

Comparative synthesis of the needs analysis: Teachers, Parents & Students

1. Teachers' needs analysis

The sample for the needs analysis consists of forty-eight teachers in Greece, twenty teachers in Italy, sixty-four teachers in Portugal and four teachers in Finland. Tables 1-4 provide an overview of the teachers' needs analysis. It is important to note that while there are significant differences between the three countries in terms of the obstacles teachers mention. Greek teachers seem to be significantly more critical of the obstacles they encounter and the inadequacies of the system in terms of integrating refugee and migrant students. Furthermore, teachers in all three countries emphasise the need for in-service training. However, it is alarming that a significant percentage of teachers in Greece and Italy state that they have not received in-service training to promote integration in the classroom and that existing in-service training programmes do not include modules on teaching refugees and migrants. In Portugal, this percentage is slightly lower, with 50/60 teachers stating that they have participated in 1-3 in-service training programmes in the last three years. However, 37/60 teachers indicate that existing in-service training programmes do not include modules on refugee and migrant integration. Regarding the preferred type of in-service training, Italian and Portuguese teachers seem to prefer more collaborative and participative learning methods such as peer learning, working groups and workshops than their Greek counterparts, who declare to prefer online training materials and training by experts in addition to peer-learning. In terms of preferred training content, they all mentioned the need for practical knowledge that can be easily applied in the classroom and the need for intercultural education. However, the Greek and Italian teachers also mentioned the need for training on classroom management, a need not mentioned by their colleagues in Portugal.

On the question of resources needed, there are differences in the resources mentioned as needed at classroom level. All teachers emphasise the need to build closer relationships with parents and families, and they all call for the involvement of the wider community in the integration

of migrant and refugee students. Finally, in terms of reported emotions, teachers in all three countries reported a significant percentage of powerlessness, discouragement and lack of recognition. Portuguese teachers also reported the need for more autonomy and participation in decision-making.

GREECE

Reported obstacles:

- Communication problems with the students and their families due to the language barrier
- Lack of support at the level of the education system
- Lack of equipment
- Lack of training on inclusion
- Difficulties related to student motivation
- Lack of support services in schools for the integration of refugees or migrants
- Teaching for refugees and migrants does not follow the same quality standards (55.8%) and the same curricula (48.9%) as for native students.
- Previous learning experiences of refugees and migrants are not considered
- Most teachers do not know what support services are available in the municipality for the integration of refugees and migrants.

Training

☐ Received training:

- 74% state that they have not received in-service training on refugee and migrant integration.
- 63% say that available in-service training programmes do not include modules on teaching migrants and refugees.

☐ Preferred types of training:

- Online training materials (49%)
- Peer learning (44%)
- Training by experts (49.5%).

☐ Preferred content of training:

- Knowledge that is easily applicable in the classroom and based on practical information, real-life experiences and content that is directly applicable in the school (65%)
- Intercultural education (46.5%)
- Classroom management (28%)
- Sharing best practices between countries (19%).

Resources

🔍 Classroom resources:

- Intercultural education, classroom management, training on inclusion, new technologies and communication.

🔍 School level resources:

- Expand the Zones of Educational Priority Zones (ZEP) and create more Reception and support classes.
- Establish early diagnosis of students' learning needs promote greater collaboration with the Interdisciplinary Centers for Assessment, Guidance and Support (KE.D.A.S.Y), municipal and central services.
- Provide additional language courses for refugee and migrant students.
- Provide in-service training for teachers in intercultural education.
- Create smaller classes.
- Provide adequate school infrastructure and funding.
- Offer school programmes and curricula adapted to diverse learners.
- Hire more teachers and other professionals such as social workers, psychologists, cultural mediators, and interpreters to provide additional support for students' linguistic and socio-emotional needs.
- Provide legal counseling to help students protect their civil rights.

🔍 Family level resources:

- Create programmes for parental involvement to provide stability in families and reduce the percentage of dropouts.

🔍 Community level resources:

- Raise awareness and promote information campaigns for parents on the importance of education.
- Foster the involvement and support of the community, the church, and volunteers in the integration of refugees.

Emotions

- 37% of teachers in our sample feel encouraged and very encouraged.
- 30% feel recognized or very recognized.
- 23% of teachers feel strong and very strong in their work environment.

Table 1: Synthesis of teachers' needs analysis in Greece

ITALY

Reported obstacles:

- Language and intercultural obstacles
- Schools do not have preparatory courses and support for the reception of refugee and migrant students.

