

# “NOT ALL WHO WANDER ARE LOST”: NAVIGATING THE FIRST-YEAR EXPERIENCE OF FIRST-GENERATION COLLEGE STUDENTS IN A PHILIPPINE UNIVERSITY

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## ABSTRACT

*First-generation college students (FGCS) are widely identified as none of the parent/s has completed a bachelor's degree or did not attend any post-secondary institutions. Transition from secondary to college education can be a daunting journey for a student, especially if you are the first in the family to pursue university studies. This paper utilizes an intersectionality lens to understand the experiences of first-year FGCS. A qualitative research design was used in the study, specifically the Interpretative Phenomenological Analysis (IPA). The findings of the paper are divided into three themes: (1) Family Support, Belongingness, and Campus Involvement in Shaping the College Experience of FGCS First Year Students, (2) Economic Struggles in Pursuing Higher Education Among First-Generation College Students First Year Students, (3) Intersecting Challenges and Coping Mechanisms of FGCS first-year students. The novelty of the paper highlights intersectionality explaining different forms of challenges intersect and shape the lives of FGCS first-year students.*

*Keywords: First Generation College Students; intersectionality; phenomenology; Philippine University*

## INTRODUCTION

The concept of first-generation college students (FGCS) is widely identified as none of the parent/s has completed a bachelor's degree or did not attend any post-secondary institutions or earned any kind of post-secondary degree (Kim et al. 2021). The transition from secondary to college education can be a challenging or intimidating journey for a student, especially if you are the first in the family to pursue university studies. Some studies suggest that first-generation college students would experience more obstacles than those students who came from households with higher education backgrounds (Brooks-Terry, 1988; Martinez et al. 2009). Further, varying parental education levels could have direct effects on the educational performance and persistence of FGCS. Families of FGCS frequently have little prior experience in higher education. For these students, this means that going to college may be a very daunting and isolating experience (Ishitani 2006, Jenkins et al. 2013, Pascarella et al. 2004).

There are also studies that point out FGCS having lower academic aspirations, compared to students whose parents' attended college. Evidence suggests they experience disadvantages such as limited family support, lower financial assistance, less knowledge about higher education, varying levels of academic readiness, and differing educational expectations. This is often because they more generally come from lower socioeconomic backgrounds (Jenkins et al. 2013, Pascarella et al. 2004). Consequentially, making FGCS feel difficulties with engagement coping, disorganized, and more stress (Finkelstein et al. 2007).

First-generation college students may face challenges similar to those of non-first-generation students. This includes adapting to the college environment, potentially transitioning to a new living situation, and managing typical academic concerns such as selecting courses and determining career paths. These layers of complexity contribute to the nuanced experiences of first-generation students as they go through their higher education journey (Jenkins et al. 2013). Some researches indicate that a student's economic background and social connections before college can affect their adjustment, especially for those who are the first in their family to pursue higher education. Once studying at a university, students strive to find new groups they can connect with. However, this effort may be more challenging for some students due to institutional factors, such as the diversity of the student body. That being said, it is important to have a sense of belongingness in the adjustment process and to the wellbeing of FGCS, notably for students who come from marginalized conditions (Carter et al. 2013, Chavous 2000, Freeman et al. 2007, Hurtado 1992). A feeling of belongingness involves how students see the social support they receive on campus, their sense of connection, feeling valued, respected, and important within the campus community or by others like teachers and peers. Academic performance, retention, and student engagement in organizations and social media are markers of a feeling of community and first-year student success (Hausmann et al. 2007, Jackson et al. 2022).

This paper attempts to relate with the studies of Sherman-Morris and McNeal (2016) and Carrera et al. (2024), which are to incorporate diverse life experiences and perspectives leading to more innovative solutions and heightened scientific advancement. Understanding the unique experiences and stories of FGCS is a great way to propose actions or policies to mitigate perceived struggles. Institutions must shift their perspective on diversity and inclusion efforts, recognizing that viewing them solely as business decisions overlooks the critical moral imperatives at hand. Moreover, institutions bear a profound responsibility for dismantling discriminatory structures. While enhancing diversity discourses in the university has often centered on gender and race/ethnicity, it is vital to acknowledge that diversity encompasses dimensions beyond these social constructs (Carrera et al., 2024; Haacker et al. 2022).

