

# Remigrant children in European schools

Research on methodological aspects  
of reintegrating the remigrants





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# CHAPTER 1

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## Research methodology

### 1.1. Context

Previous researches in Romania showed that remigrant children experience psychological, social and educational difficulties after returning in their home country (Valtolina, 2013; Brebuleț, 2015, 2018; Popoiu, Gherasim & Brebuleț, 2018) and the educational system and the educational specialists (teachers, school counsellors etc.) are not prepared to facilitate their reintegration (Luca, Foca, Gulei & Brebuleț, 2012).

#### 1.1.1. Psychological difficulties associated with remigration

Children's migration and remigration is associated with diverse psychological and social issues: discontinuing the social relations and excluding the child from the social network in which he was integrated, school and social segregation, difficulties in school integration, difficulties in developing the self-image; also, children's migration and remigration is usually associated with a period of separation from one or both parents, so migration is associated with a change in the family structure, not only a change of residency (Suarez-Orozco, Carhill, & Chuang, 2010, p. 11).

From a rather sociological perspective, the first Romanian research on remigration showed that 16-17% of the remigrant children admit that returning home was associated with negative emotions (shame, sadness, fear, anger etc.) and almost a third of the remigrants are at risk of having emotional, behavioural or social difficulties after returning in their home country (Luca, Foca, Gulei, & Brebuleț, 2012, p. 151). According to the same source, around 10% of the Romanian remigrant children admit they have adaptation and social integration issues when directly asked (p. 82). The authors concluded that the remigrant children are likely to be used with another lifestyle and wistful for his / her life abroad, therefore are likely to have a

medium or high level of anxiety after returning home and to behave hesitatingly with adults and children, to have low self-esteem and low aspirations, especially regarding the academic performance and to have a low interest in integrating in social groups, including the educational groups (due the perceived uncertainty of their remaining in Romania).

Analysing the psychological issues associated with children returning in their home country, Brebuleț (2018, p. 153) compared the Romanian remigrants with native pupils and finds that remigrant children are more likely to have:

☞ *low self-esteem*, experiencing difficulties in totally and unconditionally accepting themselves, irrespective of the social validation he / she receives;

☞ *high anxiety, especially social phobia* (manifesting an exaggerated fear of the social situations that could make him experience failure or shame and making him avoid the social evaluation) *and separation anxiety* (manifesting an exaggerated fear regarding a potential separation from parents and family);

☞ *particular coping mechanisms*, focused on blaming himself or his family for his situation, difficulties in finding alternatives and avoiding thinking about his situation;

☞ *high level of disadaptive cognitive schemes*, being likely to consider that the family won't provide him the protection and the emotional support he needs (maybe because the parents won't be present or available), that the other will make him suffer (even intentionally), that he is socially isolated, different and unable to integrate in a group, that he is unworthy of others love and respect, that he is unable to fulfil his daily routine without help from other.

The same author mentions that the evolution of the psychological adaptation of the Romanian remigrant children is extremely variable. While some difficulties become less intense with time (for instance, self-blaming, emotional inhibition, approval seeking), some remain constant for a long period after remigration (social phobia and separation anxiety, low self-esteem) and, unfortunately, some get even worse (evaluation anxiety).

The psychological effects of remigration on children can be minimized by counselling, as Popoiu, Gherasim & Brebuleț showed in their research in 2018. Counselling 8 to 12 years old children was found to have positive impact on the general personality development, inhibiting the disruptive behaviours (with the child learning to respect adult's rules and to compromise with adults) and reducing anxiety, while counselling 12 to 15 years old children was found to have positive impact on the development of self-sufficiency and self-government, to optimize the personal cognitive and behavioural coping strategy and to reduce the anxiety.



### 1.1.2. Educational difficulties associated with remigration

The school adaptation of migrants and remigrants depends on many individual factors, with researches showing that the school participation in host countries depends on the ethnic group, but also within the same ethnic minority, and is different for the descendants of the same ethnic group living in different countries (Valtolina, 2013, p. 32). The same author observes that the Romanian children remigrating from Italy and Spain seems to have more difficulties in readapting to the Romanian educational system compared to the issues they had adapting in schools in Italy and Spain.

Nevertheless, according to the same author, the research data at European level shows that, except from some particular situations of some nationalities and some countries, the situation of migrant / remigrant pupils is characterized by some systematic educational disadvantages that refers to the type of studies they are enrolled, the total number of school years, the highest achieved educational level, the academic performance, dropout and failure rate.

From an educational perspective, Brebuleț (2018) compared Romanian remigrants with native pupils and found that remigrant children are more likely to have:

- ▣ *less developed skills in understanding texts* in Romanian language (even if their reading skills are perfect, they might lack the ability to really understand what they read in Romanian);
- ▣ *specific learning skills and habits*, focusing more on the individual efforts and less on receiving specific tasks and instructions from teachers;
- ▣ *lower motivation for their academical results* and lower aspirations regarding their school performance;
- ▣ *higher evaluation anxiety*, being worried about the evaluation and manifesting strong emotions before and during evaluation.

Studies shows that counselling can facilitate the educational readaptation of the remigrants, by optimizing their study strategies and inhibiting the psychological factors that limit the educational achievements: counselling increases the academic motivation and reduces the evaluation anxiety (Popoiu, Gherasim & Brebuleț, 2018, p. 92).

Nevertheless, according to the interviews reported by Luca, Foca, Gulei & Brebuleț (2013, p. 144), school counsellors in Romania showed very limited expertise in facilitating the adaptation of the remigrants which is mostly based on general information about migration (not remigration). Counsellors asked for scientific data about the effects of remigration (in order to really understand the

difficulties remigrants have) and practical tools and intervention methodologies. Also, the authors mentioned that the interviews with the parents of the remigrant children showed that they focus almost entirely on the educational reintegration of their children (helping them with their homework, private tutoring etc. in order to achieve good grades and academic performance), almost neglecting the difficulties children might experience in their psychological, and cultural readaptation.

Reviewing the literature on facilitating the educational assistance of remigrant pupils showed only some general advices: valuing the child through direct interaction, showing confidence in his skills and giving him specific responsibilities, explaining the rules and providing a positive example in respecting them (with teachers assuming their role as a model for children), manifesting availability and receptivity in listening to the child and discussing with him, developing his personal autonomy and giving him the opportunity to take the responsibility for their own action (Luca, Pivniceru et al., 2012, pp. 153-155).

Brebuleț (2018, pg. 113-115) adds that it is very important that teachers really become aware and understand the psychological, educational, cultural and social difficulties that remigrant children have to face, underlining the importance of the communication with parents and creating a safe environment for the remigrant child both at home and at school.

## **1.2. General information about the research**

In this general context, our research is aiming to identify and explore the methodological suggestions from teachers and pupils about the most effective educational activities that could help remigrant pupils to reintegrate. In other words, we are analysing the social perception on remigrants and we are looking for ideas and suggestions from the two educational actors that spend a lot of time with remigrant pupils: their colleagues and teachers, conducting a general analysis of the most important needs of the remigrant pupils as seen by children and teachers and the most effective tools and methods to address each individual need.

This research adds a new perspective on remigration, as the educational needs of the remigrant pupils are a new topic in educational research. The scientific studies available up to now mainly focus on the psychological and social effects on remigration and less on their educational reintegration. Another new thing about this study is that it will reflect the options and suggestions of the beneficiaries of the educational services (pupils and teachers) and not the opinion of the experts in education.

This research was financed by the European Commission and implemented within the Erasmus project “Education for remigrants”<sup>1</sup> by researchers in Romania, Portugal, Italy, North Macedonia and Iceland, under the coordination of Vrancea County Office for Resources and Educational Assistance. The focus is on facilitating a better understanding of the different educational systems across Europe and on methodologies that pupils and teachers in different countries consider relevant in the area of facilitating the educational and social reintegration of the remigrant children. The comparative dimension of the research represents one of the most important aspect of the project.

The research was designed focusing on the valuable insights it will bring in the process of developing specific methodologies to facilitate the reintegration of remigrants, based on a deeper understanding of the way pupils and teachers think about the necessary educational methodology.

This research is aiming to allow the update of the educational services (counselling, teaching, evaluation, teachers training etc.) available for remigrant children in schools across Europe, changing the perspective from theoretical and personal experience basis to empirical data and research results.

Outside the educational system, any remigrant family will be able to read about the effects of remigration and understand that remigration is completely different than migration, at psychological and educational level, and will be able to understand that pupils coming back from abroad might need special attention and special education.

### **1.3. Objectives**

The research focuses on two important aspects: the perception of the most important educational needs of the remigrant children and of the most effective educational activities that answer those needs.

In this respect, the research aims to:

1. investigate the way that “native” pupils and teachers perceive the specific educational needs of the remigrant children, focusing on psychological, social and educational needs.
2. investigate the way that “native” pupils and teachers perceive the best educational activities (organized by teachers or schools) in order to facilitate the readaptation of the remigrant pupils.

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3. investigate the way that “native” pupils and teachers perceive the most necessary tools that could help schools provide more adapted services for remigrant pupils.

## **1.4. Research design**

The methodology is based on a 2×2 factorial design (Oehlert, 2010, p. 166), with two independent variables (status and gender with two levels each (pupils and specialists, male and female) and measures the impact of the factors on 3 dependent variables (needs of remigrants, effective educational actions and tools for educators).

### **1.4.1. Independent variables**

a. status, with two levels: pupils (children) vs. specialists involved in education

Furthermore, to refine the analysis, we will take into consideration the analysis of two different type of children (12-15 years old and 15-18 years old) and four different types of specialists in education: teachers (gymnasium), teachers (high-school), future teachers (students learning to be a teacher) and youth workers.

b. gender, with two levels: male vs. female.

### **1.4.2. Dependent variables**

a. specific perceived needs of the remigrant children

☞ psychological and social needs;

☞ cultural needs;

☞ educational needs;

b. perceived effects on remigration in terms of educational behaviour;

c. activities that schools could implement for the remigrant children (perceived as most effective);

d. activities that schools could implement for institutional development to facilitate the reintegration of the remigrant children (perceived as most effective);

e. tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children (perceived as most effective).

### **1.4.3. Specific concepts**

A **remigrant pupil** is a child that was born in one country, then migrated to a foster country with the intention of staying there (therefore he was enrolled in

education in the foster country), but now returned in his home country and restarted schools there (Luca, Foca, Gulei & Brebuleț, 2013; Brebuleț, 2018).

This definition underlines at least two very important aspects:

☞ *remigration includes two different migration stages*: emigration to a foster country and return migration to the home country. This clear conceptualization is very important, as unclear terminology is one of the most important factors that explain the different results in previous studies in Portugal and Romania. In both countries, remigration was analysed, but while F. Neto in Portugal studied mostly adolescents that were born abroad from Portuguese families and now returning in Portugal (so only one stage of migration, from abroad to Portugal), the researches in Romania studied children that were born in Romania, then migrated and now returning to Romania (so two stages of migration);

☞ as the definition of migration includes a reference to the intention of remaining in the foster country (Vlăsceanu, 2010, pp. 789-781), this excludes tourism (irrespective of the period spent abroad), visiting families on school vacations etc., we considered that *remigrant pupils are only those who were enrolled in education in the foster country* (as participating to school there can be considered a clear indicator of the intention of staying).

A **native pupil** is a child that has no migrant background and was enrolled in the education system only in his home country.

In this paper, the term “**teachers**” refers to all the educational experts working in schools, especially teachers, school and career counsellors, speech therapist etc.

Also, the term “**future teachers**” defines all students that are learning to be a teacher and take the optional courses and exams that will allow them to work as a teacher.

The term “**youth-workers**” refers to persons involved in youth organization, working directly with youth, organizing activities and projects for them.

## 1.5. The questionnaire

The questionnaire was designed by educational experts representing all the 7 partners with the main focus on addressing the dependent variables and being adequate for all the respondents, from smaller pupils to teachers.

Most of the items are Likert items, defined as “a statement that the respondent is asked to evaluate by giving it a quantitative value on any kind of subjective or objective dimension, with level of agreement/disagreement being the dimension most commonly used” (Likert, 1932). The only exceptions are the items which refer to status and gender.

There are 6 sections of the questionnaire constructed as Likert-type scales:

1. **the perceived needs of the remigrant children** (15 Likert items), focusing on key aspects that previous researches showed to be linked with children remigrating:

▣ *psychological and social needs* (low self-esteem, anxiety and other negative emotions, approval seeking behaviours, low interest for social relations and social participation);

▣ *cultural needs* (limited knowledge of local social rules and customs, the regret for the life-style in foster country, linguistic difficulties and communication difficulties);

▣ *educational needs* (low motivation for school activities, evaluation anxiety, limited expectations of their school performance, difficulties in integrating into school groups).

This section also includes *four items that do not reflect a specific need of remigrants*, which portrait “stregths” of those children: increased adaptability, well-developed intercultural skills, good knowledge of another language and culture, good self-presentation skills. Those items had the main objective to balance the negativity of the scale (including only negative characteristics of the remigrant pupils could confirm a negative stereotype regarding them, so we also included positive aspects in the questionnaire in order to fight that stereotype); they will be used as items with reversed scoring (Frey, 2018) in the total score for the three main dimensions, but they will not be analysed individually as, in this research, we are focusing on the needs of remigrant pupils.

The *reliability of the scale* was evaluated with Cronbach’s alpha coefficient of internal consistency (Cronbach, 1951), alpha for 15 items (870 valid cases) being 0.718, proving a good reliability of the scale as it is bigger than 0.7 (Cortina, 1993).

2. **the perceived effects on remigration in terms of educational behaviour**, with 5 Likert items focusing on: skipping classes and eventually quit school, having a limited academic performance, developing limited skills and competencies (less than planned), limited involvement in extracurricular activities.

As in the previous scales, there is *one item that reflect a positive behaviour* (learn and adapt as well as any other pupils their age) that will be used as item with reversed scoring in the total score for the scale, but will not be analysed individually, as it does not reflect specific need of remigrant children.

The *reliability of the scale* was evaluated with Cronbach’s alpha coefficient of internal consistency (Cronbach, 1951), alpha for 5 items (2154 valid cases) being 0.631, proving an acceptable reliability of the scale as it is bigger than 0.6 (Cortina, 1993).

**3. the (perceived) most effective activities that schools could implement for remigrant children**, with 9 Likert items focusing on: linguistic preparation classes, additional classes and activities for some school subjects, extracurricular activities and learning in informal context activities, project based learning experiences, cooperative learning activities that will value their strong points, counselling sessions, group activities (formal and informal groups), cultural activities and psychotherapy to increase self-esteem and reduce anxiety.

The *reliability of the scale* was evaluated with Cronbach's alpha coefficient of internal consistency (Cronbach, 1951), alpha for 9 items (2141 valid cases) being 0.826, proving a good reliability of the scale as it is bigger than 0.7 (Cortina, 1993).

**4. the (perceived) most effective activities that schools could implement for institutional development to facilitate reintegration of remigrant children**, with 5 Likert items focusing on: training the teachers and staff for reintegrating the remigrants, having an adapted curricula for the remigrant pupils, having an adapted evaluation procedures and tools for the remigrant pupils, implementing parental counselling sessions for parents and hiring a professional school counsellor and train him for reintegrating the remigrants.

The *reliability of the scale* was evaluated with Cronbach's alpha coefficient of internal consistency (Cronbach, 1951), alpha for 5 items (2153 valid cases) being 0.746, proving a good reliability of the scale as it is bigger than 0.7 (Cortina, 1993).

**5. the (perceived) most effective tools and instruments that schools could develop and use to facilitate reintegration of remigrant children**, with 7 Likert items focusing on the potential development of: handbooks for teachers, handbooks for remigrant pupils, counselling worksheets, optional courses, training for teachers and other staff (counsellor, speech therapist etc.), informative materials for teachers on the social and educational effects of remigration, informative materials for pupils on the social and educational effects of remigration. There is also one final item "other tools, namely..." that allows the respondents to mention any other tools that they consider more relevant or more effective.

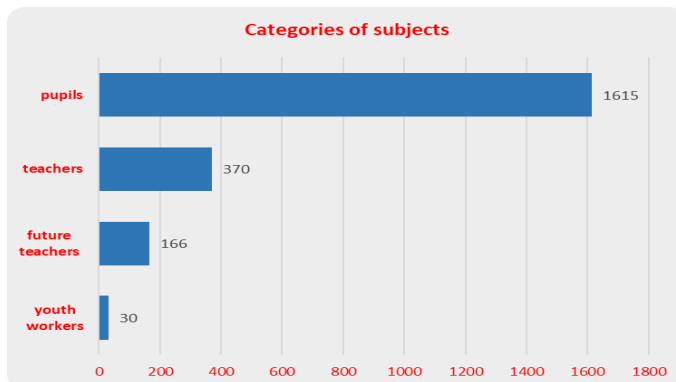
The *reliability of the scale* was evaluated with Cronbach's alpha coefficient of internal consistency (Cronbach, 1951), alpha for 7 items (2140 valid cases) being 0.820, proving a good reliability of the scale as it is bigger than 0.7 (Cortina, 1993).

**6. the final section** includes two questions where respondents are asked to tick their status (pupil (12-15 years old or 15-18 years old) or specialist in education (teacher (gymnasium or high-school), future teachers or youth worker)) and gender (male or female).

The English version of the questionnaire is presented in Appendix 1.

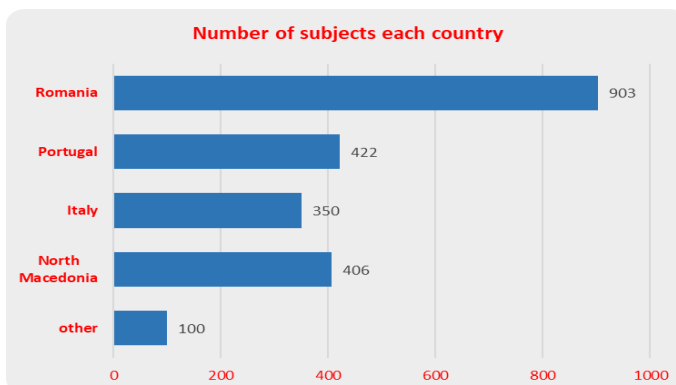
## 1.6. Subjects

The following chart shows the number of pupils, teachers, future teachers and youth workers that participated in this study.



The larger number of pupils in the research sample is due to the easier access to this category of subjects; there are enough subject in each category of respondents to make the analysis possible and relevant.

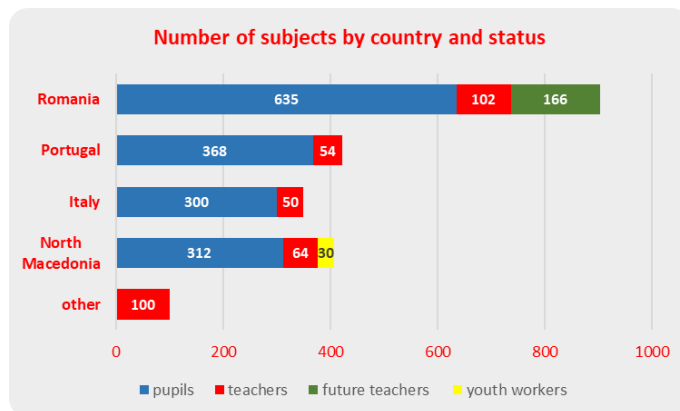
The following chart shows the number of respondents in each of the countries involved in this study.



The larger number of subjects in the sample in Romania reflects the number of the participating organizations in the partnership that managed the research; having 3 partners from Romania allowed the questioning of more participants in this country. The number of the participants in each country is enough to make comparisons possible and to investigate the topic in each of the participating countries.

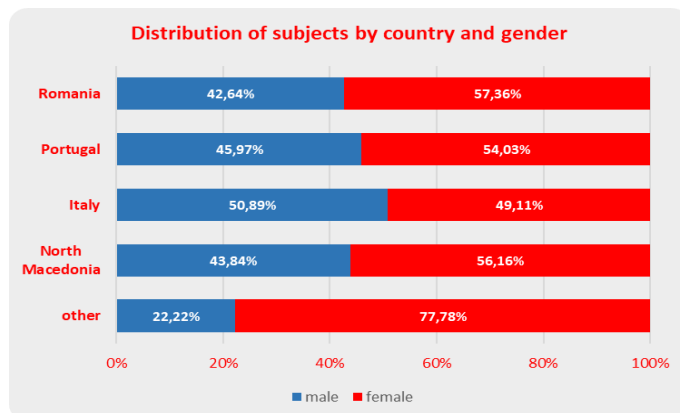


The following chart shows the number of subjects in each country and each category (pupils, teachers, future teachers and youth workers).



As it can be observed in the chart, future teachers were only questioned in Romania and youth workers were only questioned in North Macedonia, so inter-country comparisons are impossible for those two categories of subjects.

The following chart shows the number of male and female subjects in each of the participating countries.



As it can be seen in the chart, the number of investigated males is slightly lower compared with females in all four countries, mainly due to the predominance of females in the educational sector. Still, the number of questioned participants is high enough in both genders to make comparisons possible.

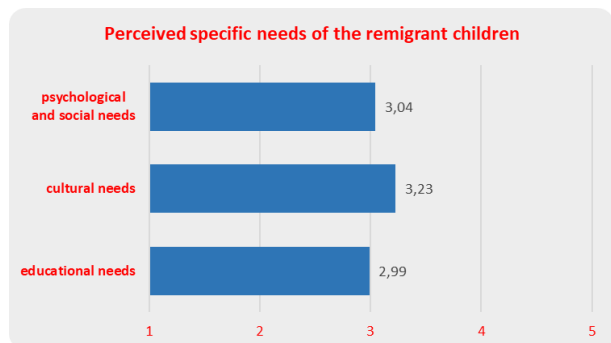


## CHAPTER 2

### Research data and results

#### 2.1. Perceived specific needs of the remigrant children

The following chart presents the average evaluations of the psychological, cultural and educational needs of the remigrant children, as perceived by all the subjects (irrespective of country, status, gender etc.).



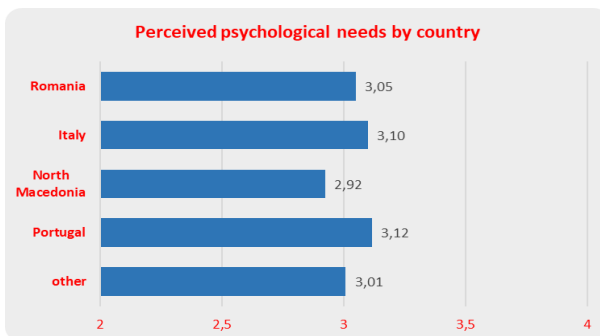
The statistical analysis of data (paired samples t test) confirms significant differences between the scores on psychological and cultural needs ( $p < 0.001$ ), psychological and educational needs ( $p < 0.001$ ), cultural and educational needs ( $p < 0.001$ ).

#### 2.2. Psychological and social needs of the remigrant children

##### 2.2.1. Differences by country

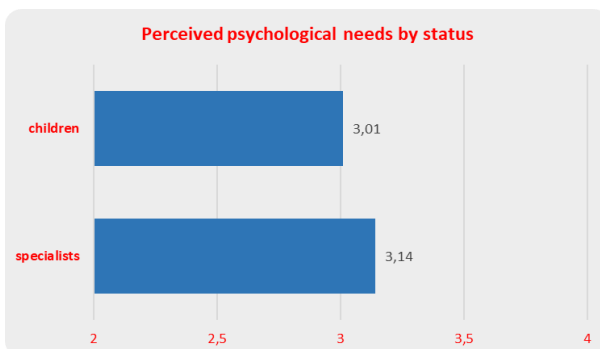
The following chart presents the average evaluations of the psychological needs of the remigrant pupils, for each of the countries involved in the study.

The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on the perception of the psychological needs of the remigrant pupils ( $p < 0.001$ ), with Bonferroni multiple comparisons confirming a lower evaluation in North Macedonia compared with Italy (adjusted  $p = 0.015$ ) and Portugal (adjusted  $p < 0.001$ ).



### 2.2.2. Status influences

The following chart presents the psychological needs of the remigrant pupils, as perceived by children and specialists (average scores).

