that obtaining a master's degree has a greater influence on teachers' views on the factors that affect the learning of immigrant students.

Finally, we applied ANOVA (n.s.=.05) tests to all questions about the study variable to see which questions showed a significant statistical relationship. The table below sums up all questions that show a vitreous p- value of less than .05.

Table 15

One-way ANOVA test- Studies of Educators. Important Statistical Questions.

ANOVA						
QUESTIONS		Sum of Squares	df	Mean Square	F	P-value
there is a possibility to have behavioral programs	Between Groups	14.557	2	7.278	3.122	.048
	Within Groups	247.113	106	2.331		
	Total	261.670	108			

teaching immigrants is more difficult	Between Groups	18.415	2	9.207	3.095	.049
	Within Groups	315.347	106	2.975		
	Total	333.761	108			
they enjoy their time	Between Groups	20.171	2	10.085	5.542	.005
	Within Groups	192.912	106	1.820		
	Total	213.083	108			
access on the interdisciplinary staff	Between Groups	22.799	2	11.399	3.779	.026
	Within Groups	319.788	106	3.017		
	Total	342.587	108			
teacher is willing to do extra seminars for immigrants needs	Between Groups	27.066	2	13.533	4.945	.009
	Within Groups	290.071	106	2.737		
	Total	317.138	108			

Note. Own elaboration.

The first question of the table asks the opinion of the teachers about whether there is a possibility that these children (immigrant students) show behavioral problems because of the difficulties they experience every day. We compared this question with the variable "level of education" of the teachers and it emerged, as can be seen from the table, that there is a statistically significant relationship, as the p-value is less than .05 and specifically the sig is .048.

An equally important question of the questionnaire was the question that examined whether teaching immigrants is considered more difficult than teaching native students. This question received the most positive answers as mentioned above. In this particular table it can be seen that compared to the variable "level of education" there is a statistically significant relationship between this variable and this question as the p-value is equal to .049.

Then, it was examined whether the teachers believe that these students enjoy their time in the Greek classroom. We compared this question with the variable "level of education" of the teachers and it turned out that the p-value is less than .05, and, specifically, as can be seen from the table, it is equal to .005. Which means that there is a statistically significant relationship between this opinion of teachers and their level of education.

Subsequently, the opinion of the teachers was examined regarding whether there is a possibility of access to scientific staff in order to collaborate to improve the quality of the education provided. We compared this question with the "level of studies" of the teachers and it emerged that there is a statistically significant relationship between the variable of "studies" and this question. Specifically, it appears that the p-value is equal to .026.

` A final question that was examined and seems to be of great importance is whether teachers are willing to attend additional seminars related to the needs of immigrant students in order to enrich their knowledge and be more appropriate during their teaching. We compared this question with the "level of study" of the teachers and it was found that there is a statistically significant relationship between these two, specifically the p-value is equal to .009 as it appears in the table.

Then, a one-way ANOVA (n.s.=.05) test was performed (Table 16) in order to examine the difference of variances of teaching experience with the three categories of the survey.

Table 16

One-way ANOVA- Teaching experience. All categories.

ANOVA						
		Sum of Squares	*df*	Mean Square	*F*	*p-value*
FACTORS	Between Groups	16.939	3	5.646	.689	.561
	Within Groups	860.144	105	8.192		
	Total	877.083	108			
LINGUISTIC	Between Groups	.906	3	.302	.125	.945
	Within Groups	253.828	105	2.417		
	Total	254.734	108			
READINESS	Between Groups	38.701	3	12.900	.933	.428
	Within Groups	1452.364	105	13.832		
	Total	1491.064	108			

Note. Own elaboration.

As can be seen from the table above (Table 16), the years of teaching experience of the teachers does not seem to statistically affect the 3 categories of the survey. All p-values are greater than .05. More specifically, in the first category, "Factors", $F(3, 105) =.689$; $p = .561$, meaning that there is no significant statistical relationship between years of experience and this category. Similarly, in the second category "Linguistics", $F(3, 105) =.125$; $p = .945$, showing that again there is no significant statistical relationship between them. Finally, in the third category, "Teacher preparation" there is also no significant statistical relationship between the factor "teaching years" of teachers and the category, since $F(3,105) =.933$; $p=.428$.

5.2 <u>Results of qualitative research</u>

By the term qualitative research, we mean the "*study of the nature of phenomena*", the study of "*their quality, their different manifestations, the context in which they appear or the perspectives from which they can be perceived*", but in this kind the research excludes "*their extent, frequency and place in an objectively determined chain of cause and effect*". In short, qualitative research complements quantitative research, as not all results can be explained by numbers alone. In order for a researcher to discover the reasons behind the numbers of a quantitative survey, he needs to apply the qualitative one. It will have the ability to detect causes, hidden meanings. In addition, the researcher, in order to make clear what he has heard from the interviewer, has the right to intervene and ask clarifying questions, something that is not possible in quantitative research (Griffith & Leonard, 2003). Qualitative research is widespread.

Qualitative research as research can be characterized as a flexible method, with transparency, the steps of which are not strictly defined as is the case with the quantitative method. On the contrary, it is parodied as a continuous circular process, for each result of which the researcher constantly refers back to the recorded interviews. On the contrary, in quantitative research, after the researcher has created the database in the statistical program with the data, then with the appropriate manipulations he is led to the results and the corresponding conclusions (Busetto et al., 2020).

The strategy followed is the descriptive strategy, which is the most common in qualitative research. It was chosen as thanks to it the researcher manages to focus a) on the main categories that arise, after checking their frequency of occurrence, b) on the importance of the categories for the data collected from the research, c) on the analysis of the content of the research of it, because it is based on a subject for which there is insufficient prior knowledge, and, finally, d) on the new knowledge it acquires through the thorough analysis of the data (Rebollo-Catalán, 2016).

From all the previous explanation, it is easily perceived and understood that in the specific research we are referring to, using the mixed methodology, the researcher has the luxury of presenting in detail and thoroughly the opinions of the teacher interviewers who took part regarding the factors that influence the learning of second-generation immigrant students in Greek primary schools. Having the detailed recordings of the interviews, the researcher is led to safe and reliable conclusions transparently.

Categories and codes analysis

As already mentioned, the present research is mixed, i.e. it has both a methodological and a qualitative nature. For the needs of the quantitative nature, the tool of the questionnaire was used, while, for the qualitative nature of the research, the tool of the interviews was used. The interviews conducted addressed 2 different groups. The first group concerned teachers and the second group concerned parents. In this particular research, the interview tool was first applied, that is, the qualitative research preceded the quantitative one, in order to initially examine, in a small sample, the opinions of Greek teachers regarding the problems that immigrant students in Greek schools' experience.

The data collected from the interviews were transcribed, recorded in electronic form by the researcher, coded, categorized and then passed to the statistical program atlas ti 8 in order to analyze the results obtained from the interview survey. The results from the interviews were registered in four categories, three of which were also used in the quantitative research analysis that followed in order to compare the results between them.

Specifically, the first category was called "factors affecting learning", the second category was called "families' views on possible factors", the third category was called "language difficulties and learning needs" and the fourth category was called " readiness of the educators". The first category refers to those factors that teachers believe significantly influence the learning of these children and stand as a hindrance in their learning development. More specifically, it includes biological factors, emotional factors. social factors but also family factors. The second category focuses on the opinions of the parents themselves regarding the reasons why their children have learning difficulties. It includes behavioral reasons, family reasons, social reasons as well as reference to the school environment. Then, the third category includes the various types of learning difficulties found in immigrant students as well as difficulties in the use of the language. Finally, the 4th category refers to the readiness of teachers who teach in Greek primary schools. In particular, it talks about their education, their specialization, the teaching materials provided by the Ministry of Education, the media/teaching tools they have at their disposal to use during their teaching, as well as the connections that exist in order to receive the necessary support that is needed in every case of a student for the purpose of his learning development.

Summarizing, in total the dimensions resulting from the two interviews, of teachers and parents, are four in number. It is worth noting that three results emerged from the teachers' interview, while one emerged from the parents' interview. Each of the dimensions has been categorized and the categories and the corresponding codes mentioned in each of them will be mentioned separately.

Below are the steps for analyzing the data from the teacher and parent interviews.

- Bibliographic research
- Creation of the interview protocol for both interviews
- Conducting the interviews in different times
- Transcription of the data
- Initial coding
- Classification of the initial codes
- Focused coding and categorization
- Export the data/results

DIMENSION 1: INFLUENCES

The first dimension corresponds to one of the 4 specific objectives of the research, which is to determine the factors that influence learning in the educational process in the Primary school in Greece. The interview questions (teacher's interview) related to this objective and of course belonging to the first dimension are the following:

"What kind of problems? How often they appear?"

"What do you consider to be the most important difficulties? How do they manifest it in relation to their compatriots?"

"Is there auxiliary material to use in the classroom?"

"What are the emotions that manifest most often?"

"Do you think it is difficult for these children to coexist with others? Is there xenophobia?"

This dimension appears in the interviews with the teachers and refers to all those factors that, according to the teachers, affect the learning of immigrant children in Greek primary schools. The following table presents the categories of the first dimension that emerged from the interview questions as well as the codes related to them.

Table 17

Categorization of Questions of the First Dimension and Following Codes.

DIMENSION	CATEGORY	CODE	CATEGORY	CODE
INFLUENCES	Special learning difficulties	ISLD	Behavioral Problems	IBP
	Material/ Guide	IMG	Family environment	IFE

	Biological Social Psychological factors	IBSP	Communication	ICM
	Bilingual environment	IBE	Socialization	ISZ
	Late procedures	ILP	Untransparent language	IUL
			Parents' deny	IPD

Note. Own elaboration.

➢ **Special Learning Difficulties (ISLD)**

This category includes all language weaknesses and learning problems that do not go away, such as very slow comprehension and great difficulty in expression (oral or written). Difficulties that do not go away and continue to plague these students are referred to as specific learning disabilities. This category is repeated in the second dimension. Below are collected the passages from the interviews that refer to these learning difficulties.

Interviewer A emphasizes that these students "*do not fully understand grammar or mathematics, they have a slow pace of understanding and processing information whether we speak in writing or orally*". At the same time, he does not hesitate to refer to the most frequent and main problems, which are found "*in Greek language course*". In particular, the difficulties concern "*the production of written speech with the use of poorly written vocabulary and too many spelling mistakes*" (IA).

Then, the interviewer M is a supporter of the same point of view. In his interview, he comments that spelling is the biggest challenge. "*Students make many mistakes and anecdotes mainly in the production of written speech, where they have considerable difficulty*" (IM).

In addition, interviewer N adds that he detects "*difficulty in understanding and expressing*" (IN). These difficulties "*occur daily as long as these learning problems are not eliminated*"(II). "*I think we should all focus on these language difficulties*" (IAn). Furthermore, it is worth noting that the students manifest these difficulties" *to a greater extent than the rest of the students*" (IM2). "*These students are at a lower level of learning than their peers*" (IN) because of this confusion they experience with so many difficulties they have to deal with. Finally, he underlines that these students "*don't apply the basic spelling rules when writing, even though various approaches have been made to understand them*" (ID).

➢ **Material/ Guide (IMG)**

This specific category also appears in dimension 4, which is related to the readiness of teachers and the educational system in general to face the challenge of a multicultural classroom, a multicultural school. In the fourth category, the passages of the interviews related to the absence of supporting material and training guide from the Ministry of Education are mentioned in all the details. This category is repetitive.

➢ **Biological Social Psychological Factors (IBSP)**

Another category of factors that affect the learning of all children, but especially of foreign students who show difficulties, is the convergence of biological, social and psychological factors. So here in this category we are talking about this combination of factors whose effects are particularly important for children. The psychological factor refers both to the "behavior" category of the third dimension and to the "behavior problems" category of the first dimension. In addition, the biological factor is also referred to in the second dimension under the category "biological reasons".

Regarding the behavior problems that the students show, interviewer A states that the students "*have behavior problems with other children and mainly show hypersensitivity... In general, these children are sensitive. It's their psyche, so ... they*

easily fall psychologically, get frustrated, give up every effort" (IA). These students need special support to manage their emotions and difficulties.

Another interviewer mentions that as he observes "*in the classroom but also in the yard, the students break out with a lot of nerves, anger and crying. They are often irritable and I am basically asked to understand each time how they feel and what caused these feelings. It is a daily struggle because I try to limit his anger and prevent bad situations that may arise*" (IS). "*I have noticed that these children feel disadvantaged and often make their classmates feel disadvantaged* " (IT).

In the socialization part, "*there are definitely times when other children make fun of different students*" (IN).