It has been already stated that, in relation to continuing generation peers whose parent/s finished a college degree, first generation college students lack conventional academic qualifications and readiness typically expected for college admission (Chen & Carroll, 2005, Choy 1993, Horn & Nuñez 2000, Jenkins et al. 2013). Most of the time, first-generation learners experience challenges in acquiring equal access in higher education. These learners often come from backgrounds where access to higher education has been limited, perpetuating cycles of poverty within their families (Choy 2001). Relating to Sustainable Development Goal 5, indicator 5.1, prioritizing their enrollment, institutions can break this cycle, empowering these learners with the skills and knowledge necessary to pursue better economic opportunities, thereby uplifting not only themselves but also future generations. Moreover, prioritizing first-generation college students acknowledges and addresses systemic inequalities, promoting gender equity and diversity within higher education. Their unique perspectives enrich classroom discussions, environmental

engagements, and campus culture, fostering a more inclusive learning environment for all students. However, there is still limited documentation of their challenges and narratives in the country and the region. Thus, this paper seeks to ask the understand: (1) the social characteristics of first-generation college students first year students; (2) the means of income of the first-generation college students first year students; and the challenges and experiences of first-generation college students, and what coping strategies do they employ in relation to their academic activities and support systems.

This research used a qualitative, narrative inquiry strategy to explore the intricate paths of first-generation college students first year students. This approach is important because it uncovers other factors that might affect the college journeys of first-generation students, beyond what institutional programs typically address, and it identifies support for our diverse student community by not only looking at common experiences but also focusing on the specific needs of each student as they navigate within the realm of higher education.

### Theoretical Framework

Personal and independent experiences of FGCS have always been given less attention which diminishes their voice. Most studies on academic college settings focus on heterogeneity, thus, there are hardly any information that document and contextualize the experiences of first-generation learners. The broad categorizations of the varied first-generation student body veer away from the debated aim of higher education, which is to nurture the complete development of each student (Evans et al. 2009, Kouzoukas 2017) To unpack and deeply understand the experiences of FGCS, the researcher applied the theory of intersectionality in the study. Intersectionality exposes the operations of power and its differentiated workings. By examining how different systems of dominance intersect to influence daily experiences, both on an individual and group level, intersectionality disrupts the misconception that social categories are uniform and singular (Collins 2000, Jackson et al. 2022). Furthermore, intersectionality can be related to the real-life experiences FGCS. This connection informs the development of knowledge, drives activism, and fosters social justice efforts aimed at inspiring tangible action. There are also studies that highlight the significance of intersectionality on social class and college adjustment. Hence, intersectionality serves as a theoretical framework that illuminates the impacts of structural disadvantages across various systems, while also revealing the mechanisms of privilege and power. Moreover, intersectionality highlights the complexities in which privilege and power operate. While first-generation students may face obstacles, they may also possess certain privileges or advantages in other areas of their lives. For instance, a first-generation student who comes from a financially stable background might have some advantages related to resources compared to other first-gen students from lower-income families. This framework guided the researcher understand the unique experiences of FGCS first year students on the personal and institutional levels (Collins 1986, Jackson et al. 2022, Kouzoukas 2017, Moradi & Grzanka, 2017, Vasquez-Salgado et al. 2015).

Intersectionality helps see how different types of discrimination, such as class and gender, all work together to affect people's lives and opportunities. This matters for sustainable development, especially when thinking about how FGCS face many types of discrimination at once. For example, they might struggle to get academic and curricular opportunities because of both their gender and their class. Relating to economic sustainability, first-generation first college students don't have equal opportunities for work, education, or making-decisions, which holds back

progress. That is why, policies should make sure to consider all the different challenges these students face because of who they are. Meanwhile, for the environmental aspect of Sustainable Development in connection with FCGS, some communities, such as academic communities where students are part of and primary stakeholders, suffer more from things like pollution and climate change. It is imperative think about how class and gender all play a role in who gets hurt the most by these problems. Lastly, the social dimension of Sustainable Development looks at how systems like capitalism, patriarchy, and racism all mix to make life harder for some groups, like students who are of indigenous backgrounds, PWDs, or family member of immigrant workers. To fix this, policies should be fair for everyone and consider all the different ways people face discrimination. Intersectionality assists in understanding the big picture and intricacies of challenges people face such as FCGS, especially in reaching goals for sustainable development. By considering these three areas, it is probable to make policies that work better for everyone and make progress toward a fairer, more sustainable world (Leal Filho et al. 2023; Mariano & Molari 2022, Ryder & Boone 2021).