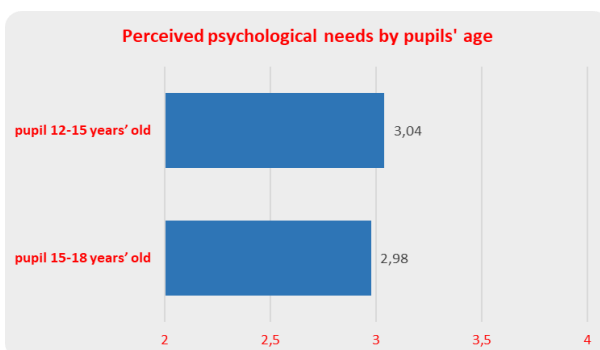


The statistical analysis of data (independent samples t test) confirms significant differences between the perception of children and specialists ( $p < 0.001$ ), with specialists having a higher evaluation of the psychological needs of the remigrant pupils.

#### 2.2.2.1. Age influence in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by children 12-15 years old and 15-18 years old (average scores).

The statistical analysis of data (independent samples t test) unfirms significant differences between the younger and older pupils ( $p = 0.065$ ), with 12-15 years old and 15-18 years old having similar perceptions of the psychological needs of the remigrant pupils.



### 2.2.2.2. Status influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by gymnasium teachers, highschool teachers, future teachers and youth workers (average scores).

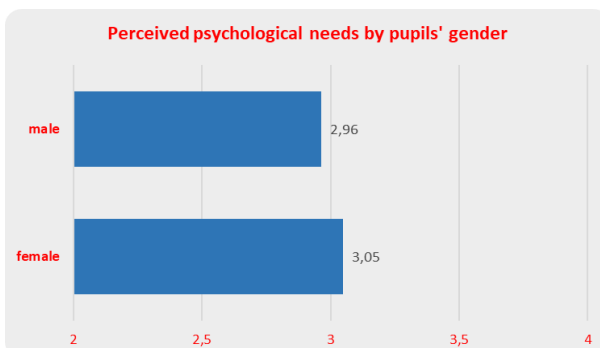


The statistical analysis of data (Oneway Anova) confirms a significant influence of the specialists' status on the perception of the psychological needs of the remigrant pupils ( $p < 0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation made by the youth workers compared with highschool teachers (adjusted  $p = 0.01$ ) and future teachers (adjusted  $p < 0.001$ ).

### 2.2.3. Gender influences

#### 2.2.3.1. Gender influences in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by male and female children (average scores).

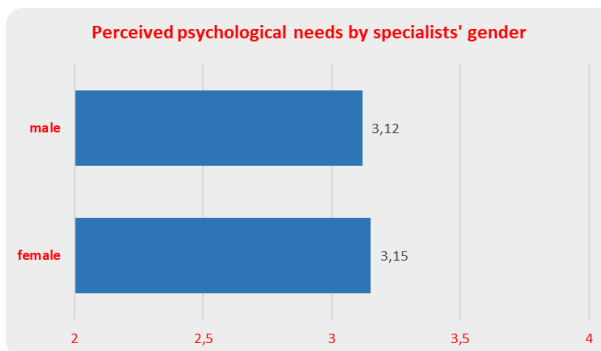


The statistical analysis of data (independent samples t test) confirms significant differences between the perception of the male and female children ( $p = 0.012$ ), with girls making higher evaluations of the psychological and social needs of the remigrant pupils compared with boys.

#### 2.2.3.2. Gender influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by male and female specialists (average scores).

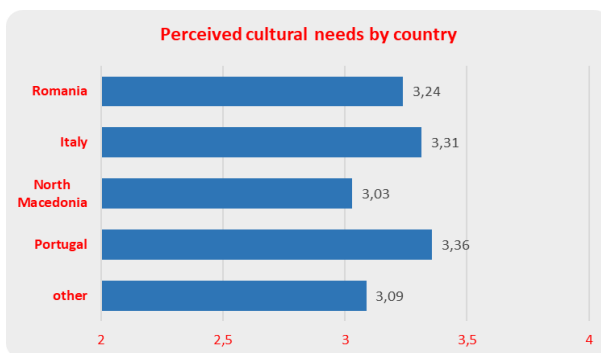
The statistical analysis of data (independent samples t test) unifies significant differences between the perception of the male and female specialists ( $p=0.587$ ), the evaluations of the psychological and social needs of the remigrant pupils being similar.



### 2.3. Cultural needs of the remigrant children

#### 2.3.1. Differences by country

The following chart presents the average evaluations of the cultural needs of the remigrant pupils, for each of the countries involved in the study.

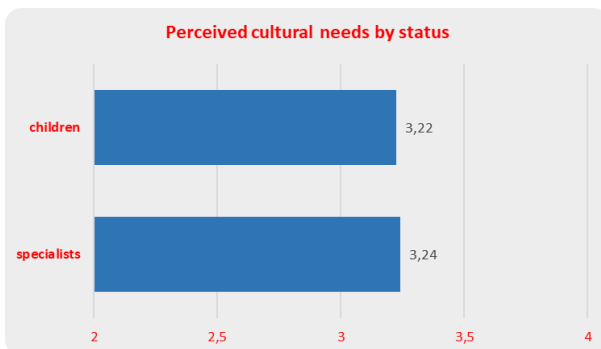


The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on the perception of the cultural needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation in Portugal than in North Macedonia (adjusted  $p<0.001$ ) and other (adjusted  $p=0.004$ ), and a lower evaluation in North Macedonia compared with Romania (adjusted  $p<0.001$ ), Italy (adjusted  $p<0.001$ ) and Portugal (adjusted  $p<0.001$ ).

#### 2.3.2. Status influences

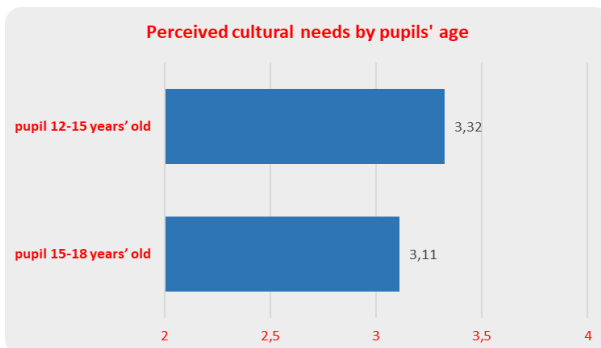
The following chart presents the cultural needs of the remigrant pupils, as perceived by children and specialists (average scores).

The statistical analysis of data (independent samples t test) unifies significant differences between the perception of children and specialists ( $p=0.631$ ), with specialists and children having a similar perception of the cultural needs of the remigrant pupils.



### 2.3.2.1. Age influence in pupils' attitude

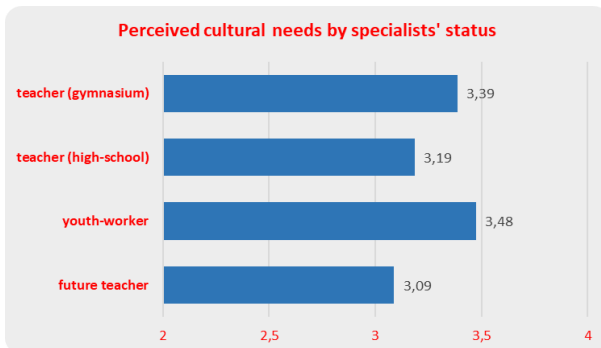
The following chart presents the cultural needs of the remigrant pupils, as perceived by children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of younger and older pupils ( $p<0.001$ ), with 12-15 years old children having a higher evaluation of the cultural needs of the remigrant pupils compared with the 15-18 years old children.

### 2.3.2.2. Status influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by gymnasium teachers, highschool teachers, future teachers and youth workers (average scores).



The statistical analysis of data (Oneway Anova) confirms a significant influence of the specialists' status on the perception of the cultural needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation made by gymnasium teachers compared

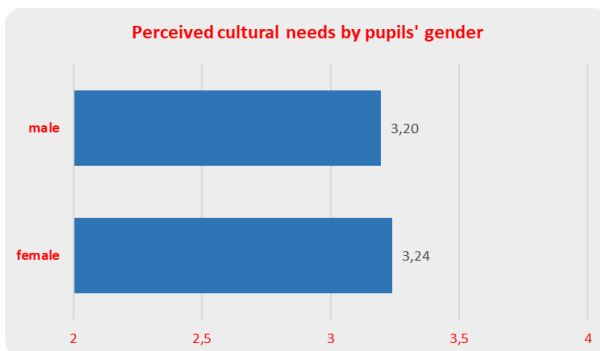
with the highschool teachers (adjusted  $p=0.045$ ) and a higher evaluation made by the youth workers compared with future teachers (adjusted  $p=0.040$ ).

### 2.3.3. Gender influences

#### 2.3.3.1. Gender influences in pupils' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by male and female children (average scores).

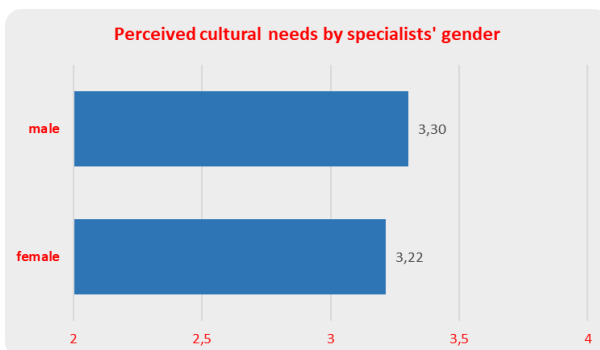
The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the male and female children ( $p=0.228$ ), the evaluations of the cultural needs of the remigrant pupils being similar.



#### 2.3.3.2. Gender influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by male and female specialists (average scores).

The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the male and female specialists ( $p=0.131$ ), the evaluations of the cultural needs of the remigrant pupils being similar.

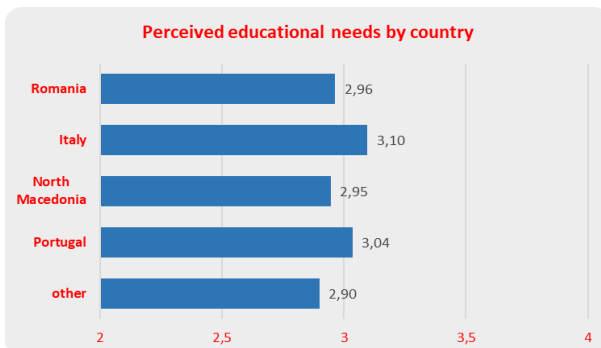




## 2.4. Educational needs of the remigrant children

### 2.4.1. Differences by country

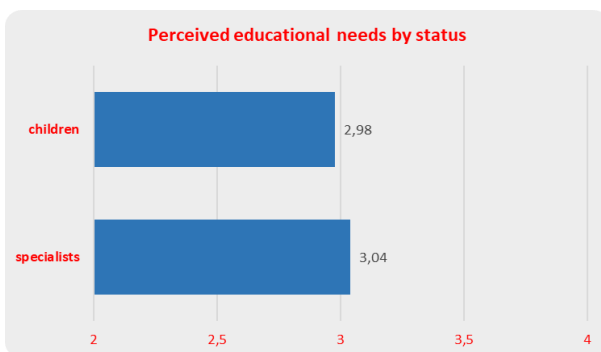
The following chart presents the average evaluations of the educational needs of the remigrant pupils, for each of the countries involved in the study.



The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on the perception of the educational needs of the remigrant pupils ( $p=0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation in Italy compared with Romania (adjusted  $p=0.025$ ) and North Macedonia (adjusted  $p=0.030$ ).

### 2.4.2. Status influences

The following chart presents the educational needs of the remigrant pupils, as perceived by children and specialists (average scores).

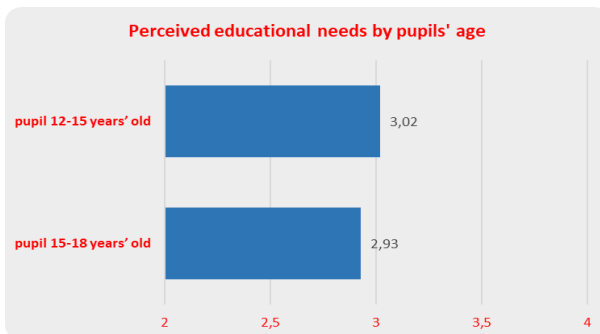


The statistical analysis of data (independent samples t test) confirms significant differences between the perception of children and specialists ( $p=0.037$ ), with specialists having a higher evaluation of the educational needs of the remigrant pupils.

#### 2.4.2.1. Age influence in pupils' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by children 12-15 years old and 15-18 years old (average scores).

The statistical analysis of data (independent samples t test) confirms significant differences between the perception of younger and older pupils ( $p=0.004$ ), with 12-15 years old children having a higher evaluation of the educational needs of the remigrant pupils compared with the 15-18 years old children.



#### 2.4.2.2. Status influence in specialists' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by gymnasium teachers, highschool teachers, future teachers and youth workers (average scores).



The statistical analysis of data (Oneway Anova)

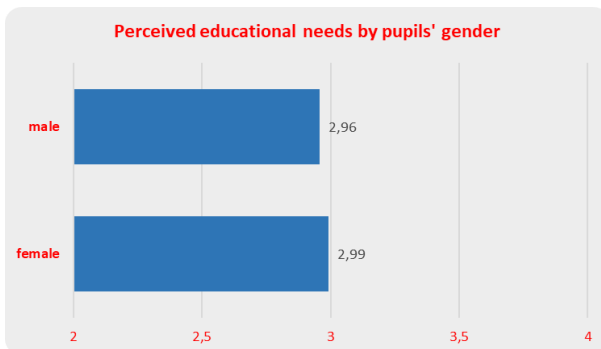
confirms a significant influence of the specialists' status on the perception of the educational needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation made by youth workers compared with future teachers (adjusted  $p=0.005$ ) and a lower evaluation made by the future teachers compared with gymnasium teachers (adjusted  $p=0.005$ ).

### 2.4.3. Gender influences

#### 2.4.3.1. Gender influences in pupils' attitude

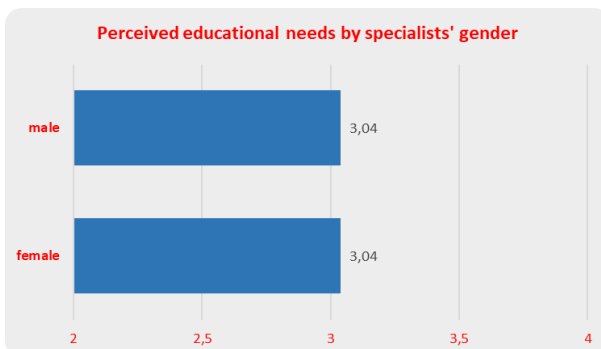
The following chart presents the educational needs of the remigrant pupils, as perceived by male and female children (average scores).

The statistical analysis of data (independent samples t test) unifies significant differences between the perception of the male and female children ( $p=0.296$ ), the evaluations of the educational needs of the remigrant pupils being similar.



#### 2.4.3.2. Gender influence in specialists' attitude

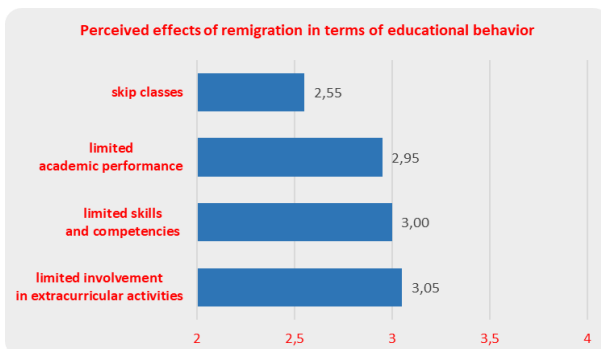
The following chart presents the educational needs of the remigrant pupils, as perceived by male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unifies significant differences between the perception of the male and female specialists ( $p=0.990$ ), the evaluations of the educational needs of the remigrant pupils being similar.

## 2.5. Perceived effects of remigration in terms of educational behaviour

The following chart presents the perceived effects of remigration in terms of educational behaviour of the remigrant pupils (average scores).

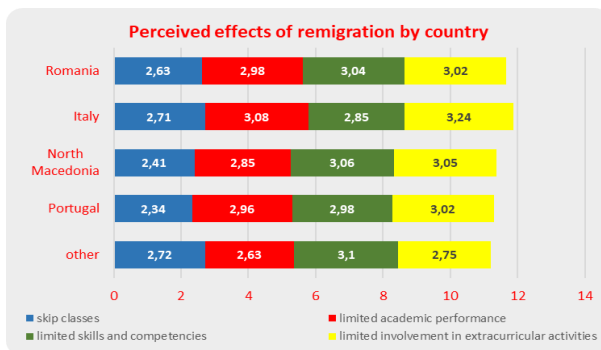


The statistical analysis of data (paired samples t test) confirms significant differences between the evaluation of those specific effects, with “skipping classes” being perceived as less relevant compared with “limited academic performance” ( $p<0.001$ ), “limited skills and competencies” ( $p<0.001$ ) and “limited involvement in

extracurricular activities” ( $p < 0.001$ ), but also “limited academic performance” being perceived as less relevant compared with “limited involvement in extracurricular activities” ( $p = 0.001$ ).

### 2.5.1. Differences by country

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for each of the countries involved in the study.



The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on all the 4 effects: the evaluation of “skipping classes” ( $p < 0.001$ ), „limited academic performance” ( $p = 0.001$ ), “limited skills and competencies” ( $p = 0.022$ ) and “limited involvement in extracurricular activities” ( $p = 0.003$ ).

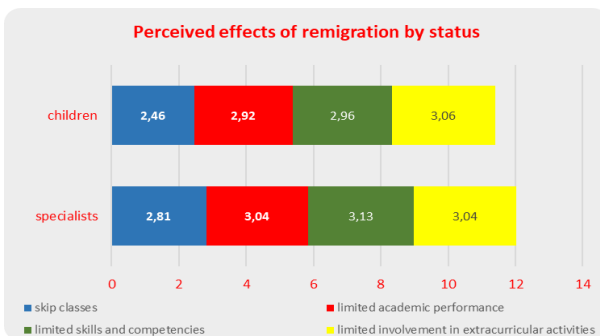
As the chart shows, the potential effects of remigration are perceived different: “skipping classes” is thought to be more plausible in Romania and Italy, “limited academic performance” and “limited involvement in extracurricular activities” are more plausible in Italy while “limited skills and competencies” are more plausible in Romania and North Macedonia.

Analysing by country, we can observe that “limited skills and competencies” and “limited involvement in extracurricular activities” are expected in Romania and North Macedonia, “limited involvement in extracurricular activities” and “limited academic performance” are expected in Italy while “limited involvement in extracurricular activities” is expected in Portugal.

### 2.5.2. Status influences

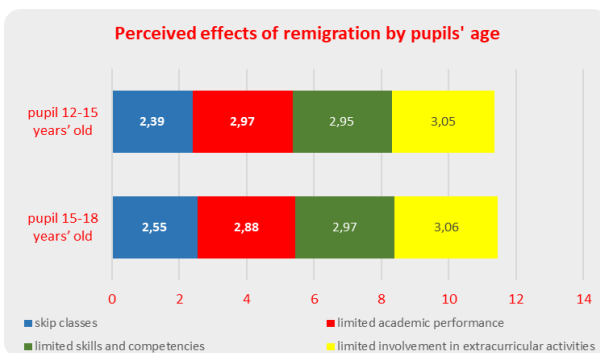
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for children and for educational specialists.

The statistical analysis of data (independent samples t test) confirms significant differences between children and specialist regarding 3 of the potential effects: “skipping classes” ( $p < 0.001$ ), “limited academic performance” ( $p = 0.027$ ) and “limited skills and competencies” ( $p = 0.001$ ), with specialists evaluating those effects as being more plausible compared with children.



### 2.5.2.1. Age influence in pupils' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for pupils 12-15 years old and pupils 15-18 years old.

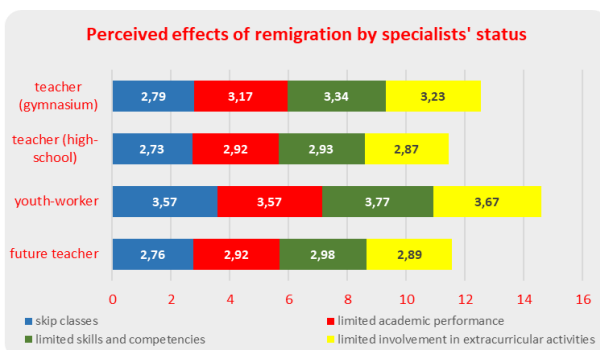


The statistical analysis of data (independent samples t test) confirms significant differences between pupils 12-15 years old and pupils 15-18 years old only regarding the „skipping classes” effect ( $p = 0.010$ ), with older pupils being more aware of this potential effect of remigration.

As the chart shows, bot younger and older pupils are more concerned by the limited involvement of the remigrant pupils in the extracurricular activities.

### 2.5.2.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for gymnasium teachers, highschool teachers, youth workers and future teachers.



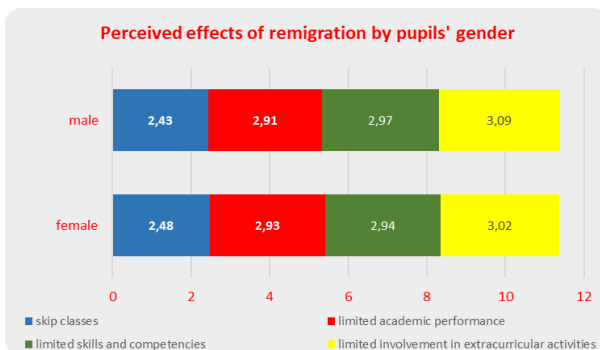
The statistical analysis of data (Oneway Anova) confirms significant effects of specialists' status on

„skipping classes” ( $p=0.002$ ), „limited academic performance” ( $p=0.002$ ), „limited skills and competencies” ( $p<0.001$ ) and „limited involvement in extracurricular activities” ( $p<0.001$ ). Bonferroni multiple comparisons confirms a general tendency of youth workers to evaluate all the potential effects as being more plausible compared with the other categories of educational specialist, while gymnasium teachers evaluate „limited skills and competencies” and „limited involvement in extracurricular activities” as being more plausible compared with the highschool teachers.

### 2.5.3. Gender influences

#### 2.5.3.1. Gender influences in pupils’ attitude

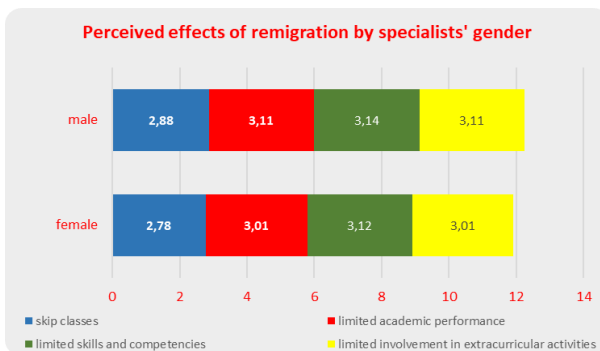
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for male and female children.



The statistical analysis of data (independent samples t test) unfirm significant differences between male and female children on any of the analysed effects.

#### 2.5.3.2. Gender influence in specialists’ attitude

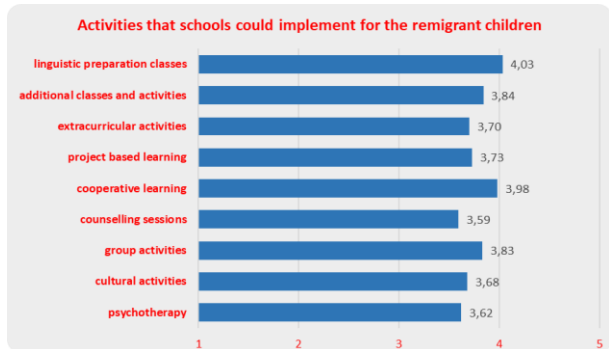
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for male and female educational specialists.



The statistical analysis of data (independent samples t test) unfirm significant differences between male and female specialists on any of the analysed effects.

## 2.6. Activities that schools could implement for remigrant children

The following chart presents the activities that schools could implement for the remigrant children (average scores).

