

# integration of second generation immigrants into the education system and society - innovative applications

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## INTRODUCTION

The scope of the present research is to highlight the best practices for the second generation migrant children into the Greek educational system . This research takes under consideration the opinions and the collective experiences of the both parties of the pupils and the teachers on one hand & on the other hand of the students and their professors .

The present scientific research was survey based with a waived questionnaire answered by more than 700 persons following high statistical standards and methodology addressing again both parties involved namely teachers and pupils .

Meanwhile the statistical samples were taking place in urban and rural areas in order to be very representative .

Also the samples was waived regarding all the educational levels existing meaning primary, secondary ,technical education etc

Furthermore , we are going to present to you a certain part of this research which focuses more on the problems that migrant students facing at today's school system ,which are those problems ,what are the chore issues behind them and how they can be resolved according to their opinion .

Likewise, we study the social relations between migrant children and the Greek fellow students as they are presented by both parties .

In addition we study the impact of the overall time living in Greece in relation to the performance ratio at the School and the social integration level into the educational environment etc.

Finally, we are looking for the best proposals regarding these complex multilingual migrant children issues in the contemporary educational environment in Greece .

Always searching for the best possible solutions improving the interpersonal relations between students of different origins .

Also the relations between teachers and the pupils .

From all the implemented educational systems we are looking by using a

scientific approach the most appropriate that according to their view will be the utmost effective , efficient and more accepted in the educational community !

To conduct this research work in respect to the important educational issues relevant to the second generation migrant children they were asked all the interviewed persons many questions and we are hereby submit their answers with the relevant statistical data presented in the following charts etc

**WHAT MONDEL OF SOCIAL INTEGRATION EVALUATE THE SECOND GENERATION IMMIGRANTS AS THE MOST APPROPRIATE?**

		PERCENTAGE (%)
Which model do you consider that the second generation migrant children would choose	ASSIMILATION	18,2
	INTEGRATION	34,5
	MULTICULTURAL	43,6
	DO NOT REPLY	3,6
	TOTAL	100

Data TABLE 9.3

From data table 9.3 we see that the second generation immigrants accept as effectively in mentioned series the models of multiculturalism and social inclusion.

**DO YOU BELIEVE THAT SECOND GENERATION IMMIGRANTS HAVE THE SAME RIGHTS TO EDUCATION WITH THEIR PEERS GREEKS?**

		PERCENTAGE (%)
Second generation migrants Have equal rights with their fellow Greek students in the educational system and in the social life	AGREE	23,6
	ALMOST AGREE	30,9
	NEITHER AGREE NORE DISAGREE	5,5
	I PARTIALLY DISAGREE	14,5
	DISAGREE	25,5
	TOTAL	100

Data TABLE 9.5

**DO YOU BELIEVE THAT THE SECOND GENERATION IMMIGRANTS FACE DIFFICULTIES IN INTERPERSONAL RELATIONSHIPS WITH PEERS GREEKS?**

		PERCENTAGE (%)
Second generation migrant children do they face difficulties in their interpersonal relations with the fellow same age Greek students	AGREE	18,2
	PARTLY AGREE	34,5
	PARTLY DISAGREE	43,6
	DISAGREE	3,6
	TOTAL	100

Data TABLE 9.6

data tables 9.5 and 9.6 show that second generation immigrants feel that they have equal rights in the educational system with the native students while more than half say they do not have problems in interpersonal relationships with peers classmates .

**DO YOU BELIEVE THAT SECOND GENERATION IMMIGRANTS STILL LIVE IN AREAS WITH A HIGH CONCENTRATION OF MIGRANTS?**

		PROCENTAGE (%)
Second generation Migrants children are living in areas with high density of Migrant inhabitants	AGREE	23,6
	PARTLY AGREE	56,4
	NEITHER AGREE NORE DISAGREE	3,6
	PARTLY DISAGREE	3,6
	DISAGREE	12,7
	TOTAL	100

Data table 9.4

Findings perhaps justified by the fact that most immigrant students residing in areas with high concentrations of immigrants that make it difficult to socialize with Greeks.