However, teachers mention that a) refugees' and migrants' prior learning experiences are taken into account, b) the same quality standards apply to all students, and c) they are aware of the resources available in their community for the integration of refugees and migrants.

Training

Received training:

10/20 teachers have never received training on integration and inclusion.

15/20 teachers mention that the existing professional training programs do not include focus on refugee and migrant students.

Preferred types of training:

- Working groups
- Professional speakers with interesting supporting material
- Best practice sharing workshops

Preferred content of training:

- Knowledge easily applicable in the classroom and practical information, content and experiences useful for the school
- Exchange of good practice between countries
- Classroom management skills

Resources

? **Classroom resources:**

- Need for preparatory courses for the reception of refugees and pupils from migratory backgrounds.

? **School level resources:**

- Listening desk and creation of opportunities to meet with families
- Preparatory classes
- Italian courses
- Linguistic mediators
- Personal and technological support for teachers
- Training for teachers
- Emotional support for students
- Teachers' training and participation in workshops
- Financial support and more appropriate resources
- Cultural mediators
- Sport and leisure activities

? **Family level resources:**

- Courses for parents

? **Community level resources:**

- Collaboration with local associations to activate after-school courses
- Participation in network projects with neighborhood associations
- Active and sustainable inclusion and integration
- Sport and leisure activities
- Establish bridges between school and territory.

Emotions:

None of the teachers felt strong and confident.

Table 2: Synthesis of teachers' needs analysis in Italy

PORTUGAL

Reported obstacles:

- Bureaucracy and centralized decision making
- Lack of financial resources
- Intercultural problems.

Training**? Received training:**

- 50/60 teachers stating that they have participated in 1-3 in-service training programmes in the last three years.
- 37/60 teachers indicate that existing in-service training programmes do not focus on refugee and migrant integration.

? Preferred types of training:

- Best practice sharing workshops
- Peer-learning in my school
- Working groups
- Mentoring and face to face guidance.

? Preferred content of training:

- Knowledge applicable in the classroom, practical information, content, and experiences useful for the school
- Accreditation of the course for promotion or professional development
- Intercultural education.

Resources

Classroom resources:

- According to most teachers the existing professional and in-service training programs do not include modules on teaching refugees and migrants.

School-level resources:

- Better and more structured communication with parents
- Teachers' training on the mediation of social conflicts among immigrant youth groups
- Increase of teachers' autonomy and responsibility to take decisions that increase the level of education and success of inclusion of the refugee and migrant children at schools
- Increase of teachers' participation in the decision making process
- Establishment of closer relationships with students.

Community-level resources:

Proposed solutions for overcoming the obstacles :

- Further training or instruction
- Structured dialogue with decision makers and politicians
- Better understanding of the social and economic competencies required for the inclusion of immigrant's communities
- Decision-making process should be more flexible and structured, teachers should have a say, be more involved and be part of the monitoring team to guide and control the results and outcomes of the decisions and achievements of the schools.

Emotions:

Most teachers very often feel unappreciated, they feel powerless, discouraged and easily disheartened and ignored. Teachers feel that they do not have a voice and a say in decision making in their schools, that they are not motivated by the decisions of the education system and at the same time some of them feel stressed by the decisions of the government as they judge the decisions taken as dysfunctional, meaningless and impractical, making them feel insignificant, hopeless and let down by the system.

Table 3: Synthesis of teachers' needs analysis in Portugal

FINLAND

Reported obstacles:

- Cultural adjustment
- Educational gaps
- Language barriers and Language proficiency

Training

Received training:

Inclusive education principles

Preferred types of training:

Intercultural workshops

- Diversity training
- Language and communication skills
- Peer-learning in Finnish schools
- Migrants led working groups
- Intercultural coaching .

Preferred content of training:

- Language education,
- Cultural sensitivity,
- Trauma-informed care

In terms of classroom resources:

- Textbooks,
- Tools for teaching language and cultural competency,
- Tools for addressing children's emotional and social needs.

In terms of support services:

- Need to support the emotional and social well-being of the migrant students and their families.

In terms of emotions:

Frustration: Teachers in Finland often experience frustration when they encounter language barriers or when they face challenges in effectively communicating with their migrant students.

