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**Secondary Teachers' Perspectives on
Refugee and Migrant Children Education**

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Author's Statement:

I hereby expressly declare that, according to the article 8 of Law 1559/1986, this dissertation is solely the product of my personal work, does not infringe any intellectual property, personality and personal work of third parties.

Contents

Abstract.....	5
Introduction.....	6
Chapter 1: Theoretical framework	7
1.1 Educational learning theories	7
1.2 Principles of teaching and learning in an intercultural educational context.....	8
1.3 Intercultural Education and the challenges faced by educational systems.....	11
1.4 Refugee education today.....	12
1.5 The role of teachers	13
1.6 The difficulties faced by teachers in educating refugee students.....	14
Chapter 2: Literature review of teachers' views	18
Chapter 3: Methodology	19
3.1 Aim of the study and Research Questions	19
3.2 Research Method.....	20
3.3 Validity, Reliability & Ethical Considerations.....	21
3.4 Research Design & Tools.....	22
3.5 Participants.....	22
3.6 Research process.....	23
Chapter 4: Findings.....	24
4.1 Do teachers use innovative learning theories (regarding objectives/goal-setting etc.) when selecting inclusive strategies and evaluating educational outcome?.....	24
4.2 Do teachers change their initial objectives/goals and why?	25
4.3 What difficulties do teachers face when educating refugee children?.....	27
4.4 Do teachers adopt suitable and proper practices in order to address these difficulties and accommodate their students' unique learning profile?.....	30
4.5 How do teachers propose to further strengthen the educational process?	32
4.6 How do teachers organize their learning activities?	33
4.7 Which are the learning conditions according to teachers?	34

<i>4.8 Which criteria do teachers use, in order to determine the effectiveness of learning process?</i>	35
<i>4.9 In which ways do teachers assess learning?</i>	36
Discussion	37
Conclusion	40
References	41

List of tables

Table:1.Objectives of secondary school teachers for refugee and migrant students.....	25
Table:2.Causes of objectives change.....	26
Table:3.Problems and difficulties in teaching and training refugee or migrant students.....	29
Table:4.Reinforcement strategies.....	31
Table:5. Suggestions for further strengthening of the educational process.....	32
Table:6.Organising learning and drawing on experiences.....	34
Table:7. Conditions for learning.....	35

Abstract

The shift from multicultural to intercultural education is not an automatic or stagnant process; on the contrary it entails a significant amount of effort from one of its basic protagonists, that is, the teachers (and their established perceptions which in turn deeply affect their employed tactics, methods and everyday practices); the latter being the main area of focus on this study. This particular qualitative piece of research was undertaken in the broad region of Attica. Participants, included fifteen (N=15) secondary education teachers, from different disciplines, working in public schools with migrant and/or refugee students from various cultural backgrounds. The research tool selected included semi-structured interviews in order to gain insight on teachers' views. The research aimed at investigating teachers' views and perceptions on their students' background and how these in turn affect their use of innovative learning theories (and practices) as well as their teaching methods of choice. It also targeted at unearthing several difficulties that teachers may face when attempting to address their diverse everyday classroom reality and also point out teachers' suggested criteria of evaluating their students. The results emphasized the importance of psychosocial support for refugee and migrant students, the need to establish a climate of cooperation and also incorporating the use of elements of students' different cultural background (e.g. language, prior experiences). Furthermore, it was pointed out that lesson-planning according to the existing curriculum and lack of communication with parents, are among the most severe difficulties faced by teachers in the education of this particular student population.

Key words: Migrant education, refugee students, teachers' views, secondary education, qualitative research

Introduction

Significant changes in the intensity and characteristics of migration (Münz, 1996) coupled with world-wide instability and geo-political conflicts, have led to the creation of new migrational routes (Conant, 2015) originating now from a vast array of countries (e.g. Syria, Afghanistan etc). Consequently, most European societies form nowadays an amalgam of different ethnical, cultural and linguistic backgrounds so much that writers argue on the “globalization of migration” (Castles and Miller 2009, p. 10). It therefore seems, that the modern European social context is a diverse one (Olwig, 2013), if not ‘super-diverse’ (Vertovec, 2007). Such major alterations are also reflected and portrayed in most educational systems. Meta-modern reality sees migrant and indigenous students co-exist within the same educational setting, simultaneously raising the level of researchers’ interest for inter-cultural education (Μάρκου, 1995; Lanas, 2014). The latter, targets at including migrant and refugee students within a school classroom, thus lifting barriers posed by differences in language, identity and culture, ultimately targeting at social interaction between various cultural groups and towards a more socially just educational system (Leeman & Van Koeven, 2019).

This new cultural (and educational) reality that relates to intercultural education and the inclusion of migrants and refugees at indigenous classrooms, deeply affects the educational processes and practices used by teachers (Gotovos, 2002); that being the main area of interest in this research. Thus, Chapter 1 of this research begins -inevitably-with a review of various educational theories on learning, as teachers’ views on learning significantly pre-determine the subsequent use of teaching methods and strategies on their behalf. Naturally, the discussion then shifts to a more focused and in-depth examination of teaching (and learning) in an intercultural educational setting, with the focus attributed to the Greek context along with a short description of the challenges faced by most modern education systems. The emphasis is accordingly placed to student-centered approaches and methods, mostly used by constructivism and a Vygotskian perspective of learning. The focus then shifts towards examining the role of teachers in such intercultural educational settings along with a brief discussion of various problems that teachers may face in multicultural classrooms. More specifically, the relative examination of research and articles targeting on the obstacles to intercultural education is based on 3 axes:

- 1) Barriers attributed to students (e.g. language),
- 2) Barriers attributed to teachers themselves (e.g. lack of proper training) and finally
- 3) Factors that are centered on the pedagogical relationship between both students and teachers.

Expectedly, the discussion moves toward suggesting possible ways of removing such barriers. These are detailed after being based on teachers’ views, as these are expressed through various researches on the field. Among these, arise -most notably- the importance of bilingual students’ needs as well as the expressed need of a holistic approach towards

teaching students of various cultural backgrounds by attributing equal importance to academic and psycho-social factors as well.

Having examined the above issues, Chapter 2 embarks upon an attempt of reviewing relevant literature on the field (most notably teacher's views), by presenting findings from a vast array of researches from both local and international context. The arising absence of significant qualitative research on secondary education teachers' views, justifies the necessity of this particular piece of research.

Chapter 3 details the methodology adopted which could be placed on the "qualitative edge" of the "research methodology spectrum". In brief, the research was conducted using a qualitative approach, utilizing semi-structured interviews (with secondary education teachers working with migrant and/or refugee students) as data collection instrument. The suggested research aimed at unearthing teachers' perceptions concerning their adopted educational practices; those targeting in including students from different cultural and ethnical settings and whether they use constructive learning theories in the choice of strategies, means of teaching and in the evaluation of the process. Specifically, participants have been asked to answer 5 research questions about their goal-setting, learning strategies used, the difficulties they encounter and how they deal with them.

Chapter 4 analyses the results of the semi-structured interviews with the participating secondary school teachers, while Chapter 5 discuss the aforementioned results while attempting to compare and contrast these to respective results of previous studies on similar topics. Finally, occasional limitations and future suggestions for continuing the research and improving the learning process are briefly discussed.

Chapter 1: Theoretical framework

1.1 Educational learning theories

The theories of learning are related to the effectiveness of the information received by the learners, so that new experiences and knowledge are created in matters of teaching and the educational process (Charalambopoulos, 2001). In short, teachers need to know how their students learn most effectively, so that they can implement the most appropriate and efficient teaching practices. Learning is directly linked to teaching. The latter refers to the set of educational activities, with which an educational professional attempts to change and adapt the student's behavior in such a way that learning is consciously achieved (Flouris, 2003). The most well-known learning theories are:

Behavioral theories of learning

According to behavioral theories, learning occurs as a result of the external connections of a person's reaction to the stimuli he receives from his environment (Koliadis et al., 1996; Porpodas, 2003), not as a mental internal processing of these stimuli by the person, but rather as a result of the relationship between them (Porpodas, 2003). A basic postulate of behaviorism is the dependence of the organism on environmental influences

that control and shape its behavior. Thus, the appropriate manipulation (positive or negative) of this relationship can bring forth the desired changes and modifications in human behavior (Porpodas, 2003).

Cognitive theories of learning

For cognitive learning theories, the individual is no longer considered a blank slate or "tabula rasa"- a blank paper that waits to be filled with new information, but an active organism that builds its knowledge through its active participation (Porpodas, 2003). Knowledge is not transmitted, but is constructed individually by the occasional learner through the adaptation of new knowledge to pre-existing knowledge. Inserted between the stimulus and the reaction are cognitive functions, such as language, memory, perception, critical ability, decision-making, etc. that give them meaning (Koliadis et al., 1996).

Sociological theories of learning

After the development of socio-cognitive and socio-cultural theories of learning, the interest shifted to the "communicative dimension of learning" (Styliaras & Dimou, 2015). Learning is no longer an individual process of building knowledge but a process of interaction and communication of individuals with their social environment, developing abilities and skills that would otherwise be inactive (Styliaras & Dimou, 2015).

Theories of programmatic knowledge

According to theories of planned action, each individual is an active being who possesses the ability to set goals and then devise plans and strategies to achieve them. This particular individual is not exclusively under the control of the environment, since he/she can self-regulate his/her behavior (Koliadis et al., 1996). According to the triadic reciprocity model, one's personal perception on his/her ability to organize and implement actions that will enable personal learning, influences one's behavior, that is, his/her goals, actions, personal efforts etc. (person→behaviour). In turn, the person's actions affect, positively or negatively, their personal perceptions (behavior→person). In a similar way, the individual's behavior (actions) affects the learning environment and vice versa (Schunk, 2012).

1.2 Principles of teaching and learning in an intercultural educational context

The literature suggests various models of integration of refugee or migrant children in the educational and social system of the host countries (assimilation model, integration model, multicultural, anti-racist, and intercultural) (Chatzisotiriou, 2014). Each model has specific characteristics which are based on the political and social choices made by the host countries and relate to the type of citizen they attempt to shape through their political and educational system. In the new multicultural reality and the changes it has brought about in society, school may be the context within which new ways of conceiving social identity will be created and reproduced; intercultural educational policy may constitute a one-way street in this direction (Angelopoulou & Manesis, 2017).