**DO WE NEED NEW INTEGRATION POLICIES FOR SECOND GENERATION IMMIGRANTS?**

Data TABLE 9.11		Percentage (%)
Second generation migrants are embedded in society and do not need any integration policies	AGREE	5,5
	PARTLY AGREE	18,2
	NEITHER AGREE NORE DISAGREE	1,8
	PARTLY DISAGREE	21,8
	DISAGREE	52,7
	TOTAL	100

Observe that in this data table immigrants confirm by a large majority that specific integration policies need to apply for them

**WHICH OF THE FOLLOWING POLICIES DO YOU THINK HAVE THE BEST RESULTS  
IN THE INTEGRATION OF THE SECOND GENERATION OF IMMIGRANTS**

Table 9.15		With flexible set of policies that meet certain needs	With a set of policies which concern primarily naturalization and citizenship	With policies that concern the host society	With a mix of policies which concern the Social empowerment
Which is the most important issue to evaluate the significance of the second generation's integration? Score 1-5	Very important	45,5	30,9	38,2	34,5
	Significantly important	25,5	41,8	36,4	23,6
	Average important	16,4	10,9	12,7	27,3
	Little important	9,1	10,9	7,3	7,3
	Not important	1,8	5,5	5,5	According to the data table 9.15 students considered as very important for integration 5,5
	No reply	1,8	-	-	1,8
	Total	100	100	100	100

Policies to be flexible and meet the specific needs of migrants, assessing as important issues of naturalization and citizenship.

**WHAT IS THE MEANING OF INTERCULTURAL EDUCATION**

Data Table 9.17		Percentage ( % )
Which of the following statements do you think best expresses the meaning of the intercultural education	Acceptance of all cultures of the host society promotes non discrimination	<b>9,1</b>
	Acceptance of the other elements of culture promotes social piece	<b>7,3</b>
	Mutual and equal acceptance of different cultures promotes the development of a common communication code	<b>81,8</b>
	No answer	<b>1,8</b>
	TOTAL	<b>100</b>

When asked how they define intercultural education respondents overwhelmingly (81, 8) % As mutual and equal acceptance of different cultural elements that promote the development of a common communication code.



**EVALUATION OF EDUCATIONAL POLICY FOR SECOND GENERATION IMMIGRANTS**

<b>Objectives of education policy for second generation immigrants</b>	<b>Classification ( by degree of significance)</b>
Conquest of similar language level	<b>1</b>
Adaptation to the school environment	<b>2</b>
Learning of Greek culture and history	<b>2</b>
Development of interpersonal relationships	<b>4</b>
The elimination of all types of discriminatory behavior from whenever delivered at	<b>5</b>
Acceptance of diversity	<b>6</b>
Develop a common communication code based on the principal of interculturalism	<b>7</b>
Acceptance of cultural elements of the other	<b>8</b>
The preservation of cultural identity	<b>9</b>
Learning the cultures and history of other civilizations	<b>10</b>

Data Table 9.18

Evaluating the objectives to be education policy conclude that major players are learning

The Greek language as well as the history and culture of the host country furthermore the social integration into the school environment.

**EDUCATIONAL POLICY AND  
INTERCULTURAL SCHOOLS**

Intercultural schools					
Suitability		Effectiveness		Equilibrium cost benefit	
Very much	52,7	Very much	32,7	Very much	10,9
Much	21,8	Much	16,4	Much	14,5
Enough	12,7	Enough	27,3	Enough	32,7
Little	3,6	Little	14,5	Little	16,4
Not at all	7,3	Not at all	7,3	Not at all	12,7
No answer	1,8	No answer	1,8	No answer	12,7
Total	100	Total	100	Total	100

Data table 9.25

On the data tables 9.25 ,9.29 , 9.33 , attempt was made with three questionnaires to evaluate three different types of reception classes for migrant students .

The evaluation was made as to the suitability of the effectiveness and cost benefit equilibrium .

Hence we present the corresponding data tables with their data .

**EDUCATIONAL POLICY AND  
RECEPTION CLASSES**

<b>Reception classes</b>					
<b>Suitability</b>		<b>Effectiveness</b>		<b>Equilibrium cost benefit</b>	
Very much	<b>45,5</b>	Very much	<b>23,6</b>	Very much	<b>7,3</b>
much	<b>23,6</b>	much	<b>18,2</b>	much	<b>12,7</b>
enough	<b>21,8</b>	enough	<b>29,1</b>	enough	<b>34,5</b>
little	<b>9,1</b>	little	<b>20,0</b>	little	<b>20,0</b>
Not at all	-	Not at all	<b>7,3</b>	Not at all	<b>14,5</b>
No answer	-	No answer	<b>1,8</b>	No answer	<b>10,9</b>
Total	<b>100</b>	Total	<b>100</b>	Total	<b>100</b>