Table 4: Synthesis of teachers' needs analysis in Finland

2. Parents' needs analysis

The sample for the needs analysis is composed of twelve parents in Greece, sixteen parents in Italy, fifty-seven parents in Portugal and two parents in Finland. Tables 5-8 give an overview of the main results in Greece, Italy and Portugal. Parents in all three countries seem to be very critical of the education system, although each country has different practices and laws for the integration of migrant and refugee students. All parents also report significant challenges in their lives and socialisation process in the three countries, and all point to their community of compatriots as a support and trust mechanism that provides them with emotional support and practical information they would otherwise not have access to. When it comes to the advice they would give to newcomers, they emphasise communication skills, avoiding isolation, finding a job quickly and making a considered choice about the country they live in. Finally, in terms of reported emotions, they all have mixed feelings. On the one hand, they mention positive feelings such as freedom, hope, happiness and opportunities, and on the other hand, strong negative feelings such as sadness about leaving their home country, helplessness about not being in full control of their lives in the new country and fear about the future.

GREECE

Education

Reported obstacles:

- Lack of systematicity of 'Reception classes'
- The language barrier affects the communication with school
- Cultural gaps in everyday school activities
- Lack of support for children with special needs (e.g. autism)
- Lack of support for 'gifted' children
- Lack of psychological and emotional support for students to overcome trauma
- School administration is often uncooperative in cases of bullying even when a child is diagnosed with depression.

Evaluation of the education system:

- Teachers are 'good' people who wish to help and treat children the best way possible, 'people who inspire strength to do more', make a difference in children and refugees' integration.

Children's performance at school:

- Children's performance is severely affected by the obstacles mentioned above.

Anticipation for children

- All refugee children do very well in school while adapting to the language however there is a slight difficulty in topics as ancient Greek.
- Due to problems related to residence status and precariousness, many refugees (even with high educational qualifications) want to leave Greece.

Life in Greece and socialization:

- Life in Greece is described with words like 'freedom', 'love', 'friendship', 'family', 'support', 'trust', but also followed by 'difficulties', 'struggle' and 'racism'.
- Relations with the Greeks are generally good. However, they often face prejudice, especially on religious grounds, because they wear headscarves. Furthermore, when asked if they feel safe in Greece, they mentioned difficulties they face in terms of sexual harassment because of their gender, while female refugees were afraid of deportation.
- Relations with compatriots are characterized by solidarity. Everything they learned about social benefits and other state services, they learned from their fellow citizens, which on the one hand promotes solidarity in society, but on the other hand also emphasises the lack of information on the part of the state.
- A major problem is that the legislation on residence permits is changed by every government. This makes refugees feel trapped as they are not allowed to travel until their residence permit is renewed.
- The feeling of being different is common ground when describing the daily life of refugees. Whether it is the color of their skin that differentiates them from the average population, the strange names that they carry or the difficulty to learn the country's native language.

Advice to newcomers:

- Treat life and Greece itself with optimism
- Learn Greek quickly to be able to communicate with locals and not feel isolated
- Avoid being socially ostracized
- Get help to overcome bureaucracy and find work more easily.

In terms of emotions:

'Freedom', 'hope', 'love' but also 'sadness' about missing the homeland to which they cannot return.

Table 5: Synthesis of teachers' needs analysis in Greece

Education

? Reported obstacles:

- Difficulties in communicating with the school due to the language barrier
- Absence of a real plan of students' inclusion
- Need to support the emotional and social well-being of the migrant students and their families

? Evaluation of the education system:

- Their children had not attended preparatory courses as the Italian legislation does not foresee preparatory courses for the entry of children into schools.

? Children's performance at school:

- Children's performance is compromised by language problems due to the lack of a common language
- Without external support (outside the school) keeping up with the other classmates would be very difficult

? Anticipation for children:

The hope of all of them is that their children will be able to live in peace and that they will find a job that makes them live well.

Life in Italy and socialization:

- Difficulty to create substantial relations with Italians
- Absence of a real plan of social inclusion
- Racism
- Difficulties of everyday life
- Housing
- The community of compatriots in Italy operates emotionally and operationally as a "family" characterized by "trust" and "support" offering a "a way of not feeling alone in a land that I did not know".