## METHODS

The study utilized the Interpretative Phenomenological Analysis (IPA) originated from the fields of psychology and phenomenology. IPA draws on phenomenological philosophy, which focuses on understanding individuals' subjective experiences and meanings attributed to those experiences (Smith et al. 2009).

In addition, IPA offers a unique way to delve into the lived experiences of people, focusing on how individuals perceive and make sense of a specific phenomenon. Unlike other approaches, IPA is all about understanding the personal viewpoint of each participant. In this method, the researcher deeply explores participants' "life worlds," their experiences of the phenomenon, how they've interpreted these experiences, and the meanings they've assigned to them. IPA is not just a tool for analyzing data; it's a full-fledged methodology dedicated to understanding first-hand accounts. It stands out with three main traits: it's phenomenological, interpretative, and idiographic. Essentially, IPA aims to describe and grasp the participants' experience, emphasizing what the individuals themselves have to say. Moreover, IPA doesn't stop at mere description. It also looks at the broader social, cultural, and theoretical context, offering insights into how participants make sense of their experiences (Smith 2004, VanScoy & Evenstad 2015). This design allowed the researcher to create an in-depth understanding and analysis of the situations of FCGS.

The study was conducted in a state university in Tacloban City. Following the phenomenological approach, the researcher delved into qualitative data, typically collected through interviews or written narratives in the university, to gain a deep understanding of participants' experiences. The university is a significant area of study, especially given that there have been no studies conducted specifically on the contexts of first-generation college students (Smith et al. 2009). The study was participated by first year students at the university. According to Creswell (2007), phenomenological studies typically involve a small number of participants, often ranging from 5 to 25 individuals. However, it's important to note that there is no fixed rule regarding the exact number of participants, as it depends on the complexity of the phenomenon and the depth of analysis required. At the same token, Moustakas (1994) suggests that for a qualitative study, a sample size of 5 to 25 participants is appropriate, with the emphasis placed on the quality rather than the quantity of data. The author argues that a smaller sample size allows researchers to engage in detailed and in-depth analysis of each participant's experiences. Thus,

there were 7 students interviewed in the study. At the same time taking into consideration, the principle of data saturation, and selected participants who provided rich and meaningful insights into the phenomenon under investigation. This study employed thematic analysis to identify, analyze, and interpret data patterns. Thematic analysis is a technique for detecting, evaluating, and reporting patterns (themes) within data (Braun & Clarke 2006). Also, the researcher used ATLAS.ti 24.1.0 in identifying codes and analyzing patterns of responses of the participants.

## RESULTS AND DISCUSSION

Family support, sense of belongingness, and campus involvement are major factors that influence the transition of FGCS to the university. In participating of university activities and facing the challenges of the academic life as a student, financial and emotional support from family members play a significant role. The interview also revealed that several FGCS encounter social and cultural adjustment challenges like language barriers, that could hinder belongingness and integration in the community. However, active participation in campus activities and student organizations generates positive adjustment for these students. Also, the narratives and stories of these students highlight the importance of familial and institutional support in shaping their college experiences, particularly as they navigate the complexities of their social identity and background in a new academic environment.

### Theme 1. Family Support, Belongingness, and Campus Involvement in Shaping the College Experience of FGCS First Year Students

Financial and emotional supports are the two categories of family support highlighted below. As reported by Respondent 1, financial support is critical for joining and participating university activities, "I receive financial support from them. And if I participate in activities at the university, they are always supportive." Meanwhile, emotional support related with financial assistance in encouraging a supportive environment. Similarly, this is seen as obligation of family members to the academics of the members studying in the family. It should also be noted that values and support lead to academic outcomes (Vasquez-Salgado et al. 2015).

The interviews showed experiences of the impacts of gender and social group membership. For example, Respondent 4, a member of a vulnerable group, portrays concern on the feeling of not belonging to the community, which is likely induced by social identity and background. Respondent 4 shared that "sometimes, it feels like I don't belong here. Like I'm not good enough. Even we are the same ages, it is probably because of my background."