"*That is, at times they may be terrified by the behaviors of their classmates and their peers understand them, so they take advantage of this and we have school bullying phenomena. Their position is difficult and very sensitive. I consider the balances to be delicate, delicate and very easily shaken*" (IT).

It is worth noting that these problems have an impact on every aspect of the daily life of these children, learning, social, psychological. "*These are learning and social problems. Learning difficulties have an impact on their psychology and behavior*" "*However, I think that the causes are both biological and social*" (II). The interviewer Ann also supports this answer, pointing out that the reasons that affect these students are initially biological. "*I'm not saying that all immigrants have dyslexia, but many have learning problems that don't go away with time*" (Ian) and this is what parents need to understand and work with the school.

> **Bilingual Environment (IBE)**

Another factor that significantly affects the learning of foreign students is the bilingual environment that surrounds them every day. Students at school and in the social environment come into contact with the Greek language. At home, however, they speak to their parents in their mother tongue to better understand each other. This category therefore refers to the confusion faced by these students due to the bilingual environment at home and the difficult adaptation to the Greek school.

Interviewer A points out that "*the parents of these students cannot understand their difficulties because they do not know how to read and write Greek correctly, so*

they are not capable of providing support to the child" (IA). These conditions are translated as "*a huge obstacle*" (IN).

"*Their parents do not handle the Greek language properly and thus cannot help them at all*" (IT). "*There is no background from home in their first steps in language. That is, there is no support from the parents*" (IM2). Finally, interviewer D summarizes all the children's difficulties and of course mentions the factor "bilingual environment, which of course plays an important role. "*The bilingual family environment in which they grow up, their difficult adaptation to the Greek environment and the Greek school, as well as the fact that their parents do not know Greek well enough to help them in their lessons, is definitely an obstacle*" (ID).

➢ **Behavioral Problems (IBP)**

Behavioral problems that most students face, such as anger, fights, weakness, crying, frustration, disobedience, are mentioned in this category. Behavioral problems were reported by most participants and below we have the corresponding responses in which the IBP code appears.

In particular, the participants referred to the appearance of behavioral problems as one of the characteristics that these children display and is usually an obstacle to their learning and social development. More specifically, interviewer S stated that these students: "*They show the behavior problems we mentioned before. These problems are quite common. I can say on a daily basis*" (IS). Interviewer A added that: "*their problems are both learning and behavioral. These students easily feel rejected or accepted. Perhaps easier than other children because of the need they have to belong somewhere', to be part of a group. "These students show hypersensitivity and break out very easily*" (IA).

Also, according to interviewer T: "*it has been observed that these children feel disadvantaged and often make their classmates feel disadvantaged*" in order to make themselves feel better. He goes on to say: "*I think because they feel disadvantaged, they show it very strongly*" (IT) so outbursts of behavior are quite common.

➢ **Family Environment (IFE)**

In this specific category, the difficulties that foreign students face at home are mentioned. The family environment is not sufficient for support as the parents cannot understand the Greek language. They learn together with their children, as a family they are usually poor and they are characterized by a low cognitive background.

In particular, the interviewer S comments that the foreign student studying in his class "makes too many spelling mistakes, which his parents cannot understand because they do not know how to read and write Greek correctly, so this child has no help. In addition, his parents have not gone to Greek school and therefore do not speak Greek well." *The family environment having all these characteristics proves to be unsuitable "to support these difficulties*" (IS).

From the interview given by interviewer M, it appears that the source of the students' problems is not related to their "*disadvantage because they come from a foreign country*" but to do with a poor family environment (IM). At the same time, it is worth noting, as the interviewer M mentions in his interview, that in such a home the atmosphere is often particularly charged and the parents are strict in their actions towards their children.

In addition, due to all these influences from the family environment, low performance in learning development is observed.

> **Socialization (ISZ)**

One of the issues that these students have to deal with and that affects their learning is the issue of socialization. In this category are mentioned the problems in socialization due to the behavior that the students exhibit. The interviewers have noticed difficulties in the socialization of their students and this is exactly what they mention in the interview they gave.

In particular, the interviewer T typically mentions that he has "*noticed that these children feel at a disadvantage and often make their classmates feel at a disadvantage. That is, at times they may intimidate others and engage in what we call "bullying". Their position is difficult, complex and very sensitive*" (IT).

In addition, it is worth noting that these students feel "*easily rejected or accepted. Perhaps more easily than other children mainly because of the need to be different and belong somewhere*" (IA). "*As far as socialization is concerned, there are*

definitely times when other children consider foreign students strange, different and often make fun of them" (IN).

On the contrary, interviewer M claims that in his own class he has not noticed such difficulties and therefore states that *"there is no feeling of xenophobia to an alarming degree. My students do not express this"* (IM).

> ➤ **Communication (ICM)**

The presence of immigrant students in schools creates demanding conditions both due to the communication with the children and their parents. This category refers to insufficient communication between parents and the school and the reasons that make it insufficient. The following passages show the opinions of the interviewers.

Initially, the interviewer N states that "*because the parents do not handle the Greek language well, it is difficult to communicate between us. Many times, they don't exactly understand the problem we present to them and they don't immediately proceed with whatever procedures are needed to solve the problem"* (IN).

At the same time, "*the fact that the parents do not know the Greek language well prevents us from trying to explain to them the difficulties the children face in order to act accordingly"* (II). Communication is difficult and many times teachers avoid discussing when they cannot agree.

The inability to communicate is also justified by the fact that "*the parents of these students did not attend a Greek school and therefore do not speak Greek well"* (IS). At the same time, "*in case there are learning difficulties, immigrant parents cannot understand the seriousness of the situation"* (IT), as they do not recognize them.

> ➤ **Late procedures (ILP)**

As mentioned in the previous category, communication with parents is considered particularly difficult and often leads to dead ends. The result of this communication is that there are effects on the learning process of these students as well as the consequent support that they themselves need. So here in this category are mentioned the slow processes that are followed due to the lack of communication and

understanding. Help is not sought early because parents are unable to recognize and accept the difficulty. Below are the corresponding passages from the interviewers.

Initially, interviewer N comments that "*many times the parents do not understand exactly the problem we are presenting and do not immediately proceed with whatever procedures are needed*" (IN). The next interviewer mentions that "*the biggest difficulty is that because their parents do not speak Greek well, they cannot recognize the problems early enough or help them sufficiently*" (Ian).

Finally, interviewer T comments that "*in the case of learning difficulties, parents cannot understand the seriousness of the situation and do not always pay enough attention to help the children early*" (IT). Therefore, the procedures for supporting these students are delayed.

> **Untransparent Language (IUL)**

Here the nature of the Greek language is mentioned. It is a language that is transparent in terms of reading, but opaque in terms of its spelling. There are difficulties and confusion in meanings and writing. The interviewers state that "*a key factor in the difficulties they experience is the nature of our language. The Greek language is not completely transparent, with the result that the student confuses concepts and has difficulty writing*" (IT). In general, the Greek language is difficult because of its multiple meanings "*but especially for these children who have so many difficulties at the same time*" (IAn).

> **Parents' deny (IPD)**

The attitude they maintain when they are informed about the difficulties their children face is also a brake on the learning development of foreign students. Some do not understand the language so they do not realize the difficulties, while others refuse to accept the seriousness of the situation and do not allow the teachers to take the necessary actions to give the students the appropriate support. Usually, they are afraid to differentiate their children from the rest of the student population and consider that these procedures will intensify the discrimination between foreign and native students.

So here in this category refers the refusal of parents to provide specific help to their children because they are afraid of being different.

As interviewee T also points out, "*in case of learning difficulties they cannot understand the seriousness of the situation and do not always pay enough attention to help the children early*" (IT). Their interest is focused on succeeding if their children are admitted to the school and to be in the general classroom with the rest of their peers. In addition, because most of these families come from low socio-economic strata, they "*do not identify problems early, nor provide the necessary help*" (IT) as they have to face other daily problems related to their livelihood.

Below is a figure (7) with the most frequent categories that appeared in the interviews and belong to the first dimension.

Figure 7

The Most Frequent Categories of the Dimension "Factors that Influence the Learning" from Teachers' Interview.
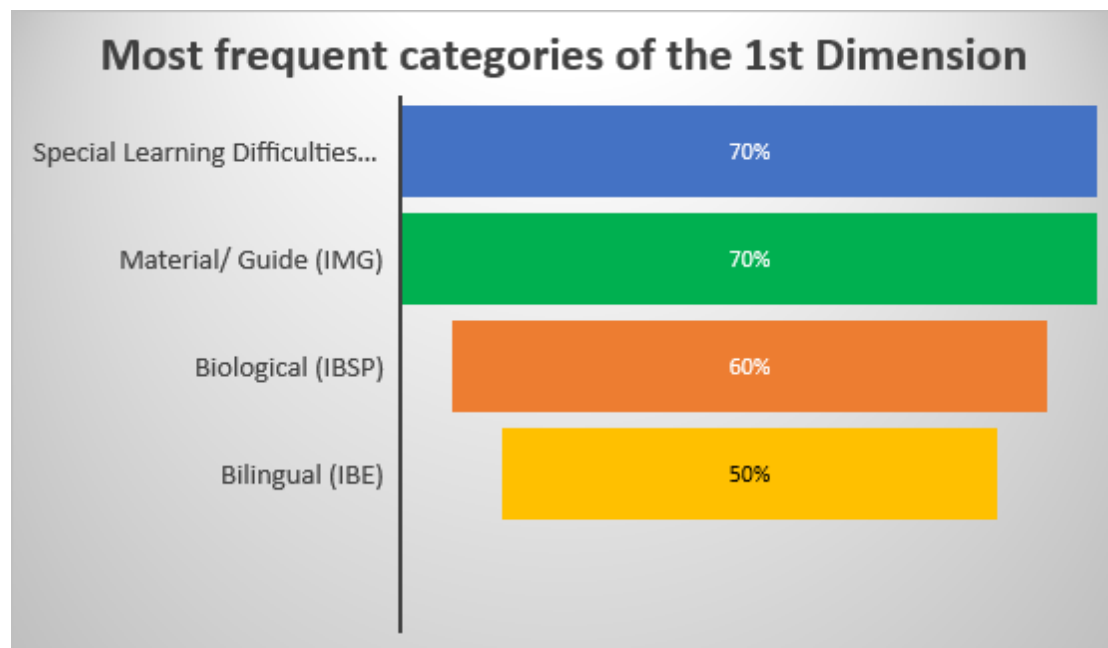
Note. Own elaboration.

DIMENSION 2: LINGUISTIC

The second dimension corresponds to one of the 4 specific research objectives, which is to assess whether the language problems faced by immigrant students are due to special learning needs. The interview questions (teacher interview) related to this objective are as follows:

"Are there problems that children with special needs often experience in their relationships with other students?"

"What kind of problems? How often they appear?"

"What do you consider to be the most important? How do they manifest it in relation to their compatriots?"

"What do you think are the reasons for such difficulties?"

This dimension appears in the interviews with the teachers and examines whether the learning difficulties that these students show belong to the specific learning difficulties. The following table presents the categories of the second dimension that emerged from the interview questions as well as the codes related to them.

Table 18

Categorization of Questions of the Second Dimension and Following Codes.

DIMENSION	CATEGORY	CODE	CATEGORY	CODE
LINGUISTIC	Grammar Writing	LPGW	Classroom's speed	LPCS
	Bilingual Environment	LPBE	Biological reasons	LPBR

	Frequency of mistakes	LPFM	Mathematics	LPM
	Understanding Expression	LPUE	Untransparent Language	LPUL
	Family background	LPFB		

Note. Own elaboration.

➤ **Grammar/ Writing (LPGW)**

Here are described all the difficulties in grammar, spelling and writing mistakes, which according to the teachers are found on a daily basis and cannot be eliminated. It is also reported, based on the results, that these students make far more mistakes than any other native classmate. The corresponding passages have been collected below.

Interviewer S emphasizes that he has found "*that it is more difficult to write and slow down the activities we do. The children make too many spelling mistakes*". Also, the students "*have serious deficits in the vocabulary they use both in their conversations and in their written expression*" (IS). After all, "*spelling is very difficult, so they make many mistakes and jokes during the production of written language, where they have considerable difficulty*" (IM). "*In the production of written language, the vocabulary they use is particularly poor and poorly written with too many spelling mistakes*" (IA).

Spelling errors are "*manifested to a greater extent than other students*" (IM2) and it is reasonable because of the comorbidity with the rest of the difficulties they show. Interviewer D adds that all these "*spelling mistakes are noted because they cannot apply the basic spelling rules, although they understand them*" (ID).