The intercultural model is the accepted choice in the issue of education of migrant and refugee children, since it emphasizes the necessity of interaction and equality between people with different cultural backgrounds and identities although it is addressed to the entire student population (Sgoura, Manesis & Mitropoulou, 2018). The respect of multicultural heterogeneity is crucial, as the model seeks the smooth integration of individuals of different linguistic and cultural backgrounds (Damanakis, 2002; Haritos, Papachristou & Manousou, 2021). This integration is achieved through the interaction (note the stress on “inter”) between members of society or an organization (e.g. school). Intercultural education is governed by four basic principles, where interaction can lead to intercultural solidarity, intercultural respect and acceptance of difference. Intercultural education prepares young students for a life in a society of otherness simultaneously attempting to consolidate their cultural identity and promoting the learning of mother tongue (Haritos, Papachristou & Manousou, 2021; Hoff, 1995). The four basic principles of intercultural education are summarized below:

- Education with empathy as a key element, i.e. educational activities aiming to sensitize students towards the issues of others and understand the diversity set by co-existence of different cultures.
- Education that develops solidarity cultivates collectiveness among students and strengthens consciousness with the main purpose of setting aside social injustice and inequality.
- Education aimed at intercultural respect; the latter is achieved through the acceptance of different cultures, which encourages the gradual immersion of students in the culture of the people and their integration into own culture.
- Education against nationalistic thinking and simultaneous discard of stereotypes and prejudices, so that peoples from different cultural backgrounds can establish proper communication with each other thus strengthening the oral language and contact between students, so that they can better manage social situations (Essinger, 1988, in Kesidou, 2008).

According to Essinger (1991) the four main principles found in the intercultural educational model are:

- education for empathy
- education for solidarity
- education for intercultural respect
- education against nationalistic thinking

(Kesidou, 2008; Sgoura, Manesis & Mitropoulou, 2018)

In conclusion, it could be argued that interculturalism presupposes the abandonment of the ethnocentric standards and the acceptance of differences in order to

transform individuals and society in a direction towards tolerance, acceptance and the assimilation of individuals with different cultural values and principles (Damanakis, 2002; Haritos, Papachristou & Manousou, 2021). Moving into the educational context, intercultural education comes to promote the establishment of an "education for all" ethos, with equal opportunities attributed to all students and a school-life full of resources (Palaiologou-Gikopoulos, 2005).

As noted above, teaching in a multicultural context is distinguished by its adaptation to the learning needs of all students (Anagnostopoulou, 2001). The heterogeneity that characterizes the school classroom also implies the differentiation of teaching strategies that teachers must follow in order to include refugee students in the educational process (e.g. in the classroom) and in the school community (Nicolaou, 2005). Students should be treated as separate cases in their learning process. More specifically, learning strategies concern how children learn, how they think. Related research has revealed that students who have been taught different strategies in specific types of exercises perform better in school (Cohen & Macaro, 2007).

The investigation of teaching in Intercultural Education requires at the same time the application of student-centered methods, i.e. methods that assign the most basic role to students (Nicolaou, 2005). The aim is to activate students, natives and foreigners, and to form a school climate open to experiences that students bring from their place of origin in order to integrate them both in the school environment and in the social environment (Rutter, 2006). The necessity of differentiated teaching aims to include all students with different cultural characteristics in the modern educational process. Teachers who differentiate their teaching aim to meet the needs of their students by adapting the educational process (Tomlinson, 2004a).

The context of intercultural education found on most meta-modern societies and educational systems and the discussion on several of its principles that followed on the paragraphs above, brings us rather comfortably to the quest of a learning theory that could distance itself from other theories mentioned earlier; one that could take into serious consideration the impact of social environment in learning.

Vygotsky stressed the important role of the social environment in the child's development. Based on the constructivist approach, the goal when teaching students is not simply the transmission of information, but the encouragement of students to create knowledge in order to later develop the necessary skills for evaluating, organizing and acquiring new information (Bruning, Schraw & Ronning, 1999). In contrast to traditional theories, the teaching process based on the constructivist approach emphasizes the principle that students create knowledge according to their background, needs and desires. This means that the educational process should firstly take into consideration possible past experiences (e.g. before settlement) and then seek to satisfy the personal needs of each student (Reigeluth, 1996).

Reigeluth (1996) emphasizes learning that stems from an authentic environment, which leads students to seek new experiences that are placed in social reality and that satisfy their needs. The principles of constructivism entail cooperation, creativity, active participation, problem solving. There are many approaches to learning that were based on constructivism with the main ones being the following:

- Exploratory learning process

It is based on the search for information through questions, projects, experiments. Students are not just trying to find the right answer but to identify solutions to solve problems. With the investigative process, students' critical thinking and autonomous learning develop (Woolf et al., 2001).

- Collaborative learning process

Cooperative learning can lead to effective teaching. It is based on the model in which knowledge is achieved through interaction between members by sharing their experiences (Collaborative Learning, 2005). It is based on Vygotsky's (1978) view of the social nature of learning, located in the zone of proximal development.

- Scaffolding

A glimpse in relative literature reveals many studies based on group teaching using the concept of the support framework (Scaffolding). The support strategy includes every action (undertaken by the occasional teacher) with the aim of strengthening the learning achievement of students, so that it leads to the expected learning goal (Van de Pol, Volman, Oort, & Beishuizen, 2010). The scaffolding technique is a learning process that depends on the type of exercise, the degree of response of the student and the socio-cultural context in which the process takes place. However, in order for the method to be considered successful, the interests of students must be taken into account and a special emphasis and attention must be given to the individual differences of students (Pierce, 1995). This specific approach suits (rather naturally) migrant students, as they are more in need of a support framework and the prompting of their teacher. The latter, follows a learning system, through which he supports (migrant) student thus promoting the latter's autonomy and the strengthening of his/her self-confidence (Van de Pol et al., 2010).

1.3 Intercultural Education and the challenges faced by educational systems

The phenomenon of immigration has brought forth significant changes at all levels of the social, economic and cultural reality. Naturally, education could not remain unaffected by these changes (Sgoura, Manesis & Mitropoulou, 2018). The presence of children with different cultural -as well as linguistic- backgrounds marks new challenges for the Greek educational system. Particularly after 2015, Greek authorities and local communities were faced with the challenge of managing the entry and temporary or permanent accommodation of a significant number of refugees. In addition to population registration, the authorities had to provide immediate housing, food and medical care for all

these people. A main and immediate need also arose in the field of education, as a large number of the new arrivals were pre-school and school-aged children (ELIAMEP, 2017).

The paradigm of Greece, as outlined above, portrays the wider educational reality now days: Educational systems are called upon to shape a school environment that meets the needs and requirements of all social and cultural groups and promotes creative interaction among all students. The main task of education is now to prepare pupils as citizens of a multicultural society, who respect linguistic and cultural diversity while maintaining their cultural identity. Indeed, the role of education in the new multicultural reality is important, as it is one of the key mechanisms for shaping the attitudes, values and behavior of the individual (Paleologou & Evangelou, 2003). In intercultural pedagogy, teaching respects human dignity and human rights and is linked to the idea of self-determination and freedom (Pantazis, 2008). Furthermore, the educational process aims at a school in which diversity either as a special educational need or as cultural diversity, through its inclusive approach, is part of the whole, which ought to exist in a "school for all" (Holeva, 2017).

However, although school is a means of social integration, it is also a powerful mechanism of social exclusion (Chatzinikolaou, 2010). Assessing the cultural identity of Western educational systems, Banks (2004), states that although an educational system may acknowledge the right to freedom, in practice it assimilates students into the dominant culture. She characteristically states that intercultural education and social integration of refugee or migrant children is not "apolitical" as it should be, since it fosters certain attitudes and values and its content is not culturally neutral (Sgoura, Manesis & Mitropoulou, 2018).

1.4 Refugee education today

The inability of refugee or migrant children to understand and then use the Greek language and the lack of intercultural mediation tools and direct access to interpretation services are some of the barriers to the integration of refugee or migrant children in school and social reality (Batsalia & Sella, 2016; Advocate of Citizen & UNICEF, 2017b).

The UNHCR estimates that there are about 31,000 people from Afghanistan alone in Greece today, of which 62% are women and children (Sgoura, Manesis & Mitropoulou, 2018).

It is worth pointing out that states hosting large numbers of displaced people need support in developing the relevant infrastructure such as more classrooms, appropriate educational materials, training of educational staff on specialized subjects of intercultural education (Sgoura, Manesis & Mitropoulou, 2018). The right to education is considered as basic by all EU member states and therefore all children without exception are given the opportunity to attend school. Priority has also been given for many years to language support for migrant children, as good knowledge of the language of the host country is

considered key to smooth integration (Sgoura, Manesis & Mitropoulou, 2018). Therefore, intercultural education, as a teaching approach and teacher training to develop new skills to respond to the cultural heterogeneity of the student population are a priority (Haritos, 2021).

Already since 2007, the educational policy proposals (Sgoura, Manesis & Mitropoulou, 2018) that can promote the integration of migrant children in the school environment, among others, are summarized as follows:

- Pre-school education is the appropriate environment for second language learning, therefore special measures should encourage the attendance of migrant children at this educational level.
- When migrant children arrive in the host country, they often need additional language teaching which does not isolate them from the mainstream classroom and the adaptation period should not exceed one year.
- Particularly in countries where the number of immigrants is growing rapidly, teachers need to develop new professional skills and practices in order to be able to respond effectively to the new demands made on them (training, curriculum, differentiated teaching, etc.).

1.5 The role of teachers

The multiculturalism prevailing in modern societies makes the role of teachers particularly difficult and demanding, in order to be able to respond to the social, cultural and ethnic differentiations of students (Sgoura, Manesis & Mitropoulou, 2018) as they have to set aside own possible ethnocentric norms and perceptions and be able to transmit to students a sense of respect for diversity and recognition of the value of each culture (Govaris, 2005), in an environment of increased demands for social accountability and improvement of the effectiveness of educational work (Devine, 2005). Teachers are required to manage issues of personal theories in the context of identity of 'self' and 'other' and understanding the value of all identities (Paleologou & Evangellou, 2003), which is not easy, as they 'bring to their work' conceptions of migration and identity that reflect and are influenced by the norms and values prevailing in society at large (Devine, 2005), but also perceptions related to refugee children's learning abilities as bilinguals (Sgoura, Manesis & Mitropoulou, 2018), which are shaped by the socio-cultural context in which they live and work (Sgoura, Manesis & Mitropoulou, 2018). Teachers' epistemological and other perceptions influence their teaching practices (Sgoura, Manesis & Mitropoulou, 2018). Recognizing -on the part of teachers- potential biases and exploring how they affect the school reality is the first step in order to respond to their role. Refugee or migrant children, like other pupils, carry their own personal identity and particular characteristics (educational, social and cultural capital). And their special characteristics require differentiated management and teaching strategies (Hamilton & Moore, 2004; Haritos, Papachristou & Manousou, 2021).