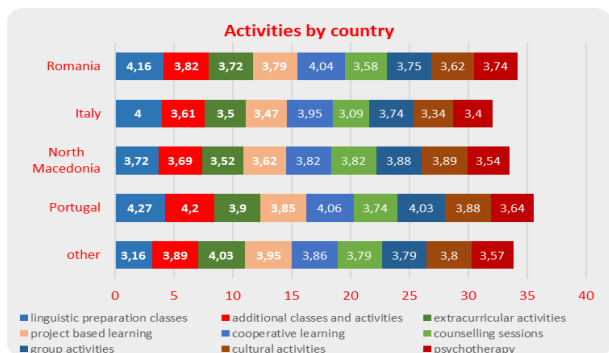


The statistical analysis of data (paired samples t test) shows that the respondents consider as most important the “linguistic preparation classes” and “cooperative learning”, and lastly “additional classes and activities” and “group activities”.

The individual interventions (“counselling sessions” and “psychotherapy”) are the least valued activities by the respondents, suggesting that the respondents consider that schools should focus on group activities with remigrants and native pupils and not on individual activities for remigrants.

### 2.6.1. Differences by country

The following chart presents the average evaluations of the activities that schools could implement for the remigrant children, for each of the countries involved in the study.

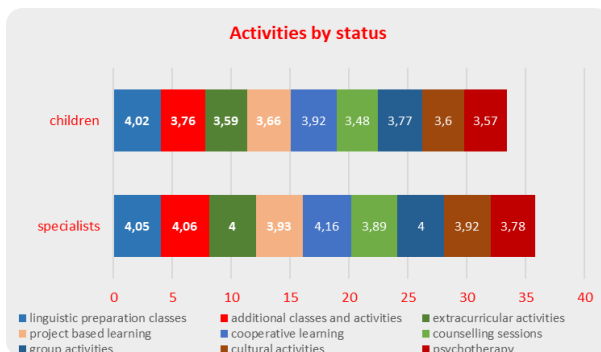


The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on all the activities suggested for facilitating the reintegration of remigrant pupils: “linguistic preparation classes” ( $p < 0.001$ ), “additional classes and activities” ( $p < 0.001$ ), “extracurricular activities” ( $p < 0.001$ ), “project based learning” ( $p < 0.001$ ), “cooperative learning” ( $p = 0.002$ ), “counselling sessions” ( $p < 0.001$ ), “group activities” ( $p < 0.001$ ), “cultural activities” ( $p < 0.001$ ), “psychotherapy” ( $p < 0.001$ ).

Bonferroni multiple comparisons confirms a general tendency of Romanian and Portuguese respondents to consider most of the activities as more important compared with the Italian and North Macedonian respondents.

## 2.6.2. Status influences

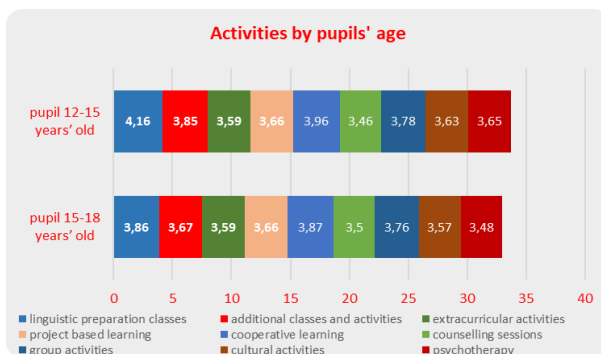
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for children and for educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between children and specialist regarding almost all of the activities suggested for facilitating the reintegration of remigrant pupils: “additional classes and activities” ( $p < 0.001$ ), “extracurricular activities” ( $p < 0.001$ ), “project based learning” ( $p < 0.001$ ), “cooperative learning” ( $p = 0.002$ ), “counselling sessions” ( $p < 0.001$ ), “group activities” ( $p < 0.001$ ), “cultural activities” ( $p < 0.001$ ), “psychotherapy” ( $p = 0.001$ ), with specialists considering those activities as more important compared with the children. The only exception is related to the “linguistic preparation classes” ( $p = 0.535$ ), activity that is evaluated in the same mode by the specialists and the children.

### 2.6.2.1. Age influence in pupils’ attitude

The following chart presents the activities that schools could implement to help remigrant children, for pupils 12-15 years old and pupils 15-18 years old.

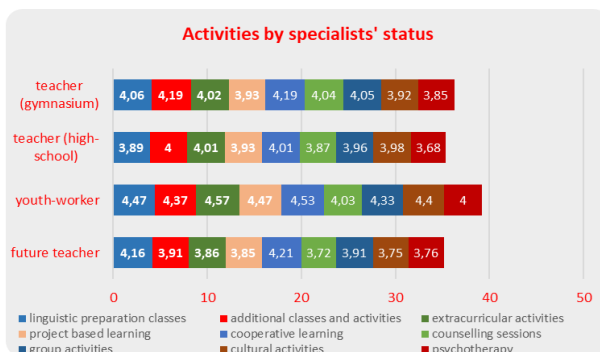


The statistical analysis of data (independent samples t test) confirms significant differences between pupils 12-15 years old and pupils 15-18 years old regarding 3 of the suggested activities: „linguistic preparation activities” ( $p < 0.001$ ), „additional classes and activities” ( $p = 0.001$ ) and „psychotherapy” ( $p = 0.006$ ), with younger pupils considering those activities as being more important compared with older pupils.



### 2.6.2.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for gymnasium teachers, highschool teachers, youth workers and future teachers.

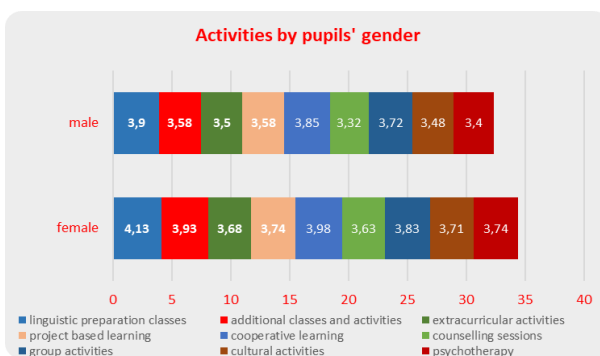


The statistical analysis of data (Oneway Anova) confirms significant effects of specialists' status on "linguistic preparation classes" ( $p=0.018$ ), "additional classes and activities" ( $p=0.004$ ), "extracurricular activities" ( $p=0.002$ ), "project based learning" ( $p=0.012$ ), "cooperative learning" ( $p=0.016$ ), "counselling sessions" ( $p=0.029$ ), "cultural activities" ( $p=0.004$ ). Bonferroni multiple comparisons confirms a general tendency of youth workers to consider most of the suggested activities as more important compared with the other respondents; also, Bonferroni shows no significant difference between gymnasium and highschool teachers.

### 2.6.3. Gender influences

#### 2.6.3.1. Gender influences in pupils' attitude

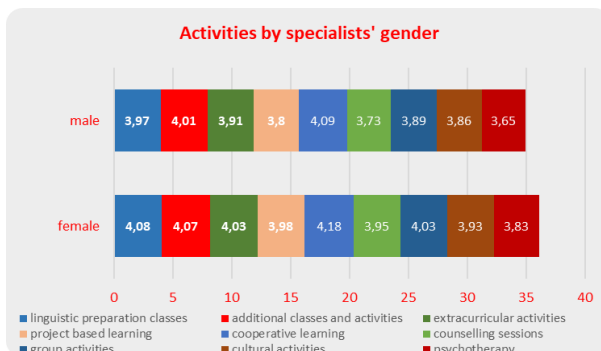
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for all the suggested activities ("linguistic preparation classes" ( $p<0.001$ ), "additional classes and activities" ( $p<0.001$ ), "extracurricular activities" ( $p=0.001$ ), "project based learning" ( $p=0.002$ ), "cooperative learning" ( $p=0.012$ ), "counselling sessions" ( $p<0.001$ ), "group activities" ( $p=0.034$ ), "cultural activities" ( $p<0.001$ ), "psychotherapy" ( $p<0.001$ )), with girls considering all the activities as more important compared with boys.

### 2.6.3.2. Gender influence in specialists' attitude

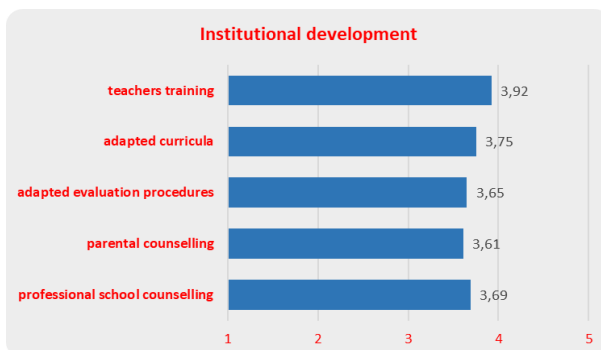
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences only for “counselling sessions” ( $p=0.029$ ), with female specialists considering counselling more important compared with males. Still, the general tendency is that female and male specialists evaluate the importance of the suggested activities in a similar way.

## 2.7. Activities that schools could implement for institutional development to facilitate the reintegration of remigrant children

The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children (average scores).

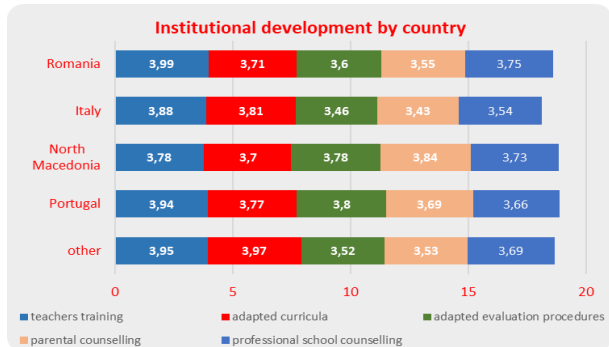


The statistical analysis of data (paired samples t test) confirms significant differences between all the activities, with one exception, “adapted evaluation procedures” and “professional school counselling” being evaluated in a similar way.

The answers show a clear hierarchy regarding the most important activities for the institutional development: 1. training the teachers, 2. adapted curricula, 3. adapted evaluation procedures and hire a professional counsellor, 4. parental counselling.

### 2.7.1. Differences by country

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for each of the countries involved in the study.

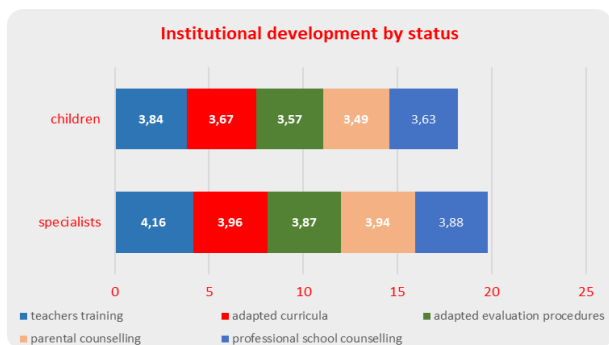


The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on “teachers training” ( $p=0.044$ ), “adapted evaluation procedures” ( $p<0.001$ ), and “parental counselling” ( $p<0.001$ ).

Bonferroni multiple comparisons unfirms general differences between the responses from different countries: “teachers training” is evaluated as more important in Romania compared with North Macedonia, “adapted evaluation procedures” are more important for North Macedonian and Portuguese respondent compared with Romanian and Italian, while “parental counselling” is more important for the North Macedonian respondents compared with Romanian and Italian.

### 2.7.2. Status influences

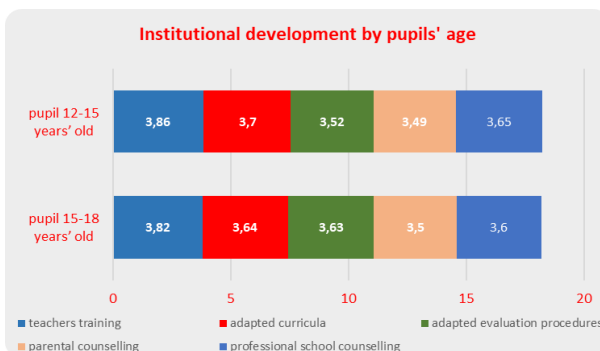
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for children and for educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between children and specialist regarding all of the activities: “teachers training” ( $p<0.001$ ), “adapted curricula” ( $p<0.001$ ), “adapted evaluation procedures” ( $p<0.001$ ), “parental counselling” ( $p<0.001$ ), “professional school counselling” ( $p<0.001$ ), with specialists considering all the activities as more important compared with pupils.

### 2.7.2.1. Age influence in pupils' attitude

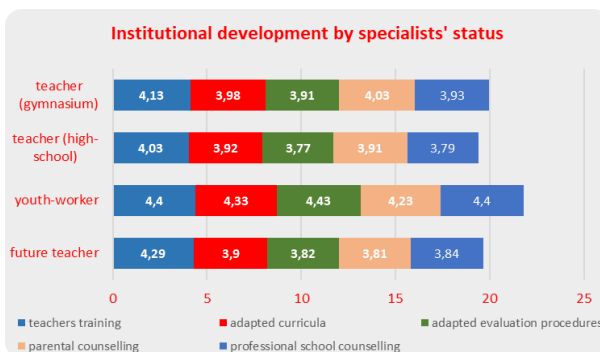
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences only for “adapted evaluation procedures” (p=0.043), with older children making a higher evaluation compared with younger children.

### 2.7.2.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for gymnasium teachers, highschool teachers, youth workers and future teachers.



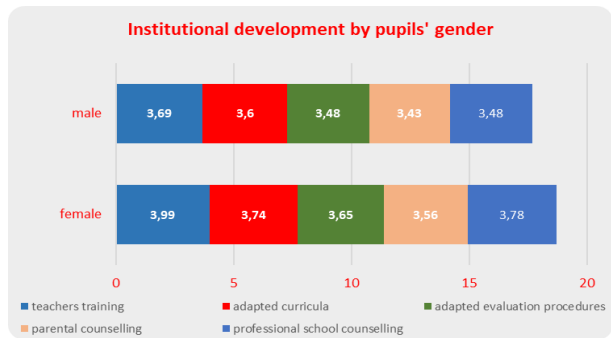
The statistical analysis of data (Oneway Anova) confirms significant effects of specialists' status on “teachers training” (p=0.036) and “professional school counselling” (p=0.037), with a general tendency of youth workers to make higher evaluations compared with the other categories of specialists.

## 2.7.3. Gender influences

### 2.7.3.1. Gender influences in pupils' attitude

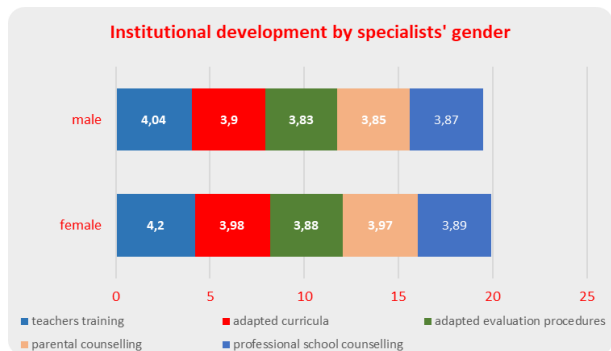
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for male and female children.

The statistical analysis of data (independent samples t test) confirms significant differences for all the suggested activities (“teachers training” ( $p < 0.001$ ), “adapted curricula” ( $p = 0.013$ ), “adapted evaluation procedures” ( $p = 0.001$ ), “parental counselling” ( $p = 0.024$ ), “professional school counselling” ( $p < 0.001$ ), with female children making higher evaluation compared with male children.



### 2.7.3.2. Gender influence in specialists' attitude

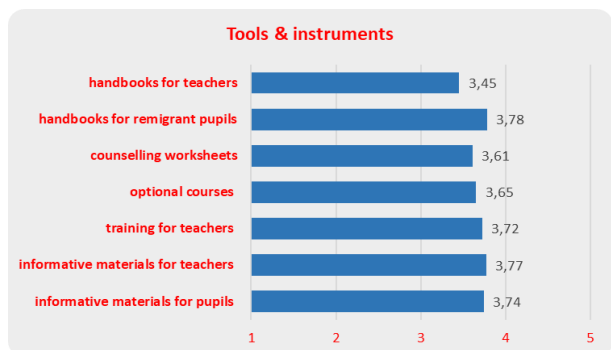
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for male and female specialists.



The statistical analysis of data (independent samples t test) unfirmes significant differences on any of the analysed dimensions, with male and female specialists making similar evaluations.

## 2.8. Tools and instruments that schools could develop and use to facilitate the reintegration of remigrant children

The following chart presents the evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children (average scores).

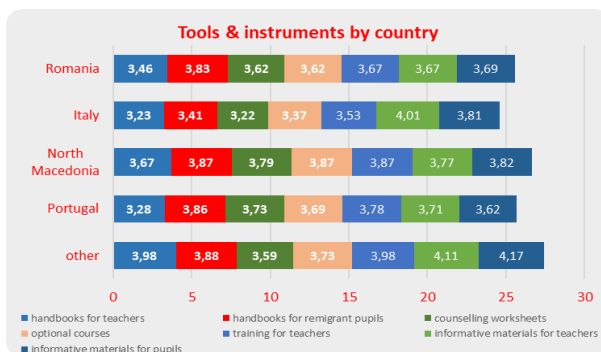


The statistical analysis of data (paired samples t test) confirms significant differences between the evaluation of the different tools and instruments: the most important resources are: 1. “handbooks for remigrant pupils” and

“informative materials for teachers” and 2. “informative materials for pupils” and “training for teachers”.

### 2.8.1. Differences by country

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for each of the countries involved in the study.

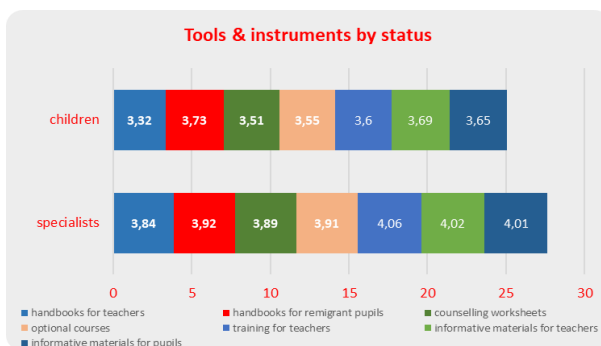


The statistical analysis of data (Oneway Anova) confirms a significant influence of the country on all the analysed tools and instruments (“handbooks for teachers” ( $p<0.001$ ), “handbook for remigrant pupils” ( $p<0.001$ ), “counselling worksheets” ( $p<0.001$ ), “optional courses” ( $p<0.001$ ), “training for teachers” ( $p<0.001$ ), “informative materials for teachers” ( $p<0.001$ ), “informative materials for pupils” ( $p<0.001$ ).

Bonferroni multiple comparisons confirms a general tendency of North Macedonian respondents to make higher evaluation, while Italian respondents make lower evaluation.

### 2.8.2. Status influences

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for children and for educational specialists.

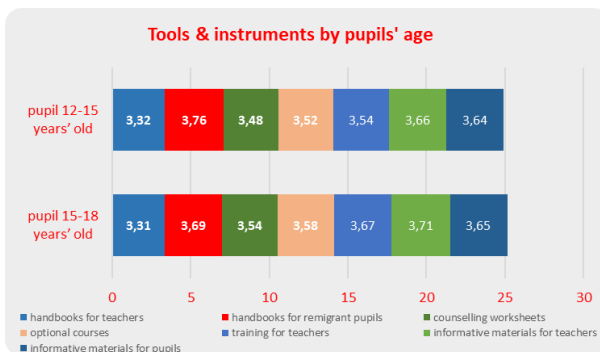


The statistical analysis of data (independent samples t test) confirms significant differences between children and specialist regarding the evaluation of all the tools and instruments (“handbooks for teachers” ( $p<0.001$ ), “handbook for remigrant pupils” ( $p<0.001$ ), “counselling worksheets” ( $p<0.001$ ), “optional courses”

( $p < 0.001$ ), “training for teachers” ( $p < 0.001$ ), “informative materials for teachers” ( $p < 0.001$ ), “informative materials for pupils” ( $p < 0.001$ ), with the specialists making higher evaluation compared with the children.

### 2.8.2.1. Age influence in pupils' attitude

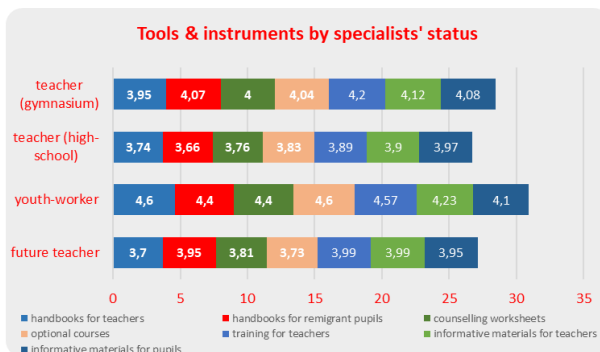
The following chart presents the average evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences only for “training for teachers” ( $p = 0.016$ ), with older children making a higher evaluation compared with younger children.

### 2.8.2.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for gymnasium teachers, highschool teachers, youth workers and future teachers.



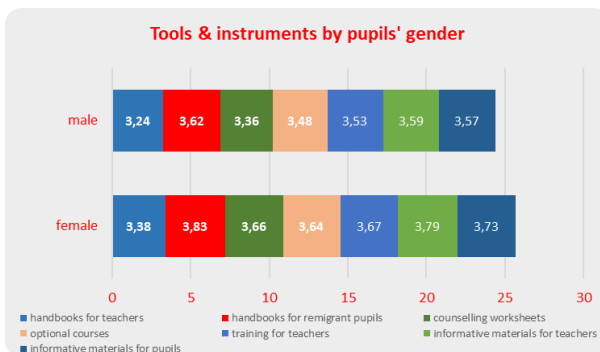
The statistical analysis of data (Oneway Anova) confirms significant effects of specialists' status on “handbooks for teachers” ( $p < 0.001$ ), “handbook for remigrant pupils” ( $p < 0.001$ ), “counselling worksheets” ( $p = 0.005$ ), “optional courses” ( $p < 0.001$ ), “training for teachers” ( $p < 0.001$ ).

Bonferroni multiple comparisons confirms a general tendency of the youth workers to make higher evaluation compared with the other categories of specialists; also, gymnasium teachers make higher evaluations compared with highschool teachers on “handbook for teachers” and “training for teachers”.

### 2.8.3. Gender influences

#### 2.8.3.1. Gender influences in pupils' attitude

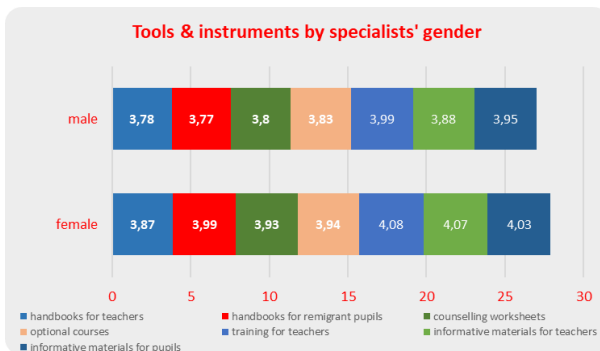
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for the evaluation of all the tools and instruments (“handbooks for teachers” ( $p=0.024$ ), “handbook for remigrant pupils” ( $p<0.001$ ), “counselling worksheets” ( $p<0.001$ ), “optional courses” ( $p=0.004$ ), “training for teachers” ( $p=0.015$ ), “informative materials for teachers” ( $p<0.001$ ), “informative materials for pupils” ( $p=0.003$ ), with the female children making higher evaluations compared with male children.

#### 2.8.3.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences on “handbook for remigrant pupils” ( $p=0.032$ ) and “informative materials for teachers” ( $p=0.038$ ), with female specialist making higher evaluations compared with male specialists.



## CHAPTER 3

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### Discussion of the results

#### 3.1. The perceived needs of the remigrant children

*The data analysis shows a clear hierarchy among the perceived needs of the remigrant children: the respondents consider that the main needs of children returning to their home country after a period spent abroad are the cultural needs, then the psychological and social needs and lastly the educational needs.*

This shows that the cultural shock the remigrant children have to face when returning to their home country is obvious for teachers and native pupils and finding specific answers to facilitate the cultural adaptation after remigration is considered to be more important than the facilitation of the psychological or educational adaptation. This is rather important considering that the respondents were directly involved in education (as specialists or pupils), and evaluating the educational needs as the least important shows a clear understanding of the priorities that the educational activities should have: first facilitate the cultural adaptation of the remigrants, then tackle the psychological issues and social integration problems they might have, and only after that focus on the educational adaptation and school performance.