Bilingual environment (LPBE)

The specific category is repeated as it appears in the first dimension as well as in the second dimension. Therefore, the passages corresponding to this category are similar and serve both categories.

Interviewer A claims that "*the parents cannot understand how to help because they do not know how to read and write Greek properly, so they are unable to properly support the child*" (IA). "*Parents can't help at home, as they don't speak Greek well and this whole situation seems like a huge obstacle*" in their learning path (IN).

The interviewer T is of the same opinion "*Their parents do not speak Greek properly and so they cannot help them at all*" (IT).

"*The bilingual family environment in which they grow up, their difficult adaptation to the Greek environment and the Greek school, as well as the fact that their parents do not know Greek well enough to help them in their lessons*" are the main influencing factors (ID).

Finally, interviewer M2 argues that these children do not have the appropriate "*background from home in their first steps in the language. That is, there is no support from the parents because they do not know the language and learn with their children*" (IM2). The bilingual environment is particularly difficult.

Frequency of mistakes (LPFM)

According to the teachers, children make too many mistakes and jokes in the daily routine. The frequency of mistakes made by foreign students is a characteristic of the learning difficulties they face at school and at the same time it is a sign to motivate teachers to look for ways of appropriate support.

As interviewee I argues, "*it is understood that these problems appear every day, since these learning problems are not eliminated*" (II).

Interviewer A goes on to say that the student "*makes too many spelling mistakes.*" "*These problems are quite common. I can say on a daily basis*" (IA). At the same time, it is worth noting that "*the child makes far more mistakes than any other classmate who may not be a good student*". Also, another difficulty they show is that

every day their speech most of the time does not have coherence and they are difficult to understand (IAn).

➢ Understanding/ Expression (LPUE)

One of the learning difficulties faced by these students is the slow pace of comprehension, information processing and expression (severe vocabulary deficits). This category refers to those characteristics found in foreign students. The following passages refer to these learning disabilities.

Specifically, the interviewer N points out that "*the difficulties of these students are focused on the Language course. They show great difficulty in understanding but also in expression*" (IN).

At the same time, interviewer A states that "*the slow pace of understanding and processing information is both in written and spoken language. That is, these students show serious vocabulary deficits that they use both in their conversations and in their written expression*" (IA).

At the same time, as interviewer I comments, the students need "*more time to understand the meanings mainly because of the poor vocabulary they have developed*" (II).

➢ Family background (LPBE)

Like the previous category, this category is repeated as it appears in both the first and second dimensions. More specifically, it is connected to the family environment category, of the first dimension. Therefore, the passages corresponding to this category are the same and serve both categories.

The student "*makes too many spelling mistakes, which his parents cannot understand because they do not know how to read and write Greek correctly, so they do not offer help to the child. In addition, his parents have not gone to school and do not speak Greek well*" (IS).

A reason that significantly affects the learning development of children "*is the family environment, which is not suitable to support these difficulties*" that students face every day (IS).

And interviewer M espouses similar views. Specifically, he states that the students' difficulties "*are mainly due to the family environment and not because they are at a disadvantage because they come from another country*" (IM). He adds that when there are family problems, these are reflected in the children's behavior at school and in general.

Finally, interviewer N asserts that "*these children, because they do not have the appropriate support at home, but also the language background, have significant difficulty coping. Therefore, usually, their performances are low*" (IN).

➢ **Classroom's speed (LPCS)**

In this category reference is made to the effort made by the teacher to slow down any activity for the student to follow because he cannot follow the speed of the rest of the students in the class. The following passages refer to this effort of the teachers.

In particular, interviewer M comments that "*the problems the children face in the classroom is that they cannot keep up with the pace of learning in the classroom*", "*with the material and programming from the Ministry of Education*" (IM). Furthermore, the students they "*have a slow rate of understanding and processing information whether we speak in writing or orally*" (IA). Therefore, teachers try to adapt to the needs of these children and adjust class time to cope with the demands of a multicultural classroom.

➢ **Biological reasons (LPBR)**

This last category of the second dimension is related to the category of "biological-social-emotional factors". But since the passages related to social and emotional factors have been mentioned above, here we will refer only to the passages that refer to biological factors as a cause of increasing difficulties faced by these students. In the passages that follow, the interviewers agree with the existence of biological factors.

"*I think there are both biological and social reasons. The poor linguistic family environment plays an important role*" in the learning and social development of students (II).

"*The reasons are biological. I'm not saying that all immigrants have dyslexia, but many have learning problems that don't go away with time*" and it's important to find a way to get the necessary support (IAn).

➤ Mathematics (LPM)

This category refers to the difficulties students present in the mathematics course, especially in problem solving and mental operations. In particular, interviewer I comments that the students "*have difficulty in Mathematics mainly when they have to solve problems, but also in actions with the mind*" (II). In addition, interviewer A emphasizes that he has noticed that these students "*do not fully understand grammar or mathematics*" in combination with all the difficulties they face (IA). Therefore, both refer to the difficulties that foreign students may have in the mathematics course.

➤ Untransparent Language (LPUL)

The same is true in this category. We also found the reference to opaque language in the division of the categories of the first dimension "Factors affecting learning". Therefore, also in this case the passages corresponding to this category are the same as those of the corresponding category from the first dimension.

"*A key factor that stands in the way of learning is the nature of our language. The Greek language is not transparent, which results in confusing concepts and making writing difficult*" (IT). Foreign students find it difficult to understand and process such a language, especially when there is no appropriate approach and support.

Another interviewer confirms the words of the previous one, as he mentions that we must "*remember that the Greek language is difficult, especially for these children*" (IAn).

Below is a figure with the most frequent categories that appeared in the interviews and belong to the second dimension.

Figure 8

The Most Frequent Categories of the Dimension "Linguistic Problems" from Teachers' Interview.
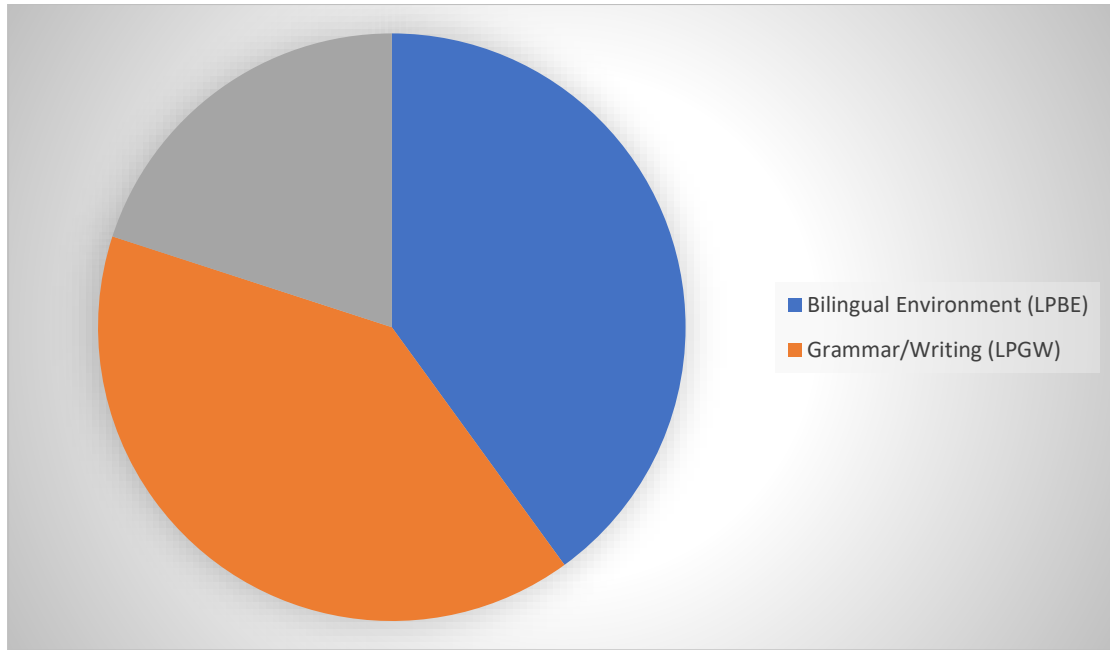
Note. Own elaboration.

DIMENSION 3: FAMILIES EXPLANATIONS

The specific category emerged from the application of an interview to the parents of immigrant students. In particular, the parents expressed their opinions regarding the factors that they themselves believe are responsible for the learning difficulties that characterize their children. The questions from the interview protocol that correspond to this dimension are the following:

"Does your child want to come to school every day? Is she/he having a good time at school?"

"Does she/he have friends in school? Are you talking about them? Does she/he meet them outside school?"

"Does he/she have a good relationship with his/her teacher? Does the teacher help him/her when he/she gets in trouble? Does the teacher treat the student equally?"

"In what ways does the teacher help the child? Does he use collaborative teaching? Do they do projects?"

"What lessons do you find difficult? Tell me specifically ..."

"Why do you think he/she faces difficulties?"

"How does the school help children who have difficulty? Are they following a personalized program? Do other teachers help as volunteers?"

"How frequent is communication with the teacher and your school attendance?"

"What is the child's behavior at home? Is he/she calm, happy, angry?"

All the categories that emerged from the results of the questions and the corresponding codes are summarized in the table below. Then, a more detailed description is made in the categories of the table.

Table 19

Categorization of Questions of the Third Dimension and Following Codes- Parents Interview.

DIMENSION	CATEGORY	CODE	CATEGORY	CODE
FAMILIES EXPLANATIONS	Special Learning Difficulties	FESLD	Help given	FEHG
	Frequency of mistakes	FEFM	Parent's help	FEPH
	Behavior	FEB	Class time	FECT
	Memory	FEM	Will	FEW

Note. Own elaboration.

➢ **Special Learning Difficulties (FELSD)**

This category is related to the special difficulties that children show and many times these are characterized as special learning difficulties, such as poor memory, frequent spelling mistakes, slow completion of an activity, difficulty in solving problems, etc. The interviewers (the three parents) referred to these difficulties and below are the corresponding passages.

Interviewer 1 states that his child "*has a lot of difficulty in Mathematics*". He has quite a bit of difficulty in mental calculations as he "*doesn't have a good memory*", but also in solving problems. The child "*makes a lot of mistakes. If he has to solve a problem, he grumbles because he recognizes its difficulty. He can't handle this subject at all*" (I1). In Language class he makes a lot of spelling mistakes, but Maths seems to exhaust him the most" (I1).

The next interviewer adds that the difficulties the student is experiencing are difficulties that "*do not go away*" (I2). Difficulties that occur every day with the same frequency and parents cannot properly support their children. Finally, the third interviewer repeats what the other two said and seems to face the same conditions as his child at home. In particular, he states that the child "*has a lot of difficulty with Mathematics, he does not understand the problems at all. He also makes many mistakes in spelling words*" (I3).

➢ **Frequency of mistakes (FEFM)**

One of the observations that parents have made regarding the difficulties their children face is the frequency with which they make mistakes. This category refers to the frequency of mistakes made by children, which is high.

"*He makes a lot of mistakes*" (I1) "*especially in spelling*" (I3) "*when he writes and I can't help him properly because I don't know the way*" (I2). The mistakes they make are on a daily basis and so many that the teacher gives him "*different photocopies to solve them at home. He often gives them to us because he makes so many mistakes when he writes*". At the same time, one can say that the child's difficulties " *they don't go away*" (I2).

➢ Behavior (FEB)

Another difficulty these students show is the fact that they cannot properly manage their behavior. Children are usually in a hurry and careless with lessons. In some cases, when there is pressure, they get nervous and fight a lot. They can't handle rejection.

In general, the interviewed parents report that their children are particularly lively with fluctuations in their psychology. "*Oh, he's very lively and always laughing. He gets angry when I am strict with him*" (I1). The child feels pressured and does not accept it when his parents also pressure him for school lessons. Therefore, "*he has a lot of nerves at home. We often get angry whether we are playing or reading. We fight all the time because we both have tantrums*" (I2). Similarly, interviewee 3 reports that his child "*at home is very lively but has no mischief in him. He is generally a happy child, unless he has reading. If he has to spend time reading for school, he whines a lot and reacts strongly*" (I3).

➢ Memory (FEM)

A difficulty that seems to act as a brake on the learning development of foreign students is poor memory. These students have significant difficulty storing information in long-term memory, as they do not adequately understand the concepts being taught, so they are unable to effectively follow the flow of the lesson. The subject in which they seem to have problems with memory, according to the parents' views, is the Maths subject, which includes many concepts, as mentioned earlier, which they have difficulty retaining in their memory.