In relation to group membership, cultural adjustment difficulties are apparent, specifically on the struggle with language barriers, which initially hinder a sense of belongingness. The participant said that:

"A little bit, since I live in the southern part of Leyte, I speak Bisaya. Until now, I still have a hard time speaking Waray-waray. I also had a hard time adjusting because I did not have any friends when I entered college, I'm the only student who came from our high school. Mostly, language barriers as cultural adjustments difficulties." (Respondent 2)

These responses of Respondent 4, who is a member of a vulnerable group, underline the significant effects of social identity and background of belongingness in a community. The manifestation of the respondent of not belonging or not feeling good enough because of their

background highlights the struggle in establishing connections and community integration by people from diverse social groups (Jacobs 2023). Correspondingly, answers of Respondent 2 emphasize the struggles with cultural adjustment, specifically language barriers. In addition, it details the situation when faced with significant cultural disparities and linguistic challenges it results to challenges in fostering a sense of belonging (Muller et al. 2023). The significance of understanding and addressing the intricacies of social identity, cultural adaptation, and community integration to support students, which are highlighted in the narratives, in overcoming barriers to belonging and fostering a sense of inclusion and acceptance within their environments.

Contrastingly, as communicated by Respondents 1, 3, and 5, high participation in campus organizations and activities leads to positive adjustment and improves sense of belonging. A respondent mentioned that participating in student organizations assisted in overcoming challenges and created a stronger sense of community. Other studies also show that engaging in student organizations not only helps in overcoming challenges but also fosters a stronger sense of community (Aprianif et al. 2023, Maghsoodi et al. 2023).

The interviews exposed the nature of FGCS experiences, in which family support and active involvement in campus life play significant roles in gaining ground of college adjustment and enhancing a sense of belongingness.

## Theme 2: Economic Struggles in Pursuing Higher Education Among First-Generation College Students First Year Students

The theme categorizes sources of income, income classes, and the ensuing financial challenges that these students face. This section also examines diverse sources of income for FGCS, including informal jobs, freelancing/part-time work, and small-scale family businesses. Based on the interview, these income sources are linked to different economic classes, specifically middle income, low middle income, and low income.

The economic contexts were better understood based on the respondents' narratives. Respondent 1 highlights the challenges of relying on income from informal jobs, especially during the COVID-19 pandemic. Respondent 1 quoted that:

“Most challenges we encounter are mostly finances, especially during the COVID-19 Pandemic. We did not have that much income in our shop. Sometimes, it is difficult to pay for contributions for class projects because there are months that our shop does not income that much, as basic needs of our family alone consume most part of the income of our shop.”

Also, this respondent noted that the irregularity of income from their small family shop complicates financial planning and contributions to academic projects. This is a common theme among FGCS, where irregular income sources exacerbate financial instability. It is noteworthy that it can be challenging for some learners in transitioning to college. In the scholarly works of Carter et al. (2013), Engle and Tinto (2008), and Jackson et al. (2022), for students who are the first to study in college, their social relationships and economic backgrounds impact college adjustment.

The intricate nature of the financial characteristics and stressors of FGCS first year students encompass different sources of income such as informal jobs, freelancing, and small family businesses, leading to varying economic classes and subsequent financial challenges (Olatunji et al. 2023, Ramirez et al. 2023). Respondents' experiences explain the struggles they encountered in which irregular income flows from family shops disrupt financial stability and impacts contributions to academic projects. Dependence on these sources of income added with

fluctuations in earnings, complicates financial planning for FGCS, which emphasize the need for supplemental support mechanisms during economic uncertainties and ensure academic success (Adewumi & Chipunza 2023, Amonhaemanon 2024). The researcher categorized the students into income classes and associates these with financial struggles. Students from low income and low middle-income backgrounds, as elaborated by Respondents 3, 4, 6, and 7, face significant financial pressures. Respondent 3 discussed the compounded hardships of financial instability and the lack of familial understanding of college costs, which have adversely affected their academic journey.

The financial stressors that were identified include the overwhelming cost of studying, limited financial resources, budgeting challenges, and limited financial support. Respondent 6 discussed the difficulties of managing school expenses, while Respondent 3 talked about the stress of finding funds for necessary items like uniforms and managing daily expenses, which contribute to a constant pressure to make ends meet. Another concern raised is the lack of understanding from family members on the demands of studying in college, as Respondent 3 indicated that:

“Financial instability and the lack of familial understanding about the demands of college have added stress to my college studies.”