Advice to newcomers:

- Finding associations that can support children with schooling
- Socializing with local people
- Know the conditions for living in the country of arrival
- Find out about all the bureaucracy required to live comfortably

Emotions:

- "Happiness" "welcome" "opportunity" "community" was mentioned both to describe the moment of arrival and to describe their life in the host country.
- "Helplessness" because they could not interact with those who were in charge of their children's education due to the language barrier.
- "Fear", at first, of something unknown, as they had to start a new life in a completely different country. Current fear because policies on the migration front do not bode well and that life within the city is changing a lot.

Table 6: Synthesis of teachers' needs analysis in Italy

PORTUGAL

Education

📌 Reported obstacles:

- Bureaucracy and paperwork to get legal documents and start working.
- Parents said that their children face discriminatory treatment at school because they are Black.
- Teachers are not tolerant and understanding versus diversity.
- High percentages of dropout.
- Discrimination and bias when in the job and house market.
- Police brutality.
- Intercultural obstacles: lack of intercultural understanding between teachers and parents.
- Lack of information of how the national system works in relation to education, social security benefits, health system and other key national support programs for integration.
- Low salaries insufficient to cover expenses.
- Lack of time to dedicate to house, family and themselves.
- house and family, then the lack of time in which they do not always have time to dedicate to other things.
- Tensions between parents and employers.
- Society characterized by intolerance, indifference and individualism.

📌 Evaluation of the education system:

The education system works well, but:

- Lack of time to talk with teachers, principals, and others school's staffs as school hours always coincide with their work
- Lack of tolerance and understanding from teachers
- Need for more sports and recreational activities to help students release pressure, avoid stress, fatigue and anxiety provoked in children
- 12.3% of parents said that the way schools deal with their children's learning problems should be improved, which leads to children failing at school.

? Children's performance at school:

82.5 % of parents describe the performance of their children at school as very good, 12.3 as good and 5.2% said that the performance of their children should be better.

? Anticipation for children:

All of them want to see their children succeed professionally succeed and be happy in life. However, they said that they also expressed **fear** for the future of their children because of :

- the prevailing uncertainty
- the rise of the far right in Portugal
- the increase in racism and discrimination against the immigrant population
- the rising unemployment rate and financial problems in the country.

Life in Portugal and socialization:

- The three most common words used to describe the relations with nationals and co-nationals are peaceful, happy, and loud.
- For the vast majority they live in harmony in community and with mutual respect, without meddling in the lives of others.
- There are incidents of drug trafficking, tensions and police brutality in certain neighborhoods.
- Everyone said they know organizations and institutions in the region that can support them and their relatives.
- Parents have good relations with their compatriots as through the network of diaspora they get support and access to information regarding job opportunities, housing, security benefits and access to education.

Advice to a newcomers:

- Arrive in Portugal as a legal immigrant
- Obtain all the necessary information before deciding to live there.

Emotions:

- “Hope” that things will improve
- “Doubts” about the future and how the things will be in the next years for their children
- “Lack of confidence” on what they are able to do to keep the sustainability of their relatives in the country.

Table 7: Synthesis of teachers' needs analysis in Portugal

FINLAND

Education**? Reported obstacles:**

- Difficulties in communication because of the language barrier
- Intercultural obstacles due to the cultural gaps between parents' own cultures and the cultures of the educational system
- Discrimination and bias.

? Evaluation of the education system:

NO DATA

? Children's performance at school:

NO DATA

? Anticipation for children:

- All parents hope that their children will be able to live in peace and that they will find a job that makes them live well.

Life in Finland and socialization:

NO DATA

Advice to a newcomers:

- Learn the language and engage positively with the community to facilitate integration.

Emotions:

NO DATA

Table 8: Synthesis of teachers' needs analysis in Finland

3. Students' needs analysis

The sample for the needs analysis is composed of twenty-seven students in Greece, sixteen students in Italy, seventy students in Portugal and two students in Finland.

Tables 9-12 give an overview of the main results in Greece, Italy and Portugal. In Italy, students seem to be more satisfied with the school system and generally feel safer, while in Greece and Portugal students are more critical of the education system and more concerned about safety. Furthermore, in all three countries, although the majority of students report being satisfied with their relationships with teachers and classmates, there are also small percentages who are concerned about their relationships with teachers and classmates. Furthermore, students in all three countries seem to have good relationships with the local community, but closer relationships with their compatriots, who seem to support them both emotionally and practically. Nevertheless, it should be mentioned that the three countries handle the integration of refugees and migrants differently, which is reflected in the existence and participation of reception, host or preparatory classes. There are also differences in the number and types of obstacles students report, which are either due to differences between the respective national systems or to the linguistic and cultural background of immigrant and refugee students. However, when it comes to what they see as conducive to their achievement, they all emphasize a) the need to feel supported by the school community and their family, b) the importance of communication with teachers and classmates, c) the presence of extracurricular activities, sports and leisure activities. As far as students' projections in the future are concerned, students in Portugal seem to be more optimistic, while students in Greece are more worried when it comes to perceived challenges. Finally, as far as advice for newcomers is concerned, they all value communication with classmates, openness and avoiding isolation.