Specifically, interviewer 1 states that the child "*doesn't remember the actions well and doesn't want to try, he gives up very easily*" (I1) The difficulty he faces in Mathematics is significant.

"*He doesn't have a good memory, so he makes a lot of mistakes. If he has to solve a problem, he whines a lot and refuses to do it*" (I2).

"*It is difficult for the child. He says he forgets everything and gets confused*" (I3).

> **Help given (FEHG)**

Important mention is also made of the help provided to these children by the class teacher, which is sometimes sufficient and sometimes not mainly due to time constraints in the class. It is also reported that the teacher sometimes simplifies or gives extra homework based on the particular needs of these children. All three parents speak positively about the teacher's contribution to their child.

"*If our teacher helps? He helps as much as he can. Sometimes more, sometimes less because of time*" (I1).

"*When children have difficulties, they ask the teacher, but they also help each other. Not always, but it happens. There is a good atmosphere in the classroom. Sometimes, the teacher gives different photocopies to each child to help them in a targeted way*" (I2).

"*The teacher explains the exercises in simple words to all the children, and when someone has difficulty, he gives them examples in his notebook to understand them better*" (I3).

"*I wish there was more time available to help him more...*" (I3).

> **Parent's help (FEPH)**

A very important factor that stands in the way of the learning development of foreign students is the inability to provide support from their family at home. In this category we talk about whether and to what extent parents offer their help to their children during reading.

The parents do not handle the Greek language properly and this makes them unable to support the children in their school work that they have for home. At the same time, it is worth noting in this category the attitude of the parents towards the differentiated support that their children need, the need of which they do not easily admit.

In particular, interviewer 1 mentions that his child has a lot of difficulty in the language class, but he cannot help him because he does not know how to read in Greek. He also comments that "*my child does not attend classes in another class. No, he doesn't*

come out of the general classroom. I wouldn't like it if he went to another class by himself. I want him to attend lessons with the other children" (I1).

Interviewer 2 talks about the frequency of his child's mistakes in the production of written speech and his inability to help. "*He makes a lot of mistakes when he writes and I can't help him much because I learn next to him.*" Many immigrant parents learn the Greek language alongside their children. They are forced to learn if they want to adapt to the new reality. however, they learn slowly, perhaps even more slowly than their children as they do not have the opportunity to attend a lesson in school. Therefore, they find it difficult to help the child when he is facing difficulties. The fact that they do not speak the Greek language well makes communication difficult, but also the provision of appropriate help whenever the children need it (I2).

> **Class time (FECT)**

This specific category refers to the importance of time in a classroom to meet the learning needs of all children. Unfortunately, in reality the class time is very limited and the teacher is unable to adequately respond to the demands of all the children, as the parents also mentioned in the interview. Below are the corresponding passages from the parents' interviews that confirm the lack of time in the classroom.

"*The class teacher helps as much as he can. Sometimes more, sometimes less because of time*" (I1). Unfortunately, the class time is not enough to meet the needs of all children without knowing.

"*His teacher is a good man. Well, he helps when he finds time, he tries a lo*t." "*I wish there was more time available to help him more...*" (I3).

> **Will (FEW)**

Difficulties in lessons and in interpersonal relationships often result in children who experience these difficulties not wanting to make an effort to progress and show a constant refusal. This denial is particularly evident at home, where they do not have the appropriate help and struggle to cope with their lessons. So, in this category reference is made to the will or not of these students for learning.

Interviewee 2 mentions that his child "*has a lot of nerves at home. We get angry whether we play or read. We fight all the time*". Every day they experience difficult, soul-destroying situations, which make the problems bigger and bigger. The result is frequent fights and friction between them.

Interviewer 3 mentions that while his child is generally cheerful, when he has "*to study for school, he grumbles a lot*". He recognizes his difficulties and refuses to try. These children often fail themselves.

Below is a figure with the most frequent categories that appeared in the interviews and belong to the third dimension.

Figure 9

The Most Frequent Categories of the Dimension "Families Explanations" from Parents' Interview.
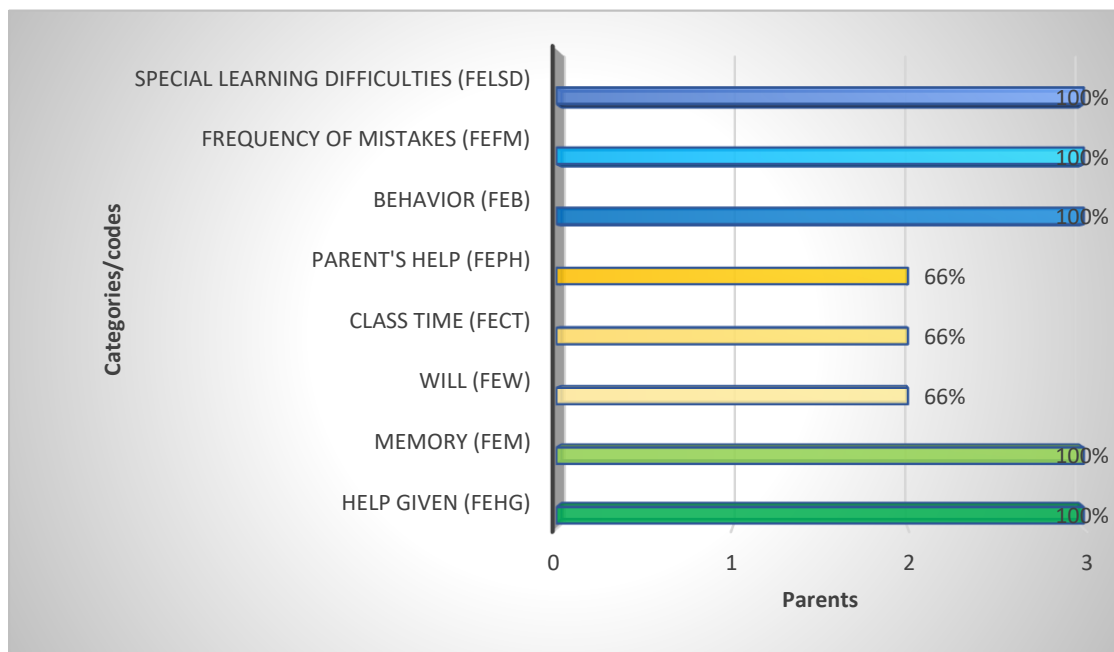
Note. Own elaboration.

DIMENSION 4: READINESS OF TRAINING PROVIDERS

This dimension comes from the interview that was done with the teachers and refers to the level of readiness that the educational community has in order to adequately respond to the educational needs of immigrant students who are said to have learning difficulties. The questions from the interview protocol that correspond to this dimension are the following:

"Do you feel comfortable teaching children with special learning disabilities?"

"Was it your desire to work with special education children or did it occur?"

"Do you have any specialization in special education? If so, what kind of specialization?"

"How prepared and up-to-date do you feel about the special profile of these children?"

"What resources do you use to teach these children? Is there a guide to guide you?"

"Is there auxiliary material to use in the classroom?"

Below are summarized in the table all the categories that emerged from the analysis of the interviews, as well as the corresponding codes. Then, each category will be analyzed separately.

Table 20

Categorization of Questions of the Fourth Dimension and Following Codes Figure.

DIMENSION	CATEGORY	CODE	CATEGORY	CODE
READINESS OF TRAINING PROVIDERS	No specialization	RNS	Personalized Teaching	RPT
	Guide/Material	RGM	Class time	RCT
	Teacher's Solutions	RTS	Sources	RSR

	Personal effort	RPE	Cooperation	RCP

Note. Own elaboration.

➢ **No specialization (RNS)**

The first category that collected the largest percentage of responses is related to the lack of expertise in special education and intercultural education that teachers in Greek primary schools have, either by choice or due to lack of time. They admit that some do not have the appropriate information, but all declare that they are willing to find a place to help their students, foreign and non-national.

The first interviewer recognizes that it is important to enrich one's knowledge in order to be more efficient in one's educational work. In particular, interviewee S states that "*one can never say that he is fully prepared, up-to-date and specialized ... um ... as it should be for these children anyway. I can say that I try to improve every day and enrich my knowledge*" (IS). Also, the interviewer justifies his lack of expertise by saying that he did not have the time available to devote to seminars or postgraduate studies. "*No, no I don't have any expertise. I didn't have time for that*" (IS).

On the contrary, interviewer A feels "quite prepared" as he is often informed, "at every opportunity" he finds, "about special education" (IA).

The next interviewer admits that he has no expertise "*beyond some training* (mini-type seminar) *in Dyslexia and special learning difficulties that I attended 3 years ago*" (IA). However, a seminar cannot bridge the gap that exists in the communication and learning part. "*I can't say that I fully know the special profile of these children, but I constantly try to deal with the difficulties that arise as best I can*" (IA). The important thing is to be willing to look for a way to support these students. Interviewer A feels "*quite prepared*" as he is often informed, "*at every opportunity*" he finds, "*about special education*" (IA).

The choice of specialization in the form of a seminar was also mentioned by interviewer M, who claims that he does not consider himself to be specialized and qualified with knowledge of special education or intercultural education, however he

refs to "*some seminars in the form of workshops*" that he attended sometime in the past. "*The training I received was not extensive but of short duration and was not compulsory for everyone*" (IM). He concludes his speech by emphasizing that "*if we could figure it out, I would say that I feel 70% ready to deal with such situations and that there is still a gap and I wish I had more reserves to close*" (IM).

Next, another interviewer, interviewer N, claims that he does not have any expertise and for this reason he does not feel at all ready to meet the demands of a multicultural classroom. Also, "*I'm not trained in special education so I'm not sure I can handle such cases of students. There are no special seminars that are mandatory for everyone to help us in a targeted and appropriate way*" (IN).

Interviewee T, reports that he does not feel well informed about education issues and that he feels inadequate as a teacher to teach students from minority groups (IT). Everyone tries to do their best whether they have any expertise or not. "*I can't say I'm 100% ready, but I'm constantly looking for ways to deal with the difficulties that arise. I'm doing the best I can*" (II).

And the interviewer IAn embraces the same views. In particular, he states that he does not have any specialization, he does not feel ready in general, but he is "*willing to help*" (IAn).

They try to stay informed for the good of their students. "*No, I don't have any expertise. But I attended a dyslexia seminar with Mr. Porpodas years ago. I'm trying to keep up to date, but I'm not quite ready*" (IM2).

Finally, there are teachers who feel ready despite the difficulties they face due to their daily efforts to find material that can be used for such situations. "*I feel ready as long as I am personally informed by the Internet or books about Special Education. That is, from what I find myself and not from training programs* "(ID).

➢ **Guide / Material (RGM)**

The need to support immigrant students academically is indisputable. However, in this process it seems that the teachers are not equipped with corresponding material or guidelines. Therefore, in this category the absence of specialized support/ready material and guidance from the Ministry and the school for immigrant students with learning difficulties is highlighted. What is available to teachers are only theoretical

suggestions. Also, reference is made to the effort made by teachers to find material, which is not available for free on the internet. In essence, if they want to help these children, they are obliged to spend from their own resources to find support material.

The following references confirm these statements. Specifically, "*from the Ministry we don't have specific instructions and some more specialized support... um... a guide with guidelines*" (IS). The next interviewee mentions: "*there is no help material from the school, so I have to find worksheets on the internet*" (ID). And he continues his answer by saying that because "*there is no specific guide, I work on what I know from my postgraduate studies. In particular, I use simpler exercises that I enrich with visual material*" (ID).

"Look, there are some intercultural books that are not widely known or provided in every school. But I haven't found books for immigrants with special learning disabilities." "As for the driver, the proposals made by the Ministry are theoretical. That is, there is no material ready to use" (II).

Another interviewee states that "*there are some intercultural books that are not widely known or not provided in every school.*" Even these books, in order to have them available, the school must request them separately. however, it is worth noting that, as interviewee II argues, "*there do not seem to be any books available to schools for immigrant students who face special learning difficulties*" (II). Continuing, he states that "*the Ministry's proposals are theoretical. That is, there is no ready-to-use material*" (II).

Interviewer N also agrees with this point of view, who states that "*there is no special auxiliary material if we exclude some images that are available on the internet and can be used*" (IN).

Subsequently, interviewer M claims that "*the material that can be made available is for first-generation immigrants, while for second-generation immigrants there is no prevention*" (IM). "*Teaching is done by looking for the material ourselves, there is no help with ready-made material*" (IAn).

And the next interviewee agrees that there is no specific material, so every time he looks for advice "*either from the training notes or from the internet, because of the love*" that a teacher has for his students (IS).