Data table 9.29

**HAVING TROUBLE AT SCHOOL AND IF SO  
WHAT ARE THE MOST IMPORTANT**

<b>Problems at the school environment</b>	n	%
<b>1.Yes</b>	215	25,7
1.1. problems in the educational process	118	14,1
1.1.1. Treatment by teachers	8	0,9
1.1.2. Problems on the courses	99	11,8
1.1.3. Communication problems because of insufficient knowledge of the Greek language	11	1,3
1.2. Socialization problems ( relationships with peers )	85	10,2
1.2.1. Racist behavior	16	1,9
1.2.2. Acceptance problems	69	8,3
1.3. Logistical infrastructure problems	12	1,4
<b>2.No</b>	621	74,3
<b>Total</b>	836	100

Data table 7.75

**EDUCATIONAL POLICY AND  
TUTORIALS**

<b>Tutorial lessons</b>					
<b>Suitability</b>		<b>Effectiveness</b>		<b>Equilibrium cost benefit</b>	
Very much	<b>40</b>	Very much	<b>21,8</b>	Very much	<b>9,1</b>
much	<b>25,5</b>	much	<b>23,6</b>	much	<b>12,7</b>
enough	<b>20</b>	enough	<b>23,6</b>	enough	<b>29,1</b>
little	<b>9,1</b>	little	<b>18,2</b>	little	<b>18,2</b>
Not at all	<b>3,6</b>	Not at all	<b>9,1</b>	Not at all	<b>20</b>
No answer	<b>1,8</b>	No answer	<b>3,6</b>	No answer	<b>10,9</b>
Total	<b>100</b>	Total	<b>100</b>	Total	<b>100</b>

Data table 9.33

The data tables show that all three types of reception classes for immigrants are considered successful addressed each of them in a different target group of immigrants is shown by comparing excel slightly intercultural school based on the total of all three variables were taken into account .

### HAVING TROUBLE AT SCHOOL AND IF SO

#### WHAT ARE THE MOST IMPORTANT

<b>Problems at the school environment</b>	<b>n</b>	<b>%</b>
<b>1.Yes</b>	<b>215</b>	<b>25,7</b>
1.1. problems in the educational process	118	14,1
1.1.1. Treatment by teachers	8	0,9
1.1.2. Problems on the courses	99	11,8
1.1.3. Communication problems because of insufficient knowledge of the Greek language	11	1,3
1.2. Socialization problems ( relationships with peers )	85	10,2
1.2.1. Racist behavior	16	1,9
1.2.2. Acceptance problems	69	8,3
1.3. Logistical infrastructure problems	12	1,4
<b>2.No</b>	<b>621</b>	<b>74,3</b>
<b>Total</b>	<b>836</b>	<b>100</b>

Data table 7.75

### HAVING TROUBLE AT SCHOOL? AND IF SO

#### WHAT ARE THE MOST IMPORTANT

<b>Problems at school environment</b>	<b>n</b>	<b>%</b>
<b>1.Yes</b>	<b>273</b>	<b>34,6</b>
1.1.problems in the educational process	197	25,0
1.treatment by teachers	18	2,3
2.problems on courses	149	18,9
3.communication problems because of insufficient knowledge of the Greek language	30	3,8
1.2. socialization problems (relationships with peers )	59	7,5
1.racist behavior	29	3,7
2.acceptance problems	30	3,8
1.3.logistical infrastructure problems	17	2,1
<b>2.No</b>	<b>516</b>	<b>65,4</b>
<b>Total</b>	<b>789</b>	<b>100</b>

Data table 8.90

The question whether problems in the school environment, the largest number of pupils

Responded negatively to 65, 4 % on primary education and secondary education level 74, 3%

As to those who answered positively identify their problems mainly in the educational process.

**HOW IS YOUR RELATIONSHIP WITH YOUR GREEK CLASSMATES ?**

Relationships with peers	n	%
Good	764	91,7
Neutral	46	5,5
Bad	23	2,8
Total	843	100

Data table 11.79

Regarding the relationships with their peers in the classes the vast majority by 91,7 % characterizes very good

**WHAT IS YOUR RELATIONSHIP WITH THE SCHOOL TEACHERS?**

Relationship with teachers	n	( % )
Bad	20	2,4
Moderate	26	3,1
Good	437	52,7
Very good	299	36,1
Excellent	47	5,7
Total	829	100

Data table8.76

Respectively in their relations with their teachers more than 94 % of them features of good to excellent.