Moreover, a significant skill for FGCS first years is budgeting, this is exhibited by Respondent 5, who describes the struggle to manage allowances and the need to be strategic in creating financial decisions due to family earnings being directed towards essential basic expenses for survival. The participant shared that:

“There were times when my parents cannot give me allowance because their earnings went straight to the payment of our bills, rent, and food. I would absent in some of my classes if my parents don’t have enough money for my allowance.” (Respondent 5)

In this context, overwhelming study costs, limited financial resources, budgeting challenges, and inadequate financial support are the identified economic stressors that significantly impacts these students. Respondents 3 and 6 highlighted the struggles of managing school expenses, finding funds for basic needs, and dealing with daily financial pressures, leading to constant pressure to make ends meet (Lin et al. 2023, Ramirez et al. 2023). Moreover, students experience higher stress if family members do not understand and support the financial demands of studying in college. Further, budgeting emerges as an important skill for first-year first-generation college students, with Respondent 5 exemplifying the challenges of managing allowances and making hard financial decisions due to family earnings being allocated to essential expenses, wherein sometimes it results to class absences due to financial constraints (Andrews et al. 2024, Smathers et al. 2022).

This presents the unsafe actions and sacrifices done by FGCS first years to maintain and finish their academics. Also, this theme illustrates that these students face financial challenges that is a result of their socio-economic backgrounds and sources of income. These challenges are compounded by the high cost of education and limited financial support, necessitating budgeting and financial planning. The respondents' narratives provide a story of these struggles, which highlights the need for support mechanisms to alleviate financial pressures and support the academic success of FGCS.

### Theme 3: Intersecting Challenges and Coping Mechanisms of FGCS first-year students

Preparation challenges, particularly related to document approval, are a significant issue. Respondent 1 emphasized the time-consuming nature of obtaining approval for environmental activities, indicating that proposals often require extensive review before acceptance. The process of submitting documents takes time to be approved which could cause delays in projects or activities. Respondent 6 mentioned that, “sometimes it’s difficult to get others as enthusiastic about environmental initiatives. There’s also a lack of resources and support from the administration. Sometimes, it would take time for some activities to be approved.”

This situation is not new in some higher education institutions (HEIs) in the country, as top-down policies strangle the innovativeness of some universities. This highlights the bureaucratization of HEIs and how it ends in a bottleneck of initiatives and innovations that sometimes don’t push through (Terjesen 2022). In addition, educational adjustments present as a challenge, as noted by Respondent 5, who mentions that adapting to the educational demands of courses can be strenuous, requiring a significant increase in workload and comprehension of new material. Another significant challenge is the academic workload. Respondent 7 pointed out that the academic workload can be overwhelming, especially without sufficient support and guidance. This sentiment is echoed by Respondent 6, who expressed concern about the financial strain on their family due to educational expenses, highlighting the fear of being a financial burden.

There is well-documented research of challenges linked to educational adjustments, academic workload, and financial strain among students. Several studies show that it can be difficult to adapt to education demands which could possibly lead to an increase in school workload and the need to comprehend new study materials. In addition, academic workload has been identified as a significant challenge, with students expressing feelings of being overwhelmed, especially without adequate support and guidance (He & Xu 2022, King 2023). Also, it was also highlighted that there are concerns about financial strain because of education expenses, as students have been fearing of being a financial burden to their parents and families (Haflongber 2022). These challenges underline the importance of providing support mechanisms for students such as aiding them on their academic demands and financial pressures they face during their educational journey.

Intersecting challenges specific to FGCS first year students further complicate these issues. Respondent 2 discusses the fear of disappointing parents, which leads to not sharing grades and the late submission of assignments. The participant disclosed that “Last semester, I got around a general average grade of 2.0, I think. And it was alarming, and I did not tell my mom about it.” In addition, hardships in adjusting due to language barriers and family dynamics are mentioned by the same respondent.

Mental health challenges, such as overthinking and imposter syndrome, are also significant concerns, as noted by Respondents 1, 3 and 5. Respondent 3 reported that “additionally, imposter syndrome and feeling like I don't belong have affected my confidence. Although, I get to think about this sometimes, I personally feel anxious of my situation.”