It is of extreme importance, teachers to utilize participatory techniques in classroom organization (Saklan & Erginer, 2017), develop empathic relationships for the personal story and experiences of each refugee student, while ensuring a safe learning environment (Clark, 2017) and a positive school climate (Chatzidaki, 2014) in order to meet the needs of all students (Tielman, et al., 2012), as the social reality created in a classroom often has a lifelong impact on minority students (Saklan & Erginer, 2017). Besides, an important task of schools is to create communities for students and provide stability, safety and a sense of belonging (Maadad & Matthews, 2018). Dryden-Peterson (2015) emphasizes the need for teachers to recognize the limited and disrupted educational opportunities that children had in their countries of origin, language barriers, poor quality of teaching, and even discrimination within the school community, which are serious barriers to inclusion. Teachers should be able to understand the refugee experience and the issues concerning refugees as well as the causes of the refugee crisis and the exploitation of individuals (Saklan & Erginer, 2017). It is also important to understand that the behavioral and cognitive difficulties of refugee or migrant children could be more related to the cycle of conflict, violence and poverty than to the existence of serious mental health problems. Difficulties are even higher for children who have been separated from their families and remain alone in the host country (Dryden-Peterson, 2015; Sirin & Rogers-Sirin, 2015).

The presence of students of different ethnic and cultural backgrounds necessitates, as mentioned above, a new orientation of the Greek school through changes in curricula as well as lifelong learning and teacher training (Sgoura, Manesis & Mitropoulou, 2018).

In Greece, teachers state that they lack intercultural competence or intercultural readiness and face difficulties in managing the cultural and linguistic capital that students bring into the classroom (Angelopoulou & Manesis, 2017; ELIAMEP, 2017; Sgoura, Manesis & Mitropoulou, 2018). An important cause of these difficulties is the fact that the forms of training implemented in recent years have failed to meet the needs of teachers on issues of intercultural education (Vergidis, 2012), while the programmes implemented in the framework of European Union co-funded actions are characterized by unevenness and discontinuity (Mouzakis, et al., 2009). Teachers and students are now called upon to develop capacities to organize their social and educational interaction in a spirit of cooperation, mutual respect, understanding and acceptance of diversity (Saklan & Erginer, 2017), with the ultimate goal of empowering students, which is the result of negotiating multiple identities in the classroom (Cummins, 2005).

1.6 The difficulties faced by teachers in educating refugee students

Theories and research that deal with the issues of refugee students education emphasize the psychological factors that contribute to their personal and academic development and learning processes, while on the other hand focus on the views of teachers and the practices they apply in the educational process in order to master the goals they set. Through the international literature outlined below, the main obstacles faced

by teachers in the education of refugee students are identified, along with proposed solutions for effective learning.

Based on differentiated teaching principles, the prevailing axiom is that all students have equal opportunities for learning. Teachers are expected to act as facilitators of such a process, by applying the appropriate planning thus ensuring its implementation for every student involved (Damanakis, 2000). The teacher -as an integral member of the group- is asked to play the most basic role and, after investigating the needs of his/her students, expands the learning process and the communication between them (Richards & Rodgers, 1999).

According to international literature, the main problem faced by teachers in a classroom with refugee students is the issue of language and its acquisition. In a survey by Damanakis (2000), which was carried out on 540 primary school teachers, the lack of language was judged to be the main failure factor among refugee students. Similarly, in an article by Aydin & Kaya (2017), which refers to Syrian students, the main problem highlighted, was the lack of knowledge of the language that led to school failure, as the teachers reported that there is no integration program for refugee students, resulting in students finding it difficult to adapt. Teachers also argue that the weakness in language can be attributed to students but also to their parents, who are unable to help their children either because they don't care, or because they think that if they leave, they don't need to learn the language in the host country.

Other articles however, lift the focus from students' lack of knowledge and pay greater attention to teachers themselves. In an indicative article, Miller (2009) focuses on the education of refugee students which is interrupted. Many students arrive in the host countries without having mastered their mother tongue, which is an obstacle to mastering the host language as well. The research was conducted in a school in Melbourne, where fifty-five nationalities of students attend and thirty-five different languages are spoken. Eight refugee students and their teachers participated in the vocabulary learning program. The data was collected through interviews. Once again the teachers focused on the problem of language and the consequences this has on their later professional development, but also highlighted the lack of (and the importance of) proper teacher training. Teachers refer to the difficulties in practices they must adopt in order to achieve the goals they set during the educational process. The above piece of research adamantly shows the educational deficiency of teachers and the lack of appropriate educational training, in order to face the obstacles they encounter in the classroom. Rutter (2006) focuses once again on the language problem faced by teachers, as well as the large number of students (as an ongoing issue, ultimately highlighting the lack of educational training, as well. A holistic approach to schooling is presented, where mastery of academic skills is achieved through personal contact. The more quality time teachers spend with students, the more the psycho-social support and inclusion of refugee children is enhanced (Rutter, 2006). Finally, in the article by Kaukko and Wilkinson (2018), the inadequacy of teachers and their lack of educational training are even more explicitly stated. What it is pointed out, is the non-utilization of the knowledge and experiences that refugee students bring to the formal education. The research was carried out in Australian schools and focuses on the views of students and

teachers regarding the utilization of the resources that students bring to education. All in all, school is unable to recognize skills and knowledge that refugee students bring, resulting in feelings of failure and wrong pedagogical methods being applied (Roy & Roxas, 2011).

There are of course other articles and researches that distance themselves from solely either of the two protagonists (e.g. students or teachers) and stress the importance of the pedagogical relationship between the former and the latter. For instance, Cummins (2005) argues that the relationship between the student and the teacher is the channel where learning takes place and knowledge is transmitted. Interaction between both parties is crucial. Of significant importance is also the establishment of metacognitive strategies; in other words, teachers should enable students how to learn (Cummins, 2005).

Also indicatively, some teachers argue that refugee students' experiences are significantly different from theirs and those of native students. In an effort of integrating these students, teachers do not use the resources that the refugee students bring from their place of origin, so that they are strengthened psychologically and do not feel isolated and different. Yet in doing so, teachers might have lead refugee students to distrust teachers and establish an aversion to learning. In Kanoute's (2002) article, research conducted in Montreal schools provides a basis for host language acquisition and the role of the teacher. In a class, which consists of different students with different cultural characteristics, the teacher is faced with various challenges every day. The teacher's mission is to achieve the optimal performance of the students on a cognitive, emotional and social level. Therefore, challenges in the discussed area, concern the pedagogical relationship that develops between the teacher and the student, the maintenance of the host language, the strengthening of the interaction between the students and the relationship of the teacher with the families of the refugee students (Abdallah-Preteceill, 1997:126). Teachers must promote the concept of interculturalism in the classroom by building respect towards refugee students, softening stereotypical attitudes and being able to manage ethnocultural incidents to avoid marginalization among peers (Lafortune & Gaudet, 2000).

Inconsistencies between the same protagonists (students and teachers) of the pedagogical relationship are ever present especially in the context of the heterogeneity observed in a multicultural classroom where teachers are confronted every day with various reactions both from the native students and from the refugee students. The article by Strelakova & Hoot (2008), refers to yet another important barrier that teachers face regarding the (past) experiences that refugee students bring from their country of origin, how these contribute to both their learning and integration within the school community and how these are practically dealt by teachers (so, again, the focus is on the pedagogical relationship). The research highlights issues of identity, discrimination and prejudice and in general on all the cultural changes that a refugee student has to face in addition to learning the language in the host country. The teacher is called upon to understand the needs of the students and to exploit their experiences to their advantage. This particular article focuses on whether the teacher takes advantage of the students' experiences in order to meet both their academic and psychological needs. To answer the above question, the research was based on three axes: a) the limited educational opportunities that refugee students have, b)

their language skills and c) the discrimination students face in the school environment. The results show that teachers must deal with students' traumatic experiences from their country of origin with understanding and use them to their advantage in order to master learning.

The literature outlined above is indicative of various problems existing in the context of intercultural education, yet is a far cry from admitting that all hope is lost. In fact there are several articles showcasing rather encouraging -if not promising- results.

For instance, Taylor and Sidhu (2012), refer to a research carried out in four Australian schools and highlight the role of the school in the integration of refugee students. Specifically, the article refers to the good practices adopted for the integration and education of refugees in the following areas: the creation of a safe framework, where refugee students are given the opportunity to express themselves and feel familiar with the school environment, the elimination of racist attitudes (which are an obstacle both to the integration of refugees and to their desire to learn), an emphasis on their psycho-social needs (especially when there are accompanying traumas from previous experiences) and finally an emphasis on their linguistic needs (mainly the acquisition language which is a means of communication and in-group integration). Although there has been a lot of research on the topic, there are few examples of schools actually supporting the integration of refugee students.

In a similarly optimistic tone, Barret's (2018) article comes to promote the inclusion of refugee students by encouraging multicultural friendships and pedagogies through collaborative learning. Based on the experiences that the students bring from their country of origin, the teachers overcome the obstacles they face in the educational process and seek their continuous updating. The research highlighted the need for further study on the actions needed to include refugee students. In general, different cultural contexts, such as the use of cultural inclusion of refugee students and the adoption of human rights and the value of diversity, are taken as a positive feature and factor that determines teaching strategies.

Making an overall assessment of all the above researches, we conclude that the most important obstacles faced by teachers in the formal learning of refugee students are the mastery of the language, the insufficient training of the teachers, but also the mastery of the psycho-social development of the children in order to integrate them into the school and wider society. International literature shows that the inclusion of refugee children and their psychosocial support are decisive factors both in the acquisition of language and academic skills and in their social integration. From the above research it becomes clear that not enough emphasis is placed on the psychological and social integration of refugee students (Hatzidaki, 2000). In addition, it is found that the educational interventions do not lead to the cultural empowerment of the teachers themselves, i.e. to the implementation of those strategies and their appropriate training that will help them to be able to effectively integrate refugee children into a school class, in psychological and social level (Hatzidaki, 2000). Also, it should be noted how important it is for refugee students to master the

language as this constitutes a key element both in the educational process and in their social integration.

The research considers the fact that language is no longer only used in learning grammar rules, but also has a communicative character (Varlocosta & Triantafyllidou, 2003). So, the use of language in communication activities is a powerful means of integrating the individual into the host society or a socio-cultural group (Varlocosta & Triantafyllidou, 2003). Finally, another element that emerges through a significant number of researches is the institution of school and the role it plays in the education of refugee children. As mentioned, its role can be found in three main areas: creating a safe environment, dealing with racist attitudes and the psychosocial support of children. These three characteristics are perhaps the basis for a smoother transition of refugee children from the country of origin to the host country. Therefore, it is interesting to study below in which ways teachers deal with the difficulties that arise and which practices they adopt to achieve their goals.