GREECE

Education

📌 Overall evaluation of the education system

The vast majority of students are not at all or very little satisfied with the education system.

📌 Participation in reception/host or preparatory classes

Less than half of the students have taken preparatory or remedial courses to improve their academic performance.

📌 Relationship with teachers and classmates:

The vast majority of students are satisfied or very satisfied (67%-96%) with their relationships with their teachers and classmates.

📌 Perceived safety

Although the vast majority of students say they feel safe or very safe in their neighborhood, we have missing 20 responses to the question about whether they feel safe at school, and only 6 affirmative ones to this question.

📌 Relationship with people in your community (native and conational)

Most students are satisfied or very satisfied with their relationships with their community.

What are the three biggest obstacles you face at school? Why?

- Intercultural obstacles
- Communication problems because of the language barrier
- Lack of motivation
- Difficulty to keep up with the rest of the class
- Perceived lack of support.

What would you change in school to make you perform better & enjoy school more?

- Support in the classroom
- Participation in teamwork activities
- Communication with teachers and classmates
- Use of appropriate teaching methods.

How do you see yourself in ten years?

- 2/27 students cannot imagine themselves in 10 years, they believe that they have little chance to follow their dreams, they are sure they will not attend university and will work in a low-paid job.
- 1/27 believes he/she will be unemployed in 10 years.
- 1/27 that has little chances of working in a job of his/her choice.
- 21/27 that will have graduated from University.

What are the biggest challenges on the way to this plan?

- Racism
- Financial problems
- Lack of sense of belonging
- Lack of support from school and family.

Name the three more dominant emotions in your everyday life.

- 21/27 students feel strong and encouraged.
- 18/27 students feel recognized or very recognized at school.
- 4 students feel powerless.
- 7 students feel discouraged.
- 3 students feel ignored.

What advice would you give to newcomers

- Be outgoing, confident, open, and not shy or ashamed.
- Be aware of the difficulties.
- Be patient and do not give up.

Table 9: Synthesis of students' needs analysis in Greece

Education

☐ Overall evaluation of the education system

All agree that the school is a nice place; none of the interviewees gave answers denoting negativity in their relationship with the school.

☐ Participation in reception/host or preparatory classes

- None of the students took a preparatory course to facilitate their access to the schools.
- Students who arrived from a third country did not have any (language) course to be admitted to the school year but were placed in a lower class than that corresponding to their age.

☐ Relationship with teachers and classmates:

Mixed feelings, but never entirely negative.

☐ Perceived safety

All responded positively. Nobody says that they have been bullied by a group/gang/individual.

☐ Relationship with people in your community (native and conational)

None particular problem was mentioned during the interview. However, informal conversations that took place on different days of the interview denote a kind of marginalization of the interviewed students within the class group.

What are the three biggest obstacles you face at school? Why?

- The linguistic barrier
- Lack of acceptance by the classmates.

What would you change in school to make you perform better & enjoy school more?

- Many could not answer this question.
- The school structure: positioning of desks and chairs in the classroom.
- A school that would be open also in the afternoon.
- A school with more fun activities.
- A multi-ethnic school.
- A school that would make all students feel good.
- Learning excursions.
- Group activities.
- Feeling welcome.

How do you see yourself in ten years?

- At the university
- With a family
- I can't imagine myself in the future
- I image myself as a mature man
- I want to help people defend themselves
- I want to have a good job
- I want to be respected.

What are the biggest challenges on the way to this plan?

- Economic possibilities
- Constancy in study
- Overcoming delusions

Name the three more dominant emotions in your everyday life.

- Joy, happiness, love
- Anger, fear, aggression, loneliness, misunderstanding, sadness, anxiety, boredom.