There are salient challenges and obstacles that intersect in academia that FGCS face. As reported by Respondent 2, these challenges are the fear of disappointing parents which end up not sharing grades and late submission of assignments (Carrera et al. 2024). Additionally, other challenges complicate students’ adjustment includes language barriers, family dynamics, and mental health issues like overthinking and imposter syndrome, as shared by Respondents 1, 3, and 5 (Garakani 2022, Moore 2018). Imposter syndrome can significantly impact confidence and feelings of belonging, contributing to anxiety and a sense of not fitting in, as highlighted by



Respondent 3 (Graaff 2007). That is why, it is important, as well, to understand and address these intersecting challenges in order to support the academic success and well-being of FGCS in their first year of college.

Moreover, another challenge is the social class differences and feelings of isolation, particularly the contrast in social class within the college environment, are highlighted by Respondent 7. The lack of adequate guidance is a recurrent theme, with Respondent 7 noting the difficulty in navigating academic and social expectations without sufficient support. The participant mentioned that:

“It was challenging entering a new environment, especially coming from a background where college wasn't the norm.”

Respondent 1 emphasizes the importance of saving money and being mindful of the family's financial situation to alleviate stress. While, seeking support from friends and practicing self-care are also crucial strategies, as highlighted by Respondents 3 and 5. Respondent 5 disclosed that “I cope by staying organized and seeking support from friends, family, and teachers/professors.” Building a support network among students provides mutual support and mentorship, according to Respondent 3. Family serves as a significant source of inspiration, with Respondents 1 and 2 using their family's struggles and aspirations as motivation to succeed academically and personally. Respondent 2 emotionally said that “I think a lot about my mother and about not failing so that I can give a better life for my mother.” At the same time, Respondent 2 relies on music and personal reflection to manage stress and improve in subsequent semesters. However, Respondents 5 and 7 report unhealthy strategies like skipping meals to save money and missing classes due to financial constraints, which can exacerbate stress and academic difficulties – these are considered as Negative Coping Strategies. Lastly, there are instances where students lack coping mechanisms entirely. Respondent 4 admits to not having a clear coping strategy, reflecting a state of uncertainty and hope that things will improve on their own.

Similarly, there are studies that underscore challenges faced by college students coming from different social backgrounds, specifically those of low-income status. Oftentimes, these students experience feelings of isolation, mental health difficulties, and a lack of social support, which can greatly affect their academic success and well-being (McDonald et al. 2022, Sun et al. 2023, Wolfner et al. 2023). On the one hand, it might be discouraging for individuals who are transitioning to college, especially for families that have little to no experience with higher education, which results in feelings of inadequacy and difficulty in meeting academic and social expectations without proper guidance. And also, clear coping strategies may be lacking from some students which lead to a sense of uncertainty and hope for improvement (Hamza et al. 2021, Mikell & Davis 2022).

The theme suggests that while FGCS first year students encounter challenges in both promoting environmental awareness and managing their academic and personal lives, they use a range of coping mechanisms, both positive and negative, to overcome these difficulties. Addressing these challenges through institutional support and interventions could significantly improve their educational experiences and outcomes.

## CONCLUSION

To sum up, the stories of first year First-Generation College Students (FGCS) bring out the challenges they have faced and resilience they put up during and prior to entering college. Based on the responses, a common theme emerged where intersectionality of socio-cultural identities, economic backgrounds, and environmental contexts intensely builds the path of FGCS in higher education. That being said, there are significant actions needed to be done to generate an inclusive environment that supports FGCS first year learners' academic success, which are to understand and to solve these intersecting challenges they are facing and going to encounter in the future.

The framework of intersectionality explains how different forms of discrimination and inequality intersect and shape the lives of people such as FGCS first year students, it is also helpful by understanding the narratives of these students. As presented in the results and analysis section, the challenges that students face originate from their socio-cultural identities, economic statuses, and environmental experiences. It also provides explanations on how economic challenges intersect with gender and social class, which intensifies barriers to academic opportunities and progress. Using the intersectionality lens, it allowed the researcher to understand the relevance of schemes/policies/interventions that consider the challenges faced by FGCS due to who they are and their backgrounds. With this, it is clear that, in order to make higher education more inclusive and equal for FGCS, the different challenges faced by FGCS should be discovered, studied, and ultimately understood. The time institutions take into account the experiences and needs of FGCS is the time they will be able to create specific effective means to help these students feel truly included.

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