Chapter 2: Literature review of teachers' views

Teachers' views on their students' cultural backgrounds and spoken languages influence all aspects of learning (Montilla, Just & Triscari, 2014). In particular, teachers' perceptions strongly influence their pedagogical decisions (e.g. "what" and "how" to learn) and such perceptions are firmly established and particularly resistant to change (Borg, 2006).

Interestingly, research in several primary schools in Volos, Greece, showed that the teachers in the sample were little familiar with the reality of bilingual and intercultural education and the necessity of both these educational aspects. Significant problems that teachers identified in the performance of bilingual children were mainly related to the understanding of concepts in Greek (Tsokalidou, 2005). Similarly, Maligkoudi, Tokalidou and Chiona (2018), highlighted teachers' concerns about the non-use of Greek language in the home of each refugee or migrant student; A point also prominent in Giavrimis' (2022) research, where the researcher further stressed the importance of learning the Greek language in integrating refugee or migrant students into the Greek society. Only then, according to the research of Galanis and Stavrinidis (2022), the mental health of these students will improve. On the same page, an earlier study by Magos and Simopoulos (2009), expressed the need for refugee or migrant students to be taught solely on the basis of the culture of their host country.

The former research's point on teachers' unfamiliarity with bilingual students (and the unavoidable accompanying problems), perhaps explain why teaching practices used by teachers often do not encourage the promotion of the languages of bilingual children and multilingualism and multiculturalism in general (Chatzidaki, Mattheoudakis & Maligkoudi, 2015). In the research of Maligoudis and Tsaousidis (2020), the research data obtained through semi-structured interviews with 12 teachers, showed that the latter feel

unprepared to teach students who are refugees or migrants. Accordingly, the survey conducted by Zaga, Kesidou and Mattheoudaki (2015), suggested that the majority of teachers do not consider it necessary to use the mother tongue of their students and therefore avoid using it in the classroom. This perception seems to overlook the importance for the learning process of the development of the mother tongue and its contribution to the learning of the second language, while research has explicitly shown the importance of the balanced development of both languages in for the process of learning and the smooth integration of bilingual students into the school environment (Cummins, 2005). The same authors also noted that the participant teachers recognized the necessity of developing relevant teaching material for their bilingual students (Zaga, Kesidou & Mattheoudaki, 2015).

Perhaps on an opposite vein to the aforementioned pieces of research and their findings, the research of Mitakidou and Daniilidou (2007) that took place in Northern Greece, concluded that a process of change is taking place in the perceptions of teachers; In particular, teachers seem to develop a positive attitude towards bilingual students. Also, it seems that teachers are gradually abandoning traditional practices and have high expectations for the performance of children of linguistic minorities.

Adding more to the discussion, an article by Kaplan et al. (2016) highlighted the influence of the resources that students bring from their home country, on children's emotional, cognitive and academic skills.

Finally, research findings in the international context support the notion that learning should have a holistic character. For instance, Arnot and Pirson (2005) through their collected research data, proposed a "holistic model" of education, which recognizes the complexity of the educational context, where refugee students –as well as their social and emotional need-are called to integrate (Taylor & Sidhu, 2012). Adding to their statement, the article of Pastoor (2017), moves towards the same direction by also emphasizing the need for a holistic approach to intercultural education both inside (e.g. classrooms) and outside (e.g. administration) of learning contexts.

All of the above surveys highlighted the need for further investigation on teachers' views on the strategies and methods they follow as well as on the difficulties they encounter and especially in the field of secondary education. The latter constitutes a research area in which research has not been explicitly present, in contrast to the field of primary education (see surveys by Tsokalidou, 2005; Mitakidou & Daniilidou, 2007). It is precisely this research gap on the field that this proposed research targets at.

Chapter 3: Methodology

3.1 Aim of the study and Research Questions

This study aims to investigate the perceptions of secondary school teachers in both public and private school units regarding the teaching practices they use to integrate refugee students and whether they themselves use constructive learning theories in the choice of strategies, teaching methods and process evaluation. More specifically, the research aims to study the views of secondary school teachers regarding their goal-setting before the start of the learning process and whether these goals have been created based on the difficulties and capabilities of refugee students. It also aims to explore the obstacles and difficulties that teachers encounter in the process of educating refugees and how they deal with them, as well as with what criteria they choose the education strategies they follow and how they choose to evaluate the educational process. Having this in mind, further (research) questions arise:

- Do teachers use innovative learning theories (regarding goal-setting etc.) when selecting inclusive strategies and evaluating educational outcome?
- Do they change their initial objectives/goals and why?
- What difficulties do teachers face when educating refugee children?
- Do they adopt suitable and proper practices in order to address these difficulties and accommodate their students' unique learning profile (McBrien, 2005)?
- How do teachers propose to further strengthen the educational process?
- How do teachers organize their learning activities?
- Which are the learning conditions according to teachers?
- Which criteria do teachers use, in order to determine the effectiveness of learning process?
- In which ways do teachers assess learning?

The latter questions could be seen within a “social interaction theoretical prism” (Gotovos, 2002) one that expects students to be effectively included in modern educational settings, yet the perspective that is of particular interest in this research is that of another participant in the educational process; that is, the teachers.

3.2 Research Method

The purpose and research questions of a research are the main aspects that more or less determine the type of methodological approach the researcher will follow (Robson, 2010). Among the most important factors determining the choice of quantitative or qualitative approach to conduct a survey is the problem under investigation in combination with the objectives of the survey (Creswell, 2011).

The qualitative approach seeks to investigate in depth the views and experiences of specific individuals regarding a phenomenon in order for the resulting outcome to be

available for processing by the occasional researcher (Robson, 2010). To achieve this goal the researcher chooses intentional sampling; people and locations that will help him understand the central phenomenon (Creswell, 2011). Having the above points in mind, the present research is posed on the qualitative edge of the research methodology spectrum; largely employing semi-structured interviews with secondary education teachers (see “participants” in the following paragraphs).

3.3 Validity, Reliability & Ethical Considerations

In qualitative research, the term 'validity' is used in order to examine how much of a real relationship exists between relative concepts and indicators of a phenomenon (Babbie, 2011), while 'reliability' refers to the quality of the data collected during the research and how it leads to true findings (Creswell, 2014). Validity in a qualitative research study is based on the method chosen, the research questions and the interpretation that will result from the analysis of the data (Mason, 2006). Having the above points in mind and taking into consideration the context of this research, the choice of interviews combined with the selection of participants was considered to contribute significantly to the concepts being studied. In order to test the interview protocol, the understanding of questions and whether the participants' responses corresponded to the research questions, a pilot interview was conducted and then necessary corrections were made where necessary (Robson, 2010).

In order to obtain adequate research data from the participants' responses, a climate of trust was established from the outset and, in addition, to confirm the accuracy of the data we sought to check the accuracy of the data through repeated questions with a different structure (Robson, 2010). After completing each thematic strand, the researcher asked the respondent's opinion on their understanding of the questions and whether they wanted to add anything to ensure the validity of what had been already said.

Concerning the concept of reliability which relates to the appropriateness of the research instruments chosen, it could be argued that In qualitative approaches such as this particular study, the researcher brings his/her own personal considerations, which may potentially influence the outcome of the research. Based on this logic, it is not certain that repeating the research by a different researcher will necessarily lead to the same conclusions (Creswell, 2014). For this reason, we sought to make an accurate and reliable presentation of the data, so that it can be demonstrated that their interpretations are not the personal positions and opinions of the researcher (Mason, 2006).

In terms of the discourse on ethics, it should be noted that all participants have been informed during initial contacts (April 2023), that their personal information and data would remain strictly confidential - not to be disclosed or revealed at any time. Simultaneously, they have been informed that their right of withdrawal from the study, at any given time, has been secured and that it would be honored under any circumstances.

3.4 Research Design & Tools

For the implementation of this study, the semi-structured interview was chosen as a data collection tool. The term 'research interview' refers to the discussion between two individuals in order to obtain information relevant to the research conducted and focuses on the objectives of the research through description and interpretation (Robson, 2010). The type of semi-structured interview was chosen because of the flexibility on the part of the researcher to ask predetermined questions, but at the same time to be able to modify the wording of the questions based on the participants (Iosifidis, 2008). Another reason that justified the suggested tool of the semi-structured interview was the ability of the researcher to delve even deeper into the investigation of teachers' views, attitudes and perceptions (Iosifidis, 2008). The interviews conducted were individual, as the participants were expected to describe personal opinions, and the individual interview allowed them to express their positions (even more) freely. The interview was structured by both the researcher and the respondent; the former used several questions as guidelines seeking to be discussed, but the interviews were relatively open and evolved based on the evidence that emerged from the discussion (Mason, 2006).

Participants were initially asked to answer questions about demographic information (age, gender, education, place of residence, marital status). This was followed by a general question to make the participant feel familiar with the researcher before embarking on the main body of the interview which consisted of a total of 15 questions (see Appendix 1: Interview Questions). Finally, participants were given the opportunity to add some additional information if they wished, which had not emerged from the main body of the interview questions earlier.

3.5 Participants

A key criterion for selecting participants was to ensure that as much information as possible about the research was available. As the main interest of the proposed research was not focused on findings' generalization but rather in gaining a deeper understanding on the views of teachers, the selection of participants was done through purposive sampling (Creswell, 2011). After all, relative literature on research methodology suggests that the researcher who applies purposive sampling attempts to pragmatically select a sample that will appropriately meet the purpose and questions of the research (Creswell, 2011). Participants included 15 secondary education teachers (N=15), working both in public and private schools (high-schools and junior high-schools as well), that work with migrant and/or refugee students in their classrooms.

PARTICIPANTS	AGE	SPECIALITY
P1	39	Greek language teacher
P2	41	Sociologist
P3	45	Greek language teacher
P4	38	Greek language teacher
P5	46	Mathematician
P6	42	Greek language teacher
P7	40	Home economics
P8	39	Sociologist
P9	32	Greek language teacher
P10	51	Home economics
P11	47	Greek language teacher
P12	53	Greek language teacher
P13	41	Sociologist
P14	39	Mathematician
P15	46	Biologist

3.6 Research process

In March (2023) and for a period of one month, the researcher proceeded with a literature review of the specific thematic field of research in order to determine:

1. Possible gaps in the existing literature
2. Limitations of the research conducted so far

Next, the target population of this research was defined and the research questions were set.