What advice would you give to newcomers

- "Talking with my classmates also facilitates me in learning new vocabulary in Italian".
- "I would tell them that it won't be easy but that with sacrifice you can achieve a lot".
- "Go to school and don't leave it. School allowed me to make knowledge and learn the language, that's how you can feel closer to others".
- "You have to do group activities, workshops that make us connect"
- "I am Italian and I attend a school with many people from outside, I like this aspect of my school so much, I would like to know more about their culture".

Table 10: Synthesis of students' needs analysis in Italy

PORTUGAL

Education

📌 Overall evaluation of the education system

- 95,7% said that the education system must change because the workload is heavy, the school subjects are many and the school period is long.
- A tiny minority of 4.3% said that the education system is fine, but they need to do more sports and recreational activities.

📌 Participation in reception/host or preparatory classes

All had to attend preparatory courses to improve their performance, but only as part of the school programme when they arrived in Portugal.

📌 Relationship with teachers and classmates:

- All students stated that they have made many friends, although they have some disagreements with colleagues at school.
- The vast majority (92.8%) are cheerful, happy and confident, but 7.2% said they sometimes dislike how teachers treat them differently. All said that their relationships with teachers are good, but sometimes unnecessarily strict.

📌 Perceived safety

All students feel safe at school and in their neighbourhood, but most of them spend most of their time at home and at school. None said they had been attacked by a gang or an individual, but a critical point is that twelve students who were not born in Portugal said they felt bullied by some classmates during their first months in schools.

📌 Relationship with people in your community (native and non-national)

Relations with the Portuguese community are good, but students emphasise that they are closer to their own community than to other or native Portuguese who do not share the same culture.

What are the three biggest obstacles you face at school? Why?

- Adaptation to the new reality
- Adjustment to an accelerated pace of life, especially in terms of school subjects, tests and workload
- The distance between students and teachers
- The lack of sufficient time to prepare for tests and exams.

What would you change in school to make you perform better & enjoy school more?

- Reduce the workload.
- Do more activities outside the school space.
- Do more sports and recreational activities.
- Reduce the number of tests.
- Improve the evaluation process.
- Do more group work at school.
- Teachers' and school's concern for the students.
- Supportive actions taken by the school.
- Making easily friends with their classmates.

How do you see yourself in ten years?

When most students were asked how they see themselves in ten years, they were not sure what they want to be.

11 students want to be engineers, 4 pilots, 15 doctors, 16 football players, 2 veterinarians, 3 hairdressers, 9 teachers, 6 lawyers, 1 judge, 2 economists and 1 accountant.

What are the biggest challenges on the way to this plan?

- Heavy school workload
- Anxiety for school tests
- Lack of interest for school.

Name the three more dominant emotions in your everyday life.

- Joy to be with their classmates
- Anxiety, especially during and after covid-19 pandemic
- Safety at school and in the neighborhood
- Pressure from family and school in relation grades.

What advice would you give to newcomers

- Make friends with everyone right at the beginning.
- Do not be isolated and alone without the support of friends.
- Listen to their parents about the integration process.

Table 11: Synthesis of students' needs analysis in Portugal

FINLAND**Education****📄 Overall evaluation of the education system**

NO DATA

📄 Participation in reception/host or preparatory classes

Students had to attend language preparatory classes.

📄 Relationship with teachers and classmates:

NO DATA

📄 Perceived safety

NO DATA

📄 Relationship with people in your community (native and conational)

NO DATA

What are the three biggest obstacles you face at school? Why?

NO DATA

What would you change in school to make you perform better & enjoy school more?

NO DATA

How do you see yourself in ten years?

NO DATA

What are the biggest challenges on the way to this plan?

NO DATA

Name the three more dominant emotions in your everyday life.

- “Lack of power and empowerment”: The presence of feelings of "power" and "powerlessness" indicates a problem with the individual's sense of control and influence in the educational environment. Feeling helpless can affect motivation and participation in academic or social activities.
- “Lack of encouragement and appreciation”: The lack of "encouragement" and "appreciation" indicates the presence of a potential barrier related to the individual's need for positive feedback, support and recognition. A lack of encouragement and appreciation can have a have a negative impact on self-esteem and overall satisfaction with the learning experience.
- “Discouragement and ignorance”: The presence of feelings of "discouragement" and "ignorance" indicates additional difficulties due to unfavourable experiences or a perceived lack of attention from teachers or classmates. These feelings can lead to disengagement, decreased motivation and possibly a negative impact on performance.

What advice would you give to newcomers

NO DATA

Table 12: Synthesis of students' needs analysis in Finland