*The inter-country analysis shows a general tendency of similar answers in all the four countries and regarding all three categories of needs of the remigrant pupils (psychological, cultural and educational).*

The only exception is the tendency of the respondents in North Macedonia to evaluate those needs as less intense compared with the respondents in other countries (the psychological needs are evaluated as less intense compared with respondents in Italy and Portugal, the cultural needs are evaluated as less intense compared with the respondents in Romania, Italy and Portugal, the educational needs are evaluated as less intense compared with the respondents in Italy). This result can be correlated with North Macedonia having a better intercultural experience, as its population (mainly consisting in Macedonians, Albanians and Turks) is more used to live and

thrive together with representatives of other cultures, so they are not so receptive to the specific needs of the remigrants as they are used to answer the specific needs of all children, irrespective of their ethnicity or cultural background, but our research data is not enough to validate this potential explanation and future research should be conducted in order to validate this perspective or to launch other more reliable explanation of our research data.

*The psychological and educational needs of the remigrant pupils are more obvious for the specialists working in education than for the native children*, while the cultural needs are equally relevant for specialists and children. On the one hand, these results reflect the knowledge and expertise of the educational specialists regarding the psychological and educational issues associated with remigration, while on the other hand, the results show that the cultural issues of pupils returning to their home country are so visible that the experience and knowledge is not important for the correct perception of those needs. From the educational perspective, these results show that the specialists working in education should consider some specific activities that would make the psychological and educational needs of the remigrants more obvious for the native pupils, as they have limited capabilities of identifying those needs by themselves.

*Younger native pupils (12-15) are more receptive to the cultural and educational needs of the remigrants compared with older native pupils (15-18)*, while the psychological needs are perceived in a similar way by all the native pupils, irrespective of their age. These results can be linked to the personal development, especially the development of the coping mechanisms of children, as higher children have better skills to react to the cultural and educational needs and they consider that the remigrant pupils have those coping strategies also developed; in depth interviews with native children could validate this potential explanation in a future research.

*The results show a general tendency of male and female to evaluate the needs of the remigrants in a similar way*, tendency that is present for native pupils and for specialists in education. The only exception is in the case of native pupils evaluating the psychological needs of the remigrants, with girls being more receptive to those needs compared with boys.

### **3.2. Educational behaviours influenced by remigration**

In terms of educational effects of remigration, *the respondents are more receptive to the immediate and visible effects (limited involvement in extracurricular activities, limited skills and competencies and limited academic performance) compared with the potential long-term effects (skipping classes and eventually quit*

school). This might suggest a perception of the reintegration of the remigrants in school as a “crisis situation”, where one should consider first the immediate effects and tackle those effects on short term and only after that consider the medium-term and long-term effects and provide specific answers to minimize that potential impact. Still, teachers and school counsellors have to take into consideration that prevention is usually more effective than intervention and once the “skipping classes” behaviour is established is harder to correct it, so educational strategies should also take into consideration this potential effect, maybe even more as the teachers have the tendency to focus less on it in their own activities.

*The perception of the potential educational effects of remigration has a strong cultural influence:* “skipping classes” is more plausible in Romania and Italy, “limited academic performance” and “limited involvement in extracurricular activities” are more plausible in Italy while “limited skills and competencies” are more plausible in Romania and North Macedonia. It is important to emphasise that these results only reflect the inter-country differences in perception, not necessarily a difference in the real effects of remigration, but policy makers in each country should consider this specific perception when planning specific measures to facilitate the integration of the remigrants, as the less obvious effects in each country should be addressed in a specific manner.

*The potential effects of remigration in terms of educational behaviour are more obvious for the specialists working in education than for the native pupils* (with the exception of the involvement in extracurricular activities, perceived in a similar way), again reflecting their better knowledge and larger experience (both pedagogical experience and “life” experience).

*The educational behaviours associated with remigration are equally visible for younger native pupils (12-15) and older native pupils (15-18)*, with the exception of “skipping classes” that is more obvious for the older pupils, but this might only reflect the general tendency of dropout being higher in highschool compared with gymnasium. In terms of educational strategy, these results show that preventing negative educational behaviours in the remigrant population should not be focused on gymnasium or highschool, as the potential impact is irrespective of children’s age.

*The educational effects of remigration are more visible for youth workers compared with teachers and future teachers*, probably because of the specific activities they organize for the remigrants, as the nonformal and informal communication (more present in youth-work than in formal education) might allow the youth-workers to better understand and respond to the specific needs of the

remigrants and a better evaluation of the effects of returning home. In terms of educational strategy, the experts organizing the activities to facilitate the adaptation of the remigrants in schools and education could consider involving youth-workers in the decision-making process as their perspective could provide valuable insights in terms of the potential effects of remigration.

*In terms of gender influences, the potential effects of the remigration on the educational behaviour are perceived in a similar way by males and females (for native pupils and for specialists in education).*

### **3.3. Educational activities for remigrant children**

The native pupils and the specialists in education focus more on group activities than on individual activities, even if the individual activities are highly specialized (for instance, psychotherapy). The respondents also focused more on the activities that every teacher could implement compared with activities that requires a special qualification (for instance, counselling or psychotherapy).

*In integrating the remigrant pupils in education, the most important activities are perceived to be the linguistic preparation classes (showing that the respondents focus on the immediate need of the remigrants to understand the language used in school – even if it is considered their “native language”, as many remigrants have difficulties in speaking, writing and understanding the language of their native country) and integration of cooperative learning in the teaching methodology (as this is, probably, the only teaching methodology that can facilitate the integration and participation of the pupils not fluent in the language used in teaching). Also, additional classes and activities for remigrants and using group work and group activities are highly evaluated by both teachers and native pupils.*

In terms of the activities that schools could implement to facilitate the reintegration of the remigrants, *the cultural background proves to be very important, as the respondents in Romania and Portugal have a constant tendency of evaluating all the activities as being more important compared with the respondents in Italy and North Macedonia*; therefore, we emphasise on the fact that the cultural background do not influence the activities that are considered to be more important, but only the general evaluation, as the Romanians and the Portuguese have the tendency of considering the intervention as more important (irrespective of the methods used for the intervention). This difference might be related with the higher awareness of the issues of integrating the remigrants in education in Romania and Portugal, those being the only two countries in Europe where specific research on the issues associated with children returning home were conducted and published.

*All the activities are considered to be more important by the specialists in education compared with the native children, with the exception of the linguistic preparation classes that are evaluated in a similar way by pupils and specialist. This shows that the need for a specific intervention is more obvious for the teachers than for the native pupils (reflecting, again, the pedagogical training and expertise), but also that the need for understanding the language is obvious for all the educational actors (the native pupils also feel the need of communicating with their remigrant colleagues, not only the teachers).*

*Gymnasium pupils consider that linguistic preparation classes, additional classes and activity and psychotherapy are needed at a higher level compared with highschool pupils, suggesting that the integration is more relevant for younger pupils (as language is very important in the integration process).*

*Youth workers evaluate all the proposed activities at a higher level compared with teachers (with no significant differences between the gymnasium and the highschool teachers); again, the informal communication in youth-work allows a better understanding of the specific needs and the necessity of specific intervention is more obvious for youth-workers (irrespective of the tools used for intervention).*

*There is a significant gender effect in the native pupils' population, with girls considering all the activities as being more relevant compared with boys, but this gender effect is not relevant in the educational specialists' population.*

### **3.4. Institutional development for the reintegration of remigrants**

*In terms of the needed action for the institutional development of the schools to better respond to the specific needs of the remigrant pupils for their reintegration, the most important activity is perceived to be the training of the teachers; also, an adapted curriculum is considered to be relevant (but, we might add, the potential adaptation of the curriculum at local level is directly dependent of the teachers being trained). An important fact is that even teachers consider those activities as more important (when compared with native pupils), showing that teachers admit their need to be trained to better respond to the specific needs of the remigrants, and the decision makers at national and / or local level should take this into consideration when planning the teachers training activities and strategy.*

*There is a cultural influence in evaluating the activities that school could implement for their institutional development: "teachers training" is evaluated as more important in Romania compared with North Macedonia, "adapted evaluation procedures" are more important for North Macedonian and Portuguese respondent*

compared with Romanian and Italian, while “parental counselling” is more important for the North Macedonian respondents compared with Romanian and Italian. As a general tendency, we can observe that the teachers training is more important in Romania, while adapted evaluation procedures and parental counselling are more valued in North Macedonia.

*Age does not have a significant influence on native pupils’ evaluation in terms of the activities for schools’ institutional development*, with the exception of the development of adapted evaluation procedures that is considered more important for highschool pupils compared with gymnasium pupils, probably reflecting the general higher importance of evaluation in highschool.

*Youth-workers have a general tendency of evaluating all the activities as being more important compared with teachers*, once again confirming their general tendency to emphasize on the need of intervention to help the remigrant pupils readapt after returning to their home country.

*There is a significant gender effect in the native pupils’ population, with girls considering all the activities as being more relevant compared with boys*, but this gender effect is not relevant in the educational specialists’ population.

### **3.5. Educational instruments for the reintegration of remigrants**

In terms of educational tools and instruments that schools could use to facilitate the reintegration of the remigrants, the respondent focus mainly on handbooks for the remigrant children and informative materials for teachers; also, informative materials for pupils and training the teachers are considered to be important.

*The results clearly show the need for information, for having the necessary knowledge to understand the specific needs of the remigrant children in order to plan specific actions to help them reintegrate*, this need for information being present both for native pupils and for teachers. Also, again, teachers training is considered to be very important.

*The cultural background influenced the perception of the educational tools: as a general tendency, the North Macedonian made the higher evaluation for all the analysed tools, while Italians made lower evaluation*; again, the cultural influence do not change the hierarchy of the tools in terms of their necessity, but only the general intensity of the evaluation.

*The specialists in education evaluated all the instruments as being more needed and relevant compared with native pupils, once again reflecting their expertise and pedagogical knowledge. Still, it is very important that the teachers evaluated even the instruments for them (the information and training for teachers) as being more important compared with pupils, showing that the teachers admit their need for specific instruments.*

*Younger and older pupils made similar evaluations in terms of instruments to be used for facilitating the reintegration of the remigrants, with the exception of the training for teachers that is considered more important by the older children compared with younger children.*

*Youth-workers one again evaluated all the instruments as being more important compared with teachers, while gymnasium teachers considered handbooks and trainings for teachers as more important compared with highschool teachers, showing that the need for understanding the specific needs of the remigrants to better plan the response is more relevant for gymnasium teachers.*

*Girls evaluated all the instruments as being more important compared with boys, while the gender effect is only relevant in the specialists' population for handbooks for the remigrants and informative materials for teachers, with female specialist making higher evaluation compared with male specialists.*





## CHAPTER 4

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### Research conclusions

When thinking at remigrant children, *native teachers and pupils focus first on their cultural needs* (admitting the cultural shock the remigrants face as a direct consequence of the cultural differences between the home country and the former country of residence, as they are “caught between two cultures, and never fitting in”, as Stonequist (1961) characterized the migrants); *the psychological and social needs come second, while the educational needs of the remigrant children are perceived as the least important from the three analysed needs*. Even if previous data from Romania (Luca, Foca, Gulei & Brebuleț, 2012) showed that parents especially focus on the educational needs of the remigrant children and were mostly interested in the educational reintegration after the remigration, teachers and native pupils seem to have a different perception, focusing more on the cultural and psychological needs of the remigrants, as the educational reintegration is more or less impossible if the cultural and psychological readaptation is not already realized.

*The immediate potential effects of remigration in terms of educational behaviour are more obvious than the potential long-term effects, even if those long-term effects can have a bigger impact on the academic future of the remigrants*. The native teachers and pupils focus more on what can happen now (limited involvement in extracurricular activities, limited skills and competencies and limited academic performance) than on what could happen in the future (skipping classes and eventually quit school). While this perspective can be important in organizing the school strategy and the teacher strategy, focusing on the immediate effects and tackling those effects as in a “crisis situation”, decision makers should also consider the long-term effects when planning the strategy for minimizing the impact of remigration on pupils, as the prevention of a potential “skipping classes” behaviour is by far more effective than an intervention when the behaviour is established and the risk of early school leaving is already present.

In terms of the activities that schools and teachers could organize in order to facilitate the reintegration of the remigrant pupils, *there is a special focus on the activities that all the teachers could implement compared with activities that requires a special qualification* (for instance, counselling or psychotherapy), *and also on group activities than on individual activities, even if the individual activities are highly specialized* (for instance, psychotherapy). This emphasized the fact that teachers and native pupils admit that every educational actor should be actively implicated in the reintegration of the remigrants (all the teachers, not only the school counsellors or the psychologists, and even the pupils have their role in the group activities); also, the important role of the group activities can be linked on the fact that involving remigrant pupils in group activities does not respond only to their educational needs, but also matches their cultural and psychological needs, by integrating them into the group and also encouraging the group to integrate the remigrants.

*The most important aspect that native teachers and pupils focus in terms of the activities to facilitate the reintegration of the remigrants is the linguistic preparation*, as many of the remigrants do not speak what is considered their native language and learning it relevant for their school integration. *In terms of specific activities or methods, the integration of cooperative learning in the teaching methodology is considered to be the most important* (as it can help not only to the development of the specific skills the school is planning to develop, but also for the integration of the remigrants in the educational group, as this is, probably, the only teaching methodology that can facilitate the integration and participation of the pupils not fluent in the language used in teaching).

*For the institutional development of schools to better respond to the needs of remigrants, the most important activity is perceived to be the training of teachers*; also, an adapted curriculum is considered to be relevant (but, we might add, the potential adaptation of the curriculum at local level is directly dependent on the teachers being trained). Even teachers admit their need to be trained in order to better respond to the specific needs of the remigrants, and decision makers at national and / or local level should take this into consideration when planning teachers training activities and strategy.

When analysing the instruments that schools could develop and use to facilitate the reintegration of the remigrants, *the main focus is on handbooks for the remigrant children and informative materials for teachers*; also, informative materials for pupils and training the teachers are considered to be important. *A specific need becomes obvious: the need for information, for having the necessary knowledge to understand the specific needs of the remigrant children in order to plan specific actions to help them reintegrate.*

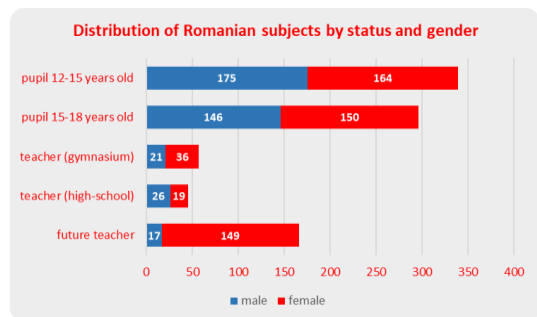
## CHAPTER 5

### Research results in Romania

#### 5.1. Subjects

The following chart presents the number of the Romanian subjects for each category of respondents defined by status and gender.

As the chart shows, the number of boys and girls is more or less similar in the pupils population, while in the specialist population the number of females is much higher than the number of males (as teachers and future teachers are mostly females); still, the total number of male respondents in the specialists population is high enough to make comparisons possible.

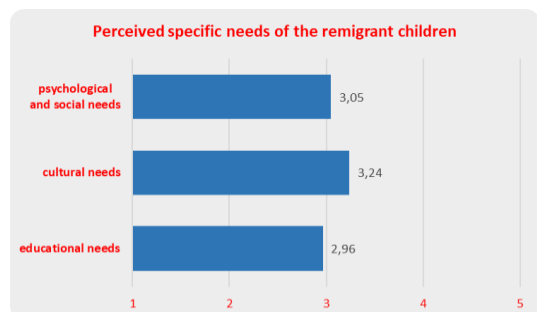


#### 5.2. Perceived specific needs of the remigrant children

The following chart presents the average evaluations of the psychological, cultural and educational needs of the remigrant children, as perceived by all the Romanian subjects (irrespective of status and gender).

The statistical analysis of

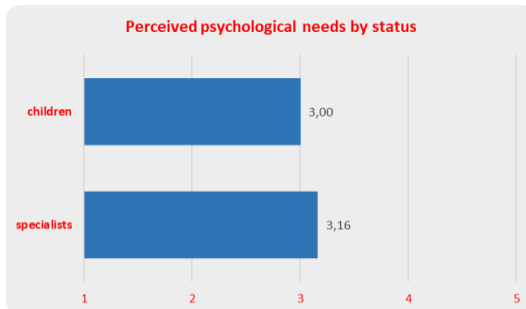
data (paired samples t test) confirms significant differences between the scores on cultural needs and psychological needs ( $p < 0.001$ ), cultural needs and educational needs ( $p < 0.001$ ), psychological needs and educational needs ( $p < 0.001$ ).



### 5.3. Psychological and social needs of the remigrant children

#### 5.3.1. Status influences

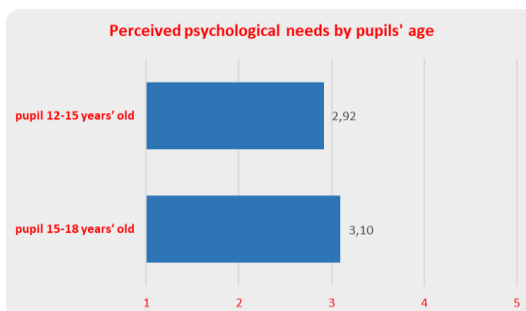
The following chart presents the psychological needs of the remigrant pupils, as perceived by Romanian children and specialists (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Romanian children and specialists ( $p=0.002$ ), with specialists having a higher evaluation of the psychological needs of the remigrant pupils.

##### 5.3.1.1. Age influence in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Romanian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Romanian younger and older pupils ( $p=0.002$ ), with older pupils having a higher evaluation of the psychological needs of the remigrant pupils.

##### 5.3.1.2. Status influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Romanian gymnasium teachers, highschool teachers and future teachers.



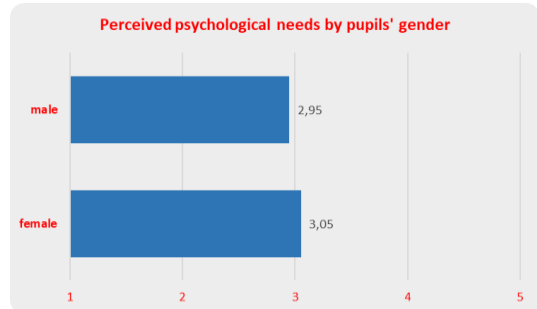
The statistical analysis of data (Oneway Anova) confirms a significant influence of the Romanian specialists' status on the perception of the psychological needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple

comparisons confirming a lower evaluation made by the future teachers compared with gymnasium teachers (adjusted  $p < 0.001$ ) and compared with highschool teachers (adjusted  $p = 0.024$ ).

### 5.3.2. Gender influences

#### 5.3.2.1. Gender influences in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Romanian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences

between the perception of the Romanian male and female children ( $p = 0.069$ ), with male and female children having similar evaluations of the psychological needs of the remigrant pupils.

#### 5.3.2.2. Gender influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Romanian male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences

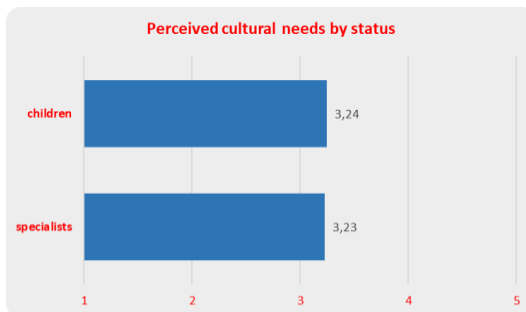
between the perception of the Romanian male and female specialists ( $p = 0.477$ ), with male and female specialist having similar evaluations of the psychological needs of the remigrant pupils.

## 5.4. Cultural needs of the remigrant children

### 5.4.1. Status influences

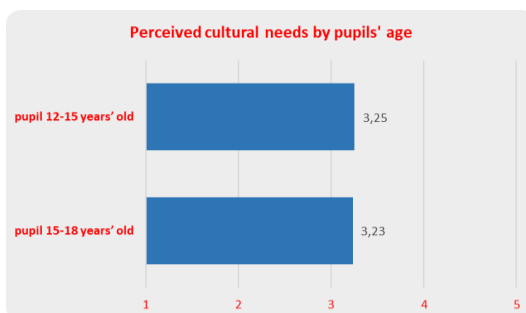
The following chart presents the cultural needs of the remigrant pupils, as perceived by Romanian children and specialists (average scores).

The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of Romanian children and specialists ( $p=0.727$ ), with children and specialists having similar perceptions of the cultural needs of the remigrant pupils.



#### 5.4.1.1. Age influence in pupils' attitude

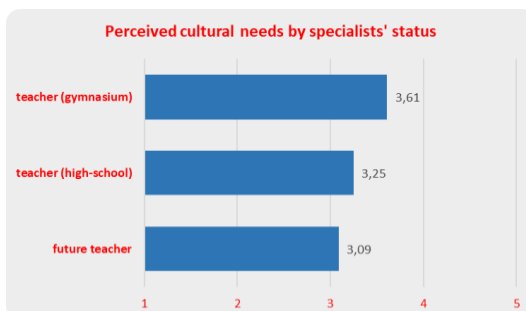
The following chart presents the cultural needs of the remigrant pupils, as perceived by Romanian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of Romanian younger and older pupils ( $p=0.704$ ), with younger and older pupils having similar perceptions of the cultural needs of the remigrant pupils.

#### 5.4.1.2. Status influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by Romanian gymnasium teachers, highschool teachers and future teachers.

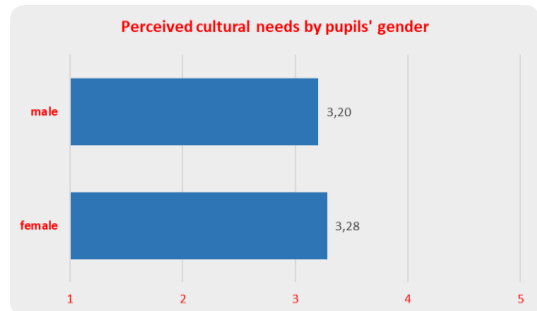


The statistical analysis of data (Oneway Anova) confirms a significant influence of the Romanian specialists' status on the perception of the cultural needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation made by the gymnasium teachers compared with highschool teachers (adjusted  $p=0.035$ ) and compared with future teachers (adjusted  $p<0.001$ ).

## 5.4.2. Gender influences

### 5.4.2.1. Gender influences in pupils' attitude

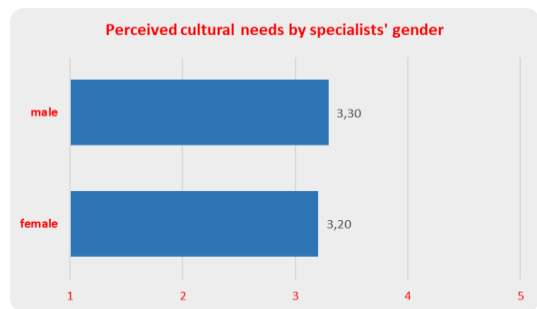
The following chart presents the cultural needs of the remigrant pupils, as perceived by Romanian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirm significant differences between the perception of the Romanian male and female children ( $p=0.152$ ), with male and female children having similar evaluations of the cultural needs of the remigrant pupils.

### 5.4.2.2. Gender influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by Romanian male and female specialists (average scores). The statistical analysis of data (independent samples t test) unfirm significant differences between the perception of the

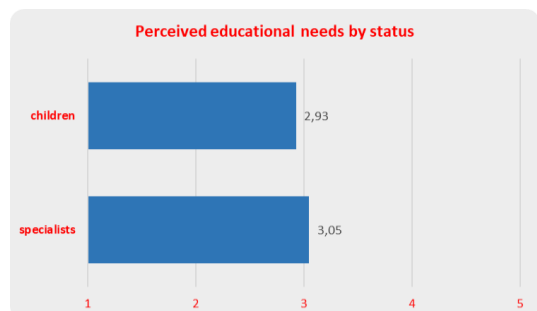


Romanian male and female specialists ( $p=0.297$ ), with male and female specialist having similar evaluations of the cultural needs of the remigrant pupils.

## 5.5. Educational needs of the remigrant children

### 5.5.1. Status influences

The following chart presents the educational needs of the remigrant pupils, as perceived by Romanian children and specialists (average scores).