➢ **Teacher's Solutions (RTS)**

In this specific category, all the ways mentioned by the teachers in the interview, in which they try to solve and adequately manage the difficulties that characterize these children, are highlighted. Specifically, the 7 interviewers referred to teamwork, cooperation to solve social problems, creation of appropriate educational materials for such cases of students, the need to cooperate with the students' parents to walk together in the same line.

In more detail, interviewer N stated that "*the most effective tactic is to get these children to join groups and try to get them to externalize the good parts of themselves. Only in this way will we be able to include them in the school class and help them satisfactorily, whenever this is needed*" (IN). At the same time, interviewer A believes that "*there must be proper preparation for all the students in the class and not just for specific students*", in order for the teaching to be adapted to everyone (IA). For teaching to be effective, "*the key is to have time and to design the lessons in such a way that they meet the needs of the children. However, it is not always possible to find that much time*" (II).

"We must be there for our students, by their side. I mean, when they need someone to listen, be there. It is important for teachers that students trust us and respond. In addition, classroom discussions about how we deal with social situations should also be frequent" (IAn).

When a difficult situation arises, teachers need parents to " *they are allies with the teachers, so that every problem can be dealt with more effectively and in less time.*" Interviewer I. also agrees with this point of view. According to him, "*every issue that arises must be dealt with at that time so that it does not get bigger and then become uncontrollable. A discussion is needed with all involved, individually but also together, with parents informing their children at home following a common line with the school*". "*Problems should be solved when they arise. It is considered necessary to have discussions in the classroom and to inform parents so that they can give their children positive advice at home*" (IM2).

Regarding the cultivation of a climate of inclusion in the school for all students, "*both teachers and parents of mainly Greek students must talk with their children in order to understand the social background of foreign students and the difficulties they*

face on a daily basis" "In this way*, the students' attitude towards their immigrant classmates will be more positive*" (ID). "*I mean, at the first opportunity*" educators must "*discuss this issue with parents and inform them that most of the time, it all starts at home and in the way we talk to our children, so that understand the deeper meaning of politeness, that it is not acceptable to treat children from foreign countries badly*" (IM).

> ➢ **Personal Effort (RPE)**

This category is related to the personal effort that teachers make to make their teaching more effective. They are forced to find worksheets online or from books they have from the university or books they have bought themselves. Here it is also mentioned the necessity of preparing the lesson from the previous day in order to collect the appropriate material especially for foreign students, which requires a lot of time. Specifically, 6 out of 10 participants mentioned their personal effort.

Interviewee D states that "*there are no support materials available at school, so I have to find worksheets online or from books I have*". He also adds that "*there is no specific guide, so I work on what I learned doing my postgraduate studies. I also use simpler exercises accompanied by supervision material*" (ID). The next interviewee also mentions that in order to cope with the demands on weekdays, he looks for material and creates activities himself, as "there is no help with ready-made material" (IAn).

The next interviewee comments that during his daily teaching he uses "tracking material with tabs and words" because the students he supports are young and this kind of material is suitable for better understanding of the concepts, but also to attract their interest. The teacher has searched for this material on the internet, "*downloaded it from the internet and adapted it to the students' needs*" (IM2).

After all, the internet is the most basic source of material for any subject. Through the use of the internet, teachers enhance their teaching methods by incorporating the enriched material available to them into their lessons. Interviewer I. does not fail to mention that he uses "*the Internet very much and find material there*" (II).

But apart from the personal search on the internet and the time they spend, the teachers also mention the importance of having a teacher in the school who is specialized in special education issues to give some guidelines that might help to a

degree. Interviewer N talks about the collaboration he has with the teacher of the Integration Department when there is a gap in his schedule. however, "*apart from consultation with the teacher of the Integration Department*", the teacher prepares "*special exercises for these children*" whenever the available time allows him. Then he does not hesitate to express his complaint about the absence specific study guide with educational material for such cases of students (IN).

Finally, another interviewee mentions personalized teaching that applies a way of personal effort. "What I try to implement whenever my time in the classroom allows is personalized teaching. That is, I make my own material and the truth is that the class time is not always enough to be able to use it properly" (IA).

> ➢ **Personalized Teaching (RPT)**

This category refers to the teaching applied by teachers after adapting it to the special needs of these children. Specifically, reference is made to the personalized teaching that, when there is time, teachers apply to students who allegedly have learning difficulties.

More specifically, five participants reported that they use individualized instruction when time permits. "*Of course, I vary my teaching. I mean I apply individualized teaching whenever time allows*" (IA). "*Personalized tutoring helps the student focus on their weaknesses so they can improve. However, there is not always time for such practices*" (IT).

An example of individualized teaching is that applied by the interviewer M. "*My effort, for the most part, lies in the visualization of the teaching. That is, I try especially with children with dyslexia or concentration problems to visualize what I am doing, to use cards or drawings so that they can follow satisfactorily*" (IM).

Another interviewee mentions that he uses differentiated teaching in his courses, but it is not possible in all teaching courses. "*Mainly in Language and Mathematics*" (IS).

Finally, the interviewer An. emphasizes that he finds "*exercises based on their difficulty to focus there and practice. Of course, I don't always have time to do this, but it is a useful method to support the students*" (IAn).

➢ **Class time (RCT)**

In this category it is pointed out that the lesson time is not always enough for the teacher to help every child regardless of difficulties. Most of the teachers mentioned the lack of time which is a major obstacle in their daily efforts. Some references follow.

"*I personalize the teaching whenever my time allows it... That is, I make my own material and the truth is that the lesson time is not always enough to apply it*" (IA).

Individualized teaching can be a valuable tool for supporting students with learning difficulties, however, "*there is not always time for this type of practice*" (IT).

Some justify why they do not implement individualized instruction. "*Look...basically because it's a class, like I said, with 25 kids and a difficult section in general, my time is very limited. I could potentially offer a lot more if the time required to support each child was sufficient*" (IM).

Finally, the interviewee An. mentions that he usually finds exercises to work with students from minority groups and also those with learning needs, but he does not always have the luxury of time to do this (IAn).

➢ **Sources (RSR)**

In this specific category, there is talk about the need to use electronic media during the lesson, in order to visualize the teaching, but also more generally about the importance of online sources for enriching the teaching so that they attract the interest of the students and make them easier understood the concepts of the lesson, in short for an effective teaching.

The interviewed teachers mention that "*in the classroom we have a projector and I use it every day to show the lesson in addition to using the e-book, but also to watch an educational video or a movie, play a quiz based on the day's lesson*" (IS).

The next interviewee mentions that she uses flashcards and words because she has young children in the class (M2). Interviewee II supports his teaching method by integrating the internet into the lesson and using the material that can be found there to enrich his words during the teaching (II).

In addition, the interviewer A points out that for her daily teaching she consults "*other sources and tries to identify the real difficulties of this child who comes from a*

foreign country" and to support him as best she can. Finally, he also talks about the fact that he often uses "*material from expert teachers that he finds on the internet*" in order to apply differentiated teaching to students who need special support (IA).

➢ **Cooperation (RCP)**

In this category, the category called "cooperation", the interviewed teachers emphasized the importance of cooperation and understanding. Efforts to cultivate a good climate in the classroom are also mentioned.

In particular, the teachers try to "*create a good atmosphere in the classroom, stable. A positive collaborative climate must be cultivated in the classroom to avoid negative situations and have a smooth, pleasant day without unwanted behaviors*". "*At the end of the day, the class is a team and it's important to stick together*" (IS).

In order to "*avoid conflict, there must first be love and understanding for these children, but also for all children without exception...*" (IS).

Therefore, when difficult situations develop in the classroom, teachers should give special importance to "*on-the-spot discussion, dialogue with students to reveal the cause of the problem, but also general discussion after days whenever possible*". At the same time, he states that regular "*information and cooperation with the students' parents...*" is just as important (ID).

"*With frequent discussions, teachers find the opportunity to analyze social situations in the classroom and to emphasize the importance of accepting the other, the different*" (IT).

It is worth noting that the category "Guide/Material" also appears in the first dimension "Factors affecting learning", so it is a repeated code. The same is the case with the "Class time" category, which also appears in the "Parent explanations" dimension.

Below is a figure with the most frequent categories that appeared in the interviews and belong to the fourth dimension.

Figure 10

The Most Frequent Categories of the Dimension "Readiness of the Teachers" from Teachers' Interview.
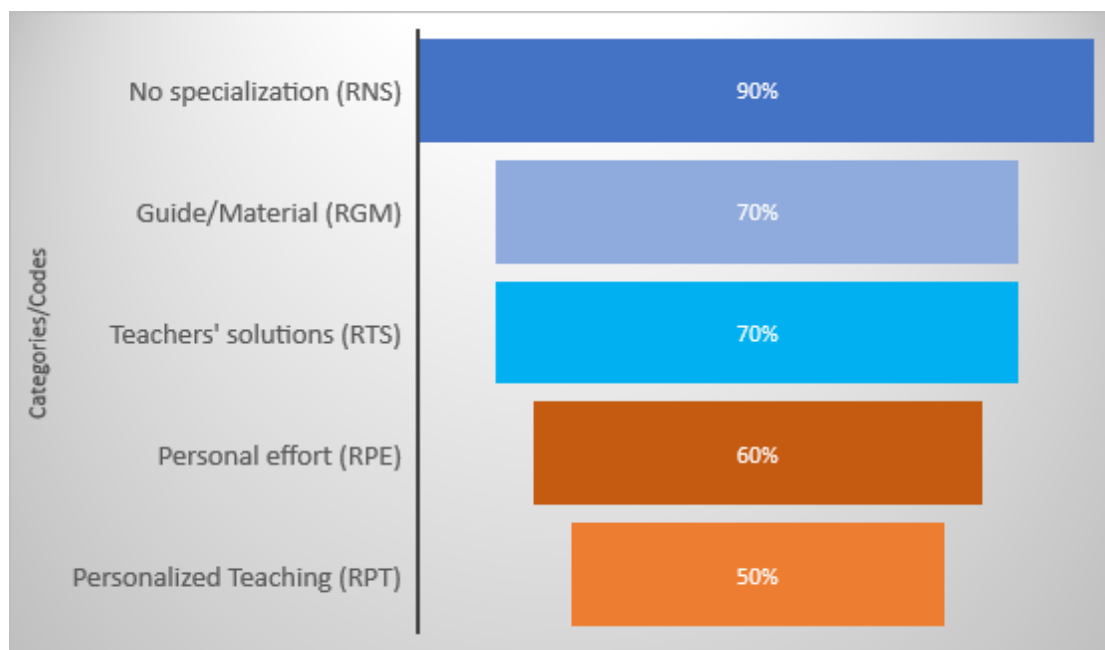
Note. Own elaboration.

CHAPTER 6

CONCLUSIONS

6.1 <u>Discussion</u>

The global phenomenon of the migration wave in the countries of Europe has marked enormous changes in the societies of the host countries. One of the social sectors that has received special pressure to adapt to the new conditions that have been created is the educational sector. In Greece, because the country is a stadium of three continents, the presence of migration flows is intense. Most immigrants live for years with their families, work in the country and their children attend Greek schools. The presence of foreign students in Greek primary schools has been a significant challenge for the educational process and for educational reforms in general. Today's Greek schools as a whole have turned into multicultural schools as foreign students study in all classes, turning teaching into a learning environment. for the educational process, which must respond to continuous and increasing demands (Greek Ministry of Interior, 2019).

Having all these demanding conditions in Greek primary schools, it was deemed appropriate to investigate and clarify all the factors that stand as a brake on the educational process and the learning progress of these students, through the eyes of teachers and parents. At the same time, language difficulties were examined, as well as the readiness of teachers and the education system in general in terms of managing and supporting such students.

Below are the conclusions that emerged from the most important results of the research and are categorized, as already mentioned, based on the dimension they belong to, so that they are easier to connect with the research objectives and the hypothesis questions.

Dimension 1: Factors that affecting the learning

A first factor that seems to have enough influence on the learning and social development of students is the factor of <u>socialization</u>. The teachers who were asked

about whether there are issues of <u>coexistence</u> of foreigners with native students, answered that they detect such events. Society has remnants of the past that marginalized anything different from the ordinary. In schools this continues to occur either to a greater or lesser extent. A fairly large percentage (64.3%) noted coexistence problems as an important factor hindering the development of these students. At the same time, it emerged that immigrant students find it difficult to respond to such behaviors with the risk of marginalization and the manifestation of negative emotions in stressful conditions. After all, as Gaidartzi (2012) mentions in her research, the harmonious coexistence of the immigrant population of a school with the native population can only be achieved through the process of learning the Greek language. The inability to express oneself in the language of the host country (Greece) leads to incomplete conditions of coexistence and is accompanied by negative feelings.