In the following month (April, 2023), the researcher contacted teachers of various specialties employed in high schools in the Southern sector of Attica, in order to inform them about the aims and objectives of the research. Those who had accepted to participate were informed that they had every legal right to withdraw from the research at any time

they wished and that their personal data were not to be disclosed at any time (see previous discussion on ethics etc.).

At the same time, the researcher designed the survey instrument (see Appendix 1: Interview Questions). In early May (2023), interviews were conducted with the 15 participating teachers (mostly within the premises of the participants' working environment) and the necessary research data was collected. Grouping and categorizing data followed, in an effort to make this easily comparable with similar results of previous research. In addition, the resulting data were coded in order to preserve the anonymity of the participants and to prevent future malicious use of their data.

Chapter 4: Findings

4.1 Do teachers use innovative learning theories (regarding objectives/goal-setting etc.) when selecting inclusive strategies and evaluating educational outcome?

The analysis of the data revealed that the most important goal set by secondary school teachers in the education of refugee and migrant students is the latter's social and emotional support, which also helps to improve their cognitive level. As it can explicitly be seen in the table below (see Table 1. Objectives of secondary school teachers for refugee and migrant students) the words: empowerment, support, acceptance, cooperation, group activities were frequently present in the responses of most of the participating teachers (N=13), which underlines the importance teachers attach to the socio-emotional development of this particular learning population.

As it was mentioned by the teachers during the interview:

(P1): "Personally, a main objective that I set in general -and much more so when I have refugee or migrant students in my classroom- is to create a climate of cooperation and acceptance. Through acceptance and mutual understanding I believe that all my students develop cognitively and as personalities as well. I want my students to express themselves freely and work cooperatively."

(P9): "The goals that teachers set are both group and individual for each student. But the most basic one that I believe and always set for each classroom is to empower students by strengthening their self-confidence and acceptance in the group. Besides, it is well known that the cognitive level of each individual is correlated with factors such as 1) the acquisition of communication skills, 2) participation in the educational process and 3) the acquisition of cognitive skills."

(P4): "Emotional development is my main goal always as well as creating a climate of cooperation, which always contributes to the empowerment of students and the success of teachers' goals".

An additional goal set by teachers (N=11) is psychological empowerment, i.e. developing self-confidence and empathy, enhancing confidence in their abilities, creating a nice climate, and emotional security.

Still, several teachers (N = 10) consider meaningful interaction between all students important, i.e. acceptance of and respect for different cultures.

In addition, about half of the participants (N=9) stressed the need to promote active participation, while considerably less seemed to be interested in the development of the cognitive domain in their responses.

Objectives for refugee or migrant students	Participants: secondary school teachers
The socio-emotional support	13 participants (P1, P2, P4, P5, P6, P7, P9, P10, P11, P12, P13, P 14, P15)
Psychological empowerment	11 participants (P1, P2, P4, P6, P7, P9, P10, P12, P13, P 14, P15)
Interaction between students	10 participants (P4, P5, P6, P7, P9, P10, P11, P13, P 14, P15)
Active participation in the educational process	9 participants (P1, P2, P4, P5, P6, P9, P10, P11, P 14)
Acquisition of cognitive skills	6 participants (P1, P6, P7, P9, P10, P15)

Table 1. Objectives of secondary school teachers for refugee and migrant pupils

In conclusion, in order to achieve their goal-setting, secondary school teachers set as their priority, first the emotional coverage of refugee or migrant students, their smooth in-classroom integration, their acceptance by their peers and then the development of cognitive abilities.

4.2 Do teachers change their initial objectives/goals and why?

From the data collected (see Table 2. Causes of goal change) the main factors that push teachers to redefine their goals are:

1. difficulty in communicating with parents and students of refugee or migrant students
2. the experiences of pupils which may hinder their socialization and their smooth integration into the classroom group
3. the need of refugee or migrant students to be accepted by the school community

4. their age, which does not always correspond to the class they attend

Offering significant credit to the above findings, Indicative excerpts from the interviews with teachers are presented below:

(P3): When teaching in mixed classes, there is always an extra degree of difficulty. While you may try very hard to help your migrant students, sometimes you are disappointed when your efforts are not met with a response from the child's family environment because of their own inability to use Greek properly. Still, while the child may have many cognitive abilities, his inability to use Greek again does not allow his and my efforts to bring the expected positive results. For me, the educational process begins and ends with good communication.

(P7): At the beginning of the year I set my goals but I always adjust them according to the course of the lessons as I try to make the learning process easier and more enjoyable for all students. If I see that their psychology is changing and they don't feel the environment is friendly, I immediately think I need to act and I make this a priority. I want my students to come to school happy and want to be involved in the learning process.

(P12): For me it is very important to have acceptance in the classroom to boost the confidence of all students. Only if one feels sufficiently accepted will then be able to be active in the classroom. Most students from different cultural backgrounds crave for support and acceptance. Of course, the difficulty they face in communicating often makes it difficult for them and prevents them from forming bonds of friendship with the rest of the class. The element of language is a basis for the social and educational integration of refugee children. Of course, I often think that their experiences may also hinder them. That is why I always try to learn their personal story and adapt my speech and actions accordingly.

(P10): Most refugees coming to a new country bring with them the traumas of war, the losses they have experienced, their fears and anxiety.

We take special care of these students because they are suffering.

Causes of objectives change	Participants: secondary school teachers
The communication barrier	12 participants (P2, P3, P4, P5, P7, P8, P10, P11, P12, P13, P14, P15)
Need for acceptance of refugee or migrant pupils	15 participants (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P 14, P15)
Children's past experiences	7 participants (P1, P5, P6, P7, P10, P11, P12)
The difficulty for refugee pupils to adapt to the school context	8 participants (G.A., P.A., G.G, T.M., M.K., L.P., I.V., T.K.)

Recognising the specific characteristics of refugee children	12 participants (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12, P15)
The age of children	5 participants (P1, P4, P8, P9, P12)

Table 2. Causes of objectives change

4.3 *What difficulties do teachers face when educating refugee children?*

Regarding the problems and difficulties faced by teachers when teaching and educating refugee or migrant students (see Table 3. Problems and difficulties in teaching and training refugee or migrant students), it appeared that most secondary school teachers (N=12) have difficulties because of the deficits of refugee or migrant students in language communication, their weakness in understanding the Greek language, and the weakness of secondary school teachers themselves in understanding the language of refugees.

The following extracts are typical:

(P1): The main problem is the language that they do not speak at all and even some of them do not seem willing to learn it, as they know that they will leave at some point. In fact, most of the children tell me they will leave, so why learn Greek. Of course by the end of the year we have usually developed such a relationship that they eventually express the willingness to learn.

(P4): These children have an incomplete help at home. The parents don't speak any Greek and can't help them neither in lessons or anywhere else, not even to learn oral aspects of the language. This problem is ever present, even for us, who try to reach the families and we cannot talk to the parents because they only speak their own language, for example Arabic. A language we cannot understand and it makes our role difficult too.

From the above statements, it can be seen that in addition to language communication a further key problem is the absence/loss of contact between refugee or migrant students' parents and the school. Parents simply cannot help their children either in reading or in the integration process. In fact, many times the parents' attitude towards the Greek school also influences the behavior of their children, who may show indifference to relate to the native students.

In particular, secondary school teachers report:

(P6): There is also an indifference of parents themselves relating in the integration of their children in the Greek school. This can be seen expressed in the attitude of the children, who choose to sit with peers but only from the same countries at break time.

(P2): Unfortunately, the biggest problem is communication and it is my complaint that some families turn off their mobile phones and I can't find them. I might have looked out for them for serious issues and I couldn't find them, they had turned off their mobile phones...

The research data revealed that another difficulty (faced by most secondary school teachers) is limited teaching time. Teachers consider time a major constraint in the educational process as they are often forced to allocate extra personal time outside of class time in order to assist refugee or migrant students in understanding the activities they are doing in the classroom.

They typically reported:

(P9): Okay, obstacles. Time is a big obstacle faced too many times. I always sit extra during the break and explain to them the exercises I have assigned. Some of them we may sit and solve them together.

(P6): Time and age is also an obstacle because it doesn't always match the class they are in. In particular, if for example, we are in the 2nd grade and a refugee or immigrant student comes who is 17 years old and hardly knows the Greek language, think about how much time needs to be devoted to him and how difficult it is to integrate him into the school community.

Another barrier that emerged from the data collected from the interviews is the lack of trained staff, and the absence of an integration department for language reinforcement for refugees and migrants, rather than for students with learning difficulties in general. Most teachers activate the interest and participation of refugee students by allocating personal time, but there is also the opposite view, as reported by one teacher, who does not consider it his responsibility to allocate extra time for a single student:

(P5): I will do my lesson and that's it. I cannot start from the beginning in order to teach a single student what it is already taught to the rest of the class.

Another obstacle that emerged through the interviews is the indifference of refugee students to their education and learning. Teachers report that refugees do not attend school regularly either because they do not show the willingness to learn, or because they do not prioritize education due to other difficulties, for example their family situation or rejection by other students.

The following extract is quite indicative:

(P4): There are other problems with the daily attendance of a student, because as far as I know this child could not come to school because the parents were working and somebody had to keep the baby etc. There are practical family issues that make it difficult for the children to keep up with the rest of their peers.

Finally, a barrier is the fact that some native students do not accept their refugee or migrant classmates, resulting in the latter feeling marginalised and being closed in on themselves.

As it is reported:

(P7): I don't know what I can do with some children. I don't know what to do with some of them. I try to cultivate a spirit of cooperation, but it doesn't always work. And this, results in the (refugee) student feeling even more alone. Even our relationship sometimes changes as he feels like I don't want to help him.

Problems and difficulties in the education of refugee or migrant students	Participants: secondary school teachers
Indifference of refugee students to education and learning (e.g. not attending school regularly and not showing willingness to learn)	4 participants (P5, P7, P8, P10, P12)
Prioritising other needs over education	3 participants (P4, P7, P12)
Teaching time	5 participants (P1, P3, P10, P11, P15)
Rejection by other students	7 participants (P1, P2, P7, P8, P9, P10, P15)
Parents' difficulties in helping children at school due to the linguistic, educational and cultural context	9 participants (P1, P4, P6, P7, P8, P9, P10, P11, P12)
Lack of parental contact with the school	6 participants (P1, P2, P3, P4, P7, P11)
The difficulty of integrating refugee children in school (e.g. indifference to relate to native pupils)	8 participants (P1, P2, P3, P7, P8, P9, P10, P13)
Absence of integration and refugee reception departments	13 participants (P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15)

The lack of linguistic communication	12 participants (P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P 14, P15)
Teacher interaction with students	2 participants (P4, P9)

Table 3. Problems and difficulties in teaching and training of refugee or migrant students

4.4 Do teachers adopt suitable and proper practices in order to address these difficulties and accommodate their students' unique learning profile?