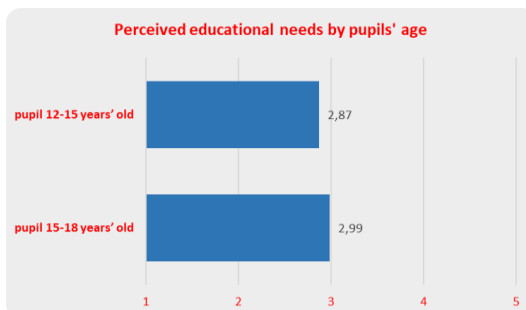


The statistical analysis of data (independent samples t test) confirms significant differences

between the perception of Romanian children and specialists ( $p=0.008$ ), with specialists having a higher evaluation of the educational needs of the remigrant pupils.

#### 5.5.1.1. Age influence in pupils' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by Romanian children 12-15 years old and 15-18 years old (average scores).

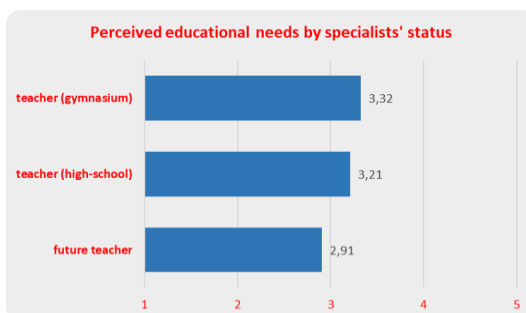


The statistical analysis of data (independent samples t test) confirms significant differences

between the perception of Romanian younger and older pupils ( $p=0.025$ ), with older pupils having a higher evaluation of the educational needs of the remigrant pupils.

#### 5.5.1.2. Status influence in specialists' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by Romanian gymnasium teachers, highschool teachers and future teachers.



The statistical analysis of data (Oneway Anova) confirms a

significant influence of the Romanian specialists' status on the perception of the educational needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple comparisons confirming a lower evaluation made by the future teachers compared with highschool teachers (adjusted  $p=0.003$ ) and compared with gymnasium teachers (adjusted  $p<0.001$ ).

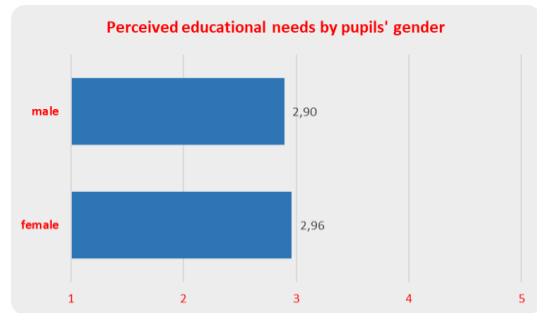
### 5.5.2. Gender influences

#### 5.5.2.1. Gender influences in pupils' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by Romanian male and female children (average scores).

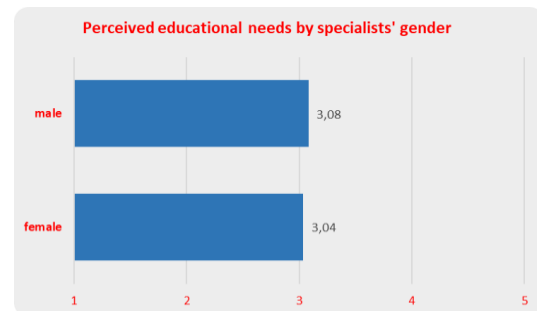


The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Romanian male and female children ( $p=0.204$ ), with male and female children having similar evaluations of the educational needs of the remigrant pupils.



### 5.5.2.2. Gender influence in specialists' attitude

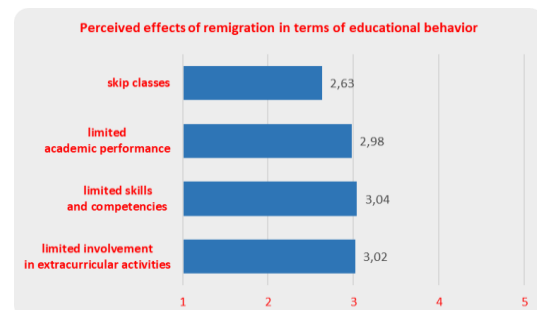
The following chart presents the educational needs of the remigrant pupils, as perceived by Romanian male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Romanian male and female specialists ( $p=0.549$ ), with male and female specialist having similar evaluations of the educational needs of the remigrant pupils.

## 5.6. Perceived effects of remigration in terms of educational behaviour

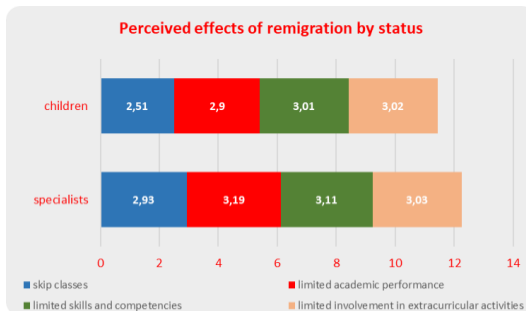
The following chart presents the perceived effects of remigration in terms of educational behaviour of the remigrant pupils (average scores of the Romanian respondents).



The statistical analysis of data (paired samples t test) confirms significant differences between the evaluation of those specific effects by the Romanian participants, with “skipping classes” being perceived as less relevant compared with “limited academic performance” ( $p<0.001$ ), “limited skills and competencies” ( $p<0.001$ ) and “limited involvement in extracurricular activities” ( $p<0.001$ ).

### 5.6.1. Status influences

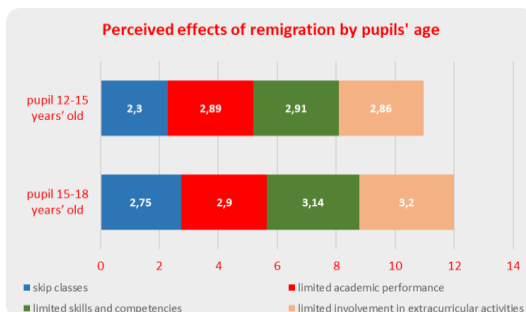
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Romanian children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian children and specialist regarding 2 of the potential effects: “skipping classes” ( $p < 0.001$ ) and “limited academic performance” ( $p < 0.001$ ), with specialists evaluating those effects as being more plausible compared with children.

#### 5.6.1.1. Age influence in pupils’ attitude

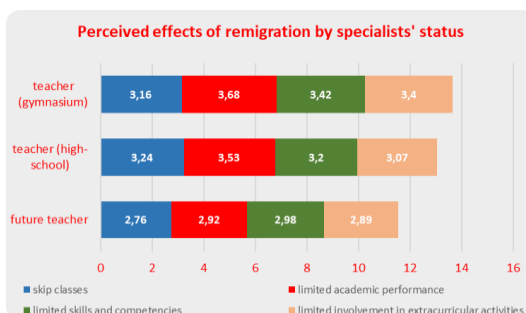
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Romanian pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian younger and older children regarding 3 of the perceived educational behaviours of remigrants: “skipping classes” ( $p < 0.001$ ), “limited skills and competencies” ( $p = 0.010$ ) and “limited involvement in extracurricular activities” ( $p = 0.001$ ), with older children evaluating those behaviours as being more plausible compared with younger children.

#### 5.6.1.2. Status influence in specialists’ attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Romanian gymnasium teachers, highschool teachers and future teachers.



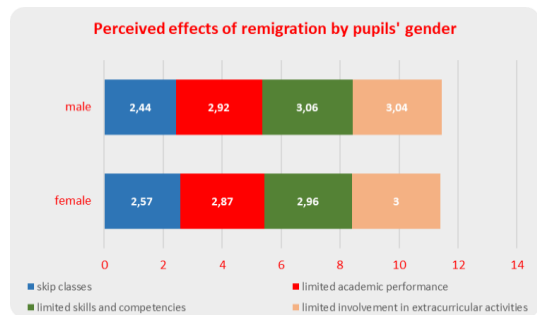
The statistical analysis of data (Oneway Anova) confirms significant effects of Romanian specialists' status on „skipping classes” ( $p=0.011$ ), „limited academic performance” ( $p<0.001$ ), „limited skills and competencies” ( $p=0.006$ ) and „limited involvement in extracurricular activities” ( $p=0.015$ ). Bonferroni multiple comparisons confirms a general tendency of future teachers to evaluate all the potential effects (except “skipping classes”) as being less plausible compared with teachers, especially gymnasium teachers.

## 5.6.2. Gender influences

### 5.6.2.1. Gender influences in pupils' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Romanian male and female children.

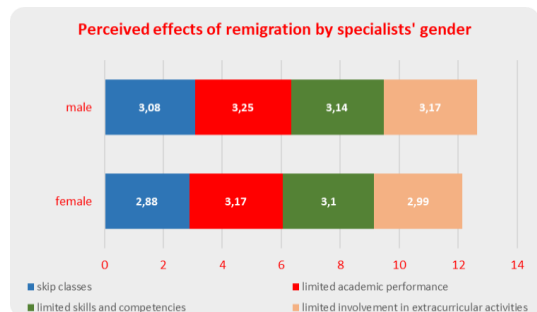
The statistical analysis of data (independent samples t test) unfirms significant differences between Romanian male and female children on any of the analysed effects.



### 5.6.2.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Romanian male and female educational specialists.

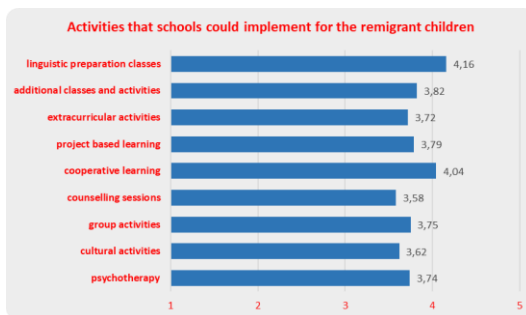
The statistical analysis of data (independent samples t test) unfirms significant differences between Romanian male and female specialists on any of the analysed behaviours.



## 5.7. Activities that schools could implement for remigrant children

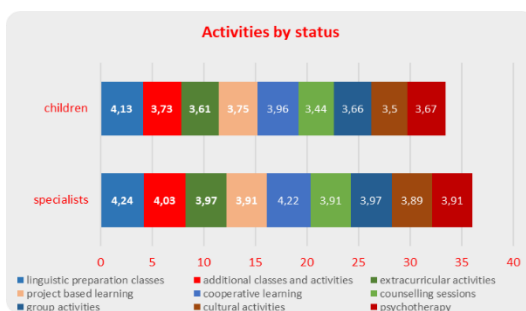
The following chart presents the activities that schools could implement for the remigrant children (average scores of Romanian respondents).

The statistical analysis of data (paired samples t test) shows that the Romanian respondents consider as most important the “linguistic preparation classes”, then “cooperative learning”.



### 5.7.1. Status influences

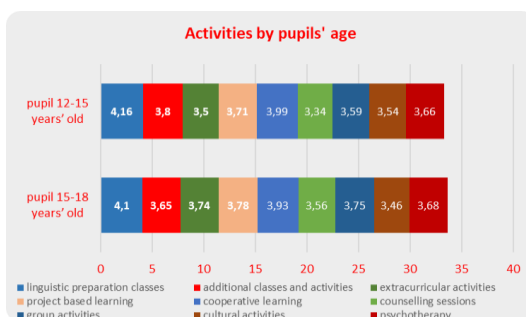
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian children and specialist regarding almost all of the activities suggested for facilitating the reintegration of remigrant pupils: “additional classes and activities” ( $p < 0.001$ ), “extracurricular activities” ( $p < 0.001$ ), “project based learning” ( $p = 0.032$ ), “cooperative learning” ( $p = 0.001$ ), “counselling sessions” ( $p < 0.001$ ), “group activities” ( $p < 0.001$ ), “cultural activities” ( $p < 0.001$ ), “psychotherapy” ( $p = 0.009$ ), with specialists considering those activities as more important compared with the children. The only exception is related to the “linguistic preparation classes” ( $p = 0.175$ ), activity that is evaluated in the same mode by the Romanian specialists and the Romanian children.

#### 5.7.1.1. Age influence in pupils' attitude

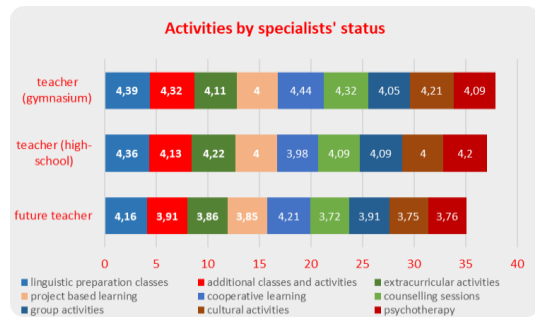
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian pupils 12-15 years old and Romanian pupils 15-18 years old regarding 2 of the suggested activities: „extracurricular activities” (p=0.007) and „counselling sessions” (p=0.020), with older pupils considering those activities as being more important compared with younger pupils.

### 5.7.1.2. Status influence in specialists’ attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Romanian gymnasium teachers, highschool teachers and future teachers.

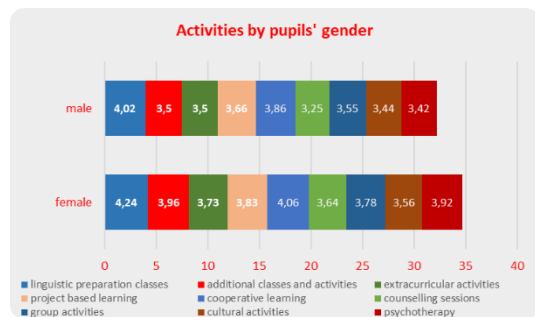


The statistical analysis of data (Oneway Anova) confirms significant effects of Romanian specialists’ status on “additional classes” (p=0.014), “counselling sessions” (p<0.001) and “cultural activities” (p=0.004), with Bonferroni multiple comparisons confirming a general tendency of future teachers to evaluate all 3 activities as being less important compared with gymnasium teachers.

## 5.7.2. Gender influences

### 5.7.2.1. Gender influences in pupils’ attitude

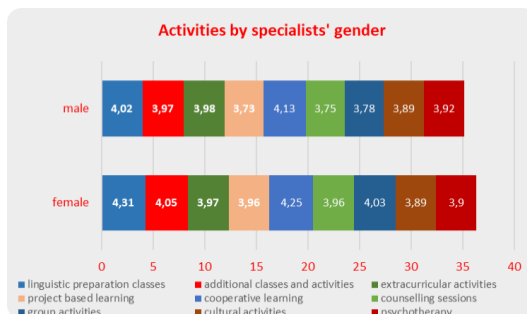
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Romanian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian boys and girls for almost all the suggested activities: “linguistic preparation classes” (p=0.014), “additional classes and activities” (p<0.001), “extracurricular activities” (p=0.007), “project based learning” (p=0.033), “cooperative learning” (p=0.017), “counselling sessions” (p<0.001), “group activities” (p=0.008), “psychotherapy” (p<0.001), with girls considering all the activities as more important compared with boys.

### 5.7.2.2. Gender influence in specialists' attitude

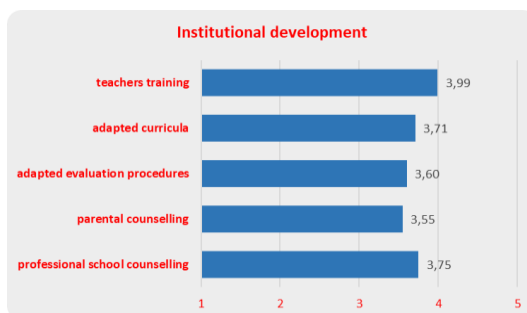
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Romanian male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences only for “linguistic preparation classes” ( $p=0.037$ ), with Romanian female specialists considering this activity as more important compared with Romanian male specialists.

## 5.8. Activities that schools could implement for institutional development to facilitate the reintegration of remigrant children

The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children (average scores of the Romanian respondents).



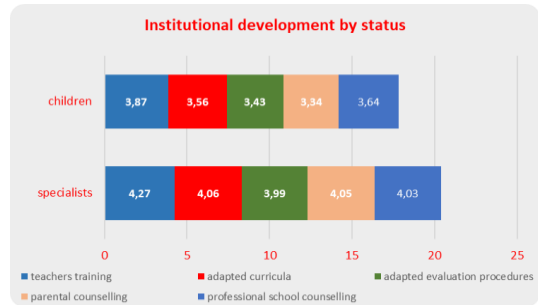
The statistical analysis of data (paired samples t test) confirms a clear hierarchy regarding the most important activities for the institutional development in Romania in order to facilitate the reintegration of the remigrant children:

1. training the teachers;
2. having a professional school counsellor & having an adapted curriculum;
3. having adapted evaluation procedures & having parental counselling.

### 5.8.1. Status influences

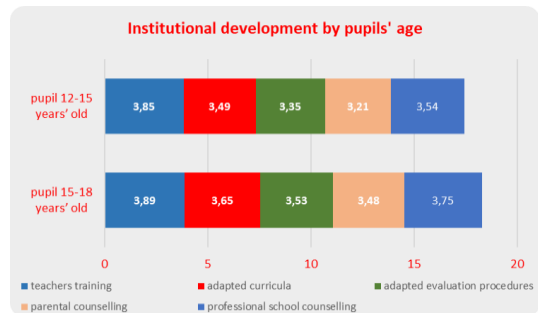
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian children and educational specialists.

The statistical analysis of data (independent samples t test) confirms significant differences between Romanian children and specialist regarding all of the activities: “teachers training” ( $p < 0.001$ ), “adapted curricula” ( $p < 0.001$ ), “adapted evaluation procedures” ( $p < 0.001$ ), “parental counselling” ( $p < 0.001$ ), “professional school counselling” ( $p < 0.001$ ), with Romanian specialists considering all the activities as more important compared with pupils.



### 5.8.1.1. Age influence in pupils' attitude

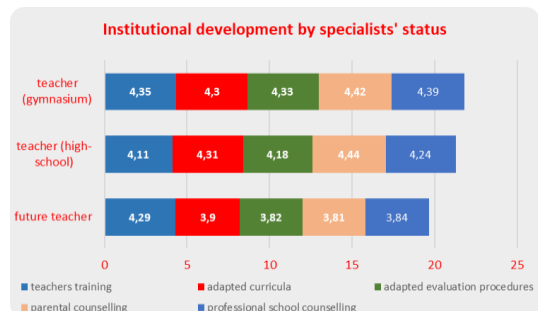
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences for “adapted evaluation procedures” ( $p = 0.036$ ), “parental counselling” ( $p = 0.006$ ) and “professional school counselling” ( $p = 0.038$ ), with Romanian older children making a higher evaluation compared with younger children.

### 5.8.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian gymnasium teachers, highschool teachers and future teachers.



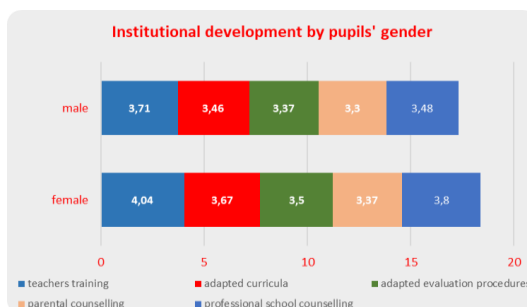
The statistical analysis of data (Oneway Anova) confirms significant effects of Romanian specialists' status on “adapted curricula” ( $p = 0.002$ ), “adapted evaluation procedures” ( $p = 0.001$ ), “parental counselling” ( $p < 0.001$ ) and

“professional school counselling” ( $p=0.001$ ), with Bonferroni multiple comparisons confirming a general tendency of future teachers to evaluate all activities as being less important compared with teachers, especially gymnasium teachers.

## 5.8.2. Gender influences

### 5.8.2.1. Gender influences in pupils’ attitude

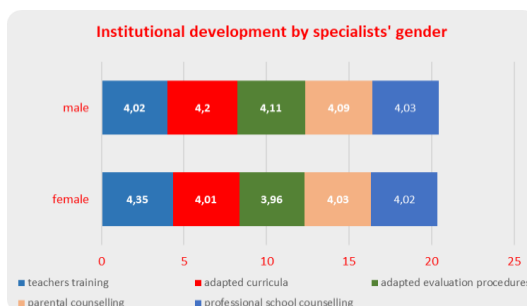
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for 3 of the suggested activities (“teachers training” ( $p=0.001$ ), “adapted curricula” ( $p=0.017$ ) and “professional school counselling” ( $p=0.001$ ), with Romanian girls making higher evaluation compared with Romanian boys.

### 5.8.2.2. Gender influence in specialists’ attitude

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Romanian male and female specialists.

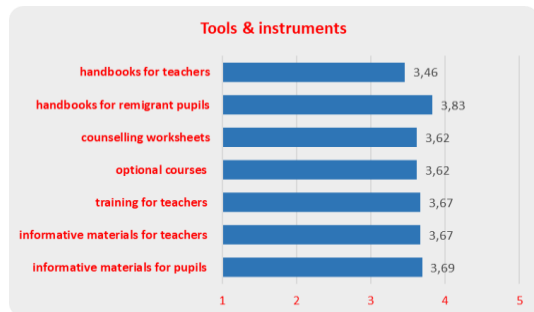


The statistical analysis of data (independent samples t test) confirms significant differences for 1 of the suggested activities: “teachers training” ( $p=0.004$ ), with Romanian female specialists making higher evaluation compared with Romanian male specialists.



## 5.9. Tools and instruments that schools could develop and use to facilitate the reintegration of remigrant children

The following chart presents the evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children (average scores of the Romanian respondents).

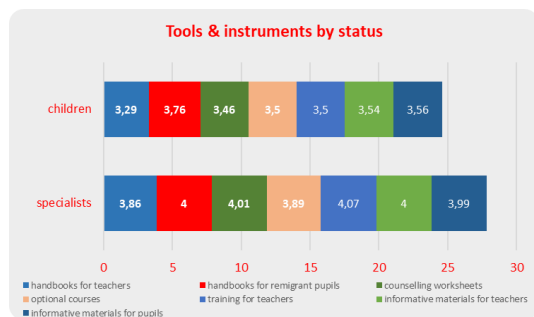


The statistical analysis of data (paired samples t test) confirms a clear hierarchy regarding the most important tools and instruments that Romanian schools could develop and use to facilitate the reintegration of the remigrant children:

1. handbooks for the remigrant pupils;
2. counselling worksheets & optional courses & training for teachers & informative materials for teachers & informative materials for pupils;
3. handbooks for teachers.

### 5.9.1. Status influences

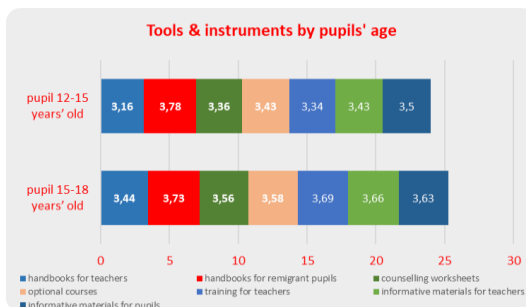
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Romanian children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian children and specialists regarding the evaluation of all the tools and instruments (“handbooks for teachers” ( $p < 0.001$ ), “handbook for remigrant pupils” ( $p = 0.002$ ), “counselling worksheets” ( $p < 0.001$ ), “optional courses” ( $p < 0.001$ ), “training for teachers” ( $p < 0.001$ ), “informative materials for teachers” ( $p < 0.001$ ), “informative materials for pupils” ( $p < 0.001$ ), with the Romanian specialists making higher evaluation compared with the children.

### 5.9.1.1. Age influence in pupils' attitude

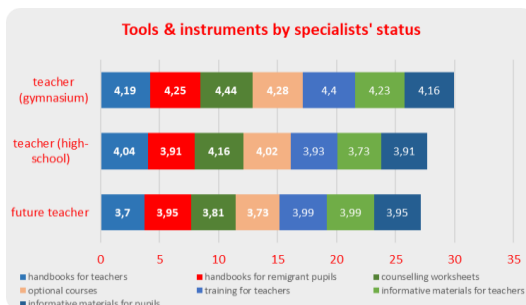
The following chart presents the average evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Romanian pupils 12-15 years old and Romanian pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between Romanian younger and older children regarding the evaluation of 4 of the tools and instruments: “handbooks for teachers” (p=0.006), “counselling worksheets” (p=0.020), “training for teachers” (p<0.001), “informative materials for teachers” (p=0.013), with the Romanian older children making higher evaluation compared with the younger children.