Immigrant students often feel insecure when they perceive how different they are from native students, their peers (Campbell, 2016). The result of this insecurity is, as it emerged from the questionnaires, the manifestation of <u>behavioral problems</u>. Most teachers (68.9%) agreed with this opinion, who agreed that behavior problems have a negative impact on the future of these students. The most important emotions that they manifest most often are excessive worry, <u>anxiety</u>, which teachers (83. %) find it significantly difficult to manage and combat. These students are loud because of the difficulties they face.

At the same time, the teachers report that in addition to anxiety, there is a constant <u>nervousness</u> (56.9%) both in the lesson and during the break when interacting with the rest of the students. After all, social interaction is what largely determines everyone's progress, let alone those students who experience a multitude of difficulties at the same time. So, many times these students <u>do not want to participate</u> during the teaching (65.1% of the answers) because <u>they are afraid</u> of the mistakes they make. The teachers who reported on this made up 72.5%. Having fear as one of the dominant negative emotions, these students are <u>not used to showing enthusiasm</u> (89,9%) for new knowledge, making the learning process even more difficult and demanding.

At the same time, the existence of immigrant students in a school class seems to cause <u>confusion</u> during the educational process which is constantly modified and the students become recipients of many and changing stimuli. As for the market to the

teachers of the questionnaire, 63.3% agreed about the confusion created in such conditions.

Furthermore, it is worth noting that biological factors, i.e. the existence of <u>learning difficulties,</u> are an equally important factor in the learning path of these children. 82.6% of the teachers who participated in the questionnaires agreed with this opinion. The existence of <u>biological, social and psychological factors</u> (91.8%) is a particularly demanding combination and a great struggle is needed to provide the right guidance and the necessary support.

First, one of the most important results of the biological factors that emerged is the existence of learning disabilities. The teachers argue that when these students also have learning difficulties then they are a big challenge for their teaching. The combination of intercultural education with special education is something very demanding but also necessary to do when there are students with this learning profile. "Intercultural education in Greece remains trapped in the confines of a specific program" (Kakos & Palaiologou, 2014, p. 83). Learning difficulties predominate and are often characterized as <u>special learning difficulties</u> depending on their particular characteristics, reading difficulties, slow pace, letter confusion, poor vocabulary production, etc. Seven out of ten teachers who participated in the interviews (70%) spoke about special learning difficulties.

Then, equally important was the finding of <u>insufficient support</u> for teachers from the Ministry, as they are not given specialized support material or a guide with all the guidelines, they must follow in order to implement a quality and inclusive teaching for all their students. Corresponding material adapted to the needs of immigrant students is not available in Greek primary schools and teachers are exposed. 7 out of 10 (70%) teachers who participated in the interview spoke about this significant lack, as they considered it one of the dominant factors that determine the learning path of children and often stands in the way of their progress.

In addition, beyond these deficits, <u>biological reasons</u> are also an equally important factor that clearly affects the progress of students. Biological reasons are related to the learning difficulties that students experience and are partly responsible for poor academic performance. Biological reasons also include the specific learning difficulties that students experience during their learning process. After all, biological factors mainly refer to the cognitive functions that a person has developed, which, when

subjected to some intense change or disturbance, then appear in students in the form of some learning difficulty (Hammill, 1990). The factor "biological reasons" was mentioned by the 6 teachers of the qualitative research, i.e. by 60% of the interviewees.

But apart from the school factors, the conditions under which a family lives, i.e. the family environment, play an important role in the learning process of the students. The family is the first to cultivate in its children dreams, expectations for the future and at the same time exerts an influence on their school performance (Kilpi-Jakonen, 2011). The first and foremost family-related factor is the lack of adequate learning support. The parents themselves are unable to offer their children the bases they need to support themselves and master the Greek language with the help of the school. Specifically, from all the teachers, 74.3% supported this opinion. At the same time, it is worth noting that all these families are characterized by the bilingual environment at home. Because the parents do not speak the Greek language well, they use their mother tongue, with the result that the children practice Greek only at school. From the total, 76.1% of the teachers who answered made sure to mention the great importance of the bilingual environment in the appearance of learning difficulties in these students.

In addition, the fact that the parents do not know the Greek language well must be taken into account in cases of searching for such factors. This was agreed by 88.1% of the teachers who emphasized that the lack of fluency in speaking leads to incorrect or no communication between school and family. Many times, in fact, parents stay away from school events. Many times, in fact, parents stay away from school events. This is perhaps due to insufficient communication or because of their refusal to accept the child's substantial difficulties and agree to provide specialized support. They don't want their children to be so different from other students. In fact, 75.2% of teachers supported this opinion. These results are also confirmed by the research of Lad and Braganza (2013), who argued that the parents of immigrant students usually refrain from any school activity for various reasons, such as their work, the fear of stigmatization due to diversity, but also the lack of adequate communication in the Greek language.

Moreover, it is worth noting that the "bilingual environment" factor, as commented by half of the interviewers (50%), is a factor that exerts particular pressure on these children and often causes confusion, delays, learning difficulties, emotional fluctuations. The bilingual environment often confuses even the teachers themselves and they do not recognize in time the learning difficulties that are hidden behind.

Unfortunately, as mentioned in European Education and Culture Executive Agency/Eurydice report (2019), there is no specific weighted program that defines a way to assess second-generation immigrant students and precisely identify the learning difficulties they have.

As a result, students are simply treated as foreigners and the correct approach is not applied to reduce their learning deficits. At the same time, it is worth underlining the fact that the family environment of these students is also poor in language stimuli as the parents do not speak the Greek language fluently in order to lay the foundations for their children and help them progress more easily.

Finally, it is worth noting that from the analysis of the results it emerged that the opinions of the teachers regarding the factors that influence learning are determined by the level of education of the teachers and specifically by whether they have obtained a master's degree. A master's degree broadens the knowledge of teachers and prepares them to more easily identify the learning needs of students as well as the factors that stand in the way.

Dimension 2: Linguistic problems/ Special Learning Difficulties

One of the objectives of this research was to also examine the types of learning difficulties that these students display that stem from biological/social/psychological factors. From this Dimension which refers to the language problems faced by immigrant students, the bilingual family environment, the difficulties in grammar, comprehension and written speech, prevailed. The bilingual family environment appears to belong to more than one dimension and dominates over the other codes.

Initially, the largest percentage of the teachers, 94.5%, responded that the types of difficulties that characterize these students are characteristic of learning difficulties. A characteristic of these difficulties is the time it takes to solve a task. The difficulties these students have to face result in the enormous effort required to complete any activity especially when there is no proper support at home (Botsas & Sandravelis, 2014). Therefore, they put in a lot of effort and a lot of effort to succeed. Specifically, 97.3% of respondents agreed with these statements, as it is something that everyone has identified.

From the answers given to all the questions about the types of difficulties in written and spoken language, the following stood out. Initially, these students show a very slow rate of reading words, sentences, texts, as a result of which the previous opinion about the extra time students need to cope with school activities in the classroom. Specifically, 82.6% of teachers highlighted this weakness as an indication of learning difficulties. Then, in addition to the previous ones, it emerged that there is a particular difficulty in understanding texts, whether they are presented by the teachers or they are asked to read them themselves. The difficulty in understanding texts was underlined by 87.2% of the teachers in the questionnaire.

In addition, during the writing and reading of these students, a confusion of letters/phonemes that they express is evident. Students confuse letters and phonemes very easily as they have no prior knowledge of this language and the inherent difficulties they may have, magnify their learning difficulties. 67% of the interviewed teachers agreed about the confusion of letters.

The observation of the above learning difficulties confirms the findings of the research of Grivas and Stamou (2014), who identified that these students present specific learning difficulties, such as the slow reading rate, the incorrect decoding of words due to the confusion of certain letters, the omission of certain letters, words or even entire lines in a text, even the difficulty of understanding simple texts.

Furthermore, it is worth noting the learning difficulties and the production of poor vocabulary in both spoken and written language. Vocabulary enrichment is directly influenced by family background, social interactions but of course also by the degree of support received at school in order to achieve the best possible understanding of what an immigrant student is being taught. From the total, 87.2% of the teachers in the quantitative survey agreed with this opinion.

As for the interviewers, the main learning difficulties that these students show in general, is in the application of grammar rules and in the production of written language. The difficulties they face are more evident in the written word. Spoken language is usually poor in vocabulary and highly simplistic. In terms of grammar, students make many spelling mistakes, make up pseudo words, skip letters or confuse them with phonologically similar letters. It is especially difficult for them to apply the rules when they cannot correctly connect letters to phonemes.

Regarding the production of written speech, there is great difficulty there because of the poor vocabulary that children have and the fact that they are unable to put their thoughts on paper. The written word is confused, incomplete and with several spelling mistakes. For this reason, they need more time than other students to complete a written activity. At the same time, there is also the risk that they will not understand the subject sufficiently and will be led to wrong formulations. Half of the interviewees (50%) spoke about the difficulties in grammar and writing.

At this point, the reference to the factor of bilingualism, which plays an important role in influencing the learning development of these children, is of key importance. As mentioned above, bilingualism can be a privilege for these children but at the same time a barrier because of the confusion it will cause. In other words, it has a dual character. These students have an incomplete knowledge of their mother tongue (they usually use it orally at home) and are asked to learn a new language in which they have no previous auditory stimuli. Whatever learning problem they had in their mother tongue is magnified due to bilingualism and the necessary support from the school is delayed, with the result that the learning development of these students constantly encounters new obstacles. The environment in which each student lives with his family and the support he can offer play an important role in the learning and social development of the child, because they cultivate the expectations and the limits, he can reach with his school performance (Kilpi- Jakonen, 2011).

Of course, among all these difficulties, there is also the factor of <u>class time</u>. In the classroom, time is specific and it is not always possible to complete all activities or to provide the necessary support to each student individually. Unfortunately, the program is not adapted to the needs of a multicultural class and there is no second teacher in the class to co-teach and support students who are having difficulties. 56% of the teachers who were interviewed answered that the class time is not enough to achieve a positive teaching on a daily basis. The issue of insufficient time appears both in the first dimension with "factors affecting learning" and in the second with language problems, as it is something that reinforces these problems.

Dimension 3: Readiness of teachers

Managing a multicultural classroom involves many challenges and difficulties due to the complexity of the situation and the various factors that hinder the learning

development of immigrant students every day. By conducting this research, in addition to identifying the factors responsible for the appearance of difficulties in these children, it was deemed necessary by the researchers to examine the readiness of teachers and the educational system in terms of managing multicultural classes with learning difficulties.

More specifically, from the results it emerged that the majority of teachers believe that no substantial help is provided to these children in the general classroom and they are unable to cope with the demands of the lessons. These students have learning difficulties that teachers are unable to cover during standard instruction. Specifically, 74.4% of teachers supported this opinion.

Even if these students have the possibility to attend lessons in a separate class (special education section), during the hours they are in the general class there is still a problem with their attendance. Both the teacher and the students find it difficult to be efficient on their part. The analysis showed that almost all teachers (90% of the interviewers) feel insecure to manage students with an immigrant background because they do not have any specialization in intercultural education and special education. They emphasized that they do not have specialized knowledge from a seminar that could help them to a degree, nor is it mandatory for them to have it in order to teach (Gaintartzi, 2012). The seminars are not mandatory, so they did not have to attend one. Therefore, one reason they don't feel ready to manage a multicultural classroom is the lack of specialization.

In addition, it is understood that teaching is becoming more demanding, more difficult and many times general classroom teachers do not have the necessary expertise to offer targeted help nor do they know the corresponding approaches. Learning difficulties are already a challenge, even more so when they are combined with a cross-cultural background. The approach is different depending on the student's case each time. Of the teachers surveyed, 59.7% expressed their frustration at not being able to provide adequate support to these students. As mentioned by Vassiliou and Haritaki (2015), teachers consider that the implementation of a form of teaching that will ensure the inclusion of everyone is a very demanding process, which often proves to be beyond the capabilities of general education teachers and that is why they find it difficult to put it into practice.

Furthermore, the <u>general education teacher usually does not have the knowledge</u> nor the luxury to help adequately. The formal general education studies are not sufficient for the teacher to be adequate and able to respond to the management of immigrant students with learning difficulties. Training in special education and intercultural education are additional knowledge not offered with the basic degree. That is why the teachers of the survey, specifically 76.1%, strongly argued that they do not feel at all ready to manage such complex situations.