The presence of students from different ethnical and cultural backgrounds in the same classroom and the nature of problems this co-existence entails, pre-requires teachers to adjust their practice and adopt differentiated teaching, based on constructivist approaches and emphasizing the acquisition of learning through interaction with the environment and with peers according to the experiences and experiences they bring from their country of origin (Tomlinson, 2004a).

From the interviews conducted with the participants, it was evident that the strategies they use are:

- individualized teaching to address learning difficulties
- differentiated instruction with other materials, such as graded tasks
- a collaborative approach, for example group activities for language learning
- the experiential approach, i.e. re-enacting the life of refugees and their arrival in the host country.

(see Table 4. Reinforcement strategies)

In particular, participant stated:

(P7): I tend to use alternative materials in the classroom. I mean, I don't give all students the same exercise. I always do differentiate pedagogy and i always use graded difficulty exercises.

(P6): In the last few years I have been using a lot of group cooperative teaching. I always think the student should always be in a group - especially in math class when they are given a problem. One listens to the other and together they find a solution.

(P4): I try to incorporate their experiences! When a child comes to class, our starting point is the child himself. For example, when T. came for the first time, we spent a whole hour where he showed us on paper how he came from Syria and named all the places and described half in English and half in mime to all the students his journey and experiences. Of course everyone listened with incredible interest!

Furthermore, participant teachers seem to use a variety of activities in addition to educational strategies, e.g. drama, computer applications and role-playing games.

The following quotes confirm the statement above:

(P3): I think that because they don't know the language a very good solution is the use of computers. That is why I am now attending a seminar on how to integrate the computer in the pedagogical process.

(P15): Many times I have been using GOOGLE translation, but only for limited text (one - two words).

(P7): Every day I try to adopt activities that enhance the child's confidence and interaction with other classmates. For example, activities related to music or some role-playing games because children express themselves freely and communicate.

Reinforcement strategies	Participants: secondary school teachers
The integration of computers in the educational process to enhance non-verbal communication (e.g. use of google - translation, pictures, videos)	10 participants (P3, P4, P5, P6, P7, P9, P10, P11, P12, P15)
Organising games and activities for interaction and communication (e.g. drama, music and movement activities, role-playing games)	3 participants (P3, P6, P15)
Personalised teaching (e.g. teaching with photocopies, picture cards, use of everyday vocabulary)	8 participants (P2, P3, P4, P8, P9, P10, P14, P15)
Differentiated pedagogy with other material (e.g. exercises of graded difficulty, use of pictures, differentiation of teaching and pedagogy)	7 participants (P1, P5, P6, P7, P8, P11, P15)
Experiential approach (e.g. re-enactment of the life of refugees and their arrival in the host country)	3 participants (P5, P8, P12)
Cooperative/group method	8 participants (P1, P3, P5, P6, P7, P10, P11, P15)

Table 4. Reinforcement strategies

4.5 How do teachers propose to further strengthen the educational process?

Questions arise as to whether teachers would like to implement proposals that would help their refugee or migrant students during the educational process. Most of the participants give great importance to the reception sections (equipped with trained teaching staff) that would devote extra time to each refugee or migrant student and to the creation of additional structures for language enhancement (see Table 5. Suggestions for further enhancement of the educational process).

More specifically they state:

(P9): There should be more reception sections devoted to three or four schools per district, instead of gathering the children from all over Attica which pretty much summarizes the current situation. If students had a structure close to their home, most of them would go on a regular basis and there would be an improvement in the difficulties they face.

A further suggestion put forward by secondary school teachers destined to enhance the learning of refugee or migrant students, was to integrate parents into the school community by promoting the school's multicultural character and highlighting their culture. Teachers reported that parents of refugee or migrant children often show indifference towards school, either because of an inability to understand the Greek language or because of stereotypes or certain rigid values of their culture. Teachers see the integration of children at school as the primary and most essential factor in the integration of their parents in the larger community. Finally, as can be seen in the table below (cf. Table 5. Suggestions for further strengthening of the educational process) some teachers expressed the desire to have additional training in order to be more effective and better able to cope with mixed classes.

Suggestions for further strengthening of the educational process	Participants: secondary school teachers
Reception/integration departments (e.g. trained staff, specialist teachers dedicating 1-2 hours per day)	5 participants (P4, P9, P10, P13, P14)
Technical infrastructure, financial support (e.g. creation of structures for language support)	6 participants (P2, P4, P5, P6, P9, P13)
Involvement of parents in the school (e.g. promoting multiculturalism)	7 participants (P6, P8, P9, P10, P11, P13, P14)
Additional training of secondary school teachers	3 participants

	(P3, P9, P12)
Allocating extra time to the student	8 participants (P1, P4, P7, P8, P9, P10, P11, P15)

Table 5. Suggestions for further strengthening of the educational process

4.6 How do teachers organize their learning activities?

In response to the question on how secondary school teachers organise their activities in order to help refugee or migrant students, participants responded, as shown in Table 6, that they draw on the experiences of refugee or migrant students in order to create opportunities to promote their culture (see Table 6 Organising learning and drawing on experiences).

In particular, they reported that:

(P7): It is important to give them opportunities for self-promotion of their culture. For example, they could present us with a local food of their culture and tell us how they call it. We most certainly could try it with the rest of the students.

Furthermore, secondary school teachers admitted that organizing learning is related to ensuring interaction between all students. The interaction achieved both in and outside the school context, often outside of school hours, is the driving force for successful student integration. On the other hand, it enables teachers to tap into the cultural and educational capital of students by promoting diversity and values such as equality, respect and acceptance.

The following quotes are typical:

(P5): The children naturally talk to us about their own experiences and about their own cultural background, about their country, about how they lived there, what they experienced, about their parents' work and their own religion and beliefs etc. We also do some in-school interaction groups attributing some small tasks in order to help them integrate more easily both in school and in society in general.

Organising learning and drawing on experiences	Participants: secondary school teachers
Opportunities to showcase the culture of refugees (e.g. presenting food, traditional clothing, bringing something that represents the student's culture, talking about their experiences, their cultural background, their country, their parents, their religion)	5 participants (P1, P4, P5, P7, P11,)
Ensuring interaction between students (e.g. through painting the refugee children showed how they came to the host country, through play the native students learn words from the refugees' country of origin)	8 participants (P1, P4, P5, P6, P7, P8, P11, P12)
Simplification of classroom work (e.g. simpler work, simple photocopies)	13 participants (P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P13, P14)

Table 6. Organising learning and drawing on experiences

4.7 Which are the learning conditions according to teachers?

Concerning teachers' views on whether there are specific conditions for students to learn about refugees or migrants, the answers are shown in Table 7 (see Table 7. Conditions for learning). The first precondition concerns the acquisition of the language of the host country and learning the language (possibly in other -than the school- educational structures).

Specifically, they reported that:

(P6): These children should go to some other educational structure or some private tutoring center perhaps, where they could be taught in a more personalized way. Or they could even just socialize with native people and I believe there would be a great progress in their cognitive field. The main problem for me is that apart from school they don't speak Greek anywhere else and constant practice is a basic requirement for learning to occur.

Furthermore, during the interview process, teachers stressed that the family context also plays an important role. If the parents are not interested in their children's education, then the latter themselves are usually not motivated to join the classroom and improve cognitively.

Participants reported:

(P5): For me, the main condition is the support of the child, coming from the family environment. That is, reinforcement outside of school so that they are motivated to learn and strive to improve.

Finally, it was pointed out that the basic condition is the additional proper training of teachers themselves in order to be able to cope with the difficulties of mixed classrooms and the psycho-social integration of refugee or migrant children; their interaction with their teachers and classmates and their levels of self-awareness and self-esteem.

(P10): I believe that for there to be success in the education of these children, they themselves must feel safe and accepted.

(P8): For me the two main conditions are: firstly that they are accepted by the group so that they feel safe to move on to a linguistic level and secondly that they become familiar with the language of the host country so that an oral communication can then develop between students and between the student and the adult. So these two, are the most basic conditions according to my opinion.

Conditions for learning	Participants: secondary school teachers
Learning Greek alongside school and in other structures	9 participants (P3, P4, P5, P6, P8, P10, P11, P12, P15)
Training and support for teachers	11 participants (P1 P3, P5, P6, P7, P8, P9, P10, P11, P14, P15)
Family insistence on supporting children's education	7 participants (P1, P5, P7, P8, P9, P10, P12)
Acceptance by the team, good relationship with the teacher	13 participants (P1, P2, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14)

Table 7. Conditions for learning

4.8 Which criteria do teachers use, in order to determine the effectiveness of learning process?

The data collected targeted at clarifying what criteria are set by secondary school teachers in order to determine whether their teaching of refugee or migrant students was successful or not. First of all, secondary education teachers, evaluate the frequency of participation of migrant and refugee students during the learning process as they believe that

the faster and easier the child adapts to the classroom environment, the easier it is to master knowledge.

Furthermore, as a criterion for the success -or otherwise- of their teaching, they set the improvement in the verbal and written use of the Greek language. They stated that this improvement is seen both through written tests and by observing their daily interactions with classmates and other teachers at school:

(P14): You can easily notice improvement in their everyday speech or when they interact with others. But, ok, this is not official or typical assessment. So, let's say that my main way of assessing their progress could be the usual standardized written tests.

However, there was also the opposite view; that of teachers who felt that it is not possible to evaluate the effectiveness of the learning processes as they indicated that there is not always enough time available to devote to a single student.

(P1): I find it so hard some times. Imagine a class of 20, all waving at you for a variety of requests. How can you possibly find the time to evaluate one student separately?

Finally, it is worth noting that the majority of secondary school teachers consider that there is a mastery of oral language at the level of comprehension and vocabulary enhancement.

4.9 In which ways do teachers assess learning?

Finally, the last question asked the participating teachers to report on the ways they use in order to assess learning of refugee or migrant students.

Most of the teachers indicated that in order to assess the progress of their students, they use individual and group activities, language drills in worksheets and they rely heavily on revision exercises. They also take into account the frequency of participation in the learning process (e.g students raising hands etc.).

Teachers reported that:

(P13): Every new theory is repeated numerous times. Also, when approaching new knowledge, we begin with repetitions to build on previous knowledge.

(P11): I am okay with assessment tests, but never taking into too much consideration grades etc. I just compare against previous tests.