### 5.9.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Romanian gymnasium teachers, highschool teachers and future teachers.

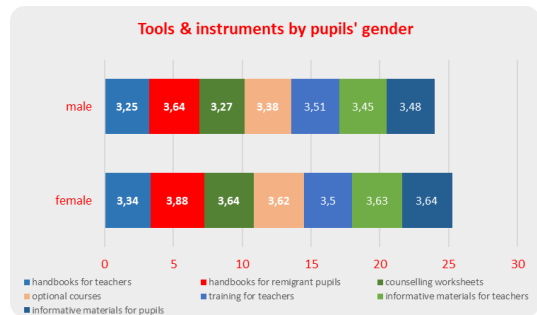


The statistical analysis of data (Oneway Anova) confirms significant effects of Romanian specialists' status on “handbook for teachers” (p=0.002), “counselling worksheets” (p<0.001), “optional courses” (p<0.001), “training for teachers” (p=0.006), with Bonferroni multiple comparisons confirming a general tendency of future teachers to evaluate this tools as being less important compared with gymnasium teachers, and “informative materials for teachers” (p=0.029), with Bonferroni multiple comparisons confirming a tendency of highschool teachers to evaluate this tool as being less important compared with gymnasium teachers.

## 5.9.2. Gender influences

### 5.9.2.1. Gender influences in pupils' attitude

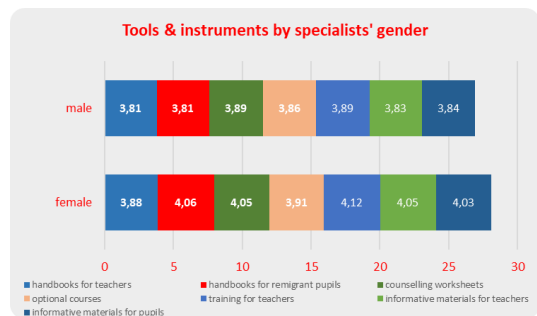
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Romanian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for 4 of the evaluated tools and instruments: “handbooks for remigrant pupils” ( $p=0.009$ ), “counselling worksheets” ( $p<0.001$ ), “optional courses” ( $p=0.006$ ), “informative materials for teachers” ( $p=0.044$ ), with Romanian girls making higher evaluation compared with Romanian boys.

### 5.9.2.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Romanian male and female specialists.



The statistical analysis of data (independent samples t test) unfirms significant differences for any of the evaluated tools and instruments, with Romanian male and female specialists making similar evaluation for each of the tools and instruments.

## **5.10. Research conclusions in Romania**

*The perceived needs of the remigrant children in Romania* are mostly related to the cultural needs, then the psychological and social needs and, at last, the educational needs.

*The psychological and social needs of the remigrant children in Romania* are more obvious for the specialists compared with children, and for the teachers compared with the future teachers.

*The cultural needs of the remigrant children in Romania* are perceived in a similar way by the specialists and the pupils, but are more obvious for the gymnasium teachers compared with future teachers.

*The educational needs of the remigrant children in Romania* are more obvious for the specialists compared with children, and for the teachers compared with the future teachers.

*The perceived effects of the remigration in Romania in terms of educational behaviours* are more related to the immediate and visible effects (limited involvement in extracurricular activities, limited skills and competencies and limited academic performance) compared with the potential long-term effects (skipping classes and eventually quit school).

*In terms of the activities that Romanian schools could implement for facilitating the reintegration of the remigrants*, the most important activities are considered to be the linguistic preparation classes and lastly the integration of the cooperative learning in the didactic methodology.

*The most important activity that Romanian schools could implement for their institutional development* is the training of the teachers.

*In terms of the instruments that Romanian schools could develop and implement to facilitate the reintegration of the remigrants*, the most important tool is considered to be the handbooks for the remigrant pupils.

## CHAPTER 6

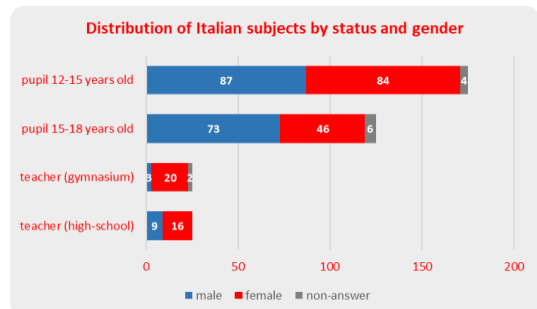
### Research results in Italy

#### 6.1. Subjects

The following chart presents the number of the Italian subjects for each category of respondents defined by status and gender.

As the chart shows, the number of boys and girls is more or less similar in the pupils population,

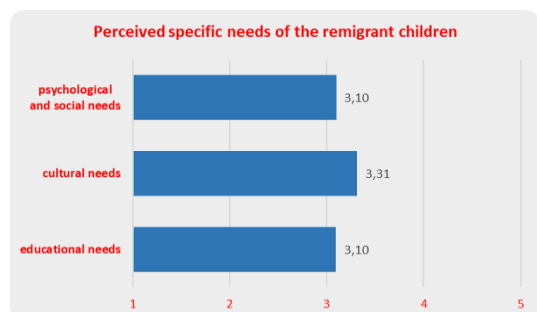
while in the specialist population the number of females is much higher than the number of males (as teachers are mostly females); still, the total number of male respondents in the specialists population is high enough to make comparisons possible.



#### 6.2. Perceived specific needs of the remigrant children

The following chart presents the average evaluations of the psychological, cultural and educational needs of the remigrant children, as perceived by all the Italian subjects (irrespective of status and gender).

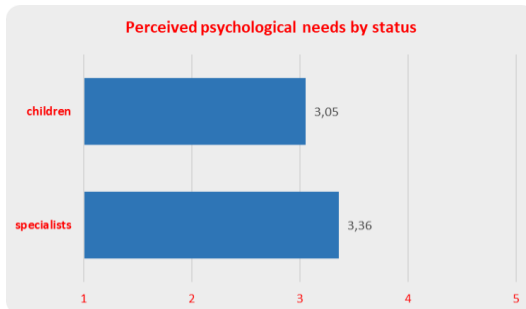
The statistical analysis of data (paired samples t test) confirms significant differences between the scores on cultural needs and psychological needs ( $p < 0.001$ ), cultural needs and educational needs ( $p < 0.001$ ).



### 6.3. Psychological and social needs of the remigrant children

#### 6.3.1. Status influences

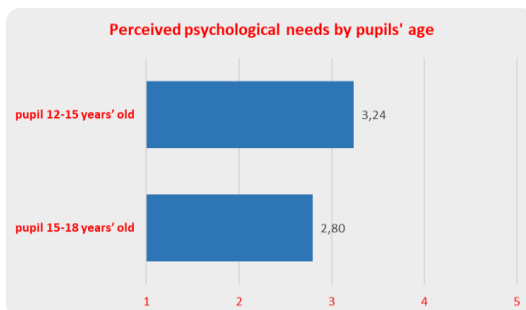
The following chart presents the psychological needs of the remigrant pupils, as perceived by Italian children and specialists (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Italian children and specialists ( $p=0.002$ ), with specialists having a higher evaluation of the psychological needs of the remigrant pupils.

##### 6.3.1.1. Age influence in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Italian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Italian younger and older pupils ( $p<0.001$ ), with younger pupils having a higher evaluation of the psychological needs of the remigrant pupils.

##### 6.3.1.2. Status influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Italian gymnasium teachers and highschool teachers.

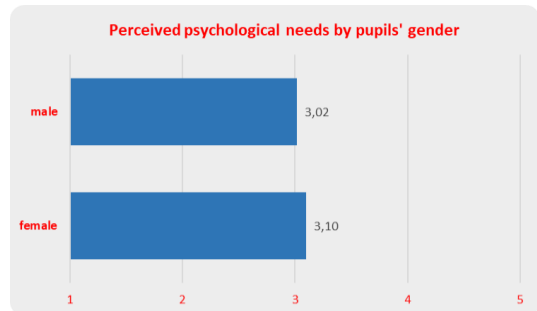


The statistical analysis of data (independent samples t test) unfirms a significant influence of the Italian specialists' status on the perception of the psychological needs of the remigrant pupils ( $p=0.197$ ), gymnasium teachers and highschool teachers having similar perceptions of the psychological needs of the remigrants.

### 6.3.2. Gender influences

#### 6.3.2.1. Gender influences in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Italian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences

between the perception of the Italian male and female children ( $p=0.275$ ), with male and female children having similar evaluations of the psychological needs of the remigrant pupils.

#### 6.3.2.2. Gender influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Italian male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences

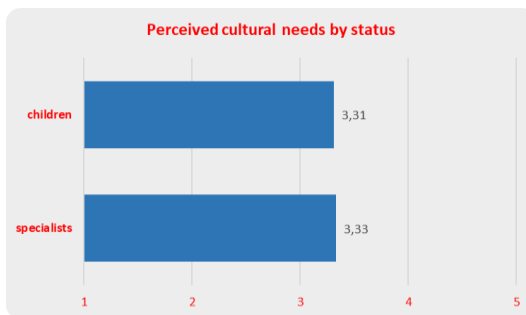
between the perception of the Italian male and female specialists ( $p=0.725$ ), with male and female specialist having similar evaluations of the psychological needs of the remigrant pupils.

## 6.4. Cultural needs of the remigrant children

### 6.4.1. Status influences

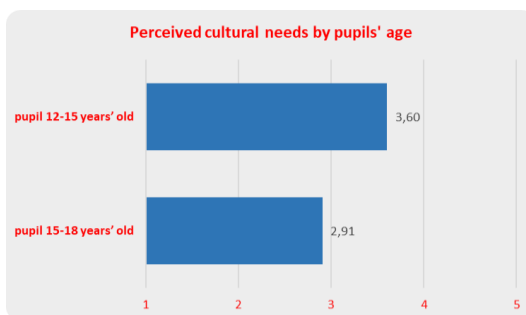
The following chart presents the cultural needs of the remigrant pupils, as perceived by Italian children and specialists (average scores).

The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of Italian children and specialists ( $p=0.882$ ), with children and specialists having similar perceptions of the cultural needs of the remigrant pupils.



#### 6.4.1.1. Age influence in pupils' attitude

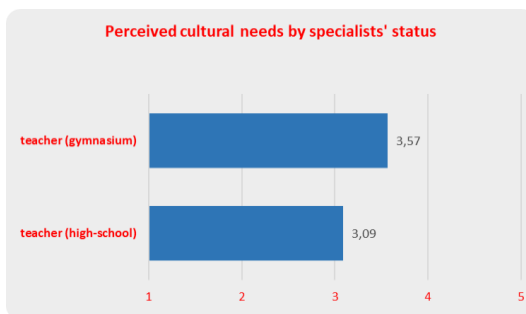
The following chart presents the cultural needs of the remigrant pupils, as perceived by Italian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Italian younger and older pupils ( $p<0.001$ ), with younger pupils having a higher evaluation of the cultural needs of the remigrant pupils.

#### 6.4.1.2. Status influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by Italian gymnasium teachers and highschool teachers.



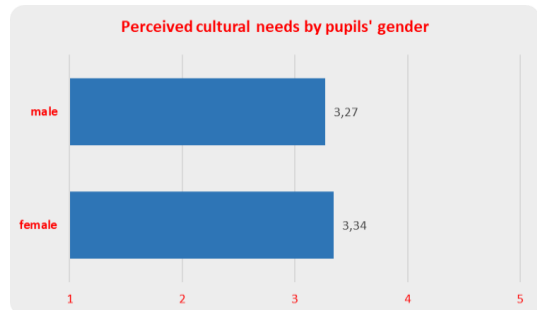
The statistical analysis of data (independent samples t test) confirms a significant influence of the Italian specialists' status on the perception of the cultural needs of the remigrant pupils ( $p=0.002$ ), with gymnasium teachers having a higher evaluation of the cultural needs of the remigrants.



## 6.4.2. Gender influences

### 6.4.2.1. Gender influences in pupils' attitude

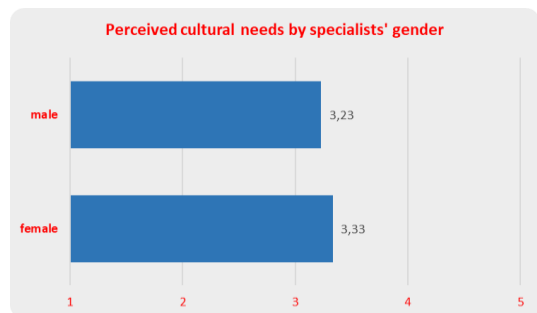
The following chart presents the cultural needs of the remigrant pupils, as perceived by Italian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Italian male and female children ( $p=0.433$ ), with male and female children having similar evaluations of the cultural needs of the remigrant pupils.

### 6.4.2.2. Gender influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by Italian male and female specialists (average scores).



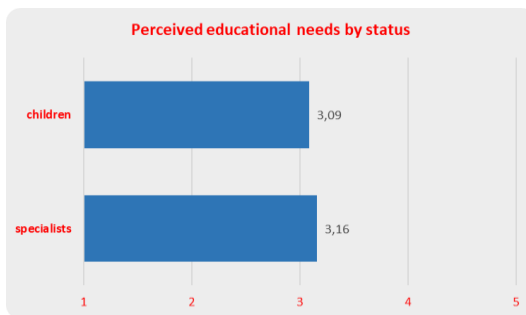
The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Italian male and female specialists ( $p=0.584$ ), with male and female specialist having similar evaluations of the cultural needs of the remigrant pupils.

## 6.5. Educational needs of the remigrant children

### 6.5.1. Status influences

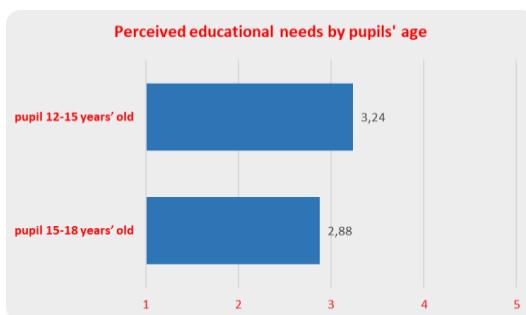
The following chart presents the educational needs of the remigrant pupils, as perceived by Italian children and specialists (average scores).

The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of Italian children and specialists ( $p=0.464$ ), with pupils and specialists having similar evaluations of the educational needs of the remigrant pupils.



### 6.5.1.1. Age influence in pupils' attitude

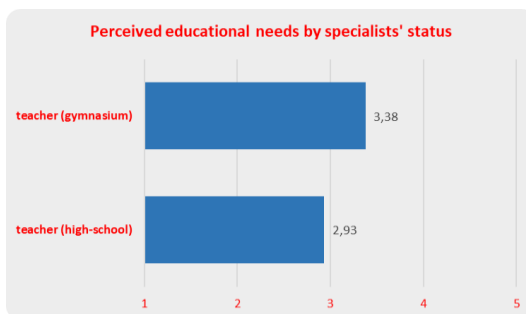
The following chart presents the educational needs of the remigrant pupils, as perceived by Italian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Italian younger and older pupils ( $p<0.001$ ), with younger pupils having a higher evaluation of the educational needs of the remigrant pupils.

### 6.5.1.2. Status influence in specialists' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by Italian gymnasium teachers and highschool teachers.

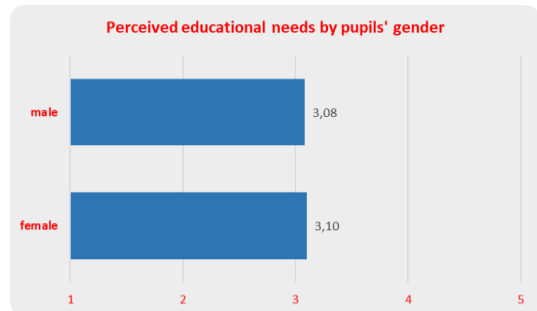


The statistical analysis of data (independent samples t test) confirms a significant influence of the Italian specialists' status on the perception of the educational needs of the remigrant pupils ( $p=0.004$ ), with gymnasium teachers having a higher evaluation of the educational needs of the remigrants.

## 6.5.2. Gender influences

### 6.5.2.1. Gender influences in pupils' attitude

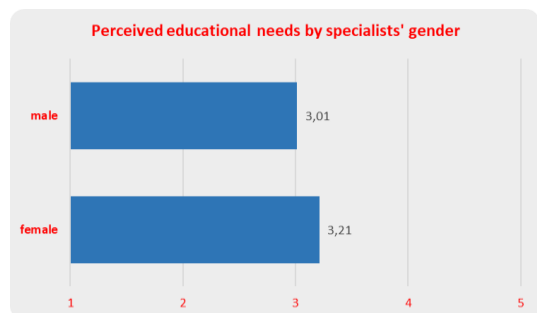
The following chart presents the educational needs of the remigrant pupils, as perceived by Italian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Italian male and female children ( $p=0.806$ ), with male and female children having similar evaluations of the educational needs of the remigrant pupils.

### 6.5.2.2. Gender influence in specialists' attitude

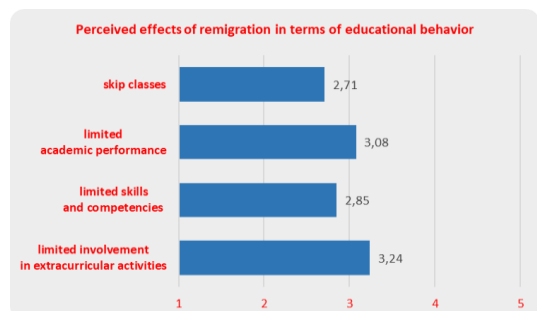
The following chart presents the educational needs of the remigrant pupils, as perceived by Italian male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Italian male and female specialists ( $p=0.307$ ), with male and female specialist having similar evaluations of the educational needs of the remigrant pupils.

## 6.6. Perceived effects of remigration in terms of educational behaviour

The following chart presents the perceived effects of remigration in terms of educational behaviour of the remigrant pupils (average scores of the Italian respondents).

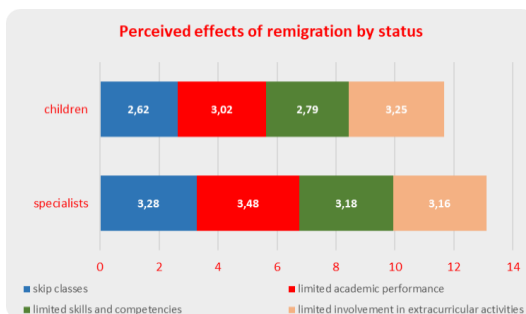


The statistical analysis of data (paired samples t test) confirms significant differences between the

evaluation of those specific effects by the Italian participants, with “skipping classes” being perceived as less relevant compared with “limited academic performance” ( $p < 0.001$ ) and “limited involvement in extracurricular activities” ( $p < 0.001$ ), but also “limited skills and competencies” being perceived as less relevant compared with “limited academic performance” ( $p = 0.001$ ) and “limited involvement in extracurricular activities” ( $p = 0.001$ ).

### 6.6.1. Status influences

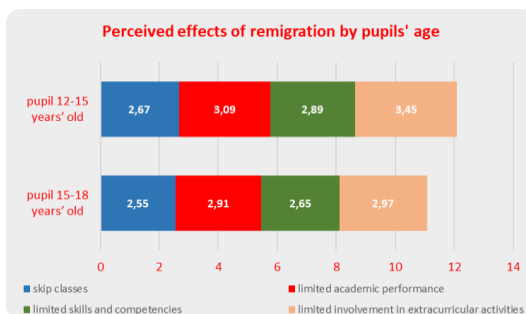
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Italian children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Italian children and specialist regarding 3 of the potential effects: “skipping classes” ( $p < 0.001$ ), “limited academic performance” ( $p = 0.005$ ) and “limited skills and competencies” ( $p = 0.018$ ), with specialists evaluating those effects as being more plausible compared with children.

#### 6.6.1.1. Age influence in pupils’ attitude

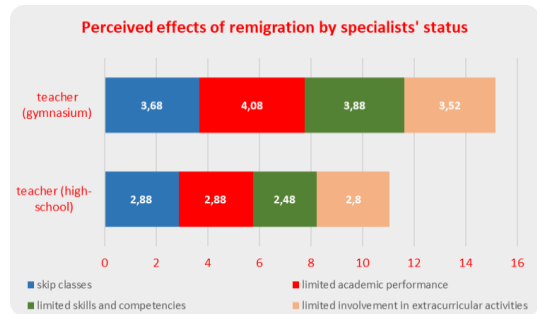
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Italian pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between Italian older and younger children regarding 1 of the perceived educational behaviours of remigrants: “limited involvement in extracurricular activities” ( $p = 0.001$ ), with younger children evaluating this behaviour as being more plausible compared with older children.

### 6.6.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Italian gymnasium teachers and highschool teachers.

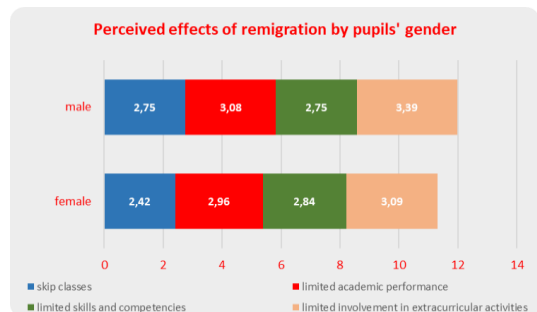


The statistical analysis of data (independent samples t test) confirms significant effects of Italian specialists' status on „skipping classes” ( $p=0.006$ ), „limited academic performance” ( $p<0.001$ ), „limited skills and competencies” ( $p<0.001$ ) and „limited involvement in extracurricular activities” ( $p=0.016$ ), with gymnasium teachers evaluating this behaviours as being more plausible compared with highschool teachers.

## 6.6.2. Gender influences

### 6.6.2.1. Gender influences in pupils' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Italian male and female children.

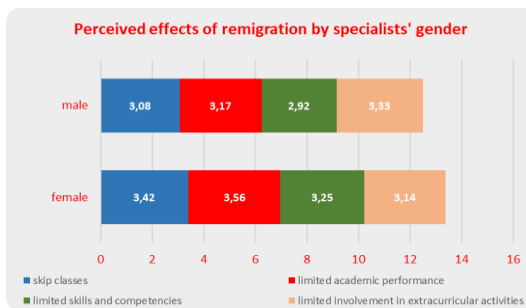


The statistical analysis of data (independent samples t test) confirms significant differences between Italian male and female children on 2 of the analysed effects: „skipping classes” ( $p=0.013$ ) and „limited involvement in extracurricular activities” ( $p=0.043$ ), with boys evaluating these behaviours as being more plausible compared with girls.

### 6.6.2.2. Gender influence in specialists' attitude

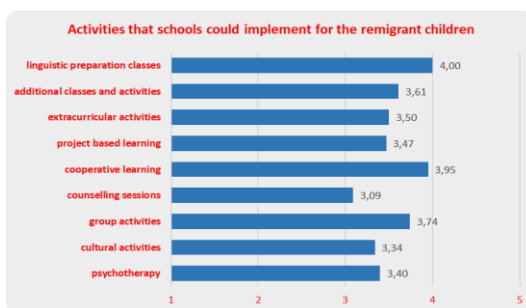
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Italian male and female educational specialists.

The statistical analysis of data (independent samples t test) unfirm significant differences between Italian male and female specialists on any of the analysed behaviours.



## 6.7. Activities that schools could implement for remigrant children

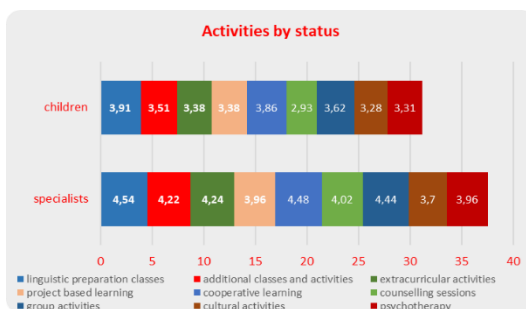
The following chart presents the activities that schools could implement for remigrant children (average scores of Italian respondents).



