


Concluding Remarks PER COUNTRY

1st GENERAL LYCEUM OF TRIKALA	
GREECE	

("figure" is referred to the file DATA PRESENTATION WITH DIAGRAMS and "table" to the file DATA PRESENTATION WITH TABLES)

- Teachers mention that, foreign students don't have great problems concerning their emotional (figure/Table C1) or social sector (figure/Table C3), but they have greater problems with the learning sector (figure/Table C2). At the same time students show, up to "moderate grade", disappointment because of this (figure/Table C7)
- Teachers mention that, foreign students face up to "moderate grade" marginalization problems (figure/Table C4), show "low grade" rejection by their peers (figure/Table C6) and up to "moderate grade" negative attitude towards school (figure/Table C5)
- Teachers mention that, foreign students create obedience problems (figure C8), have aggressive behavior (figure/Table C11), feel unsafe (figure/Table C9) or show anxiety into the school environment (figure/Table C10), up to "moderate grade"
- Teachers encounter difficulties (in general) in their educational work with foreigners (figure D2), difficulties because of language (figure D3), difficulties because of behavior (figure/Table D4), difficulties because of cultural differences (figure/Table D5) or difficulties because of the different educational systems (figure/Table D6), up to "some times"
- Teachers encounter difficulties in their work because of the cooperation with families and guardians of foreign students (figure/Table D7) or because of their relationship with the natives (figure/Table D8), up to "some times"
- Teachers encounter difficulties in their work because of the lack of knowledge and (or) training on the issues of interculturalism/inclusion of foreigners (figure/Table D9), or because of lack of appropriate materials/means of teaching for foreign students (figure/Table D10), or because of problems/inconsistencies/gaps/non-renewal of the institutional framework (figure/Table D11), up to "some times"

- In order to cope with the difficulties in their work, teachers rely “often” and “very often” on their experience (figure/Table D12) or rely up to “some times” on their specialist knowledge (figure/Table D13). Teachers think that, when relying on their experience (figure/Table E1), or when relying on their special knowledge (figure/Table E2) they cope with the problems “well” and more

- In order to cope with the difficulties in their work, teachers ask for advice from experienced colleagues “some times” and “often” (figure/Table D14) or ask for advice from the School Advisor “rarely” and “some times” (figure/Table D15). Teachers think that, when asking for advice from the experienced colleagues (figure/Table E3) or from the School Advisor (figure/Table E4), they cope with the problems “well” and more. They think that if the school had a special advisor on the issues of interculturalism, it would be helpful for their “well” and more coping with the issues (figure/Table E5)

- In order to cope with the difficulties in their work, teachers collaborate with students’ guardians/family (figure/Table D16) or discuss with the students “some times” and more (figure/Table D17). This practice, they think, enables them to cope with the problems “well” and more (figure/Table E6, E7)

- In order to cope with the difficulties in their work, teachers look for information in the current bibliography/internet (figure/Table D18) or look for opportunities for training (figure/Table D19) “some times” and more. When doing these, teachers think that they cope with the problems “well” and more (figure/Table E8)

Additionally, teachers think that when they receive the appropriate training for the communication and management associated with interculturalism or have access/receive instructions for the use of the appropriate material and tools (figure/Table E11), they cope with the problems “well” and more (figure/Table E9). If the training seminars could be applied in class, teachers think that they could cope with the problems “well” and more, too (figure/Table E10)

- Teachers think that the recognition of the difficulties when working with foreign students and the offer of incentives as a reward, isn’t so critical but can improve their effectiveness (figure/Table E12)

- Almost all the teachers think that, if intercultural classes had fewer students, they would cope with the problems “well” and more (figure/Table E13)