Due to the lack of necessary knowledge to provide specialized support to these students and the insecurity that teachers may feel during their teaching in the multicultural classroom, their desire to enrich their knowledge by attending training programs was investigated. As it emerged from the responses to the questionnaire, almost all teachers (88.9%) expressed the <u>desire to be trained</u> in order to become more productive in their teaching and to support all students as best as possible, especially those who need it most.

Along with the desire for training, they also expressed the opinion that when there is the possibility in a school to have <u>teachers specialized</u> in special education or intercultural education, the students should attend classes with their support so that the best possible result is achieved. Of the teachers surveyed, 85.4% supported the necessity of suitably qualified teachers to teach immigrant students with learning difficulties. Of course, not all schools have this possibility, which makes the choice for training a one-way street.

The existence of <u>specialized scientific staff</u> is not considered a given for every school. Even in the event that a school manages to secure people from the recruitments that the Ministry will make, these people usually do not have the necessary experience but perhaps not the required knowledge to cover these needs, as many times the filling of places in the reception departments of the schools is done by general education teachers. Therefore, the possibility of successful collaboration and providing an effective approach seems particularly difficult. Of the teachers surveyed, 52.3% agree with this assumption.

However, even without the specialist knowledge, primary teachers seem to have every intention of supporting all their pupils. Teachers, from their behalf, make every <u>possible effort</u> daily to assure the best possible results from their teaching to these children. <u>The course needs to be adapted</u>, differentiated to include all students. The

teacher is asked to implement these changes because he understands the difficulties that exist and because he wants to support each of his students individually. From the answers to the questionnaire, it emerged that 78% of the teachers support that the modifications of the teaching program are necessary in such cases.

Teachers usually search for different ways to include their students, integrate them into groups where their classmates can help them with simple things, give everyone opportunities to participate without exception. Also, they try every day to organize the lesson in such a manner as to ensure some time to serve the special needs of the students. However, this is not always reachable, because the conditions in the classroom and the flow of the teaching are constantly changing. Nevertheless, when personal time is available, teachers try to search the Internet for supporting material for their students that they might find quite useful.

However, apart from the learning part, teachers make sure to cultivate a positive climate in their classroom, a climate of trust and security, so that every student who feels pressured and needs help, can courageously turn to their teacher and seek support who is in need. All problems are best treated when they are identified in the beginning and addressed at their source. At the same time, by adopting such approaches, students build a bridge of trust with the school and at the same time their classmates learn to respect others. Therefore, it is very important to cultivate in a school classroom a supportive environment that will respect the different, promote truth and acceptance, which allow the expansion of communication for the exchange of opinions between different experiences (Zoniou & Sideris, 2000).

Nevertheless, the dominant obstacle in this struggle is not so much the lack of knowledge as the absence of support from the Ministry, which does not offer support material adapted to the needs of this category of students. The teachers declare themselves helpless without having help and the necessary material from the Ministry which requests the integration and inclusion of all students without offering the basics that the teachers need for their teaching. This concern was expressed by 69.7% of the teachers who participated in the questionnaire.

The lack of specialized supervisory material as well as a study guide with guidelines and examples applicable in similar circumstances was also highlighted from 70% of the interviewers. If they have the necessary guidance either from a study guide or from trainings, teachers will be more able to effectively manage their students who

face some learning difficulties and have an immigrant background (Crispel & Kasperski, 2019). The absence of educational material to make available to schools or even a specialized study guide leaves teachers and schools exposed to new challenges and with the risk of failure. Providing an inclusive education is important to be offered in practice and not just in theory.

As a result of the absence of supporting material from the Ministry of Education, teachers have to search for material on the internet on their own, which in most cases is for a fee. Depending on the financial needs of the teacher, he decides whether to give this money or not, because after all it is from his personal salary. In addition, even if he buys the material, it always needs to be modified and adapted to the needs of the class, which requires even more personal time for the teacher to devote. There are quite a few teachers who, because they consider that their <u>salary is not sufficient</u> to purchase additional educational material (77% of the respondents) from the internet, do not proceed with these procedures.

The <u>personal effort</u> made by the teachers is what makes them ready to carry out any complicated situation that may arise. The struggle they make to find materials, to cultivate a positive atmosphere in the classroom, to approach the parents of the students and to educate themselves on issues of immigration and special education, is purely out of personal interest to improve the quality of teaching they offer to their students. Six out of ten interviewees (60%) talked about personal effort.

Finally, another way in which teachers show their readiness to teach immigrant students is the application of individualized teaching. In the interviews conducted, half of the teachers (50%) referred to the effort they make to vary the tasks they give to students and improve their students' performance. Individualized teaching is applied when they find some time during the lesson with additional clarifications and guidance, but also at home with specialized activities through which any deficiencies that these students have will be covered in order to manage to reduce the learning gap that has been created between them and the native students.

Dimension 4: Families Explanations

The parents' interviews revealed the reasons that in their opinion are responsible for their children's low performance in Greek primary schools. First, it is worth

underlining the factor of "special learning difficulties" which once again appears as the dominant factor that stands in the way of the educational process and delays these students (100%). The parents believe that their children are characterized by some form of learning difficulty as the mistakes they make have a high frequency and do not seem to be decreasing (100%). Immigrant students make several mistakes during the day in the exercises they are asked to solve. When these exercises are intended for home, mistakes multiply as they do not have the necessary guidance (66%) from the family environment to read correctly and adequately.

The family environment does not have previous knowledge of the Greek language and is unable to support the students in any language difficulties that appear in front of them. This is why there is often a great refusal (66%) in these children to complete the tasks assigned to them at home as they recognize their difficulties but also the fact that no one will help them to overcome them.

In addition, the fact that quite often these students are characterized by an inability to concentrate is also important, as a result of which they have difficulties with their short-term memory (100%). Because they face difficulties, the new knowledge is not kept in the memory correctly sorted and the students have difficulty retrieving it in the correct way they were taught.

Finally, according to the parent interviewees, the help provided to their children at school (100%) is of paramount importance for their learning process. Often, this help is not sufficient because there is a lack of specialized staff in the schools and of course the class time is not favorable either (66%). Parents recognize the difficult struggle of teachers, the support they try in any way to provide them, but also the shortcomings of the education system. Time in the school classroom is specific and there is often no opportunity for extra practice in the day's teaching content.

6.2 Conclusions

With this research, an initial attempt was made to search for all the factors that stand as a brake on the learning development of second-generation immigrant students who attend Greek primary schools (primary education). From both the analyzes made, both in the quantitative research and in the qualitative one, the needs for significant changes in the provided primary education were born. The comprehensive curriculum

offered in schools must be enriched with suggestions from scientists on the proper management of first- and second-generation immigrant students, so that appropriate teaching approaches are followed.

After all, the two areas of education, special education and intercultural education coexist in the education system and will continue to go together. The acceptance of this coexistence on the part of scientists and the entire educational community will contribute to the dissolution of the main barriers to the learning development of immigrant students (second generation). Studies regarding these two areas are particularly limited. This was also the trigger for choosing this research. The phenomenon of immigration is getting bigger and bigger in Europe and especially in Greece which forms the bridge of three continents.

Since the Greek school has turned into a multicultural school, education has to undergo dramatic changes. Teachers must be able to help these students in learning the Greek language. They need direction on how to teach, how to help effectively. That is, in a few words, to find ways through reforms that will be noted so that the students have the help of specialized teachers who will also know the language of the students. General education teachers are not obliged to know the language of immigrant students. At the same time, this solution will be found to be suitable to be implemented in every Greek school that will be attended by similar cases of immigrants. In this way, school teachers will differentiate their teaching program in order to respond more effectively to their teaching work.

At the same time as the program, it is important to build specialized support material for the courses attended by immigrants, in order to recognize and strengthen the effort made by Greek teachers to include all students in their teaching. After all, the dominant role in the educational application is played by the teacher himself who is called upon to overcome and no longer practice his profession as he has known it until now, but to develop his teaching and properly support immigrant students.

At the same time, there is also the need to better approach immigrant parents, in order to improve communication and cooperation with the school, in order to strengthen their participation in school activities. It is extremely important to bridge the gap that exists between the school and the parents because the best results will only occur if the parents are allies with their children's teachers.

6.3 <u>Limitations</u>

This research was carried out under strict restrictions due to health protection measures against the Covid-19 pandemic. During this period all schools were closed most of the time and were opened for a short time due to the risk of infections. In order to gather the required sample for the two types of research, the process was particularly difficult as the fellow teachers were very cautious and cautious about taking part in the research and coming into contact with someone unknown. As a result of this condition, the number of participants was not particularly large. In addition, another factor that affected teacher participation was the condition that prevailed while schools were closed due to the pandemic. In particular, the teachers were forced to adapt to the new conditions and to deliver their lessons daily through an online platform, in which they had not been trained. The technological environment was unprecedented for the teachers and for most of them quite demanding due to the unsatisfactory relationship with the technology they had. It is worth noting, as the research shows, 52.3% of the participants are over 51 years old, which justifies their reduced engagement with the computer. Learning the platform and having to respond as best they could in order not to be exposed exhausted the teachers as a whole. At the same time, the displeasure of not having direct contact with the children and the limitations born in combination with the fatigue they experienced, resulted in many of them not being willing to fill out the questionnaire sent to them electronically. In short, they were unwilling to spend extra time in front of a computer screen.

Due to all these limitations to which the research was submitted, we believe that it will be of great importance for the future of Greek education to conduct more research on this topic with a possibly larger sample and this time from more cities in Greece where a large immigrant population is found population. From such an investigation, the resulting results will put more pressure on the relevant educational institutions to proceed more immediately with the necessary reforms.

At the same time, the present research could be the trigger to create training programs for teachers that concern teaching in multicultural classrooms. In order to make this possible, these training programs would be useful to focus on new aspects of teaching and to propose supervisory material that will have the perspective of immediate application in the educational classroom. After the training of the teachers,

the effectiveness of the knowledge they acquired, as well as the tools, will be able to be evaluated after a certain time frame, so that adjustments can be made.

More generally, the extension of this research by future researchers will surely bring to light the undeniable need for significant changes in the Greek education system that will transform the school into a real school for all students, without discrimination.

6.4 <u>Research Acknowledgements</u>

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APPENDICES

Questionnaire-Appendix A

Questions: <u>**1-2, 6-23**</u>, are from the thesis of M. Kiose (2016) "*Diversity in Education. Immigrant Students with Special Education Needs and Disability.*" University of Western Macedonia, Department of Kindergarten Teachers. Florina.

*Her questionnaire was based on: **a)** Karly 1. Sokolowski. (1998). *Teacher Attitudes Toward Students with Disabilities in their Classroom.* Master's Thesis. Submitted to the Faculty of the School Psychology Program. College of Liberal Arts. ROCHESTER INSTITUTE OF TECHNOLOGY

b) Sideridis & Chandler (1997), which was used in the research of Vaporidis I., Kokarida D. & Krommida X. Teachers' views [22] physical education to integrate students with disabilities into formal classrooms. University of Thessaly, March 2005.

Questions: <u>**3-5, 24-26**</u> are from the interview that we structured and used for our research based on: **a)** Gonidas 2014 during his undergraduate research in his master's degree. "*Greek and foreign students with special educational needs in the same vocational training school: perceptions of parents and teachers*". Thesis. Thessaloniki: University of Macedonia

b) Gonzalez& Ramos 2017 research. "*Educational attention to immigrant students: in search of consensus*". Revista de Educacion, 379, January-March 2018 pp.181-203.

Part 1

1. Immigrant students with special educational needs and disabilities can serve their needs in the general classroom.							
Disagree	-3	-2	-1	0	1	2	3	Agree
2. The existence of immigrant students with special educational needs and disabilities in a general classroom is a challenge that encourages their school development.							
Disagree	-3	-2	-1	0	1	2	3	Agree

3. Immigrants children enjoy their time at school.								
Disagree	-3	-2	-1	0	1	2	3	Agree

4. It is difficult for these children to coexist with others. There is xenophobia.								
Disagree	-3	-2	-1	0	1	2	3	Agree

5. These children have special difficulties to face.								
Disagree	-3	-2	-1	0	1	2	3	Agree

6. Immigrants with special educational difficulties have to make enough effort to complete schoolwork.								
Disagree	-3	-2	-1	0	1	2	3	Agree

7. Immigrant students with special educational needs and disabilities are more likely to have behavioral problems in the general classroom.								
Disagree	-3	-2	-1	0	1	2	3	Agree

8. The integration of the immigrant student with a disability into the general classroom will not promote his social independence.								
Disagree	-3	-2	-1	0	1	2	3	Agree

9. Immigrant students with special educational needs and disabilities do not monopolize the interest of the general class teacher.								
Disagree	-3	-2	-1	0	1	2	3	Agree

10. The integration of immigrant students with special educational needs and disabilities requires significant changes in the program followed in the general classroom. .								
Disagree	-3	-2	-1	0	1	2	3	Agree

11. It is more difficult to teach in a general classroom where there is an immigrant student with special educational needs and disability than in one that does not exist.								
Disagree	-3	-2	-1	0	1	2	3	Agree

12. General teachers have the ability to work with immigrant students with special educational needs and disabilities.								
Disagree	-3	-2	-1	0	1	2	3	Agree

13. The knowledge of general education teachers is sufficient to teach immigrant students with special educational needs and disabilities.