The statistical analysis of data (paired samples t test) shows that the Italian respondents consider as most important the “linguistic preparation classes” and “cooperative learning”, and lastly “group activities”.

### 6.7.1. Status influences

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian children and educational specialists.

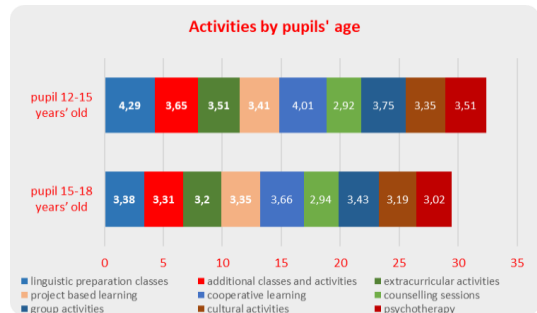


The statistical analysis of data (independent samples t test) confirms significant differences between Italian children and specialist regarding all of the activities suggested for facilitating the reintegration of remigrant pupils: “linguistic preparation classes” (p=0.001), “additional classes and activities” (p<0.001), “extracurricular activities” (p<0.001), “project based learning” (p<0.001), “cooperative learning” (p<0.001), “counselling sessions” (p<0.001), “group activities” (p<0.001), “cultural activities” (p=0.018), “psychotherapy” (p=0.001),

with specialists considering those activities as more important compared with the children.

### 6.7.1.1. Age influence in pupils' attitude

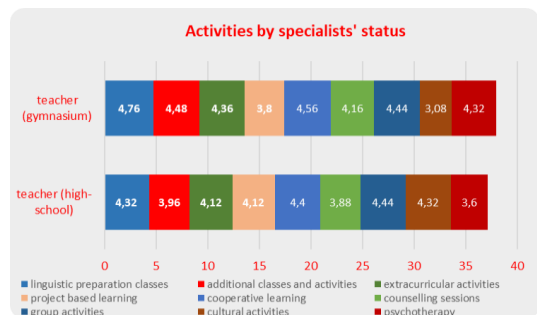
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between Italian pupils 12-15 years old and Italian pupils 15-18 years old regarding 6 of the suggested activities: „linguistic preparation classes” ( $p < 0.001$ ), „additional classes and activities” ( $p = 0.005$ ), „extracurricular activities” ( $p = 0.016$ ), „cooperative learning” ( $p = 0.004$ ), „group activities” ( $p = 0.007$ ) and „psychotherapy” ( $p = 0.002$ ), with younger pupils considering those activities as being more important compared with older pupils.

### 6.7.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Italian gymnasium teachers and highschool teachers.

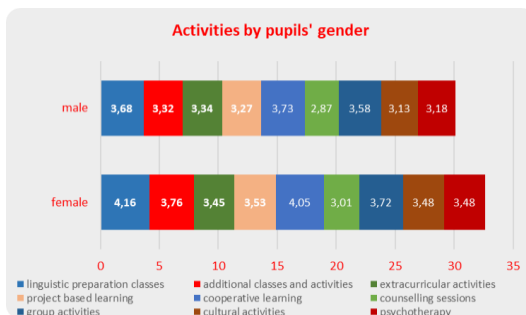


The statistical analysis of data (independent samples t test) confirms significant differences between Italian gymnasium teachers and Italian highschool teachers regarding 4 of the suggested activities: „linguistic preparation classes” ( $p = 0.047$ ), „additional classes and activities” ( $p = 0.011$ ) and „psychotherapy” ( $p = 0.018$ ) (with gymnasium teachers considering those activities as being more important compared with highschool teachers), and „cultural activities” ( $p < 0.001$ ), with highschool teachers considering this activity as more important compared with gymnasium teachers.

### 6.7.2. Gender influences

#### 6.7.2.1. Gender influences in pupils' attitude

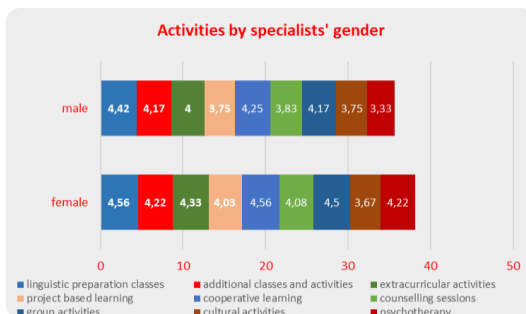
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Italian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences between Italian boys and girls for almost all the suggested activities: “linguistic preparation classes” ( $p=0.001$ ), “additional classes and activities” ( $p<0.001$ ), “project based learning” ( $p=0.040$ ), “cooperative learning” ( $p=0.011$ ), “cultural activities” ( $p=0.010$ ), with girls considering all the activities as more important compared with boys.

#### 6.7.2.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Italian male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences only for “psychotherapy” ( $p=0.013$ ), with Italian female specialists considering this activity as more important compared with Italian male specialists.

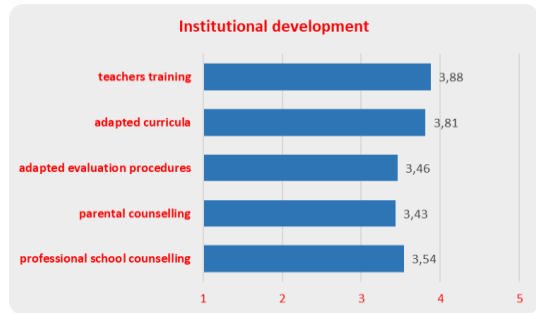
### 6.8. Activities that schools could implement for institutional development to facilitate the reintegration of remigrant children

The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children (average scores of the Italian respondents).



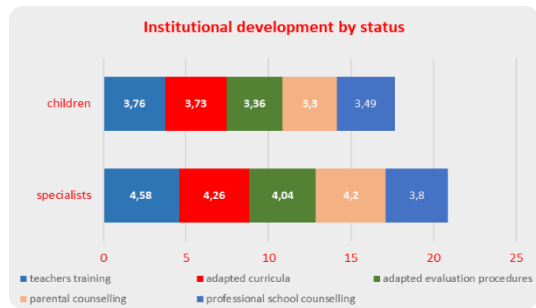
The statistical analysis of data (paired samples t test) confirms a clear hierarchy regarding the most important activities for the institutional development in Italy in order to facilitate the reintegration of the remigrant children:

1. training the teachers & having an adapted curriculum;
2. having a professional school counsellor & having adapted evaluation procedures & having parental counselling.



### 6.8.1. Status influences

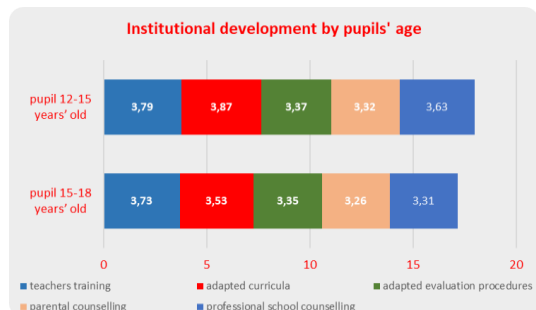
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Italian children and specialist regarding almost all of the activities: “teachers training” ( $p < 0.001$ ), “adapted curricula” ( $p = 0.001$ ), “adapted evaluation procedures” ( $p < 0.001$ ), “parental counselling” ( $p < 0.001$ ), with Italian specialists considering all the activities as more important compared with pupils.

#### 6.8.1.1. Age influence in pupils' attitude

The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian pupils 12-15 years old and pupils 15-18 years old.

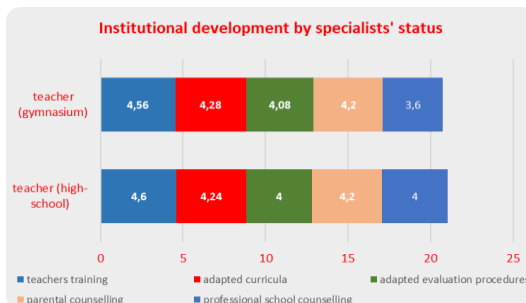


The statistical analysis of data (independent samples t test) confirms significant differences for “adapted

curricula” ( $p=0.011$ ) and “professional school counselling” ( $p=0.026$ ), with Italian younger children making a higher evaluation compared with older children.

### 6.8.1.2. Status influence in specialists’ attitude

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian gymnasium teachers and highschool teachers.



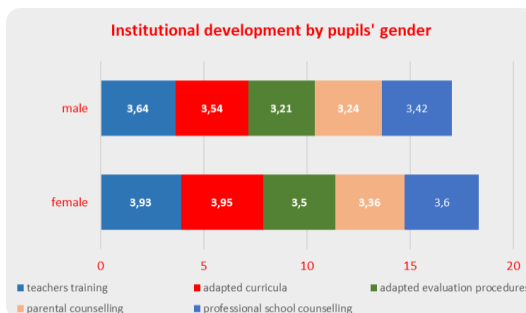
The statistical analysis of data (independent samples t test) unfirms significant differences between Italian gymnasium teachers and Italian highschool teachers regarding any of the suggested activities, with highschool teachers and gymnasium teachers evaluating in a similar way each of the activities.

## 6.8.2. Gender influences

### 6.8.2.1. Gender influences in pupils’ attitude

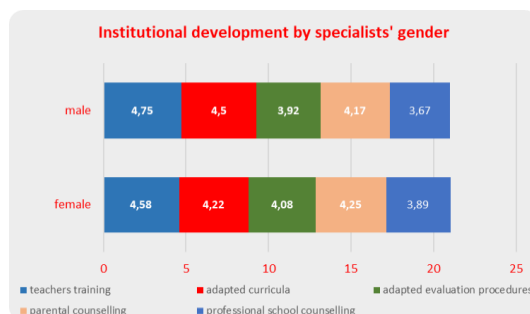
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian male and female children.

The statistical analysis of data (independent samples t test) confirms significant differences for 2 of the suggested activities: “adapted curricula” ( $p=0.002$ ) and “adapted evaluation procedures” ( $p=0.037$ ) with Italian girls making higher evaluation compared with Italian boys.



### 6.8.2.2. Gender influence in specialists' attitude

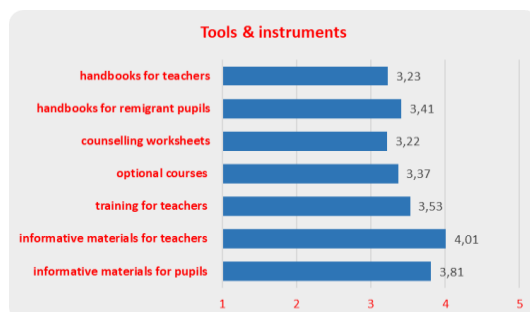
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Italian male and female specialists.



The statistical analysis of data (independent samples t test) unfirm significant differences on any of the analysed dimensions, with Italian male and female specialists making similar evaluations.

## 6.9. Tools and instruments that schools could develop and use to facilitate the reintegration of remigrant children

The following chart presents the evaluation of the tools and instruments that schools could develop to facilitate the reintegration of the remigrant children (average scores of the Italian respondents).

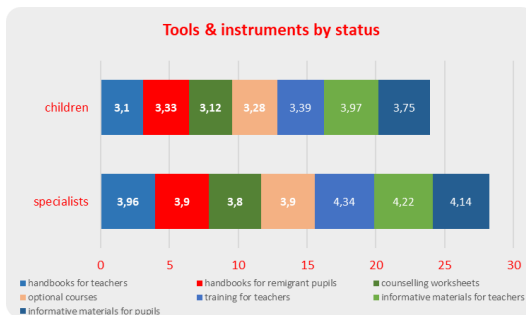


The statistical analysis of data (paired samples t test) confirms a clear hierarchy regarding the most important instruments that Italian schools could develop and use:

1. informative materials for teachers;
2. informative materials for pupils;
3. training for teachers & handbooks for the remigrant pupils;
4. counselling worksheets & optional courses & handbooks for teachers.

### 6.9.1. Status influences

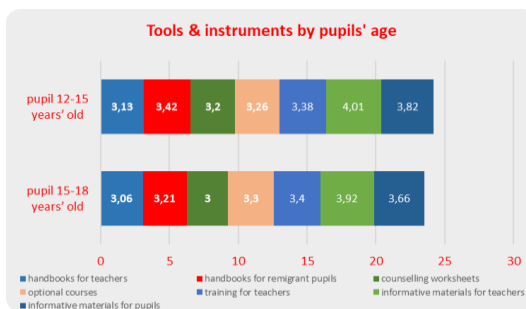
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Italian children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Italian children and specialists regarding the evaluation of almost all the tools and instruments (“handbooks for teachers” ( $p < 0.001$ ), “handbook for remigrant pupils” ( $p = 0.003$ ), “counselling worksheets” ( $p < 0.001$ ), “optional courses” ( $p < 0.001$ ), “training for teachers” ( $p < 0.001$ ) and “informative materials for pupils” ( $p < 0.022$ ), with the Italian specialists making higher evaluation compared with the children.

#### 6.9.1.1. Age influence in pupils’ attitude

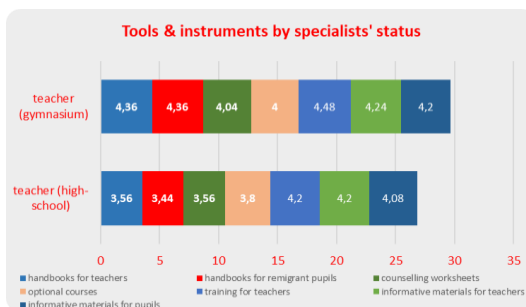
The following chart presents the average evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Italian pupils 12-15 years old and 15-18 years old.



The statistical analysis of data (independent samples t test) unfirmes significant differences between Italian younger and older children regarding the evaluation of any of the tools and instruments, with the Italian older children and younger children making similar evaluation of each of the tools and instruments.

#### 6.9.1.2. Status influence in specialists’ attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Italian gymnasium teachers and highschool teachers.

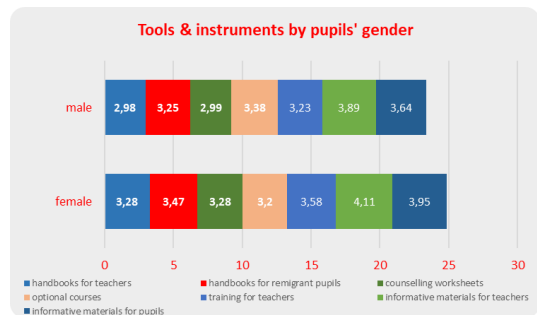


The statistical analysis of data (independent samples t test) confirms significant differences between Italian gymnasium teachers and Italian highschool teachers regarding 2 of the evaluated tools and instruments: „handbooks for teachers” ( $p=0.021$ ) and „handbooks for remigrant pupils” ( $p=0.005$ ), with gymnasium teachers making higher evaluations compared with highschool teachers.

## 6.9.2. Gender influences

### 6.9.2.1. Gender influences in pupils' attitude

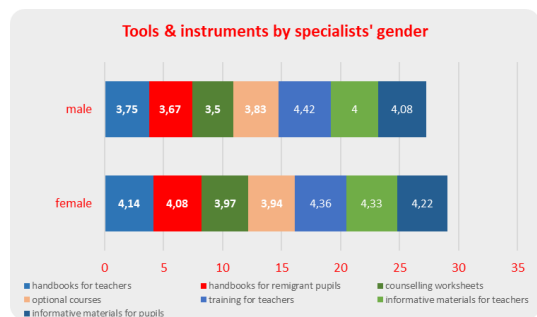
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Italian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for 3 of the evaluated tools and instruments: “counselling worksheets” ( $p=0.037$ ), “training for teachers” ( $p=0.011$ ), “informative materials for pupils” ( $p=0.022$ ), with Italian girls making higher evaluation compared with Italian boys.

### 6.9.2.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Italian male and female specialists.



The statistical analysis of data (independent samples t test) unfirm significant differences for any of the evaluated tools and instruments, with Italian male and female specialists making similar evaluation for each of the tools and instruments.

## **6.10. Research conclusions in Italy**

*The perceived needs of the remigrant children in Italy* are mostly related to the cultural needs, then the psychological and social needs and, at last, the educational needs.

*The psychological and social needs of the remigrant children in Italy* are more obvious for the teachers compared with native children (without differences between gymnasium and highschool teachers).

*The cultural needs of the remigrant children in Italy* are perceived in a similar way by the teachers and native pupils, but are more obvious for gymnasium teachers compared with highschool teachers.

*The educational needs of the remigrant children in Italy* are perceived in a similar way by the teachers and native pupils, but are more obvious for gymnasium teachers compared with highschool teachers.

*The perceived effects of the remigration in Italy in terms of educational behaviours* are more related limited involvement in extracurricular activities and limited academic performance compared with skipping classes and limited skills and competencies.

*In terms of the activities that Italian schools could implement for facilitating the reintegration of the remigrants*, the most important activities are considered to be the linguistic preparation classes and lastly the integration of the cooperative learning in the didactic methodology.

*The most important activity that Italian schools could implement for their institutional development* are the trainings for the teachers and the development of an adapted curriculum.

*In terms of the instruments that Italian schools could develop and implement to facilitate the reintegration of the remigrants*, the most important tools are considered to be informative materials for teachers and informative materials for pupils.

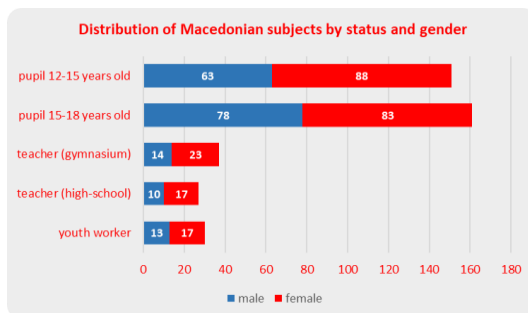
## CHAPTER 7

# Research results in North Macedonia

### 7.1. Subjects

The following chart presents the number of the North Macedonian subjects for each category of respondents defined by status and gender.

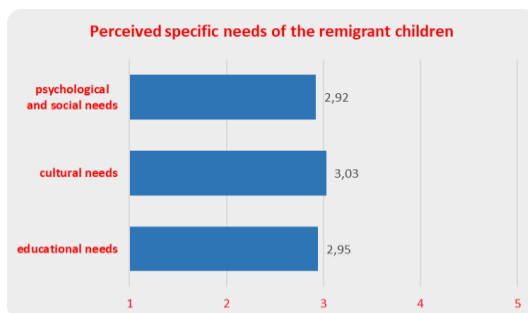
As the chart shows, the number of boys and girls is more or less similar in the pupils population, while in the specialist population the number of females is much higher than the number of males (as teachers and youth-workers are mostly females); still, the total number of male respondents in the specialists population is high enough to make comparisons possible.



### 7.2. Perceived specific needs of the remigrant children

The following chart presents the average evaluations of the psychological, cultural and educational needs of the remigrant children, as perceived by all the North Macedonian subjects (irrespective of status and gender).

The statistical analysis of data (paired samples t test) confirms significant differences between the scores on

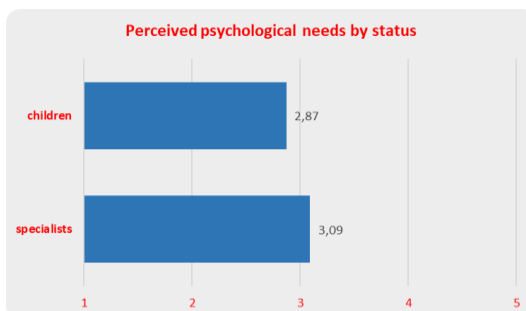


cultural needs and psychological needs ( $p=0.004$ ) cultural needs and educational needs ( $p=0.018$ ).

### 7.3. Psychological and social needs of the remigrant children

#### 7.3.1. Status influences

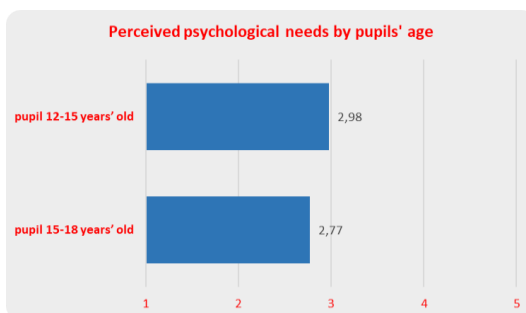
The following chart presents the psychological needs of the remigrant pupils, as perceived by North Macedonian children and specialists (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of North Macedonian children and specialists ( $p=0.005$ ), with specialists having a higher evaluation of the psychological needs of the remigrant pupils.

##### 7.3.1.1. Age influence in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by North Macedonian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of North Macedonian younger and older pupils ( $p<0.001$ ), with younger pupils having a higher evaluation of the psychological needs of the remigrant pupils.

##### 7.3.1.2. Status influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by North Macedonian gymnasium teachers, highschool teachers and youth workers.



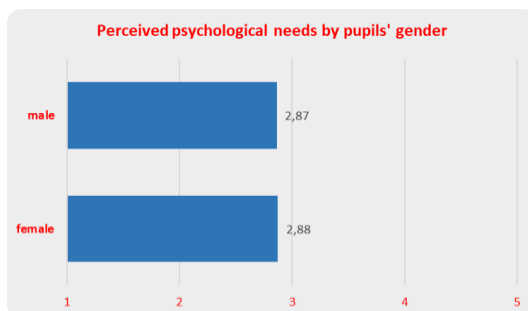
The statistical analysis of data (Oneway Anova) confirms a significant influence of the North Macedonian specialists' status on the perception of the psychological needs of the remigrant pupils ( $p < 0.001$ ), with Bonferroni multiple comparisons confirming a higher evaluation made by the youth workers compared with gymnasium teachers (adjusted  $p = 0.033$ ) and compared with highschool teachers (adjusted  $p < 0.001$ ).



### 7.3.2. Gender influences

#### 7.3.2.1. Gender influences in pupils' attitude

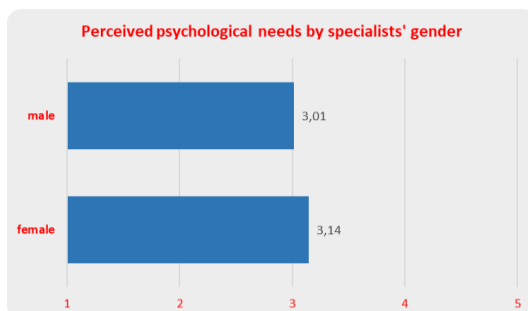
The following chart presents the psychological needs of the remigrant pupils, as perceived by North Macedonian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the North Macedonian male and female children ( $p = 0.899$ ), with male and female children having similar evaluations of the psychological needs of the remigrant pupils.

#### 7.3.2.2. Gender influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by North Macedonian male and female specialists (average scores).

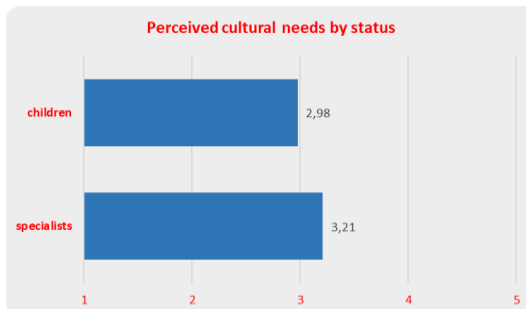


The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the North Macedonian male and female specialists ( $p = 0.423$ ), with male and female specialist having similar evaluations of the psychological needs of the remigrant pupils.

## 7.4. Cultural needs of the remigrant children

### 7.4.1. Status influences

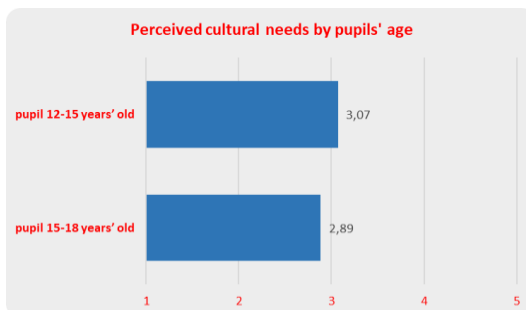
The following chart presents the cultural needs of the remigrant pupils, as perceived by North Macedonian children and specialists (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of North Macedonian children and specialists ( $p=0.003$ ), with specialists having a higher evaluation of the cultural needs of the remigrant pupils.