Discussion

Among the expected outcomes of this research was the clarification of how secondary school teachers use learning theories regarding the education of refugees and migrants in the classroom, as well as which strategies are used in their education. The data collected was categorized according to thematic axes that were formulated from the outset and concerned: a) secondary school teachers' views on the objectives they set when educating refugee and migrant students; b) their views on the difficulties they encounter; c) their views on the learning theories they adopt; and d) their views on the evaluation of outcomes during the educational process.

The analysis of the research data revealed that secondary school teachers place particular emphasis on psycho-social support for refugee and migrant students, which in turn contributes to the development of their cognitive domain. These results were in line with previous studies: For instance, Clark – Kasimu (2015) pointed out the need for special structures and institutions promoting the inclusion of migrants and refugees that could also adopt a supportive role towards schools. The study by Barret (2018) highlighted the need of cooperation between schools and families (with teachers called upon to play a hugely important role acting as supporters of refugee families). Also, Kaukko and Wilkinson (2018) stressed the importance of refugee students' inclusion while Strekalova and Hoot (2008) noted the role this process has, particularly in raising the students' self-esteem.

The participating teachers believe that when the environment is supportive to students, they can successfully respond to the learning process and achieve personal goals. In fact, they stressed the fact that the use of the computers promotes creativity as well as fostering students' imagination (Kekes, 2002).

Another important element that was explored through this study was the difficulties faced by secondary school teachers during the learning process in multi-cultural classrooms. Their greatest difficulty lies in language communication deficits and in the absence of contact with the parents of refugee and migrant children. Migrant students' parents either do not know the Greek language at all or just know some basic concepts, which they simply use in their daily contacts. But even if they can communicate in Greek, they often feel disadvantaged and avoid communicating with teachers. The above results are confirmed by similar findings of previous researches such as those by Aydin and Kaya (2017) and Taylor and Sidhu (2012) that both explicitly highlighted the difficulty in establishing a solid basis of communication, interaction and cooperation between teachers and their students' families. Kanoute (2002) added to the discourse by suggesting that the aforementioned lack of communication has wider implications (e.g. barriers in all aspects of social life and not just those related to schooling).

Another barrier identified and considered equally important for the education of refugee and migrant students was the pressure experienced by secondary school teachers to follow the curriculum guidelines. The lack of time therefore creates problems for secondary teachers as they feel that teaching and consolidating the curriculum takes time to practice,

especially for this particular student population. In addition, many refugee and migrant students are not in the corresponding grade according to their developmental age (i.e. a refugee or migrant student may be in the first grade when according to his/her age he/she should be in the third grade). As a result, secondary school teachers are unable to allocate time to creative, supportive and experiential activities.

Also, participants stressed the need to organize activities based on the knowledge and experiences of refugee and migrant children, as well as in the promotion of their culture. In particular, one element that should be promoted in the classroom is the recognition of diversity and equality; among the basic principles underlying intercultural education, an education aimed at children's empathy and mutual respect. Secondary school teachers should try to create a climate of cooperation and encourage refugee and migrant students to express themselves freely using their personal experiences, elements of their culture and history (Dimitriadou, 2008). Participants highlighted the importance of such experiential education. They noted that they should adopt elements from everyday life in order to enhance migrant and refugee students' knowledge and their familiarity with the (cultural) environment of the host country. These views are also identified in previous studies where the importance of using refugee students' (past) experiences has been significantly noted (Arnot & Pirson, 2005; Block et al. 2014; Dryden-Peterson, 2015). Teachers are expected to act as facilitators of such processes, through the adoption of specific teaching models and strategies (Hayward, 2017).

Moreover, the interviews revealed the teachers' willingness to be trained and their need to attend special seminars. This need had also emerged in earlier research (see research by Kaukko & Wilkinson, 2018; Rutter, 2006).

Another element that was explored was whether teachers take into account children's prior experiences and knowledge. The findings show that most teachers make use of the experiences of migrant and refugee students and try to integrate them into the educational process, thereby enhancing the learning of native students as they enrich their vocabulary and gain knowledge about new cultures and new experiences, a fact which is also consistent with previous studies (see research by Nykiel- Herbert, 2010; McBrien, 2005; Kaplan et al., 2016).

In summary, the arising role of the teacher is to discover the needs of his/her students and try to base the learning process on them. The former is responsible for creating a collaborative climate of psycho-social support in the classroom that will help students feel safe and develop their skills. Recognition of diversity and equality, expressed through the inclusion of students' prior cultural (and linguistic) experiences is a prerequisite. Allocation of teaching time seems also of significant importance, even if deviation from the official curriculum is required. In any case, teachers view themselves occasionally as ill-equipped for such tasks, therefore their expressed willingness to undergo suitable training comes as not a surprise.

5.1 Limitations and suggestions

In the present study there are limitations in terms of the sample of participants and the area where they worked. The number of participants was limited (N=15) while the majority worked in high schools in the Prefecture of Attica and specifically in the Southern sector, so the results do not offer room for generalizations. In addition, the time of the semi-structured interview was limited, since the survey was conducted within participants' working environment (45 minutes per interview).

Therefore, based on the data obtained from this research and the aforementioned limitations, future recommendations emerge in order to further investigate the topic of this research but also to better implement the reinforcement strategies by secondary school teachers who teach refugees and migrants.

In particular, as regards to the further exploration of this thematic area, it is proposed to:

1. Repeat the research in the future with a larger sample from different regions of Greece.
2. Have an additional number of participants.
3. Research to be conducted outside the school context but with the presence of an independent observer.

Regarding the improvement of the educational process and the application of learning strategies to refugee or migrant students it is suggested:

1. Training of teachers and additional training of teaching staff in order to make the inclusion of refugee and migrant students in the school context smoother.
2. Ensuring a positive climate in the school context in order to enhance children's self-confidence and their psycho-social integration.
3. Utilizing the previous experiences of refugee children in order to enhance their self-esteem and strengthen interaction between students.
4. Strengthening initiatives on the part of teachers in order to implement differentiated teaching more effectively and to present topics of greater interest to pupils in order to meet their personal needs.
5. Exploiting the reinforcement strategies adopted by teachers through experiential teaching and active participation of students in the learning process.
6. Strengthening the school's cooperation with the parents of refugee students so that they themselves can help their children at home.
7. Creating a safe environment -both in and out of school context- with creative activities and enhancing interaction between students.

Conclusion

Applying all of the above theoretically, the process of supporting refugee and migrant students during their education will have the intended results, which are related to their inclusion in the educational system and their psycho-social integration, which also leads to cognitive acquisition. The new reality resulting from the large population movements observed throughout the world requires that schools must be adapted and new educational interventions must be created by teachers. In this context, secondary school teachers are called upon to learn to respect the different needs of refugee and migrant students, as well as to take into account their pre-existing knowledge and capacities by adopting a constructive model to support their learning.

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Appendixes

Appendix 1: Interview questions

Οδηγός ημι-δομημένης συνέντευξης

Κωδικός: _____

Δημογραφικά στοιχεία

1. Φύλο Άνδρας Γυναίκα
2. Σε ποια ηλικιακή ομάδα ανήκετε: 30 και κάτω 31-40 41-60
 51-60 61 και άνω
3. Ποιο είναι το υψηλότερο επίπεδο εκπαίδευσης που έχετε ολοκληρώσει;
 Πρωτοβάθμια εκπαίδευση
 Δευτεροβάθμια εκπαίδευση, επίπεδο :.....
 Ανώτερη Εκπαίδευση, συγκεκριμένα :
 Πανεπιστημιακή Εκπαίδευση, τίτλος (βασικό, μεταπτυχιακό, διδακτορικό)
4. Τόπος κατοικίας:.....
5. Οικογενειακή κατάσταση Παντρεμένος/η Σε σχέση Ελεύθερος/η
 Σε διάσταση/η Διαζευγμένος/η Χήρος/α

Αρχική ερώτηση: Προτού ξεκινήσουμε, θα θέλατε να με ρωτήσετε κάτι;

Ερώτηση για ζέσταμα: Τι σημαίνει για εσάς ο όρος «εκπαίδευση»;

Ερωτήσεις:

1. Πόσα χρόνια εργάζεστε ως εκπαιδευτικός;
2. Πόσα χρόνια εργάζεστε στο συγκεκριμένο σχολείο;
3. Έχετε μαθητές πρόσφυγες στην τάξη σας; Πόσους;
4. Είναι η πρώτη φορά που έχετε μαθητές πρόσφυγες στην τάξη σας;
5. Πώς νιώθετε που έχετε στην τάξη σας μαθητές πρόσφυγες; Είναι κάτι που σας προβληματίζει σχετικά με την εκπαιδευτική διαδικασία;
6. Ποιους στόχους επιδιώκετε να πετύχετε κάθε χρονιά στην τάξη σας; Μπορείτε να τους περιγράψετε με σειρά προτεραιότητας;

7. Οι στόχοι αυτοί αλλάζουν για τους πρόσφυγες μαθητές; Αλλάζει η προτεραιότητα των στόχων; Γιατί(ναι ή όχι)

8. Τι λαμβάνετε υπόψη σας για να θέσετε συγκεκριμένους στόχους για τους πρόσφυγες μαθητές; Με ποια διαδικασία τους αποφασίζετε;

9. Από την εμπειρία σας μπορείτε να μου αναφέρετε ποιες είναι οι πιο συνήθεις δυσκολίες που αντιμετωπίζετε σχετικά με την εκπαίδευση των παιδιών προσφύγων; Μπορείτε να μου αναφέρετε κάποια παραδείγματα που δείχνουν αυτές τις δυσκολίες; Γιατί νομίζετε ότι προκύπτουν;

10. Τι είδους στρατηγικές ή και ενέργειες χρησιμοποιείτε για να αντιμετωπίσετε τις δυσκολίες αυτές; Μπορείτε να μου πείτε ένα παράδειγμα; Γίνονται ερωτήσεις για κάθε δυσκολία που έχει αναφερθεί ο εκπαιδευτικός(π.χ. τι κάνετε σχετικά με τη δυσκολία που αναφέρατε)

11. Υπάρχουν εμπόδια στην εφαρμογή όσων θέλετε ή νομίζετε ότι χρειάζεται να κάνετε για να ενισχύσετε τη μάθηση των παιδιών; Ποια είναι αυτά; Με ποιόν τρόπο τα ξεπερνάτε;

12. Υπάρχει κάτι άλλο που θα θέλατε να εφαρμόσετε ή νομίζετε ότι θα βοηθούσε στην εκπαίδευση των παιδιών-προσφύγων; Τι είναι αυτό; Γιατί το θεωρείτε σημαντικό; Υπάρχουν λόγοι που δεν το εφαρμόζετε;

13. Συγκεκριμένα σε σχέση με τη μάθηση των παιδιών, πως οργανώνετε τη δράση σας προκειμένου να διευκολύνετε τη μάθηση των παιδιών προσφύγων; Μπορείτε να μου φέρετε ένα παράδειγμα από την οργάνωση ενός μαθήματος;

14. Αξιοποιείτε και με ποιόν τρόπο τις προηγούμενες γνώσεις, εμπειρίες και κοινωνικό πολιτισμικό υπόβαθρο των μαθητών προσφύγων; Θεωρείτε ότι είναι αποτελεσματικός αυτός ο τρόπος; Γιατί;

15. Πώς αξιολογείτε την αποτελεσματικότητα των διαδικασιών μάθησης που επιλέγετε;

Ερώτηση για κλείσιμο συνέντευξης: Εδώ τελειώνουν οι ερωτήσεις, θα θέλατε να προσθέσετε κάτι άλλο;

Appendix 2: Extracts from interview questions

Κωδικός: Κ.Σ.