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**EXISTANCE OF CORRELATION BETWEEN THE COUNTRY OF ORIGIN AND THE PERFORMANCE AT SCHOOL**

Existence of correlation between origin and performance	Definition of second – generation immigrants					
	Born		Came		Total	
	n	%	n	%	n	%
Yes	522	53,4	70	43,8	592	52,7
No	456	46,6	90	56,3	546	48,1
Total	978	100	160	100	1138	100

Data table 12.70

The causality between country of origin and school performance believe that students born in the country have a slight edge in the overall performance come to those who came to the country at a later age

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Total	829	100

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**STUDENTS FROM OTHER COUNTRIES FACE ACCORDING TO YOUR OPINION PROBLEMS IN SCHOOL?**

IF SO, WHAT ARE THE MAIN CAUSES

<b>Thematic analysis</b>	<b>n</b>	<b>( % )</b>
1. Yes	594	49,0
1.1. Because language	304	25,1
1.2. due to poor performance in the theoretical lessons	27	2,2
1.3. due to integration problems at school environment	80	6,6
1.4. due to lack of support from the family environment	130	10,7
1.5. due to different culture and cultural patterns	53	4,4
No	619	51,0
<b>Total</b>	<b>1213</b>	<b>100</b>

Data table 6/59

When asked if the pupils who come from other countries facing general problems in courses about the half answered no meanwhile the other half yes. As main problem respondents of yes identify the difficulty in Greek language.

**IN WHICH AREAS DO YOU CONSIDER THAT  
BENEFITS MORE  
THE EMIGRATION SOCIETIES**

5	Reap many economic benefits	Derive benefits related to the development of their economic status	Benefiting the development of science	Derive no benefits	Utilize second generation immigrants to send new immigrants	Reduce the social and economic development because their productivity potential is outside of the country	Utilize second generation immigrants to disseminate their cultural values
	%	%	%	%	%	%	%
AGREE	25,5	29,1	23,6	3,6	10,9	16,4	14,5
PARTIAL AGREE	30,9	38,2	29,1	16,4	40,0	43,6	25,5
NEITHER AGREE NORE DISAGREE	14,5	5,5	14,5	5,5	12,7	7,3	10,9
PARTIALLY DISAGREE	18,2	7,3	9,1	12,7	16,4	9,1	20,0
DISAGREE	7,3	16,4	20,0	56,4	16,4	18,2	23,6
DO NOT REPLY	3,6	3,6	3,6	5,5	3,6	5,5	5,5
TOTAL	100	100	100	100	100	100	100

As a general question was whether they believe that the emigration societies benefit from second generation immigrants?

Respondents indicated clearly indeed benefits in many areas, particularly in educational and economic development etc

## CONCLUSIONS

The vast majority of the persons involved in this survey do not have a good knowledge of the various models existing of the migrant's social integration in particular to the differences amongst them.

Nevertheless the question how they define intercultural education?

The maximum rate of them address to it as mutual and equal acceptance of different cultural elements that promote the development of a common communication code.

In addition, the biggest percentage of the participants questioned prefer like the best integration model the multicultural model though for the migrant children the one of the social integration.

On the part of the new educational and training systems for immigrants at school all the three mentioned are considered as fully successful with a small lead in multicultural school.

Furthermore, the 54, 5% of the interviewed persons firmly believes that migrant children have equal rights with their fellow Greek in the educational system, in the work place and in the social life.

In terms of their relationships with their peers at school more than 90% said they are very good and even better with their teachers more than 94%.

About difficulties in proportion of 75% of the second generation migrant students they reply that they do not face any problems in lessons while the others regard as fundamental problem not sufficient knowledge of the language.

Meanwhile the 50% believes that migrant children facing difficulties in relation to the development of long standing interpersonal relationships.

Also, believe that 75, 5% of migrant children are not well integrated into the Greek society.

Therefore, are needed policies of social integration in the host society?

Anyway, regarding the questionnaire about the issues of educational policy that currently addressed to the migrant children in Greece (intercultural schools, reception classes, remedial teaching) are evaluated as extremely helpful and are indeed highly appreciated.

As essential elements of social integration they consider naturalization and acquisition of Greek citizenship.

Finally the question whether benefit home countries respond

That they actually benefits in many areas ,particularly in the economic, educational and development .

**THANK YOU FOR YOUR KIND ATTENTION**

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