Disagree	-3	-2	-1	0	1	2	3	Agree

14. The integration of immigrant students with special educational needs and disabilities into the general classroom presupposes the retraining of general education teachers.

Disagree	-3	-2	-1	0	1	2	3	Agree

15. Immigrant students with special educational needs and disabilities are likely to confuse the general classroom.

Disagree	-3	-2	-1	0	1	2	3	Agree

16. The behavior of an immigrant student with special educational needs and disability in the classroom generally does not require more patience on the part of the teacher than the behavior in the classroom of a student without special educational needs and disability

Disagree	-3	-2	-1	0	1	2	3	Agree

17. Integration is likely to have a negative impact on the emotional development of immigrant students with special educational needs and disabilities.

Disagree	-3	-2	-1	0	1	2	3	Agree

18. Immigrant students with special educational needs and disabilities should be given the opportunity to work in the general classroom when possible.

Disagree	-3	-2	-1	0	1	2	3	Agree

19. The teaching of immigrant students with special educational needs is better done by specialized teachers than general education teachers.

Disagree	-3	-2	-1	0	1	2	3	Agree

20. I believe that sufficient educational material is available for the teaching of immigrant students for special educational needs and disabilities.

Disagree	-3	-2	-1	0	1	2	3	Agree

21. I believe that I can have access to educational structures and interdisciplinary staff such as social workers, psychologists, speech therapists, occupational therapists, child psychiatrists, teachers specializing in special educational needs and disabilities, nurses.

Disagree	-3	-2	-1	0	1	2	3	Agree

22. I consider that I have a satisfactory budget available to receive the materials for the planning and teaching of immigrant students with special educational needs and disabilities.

Disagree	-3	-2	-1	0	1	2	3	Agree

23. I am willing to attend additional classes to expand my knowledge about the education of immigrant students with special educational needs and disabilities.								
Disagree	-3	-2	-1	0	1	2	3	Agree

Part 2
I circle one or more answers that serve me.

24. What kind of difficulties do these children have?

    I.   slow reading rate
    II.   difficulty understanding texts
    III.   communication difficulties
    IV.   difficulty in word processing
    V.   poor vocabulary in speech production
    VI.   confusion of letters-phonemes
    VII.   difficulty retrieving data from short-term memory
    VIII.   difficulty in mental calculations
    IX.   difficulty solving problems
    X.   behavioral problems
    XI.   other _____

25. What are the reasons for facing these difficulties?

    I.   no help from home
    II.   bilingual environment
    III.   parents do not speak Greek well
    IV.   special learning difficulties
    V.   not willing to learn
    VI.   are boring
    VII.   class time not enough
    VIII.   parents are afraid to accept the difficulties
    IX.   no moves for further assistance
    X.   other _____

26. What are the emotions that manifest most often?

    I.   Joy
    II.   Anger
    III.   Anxious
    IV.   Stress
    V.   Fear
    VI.   Deny
    VII.   over-enthusiasm

VIII.   other _____

Part 3

Gender: Male ☐   Female ☐

Age: 20-30 ☐   31-40 ☐   41-50 ☐   >51 ☐

Studies:

Basic university degree   ☐

Master's degree   ☐

PhD's degree   ☐

Training seminars   ☐

Other _____

Teaching experience:

1- 10 years ☐   11⁻20 years ☐

>20 years ☐   >30 years ☐

Thank you very much for your time!

Questions of Interview-Appendix B

In Greek

<u>**Πρωτόκολλο συνέντευξης από εκπαιδευτικούς πρωτοβάθμιας εκπαίδευσης που ασχολούνται με παιδιά ηλικίας 7-8 ετών**</u>

Οι ερωτήσεις που ακολουθούν βασίζονται σε συνέντευξη που έκανε ο Γωνίδας 2014 κατά τη διάρκεια της έρευνας του για τη διπλωματική εργασία στο μεταπτυχιακό του καθώς και στην έρευνα των Gonzalez & Ramos 2017.

Εμπειρία με την ειδική αγωγή (Γωνίδας 2014)
1. Αισθάνεστε ικανοποίηση από τη διδασκαλία σε παιδιά με ειδικές μαθησιακές δυσκολίες;
2. Ήταν η επιθυμία σας να εργαστείτε με παιδιά ειδικής αγωγής ή προέκυψε;
3. Έχετε κάποια εξειδίκευση στην ειδική αγωγή; Αν ναι, τι είδους εξειδίκευση;
4. Πόσο έτοιμος και ενημερωμένος αισθάνεστε όσον αφορά το ιδιαίτερο προφίλ αυτών των παιδιών;
5. Με ποιον τρόπο ενημερώνεστε για τις διάφορες περιπτώσεις παιδιών με ειδικές δυσκολίες στο σχολείο σας;
6. Πόσα παιδιά έχετε στην τάξη που αντιμετωπίζουν μαθησιακά προβλήματα;
7. Μπορείτε να περιγράψετε μια μέρα στην τάξη και στο προαύλιο του σχολείου;
8. Τι μέσα χρησιμοποιείτε για τη διδασκαλία αυτών των παιδιών; Υπάρχει κάποιος οδηγός για να σας κατευθύνει;
Ειδική αγωγή – γενική αγωγή (Γωνίδας 2014)
9. Πώς αντιμετωπίζουν οι συμμαθητές τους τα παιδιά με μαθησιακές δυσκολίες; Είναι κοινωνικοποιημένοι;
10. Θεωρείτε ότι τα παιδιά αυτά περνούν ευχάριστα τις ώρες τους στο σχολείο;
11. Υπάρχουν προβλήματα που βιώνουν συχνά τα παιδιά ειδικής αγωγής στη σχέση τους με τους υπόλοιπους μαθητές;
12. Τι είδους προβλήματα; Πόσο συχνά τα εντοπίζετε;
13. Πώς αντιμετωπίζονται αυτά τα προβλήματα;
Ειδική αγωγή και διαπολιτισμική εκπαίδευση (Γωνίδας 2014, Gonzalez & Ramos 2017)
14. Έχετε αρκετά παιδιά από άλλες χώρες που έχουν γεννηθεί ή έχουν έρθει από πολύ μικρή ηλικία στην Ελλάδα;
15. Ποια είναι η μαθησιακή τους πορεία; Εμφανίζουν δυσκολίες αυτά τα παιδιά ; Τι είδους;
16. Ποιες θεωρείτε ότι είναι οι πιο σημαντικές; Πώς τις εκδηλώνουν σε σχέση με τους ομοεθνείς;
17. Υπάρχει βοηθητικό υλικό για να χρησιμοποιήσετε στην τάξη;
18. Ποια είναι τα συναισθήματα που εκδηλώνουν πιο συχνά;
19. Ποιοι είναι κατά τη γνώμη σας οι λόγοι που αντιμετωπίζουν τέτοιες δυσκολίες;
20. Πιστεύετε ότι η συνύπαρξη των παιδιών αυτών με τους υπόλοιπους είναι δύσκολη; Υπάρχει ξενοφοβία;
21. Έχει χρειαστεί να αντιμετωπίσετε κάποια σύγκρουση; Ποια η έκβασή της; Ποια ήταν η αντίδραση των γονέων;
22. Τι πρέπει να γίνεται για να αποφεύγονται τέτοιες καταστάσεις;
Συμπεράσματα
23. Πώς σας φάνηκε η συνέντευξη; Θα θέλατε να προσθέσετε κάτι σε όσα συζητήσαμε παραπάνω;

In English

Interview protocol for primary school teachers dealing with 7-8-year-old children

The following questions are based on an interview conducted by Gonidas 2014 during his undergraduate research in his master's degree. It is also based on the Gonzalez & Ramos 2017 research.

Experience with special education (Gonidas 2014)
1. Do you feel comfortable teaching children with special learning disabilities?
2. Was it your desire to work with special education children or did it occur?
3. Do you have any specialization in special education? If so, what kind of specialization?
4. How prepared and up-to-date do you feel about the special profile of these children?
5. How do you find out about the different cases of children with special difficulties in your school?
6. How many children do you have in class with learning disabilities?
7. Can you describe one day in the classroom and in the schoolyard?
8. What resources do you use to teach these children? Is there a guide to guide you?
Special education - general education (Gonidas 2014)
9. How do their peers treat children with learning disabilities? Are they socialized?
10. Do you believe that these children enjoy their time at school?
11. Are there problems that children with special needs often experience in their relationships with other students?
12. What kind of problems? How often they appear?
13. How are these problems handled?
Special Education and Intercultural Education (Gonidas 2014, Gonzalez & Ramos 2017)
14. Do you have a significant percentage of children from other countries who were born or came from very young age in Greece?
15. What is their learning path? Do these children have difficulties? What kind of;
16. What do you consider to be the most important? How do they manifest it in relation to their compatriots?
17. Is there auxiliary material to use in the classroom?
18. What are the emotions that manifest most often?

19. What do you think are the reasons for such difficulties?
20. Do you think it is difficult for these children to coexist with others? Is there xenophobia?
21. Have you had to deal with a conflict? What is its outcome? What was the reaction of the parents?
22. What should be done to avoid such situations?
Conclusions
23. How did the interview look to you? Would you like to add something to what we discussed above?

In Spanish

Protocolo de entrevista para maestros de primaria que trabajan con niños de 7 a 8 años.

Las siguientes preguntas se basan en una entrevista realizada por Gonidas 2014 durante su investigación de pregrado en su maestría. También se basa en la investigación de González y Ramos 2017.

Experiencia con educación especial (Gonidas 2014)
1. ¿Se siente cómodo enseñando a niños con discapacidades especiales de aprendizaje?
2. ¿Fue su deseo trabajar con niños de educación especial o ocurrió?
3. ¿Tiene alguna especialización en educación especial? Si es así, ¿qué tipo de especialización?
4. ¿Qué tan preparado y actualizado se siente con respecto al perfil especial de estos niños?
5. ¿Cómo se entera de los diferentes casos de niños con dificultades especiales en su escuela?
6. ¿Cuántos hijos tienes en clase con problemas de aprendizaje?
7. ¿Puedes describir un día en el aula y en el patio de la escuela?
8. ¿Qué recursos usas para enseñar a estos niños? ¿Hay una guía para guiarte?
Educación especial - educación general (Gonidas 2014)
9. ¿Cómo tratan sus compañeros a los niños con discapacidades de aprendizaje? ¿Están socializados?
10. ¿Crees que estos niños disfrutan su tiempo en la escuela?

11. ¿Hay problemas que los niños con necesidades especiales a menudo experimentan en sus relaciones con otros estudiantes?
12. ¿Qué tipo de problemas? ¿Con qué frecuencia aparecen?
13. ¿Cómo se manejan estos problemas?
Educación Especial y Educación Intercultural (Gonidas 2014, Gonzalez & Ramos 2017)
14. ¿Tiene un porcentaje significativo de niños de otros países que nacieron o vinieron desde muy temprana edad en Grecia?
15. ¿Cuál es su camino de aprendizaje? ¿Tienen estos niños dificultades? Que tipo de;
16. ¿Qué consideras más importante? ¿Cómo lo manifiestan en relación con sus compatriotas?
17. ¿Hay material auxiliar para usar en el aula?
18. ¿Cuáles son las emociones que se manifiestan con mayor frecuencia?
19. ¿Cuáles crees que son las razones de tales dificultades?
20. ¿Crees que es difícil para estos niños convivir con otros? ¿Hay xenofobia?
21. ¿Has tenido que lidiar con un conflicto? ¿Cuál es su resultado? ¿Cuál fue la reacción de los padres?
22. ¿Qué se debe hacer para evitar tales situaciones?
Conclusiones
23. ¿Cómo te pareció la entrevista? ¿Le gustaría agregar algo a lo que discutimos anteriormente?