Δημογραφικά στοιχεία

6. Φύλο Άνδρας Γυναίκα
7. Σε ποια ηλικιακή ομάδα ανήκετε: 30 και κάτω 31-40 41-60
 51-60 61 και άνω
8. Ποιο είναι το υψηλότερο επίπεδο εκπαίδευσης που έχετε ολοκληρώσει;
 Πρωτοβάθμια εκπαίδευση
 Δευτεροβάθμια εκπαίδευση, επίπεδο :.....
 Ανώτερη Εκπαίδευση, συγκεκριμένα :
 Πανεπιστημιακή Εκπαίδευση, τίτλος (βασικό, μεταπτυχιακό, διδακτορικό)
9. Τόπος κατοικίας: Μελίτσια
10. Οικογενειακή κατάσταση Παντρεμένος/η Σε σχέση Ελεύθερος/η
 Σε διάσταση/η Διαζευγμένος/η Χήρος/α

Αρχική ερώτηση: Προτού ξεκινήσουμε, θα θέλατε να με ρωτήσετε κάτι;

Αν προκύψει κάποιο ερώτημα θα σας το πω κατά τη διάρκεια της συνέντευξης.

Ερώτηση για ζέσταμα: Τι σημαίνει για εσάς ο όρος «εκπαίδευση»;

Για μένα εκπαίδευση σημαίνει μάθηση και προσφορά προς του νέους που θα είναι μεθαύριο οι αυριανοί πολίτες.

1. Πόσα χρόνια εργάζεστε ως εκπαιδευτικός;

Εργάζομαι 10 χρόνια ως εκπαιδευτικός σε σχολεία ειδικής αγωγής. Κυρίως σε Εργαστήρια Ειδικής Επαγγελματικής Εκπαίδευσης.

2. Πόσα χρόνια εργάζεστε στο συγκεκριμένο σχολείο;

Στο συγκεκριμένο σχολείο εργάζομαι 8 χρόνια.

3. Έχετε μαθητές πρόσφυγες στην τάξη σας; Πόσους;

Τα τμήματα στο συγκεκριμένο σχολείο είναι πάντα μικρά λόγω των δυσκολιών που αντιμετωπίζουν. Άρα πρέπει να είναι ολιγάριθμα για να μπορούμε να προσφέρουμε σε κάθε μαθητή μας εξατομικευμένα και ομαδικά. Εγώ φέτος είχα 11 τμήματα και στα 8 από αυτά είχα μέσα από έναν μαθητή μετανάστη.

4. Είναι η πρώτη φορά που έχετε μαθητές πρόσφυγες στην τάξη σας;

Όχι τα τελευταία χρόνια κάθε χρόνο έχω.

5. Πώς νιώθετε που έχετε στην τάξη σας μαθητές πρόσφυγες; Είναι κάτι που σας προβληματίζει σχετικά με την εκπαιδευτική διαδικασία;

Κάθε χρόνο με αγχώνει μέχρι να δω το επίπεδο των συγκεκριμένων μαθητών και γενικά πως δένουν με την υπόλοιπη τάξη. Πάντα πρέπει να φτιάχνω το υλικό μου ανάλογα και να το τροποποιώ.

6. Ποιους στόχους επιδιώκετε να πετύχετε κάθε χρονιά στην τάξη σας; Μπορείτε να τους περιγράψετε με σειρά προτεραιότητας;

Ο βασικός μου στόχος είναι η ένταξη. Να νιώσουν τα παιδιά καλά με το σχολείο, με εμένα, με τους συμμαθητές τους. Μετά έρχεται το μαθησιακό. Έχω απαιτήσεις αλλά όχι όπως θα είχα σε ένα τυπικό σχολείο.

7. Οι στόχοι αυτοί αλλάζουν για τους πρόσφυγες μαθητές; Αλλάζει η προτεραιότητα των στόχων; Γιατί(ναι ή όχι)

Οι στόχοι μου είναι οι ίδιοι απλά ίσως δίνω περισσότερη έμφαση και προσοχή στους συγκεκριμένους μαθητές.

8. Τι λαμβάνετε υπόψη σας για να θέσετε συγκεκριμένους στόχους για τους πρόσφυγες μαθητές; Με ποια διαδικασία τους αποφασίζετε;

Αρχικά αξιολογώ τον μαθητή. Βλέπω το επίπεδο, τις ανάγκες και τα ενδιαφέροντά του. Θέλω να δω και τον χαρακτήρα του αν είναι κοινωνικός ας πούμε. Λαμβάνω υπ' όψιν και τους γονείς.

9. Από την εμπειρία σας μπορείτε να μου αναφέρετε ποιες είναι οι πιο συνήθεις δυσκολίες που αντιμετωπίζετε σχετικά με την εκπαίδευση των παιδιών προσφύγων; Μπορείτε να μου αναφέρετε κάποια παραδείγματα που δείχνουν αυτές τις δυσκολίες; Γιατί νομίζετε ότι προκύπτουν;

Οι πιο συχνές δυσκολίες μου είναι η γλώσσα. Πολλά παιδιά δεν γνωρίζουν καν τη γλώσσα ή πώς να επικοινωνήσουν ακόμα και στην καθημερινότητά τους. Δηλαδή ακόμα και στο κυλικείο δεν μπορούν να κάνουν μία απλή συναλλαγή χρησιμοποιώντας τη γλώσσα. Οι δυσκολίες προκύπτουν αφού τα παιδιά έρχονται σε μεγάλη ηλικία συνήθως και οι γονείς τους δεν βοηθούν να γίνεται καθημερινή εξάσκηση.

10. Τι είδους στρατηγικές ή και ενέργειες χρησιμοποιείτε για να αντιμετωπίσετε τις δυσκολίες αυτές; Μπορείτε να μου πείτε ένα παράδειγμα; Γίνονται ερωτήσεις για κάθε δυσκολία που έχει αναφερθεί ο εκπαιδευτικός(π.χ. τι κάνετε σχετικά με τη δυσκολία που αναφέρατε)

Χρησιμοποιώ τη διαφοροποιημένη διδασκαλία. Ανάλογα τον μαθητή τροποποιώ το υλικό μου αλλά και την αξιολόγησή μου. Βέβαια βάζω και πολλές ομαδικές δραστηριότητες ώστε να μάθουν οι μαθητές να συνεργάζονται.

11. Υπάρχουν εμπόδια στην εφαρμογή όσων θέλετε ή νομίζετε ότι χρειάζεται να κάνετε για να ενισχύσετε τη μάθηση των παιδιών; Ποια είναι αυτά; Με ποιόν τρόπο τα ξεπερνάτε;

Τα βασικά μου εμπόδια είναι η επικοινωνία με την οικογένεια αφού πρέπει να γίνεται μέσω του σχολείου και των κοινωνικών λειτουργών. Ακόμα οι γονείς αποφεύγουν να επικοινωνήσουν για δικούς τους λόγους κάθε φορά. Επίσης οι μαθητές αυτές κάνουν πολλές απουσίες αφού δεν θεωρούν το σχολείο και τόσο σημαντικό.

12. Υπάρχει κάτι άλλο που θα θέλατε να εφαρμόσετε ή νομίζετε ότι θα βοηθούσε στην εκπαίδευση των παιδιών-προσφύγων; Τι είναι αυτό; Γιατί το θεωρείτε σημαντικό; Υπάρχουν λόγοι που δεν το εφαρμόζετε;

Θα ήθελα να εντάξω περισσότερο στο μάθημά μου στοιχεία του πολιτισμού του κάθε μαθητή μου. Το θεωρώ σημαντικό γιατί θα το βοηθήσει αυτό να νιώσει πιο άνετα και μεγαλύτερη αποδοχή από τους συμμαθητές του και από μένα. Οι λόγοι που δεν έχει γίνει είναι κυρίως η έλλειψη χρόνου να οργανώσω ένα τέτοιο μάθημα και ταυτόχρονα να βγει η ύλη.

13. Συγκεκριμένα σε σχέση με τη μάθηση των παιδιών, πως οργανώνετε τη δράση σας προκειμένου να διευκολύνετε τη μάθηση των παιδιών προσφύγων;

Πάντα τους βάζω να κάθονται με άλλους συμμαθητές τους και προσπαθώ να τους ενισχύσω ώστε να συμμετέχουν και να μου πουν αυτοί τη νέα γνώση. Το μάθημα μου κιάλας αυτόν τον σκοπό έχει να σχηματίσουν απόψεις για την κοινωνία και τη λειτουργία της. Για μένα η μάθηση ξεκινά από τον μαθητή και προσπαθώ να εκμαιεύσω κάθε νέα πληροφορία και να την αξιοποιήσω.

14. Αξιοποιείτε και με ποιόν τρόπο τις προηγούμενες γνώσεις, εμπειρίες και κοινωνικο πολιτισμικό υπόβαθρο των μαθητών προσφύγων; Θεωρείτε ότι είναι αποτελεσματικός αυτός ο τρόπος; Γιατί;

Βάζω κάποια βίντεο αλλά δεν θεωρώ ότι είναι αρκετό. Ρωτάω και πληροφορίες κατά καιρούς τους μαθητές. Βέβαια πάντα έχω φροντίσει να μάθω την ιστορία τους από τους κοινωνικούς λειτουργούς. Πιστεύω πρέπει να ασχοληθώ περισσότερο με το κομμάτι αυτό.

15. Πώς αξιολογείτε την αποτελεσματικότητα των διαδικασιών μάθησης που επιλέγετε;

Ικανοποιητικό αν και θεωρώ ότι πρέπει να τροποποιήσω και άλλο το μάθημά μου και να κάνω ίσως και κάποια επιπλέον εξειδίκευση στο θέμα των προσφύγων. Χρειάζεται πλέον σε όλους μας.