#### 7.4.1.1. Age influence in pupils' attitude

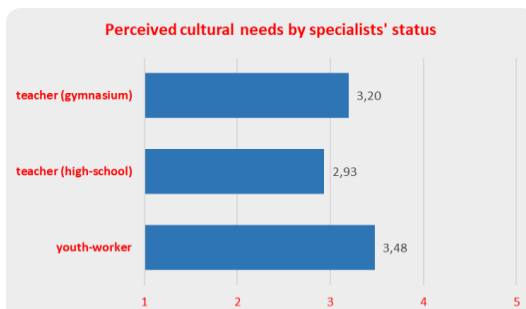
The following chart presents the cultural needs of the remigrant pupils, as perceived by North Macedonian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of North Macedonian younger and older pupils ( $p=0.011$ ), with younger pupils having a higher evaluation of the cultural needs of the remigrant pupils.

#### 7.4.1.2. Status influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by North Macedonian gymnasium teachers, highschool teachers and youth workers.



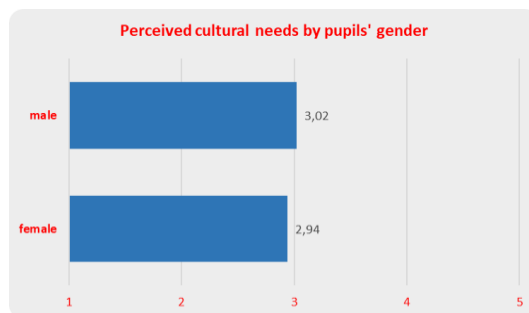
The statistical analysis of data (Oneway Anova) confirms a significant influence of the North Macedonian specialists' status on the perception of the cultural needs of the remigrant pupils ( $p<0.001$ ), with Bonferroni multiple

comparisons confirming a higher evaluation made by the youth workers compared with highschool teachers (adjusted  $p=0.030$ ).

## 7.4.2. Gender influences

### 7.4.2.1. Gender influences in pupils' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by North Macedonian male and female children (average scores).

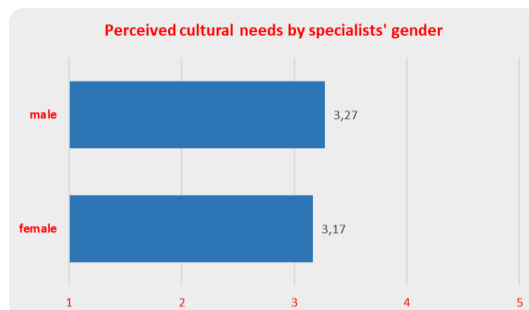


The statistical analysis of data (independent samples t test) unfirms significant differences

between the perception of the North Macedonian male and female children ( $p=0.288$ ), with male and female children having similar evaluations of the cultural needs of the remigrant pupils.

### 7.4.2.2. Gender influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by North Macedonian male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences

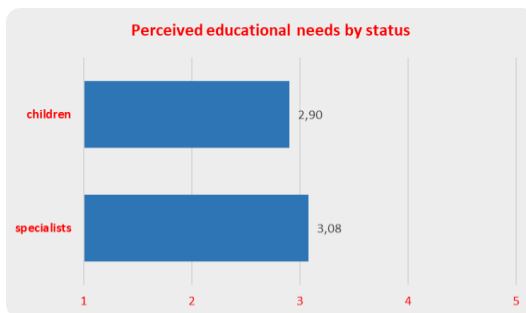
between the perception of the North Macedonian male and female specialists ( $p=0.448$ ), with male and female specialist having similar evaluations of the cultural needs of the remigrant pupils.

## 7.5. Educational needs of the remigrant children

### 7.5.1. Status influences

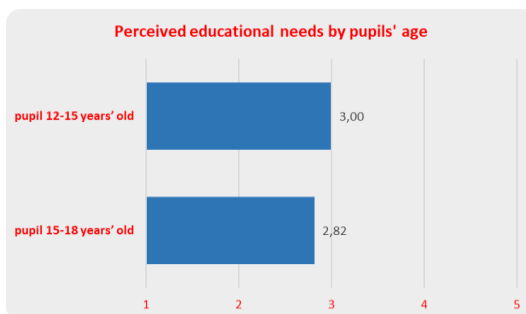
The following chart presents the educational needs of the remigrant pupils, as perceived by North Macedonian children and specialists (average scores).

The statistical analysis of data (independent samples t test) confirms significant differences between the perception of North Macedonian children and specialists ( $p=0.017$ ), with specialists having a higher evaluation of the educational needs of the remigrant pupils.



### 7.5.1.1. Age influence in pupils' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by North Macedonian children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of North Macedonian younger and older pupils ( $p=0.011$ ), with older pupils having a higher evaluation of the educational needs of the remigrant pupils.

### 7.5.1.2. Status influence in specialists' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by North Macedonian gymnasium teachers, highschool teachers and youth workers.

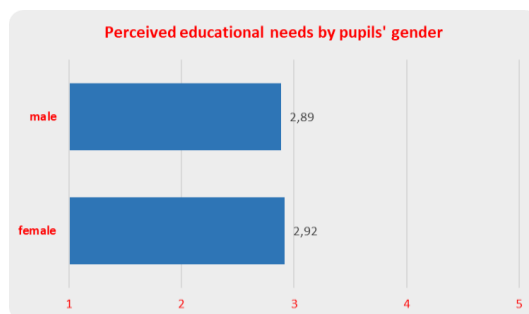


The statistical analysis of data (Oneway Anova) confirms a significant influence of the North Macedonian specialists' status on the perception of the educational needs of the remigrant pupils ( $p=0.025$ ), with Bonferroni multiple comparisons confirming a higher evaluation made by the youth workers compared with highschool teachers (adjusted  $p=0.046$ ).

## 7.5.2. Gender influences

### 7.5.2.1. Gender influences in pupils' attitude

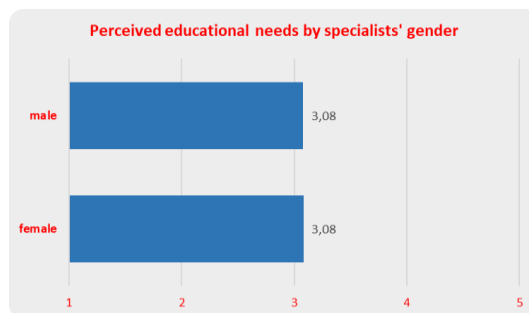
The following chart presents the educational needs of the remigrant pupils, as perceived by North Macedonian male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the North Macedonian male and female children ( $p=0.667$ ), with male and female children having similar evaluations of the educational needs of the remigrant pupils.

### 7.5.2.2. Gender influence in specialists' attitude

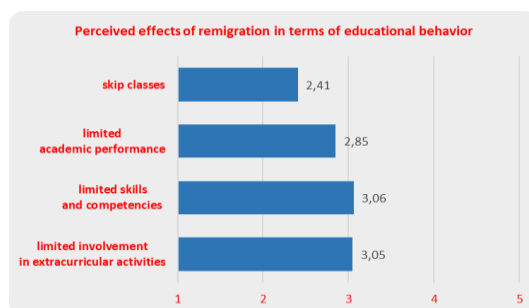
The following chart presents the educational needs of the remigrant pupils, as perceived by North Macedonian male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the North Macedonian male and female specialists ( $p=0.994$ ), with male and female specialist having similar evaluations of the psychological needs of the remigrant pupils.

## 7.6. Perceived effects of remigration in terms of educational behaviour

The following chart presents the perceived effects of remigration in terms of educational behaviour of the remigrant pupils (average scores of the North Macedonian respondents).

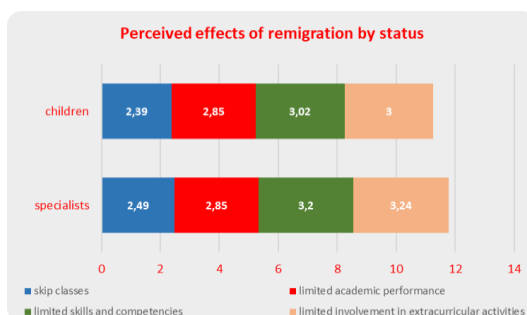


The statistical analysis of data (paired samples t test) confirms

significant differences between the evaluation of those specific effects by the North Macedonian participants, with “skipping classes” being perceived as less relevant compared with “limited academic performance” ( $p < 0.001$ ), “limited skills and competencies” ( $p < 0.001$ ) and “limited involvement in extracurricular activities” ( $p < 0.001$ ), but also “limited academic performance” being perceived as less relevant compared with “limited skills and competencies” ( $p = 0.001$ ) and “limited involvement in extracurricular activities” ( $p = 0.001$ ).

### 7.6.1. Status influences

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for North Macedonian children and educational specialists.

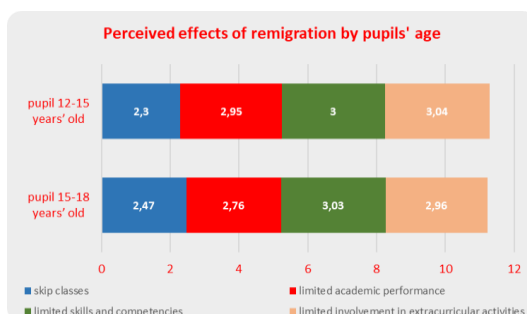


The statistical analysis of data (independent samples t test)

unfirms significant differences between North Macedonian younger and older children regarding any of the perceived educational behaviours of remigrants, with younger and older children evaluating those behaviours in a similar way.

#### 7.6.1.1. Age influence in pupils' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for North Macedonian pupils 12-15 years old and pupils 15-18 years old.



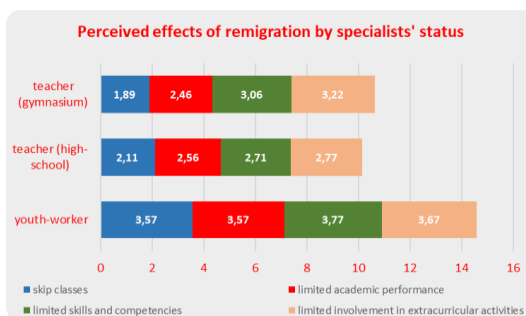
The statistical analysis of data (independent samples t test)

unfirms significant differences between North Macedonian younger and older children regarding any of the perceived educational behaviours of remigrants, with younger and older children evaluating those behaviours in a similar way.

#### 7.6.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for North Macedonian gymnasium teachers, highschool teachers and youth workers.

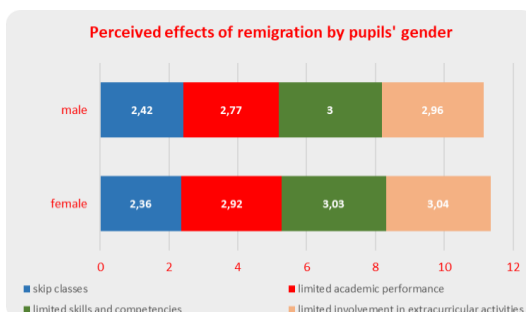
The statistical analysis of data (Oneway Anova) confirms significant effects of North Macedonian specialists' status on „skipping classes” ( $p < 0.001$ ), „limited academic performance” ( $p < 0.001$ ), „limited skills and competencies” ( $p < 0.001$ ) and „limited involvement in extracurricular activities” ( $p = 0.011$ ). Bonferroni multiple comparisons confirms a general tendency of youth workers to evaluate all the potential effects as being more plausible compared with teachers.



## 7.6.2. Gender influences

### 7.6.2.1. Gender influences in pupils' attitude

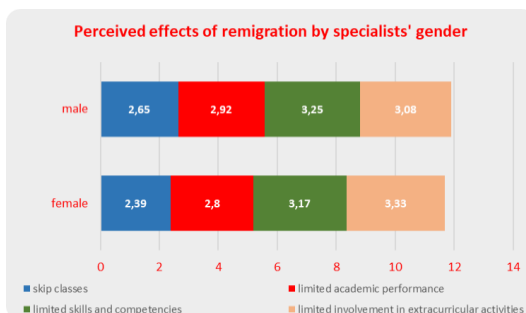
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for North Macedonian male and female children.



The statistical analysis of data (independent samples t test) unfirm significant differences between North Macedonian male and female children on any of the analysed effects.

### 7.6.2.2. Gender influence in specialists' attitude

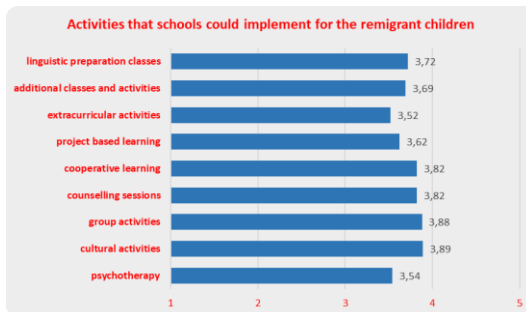
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for North Macedonian male and female educational specialists.



The statistical analysis of data (independent samples t test) unfirm significant differences between North Macedonian male and female specialists on any of the analysed behaviours.

## 7.7. Activities that schools could implement for remigrant children

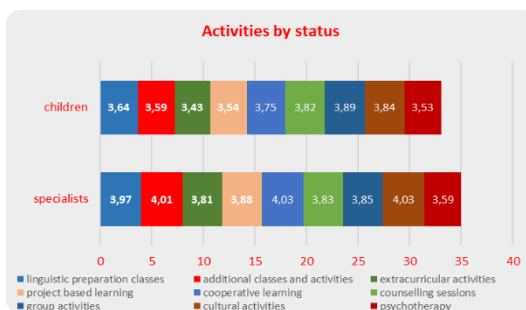
The following chart presents the activities that schools could implement for the remigrant children (average scores of North Macedonian respondents).



The statistical analysis of data (paired samples t test) shows that the North Macedonian respondents consider a group of 4 activities as being the most important: “cultural activities”, “group activities”, “cooperative learning” and “counselling sessions”.

### 7.7.1. Status influences

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian children and educational specialists.



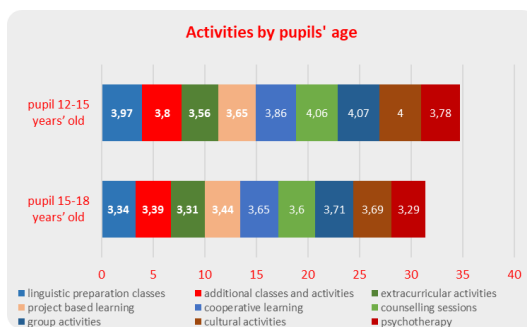
The statistical analysis of data (independent samples t test) confirms significant differences between North Macedonian children and specialist regarding most of the activities suggested for facilitating the reintegration of remigrant pupils: “linguistic preparation classes” ( $p=0.033$ ), “additional classes and activities” ( $p=0.001$ ), “extracurricular activities” ( $p=0.004$ ), “project based learning” ( $p=0.011$ ), “cooperative learning” ( $p=0.030$ ), with specialists considering those activities as more important compared with the children.

#### 7.7.1.1. Age influence in pupils’ attitude

The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian pupils 12-15 years old and pupils 15-18 years old.

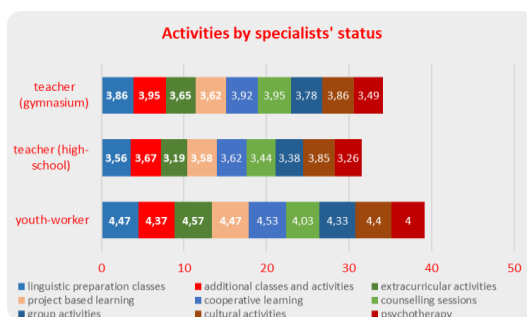


The statistical analysis of data (independent samples t test) confirms significant differences between North Macedonian pupils 12-15 years old and North Macedonian pupils 15-18 years old regarding 7 of the suggested activities: „linguistic preparation classes” ( $p < 0.001$ ), „additional classes and activities” ( $p = 0.001$ ), „extracurricular activities” ( $p = 0.042$ ), „counselling sessions” ( $p = 0.001$ ), „group activities” ( $p = 0.002$ ), „cultural activities” ( $p = 0.019$ ) and „psychotherapy” ( $p = 0.001$ ), with younger pupils considering those activities as being more important compared with older pupils.



### 7.7.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for North Macedonian gymnasium teachers, highschool teachers and youth workers.



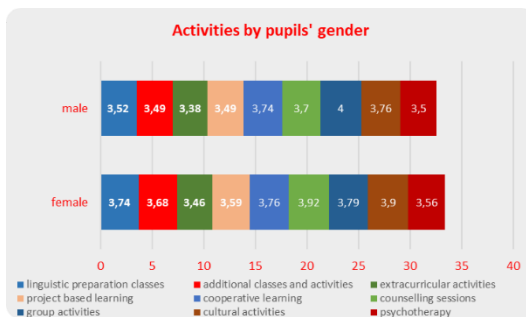
The statistical analysis of data (Oneway Anova) confirms significant effects of North Macedonian specialists' status on „linguistic preparation classes” ( $p = 0.010$ ), „additional classes” ( $p = 0.012$ ), „extracurricular activities” ( $p < 0.001$ ), „project based learning” ( $p = 0.001$ ), „cooperative learning” ( $p = 0.004$ ) and „group activities” ( $p = 0.005$ ), with Bonferroni multiple comparisons confirming a general tendency of youth workers to evaluate all 6 activities as being more important compared with teachers, especially highschool teachers.

## 7.7.2. Gender influences

### 7.7.2.1. Gender influences in pupils' attitude

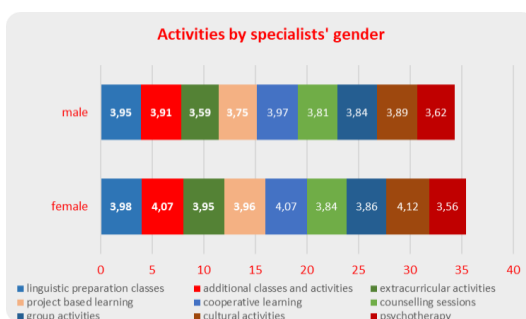
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for North Macedonian male and female children.

The statistical analysis of data (independent samples t test) unfirm significant differences between North Macedonian boys and girls for any of the suggested activities, with boys and girls evaluating in a similar way all the activities.



### 7.7.2.2. Gender influence in specialists' attitude

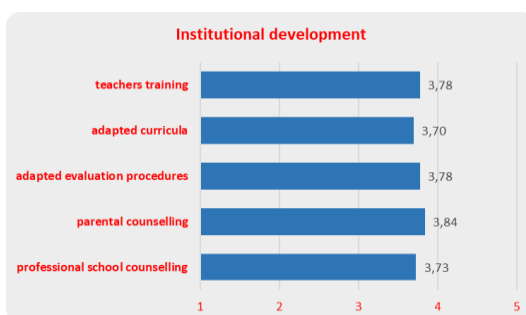
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for North Macedonian male and female specialists.



The statistical analysis of data (independent samples t test) unfirm significant differences on any of the analysed activities, with North Macedonian male and female specialists evaluating each of the activities in a similar way.

## 7.8. Activities that schools could implement for institutional development to facilitate the reintegration of remigrant children

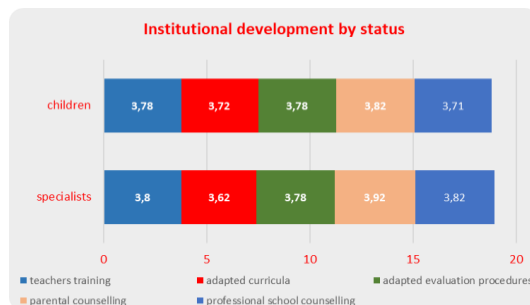
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children (average scores of the North Macedonian respondents).



The statistical analysis of data (paired samples t test) unfirm a clear hierarchy regarding the most important activities for the institutional development in North Macedonia in order to facilitate the reintegration of the remigrant children, with all 5 potential solutions being evaluated in a similar way.

### 7.8.1. Status influences

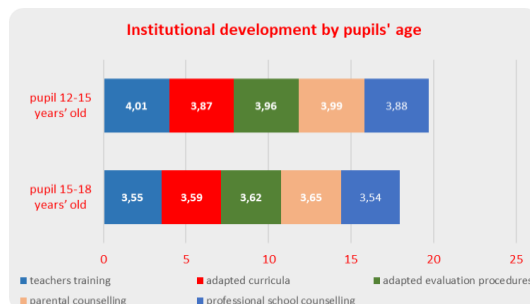
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian children and educational specialists.



The statistical analysis of data (independent samples t test) unfirmly significant differences between North Macedonian children and specialist regarding any of the activities, with specialists and pupils evaluating the importance of each of the activities in a similar way.

#### 7.8.1.1. Age influence in pupils' attitude

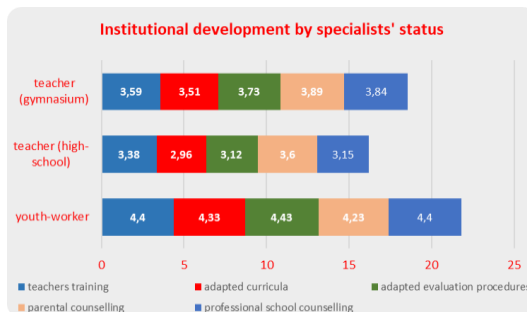
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences for all of the activities: “teachers training” ( $p=0.002$ ), “adapted curricula” ( $p=0.029$ ), “adapted evaluation procedures” ( $p=0.006$ ), “parental counselling” ( $p=0.007$ ) and “professional school counselling” ( $p=0.019$ ), with North Macedonian younger children making a higher evaluation compared with older children.

### 7.8.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian gymnasium teachers, highschool teachers and youth workers.

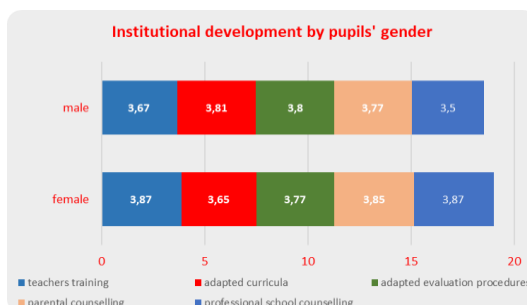


The statistical analysis of data (Oneway Anova) confirms significant effects of North Macedonian specialists' status on “training the teachers” ( $p=0.003$ ), “adapted curricula” ( $p<0.001$ ), “adapted evaluation procedures” ( $p<0.001$ ) and “professional school counselling” ( $p=0.001$ ), with Bonferroni multiple comparisons confirming a general tendency of youth workers to evaluate all activities as being more important compared with gymnasium and highschool teachers.

## 7.8.2. Gender influences

### 7.8.2.1. Gender influences in pupils' attitude

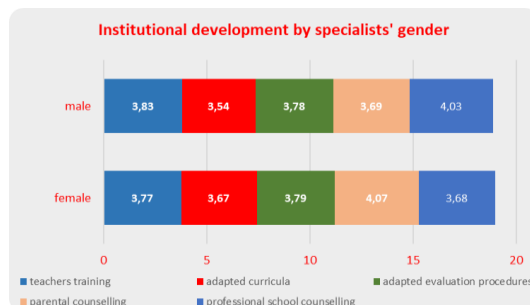
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for 1 of the suggested activities: “professional school counselling” ( $p=0.011$ ), with North Macedonian girls making higher evaluation compared with North Macedonian boys.

### 7.8.2.2. Gender influence in specialists' attitude

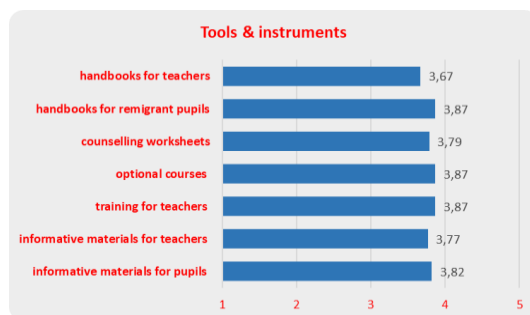
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for North Macedonian male and female specialists.



The statistical analysis of data (independent samples t test) unfirm significant differences on any of the analysed dimensions, with North Macedonian male and female specialists making similar evaluations.

## 7.9. Tools and instruments that schools could develop and use to facilitate the reintegration of remigrant children

The following chart presents the evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children (average scores of the North Macedonian respondents).

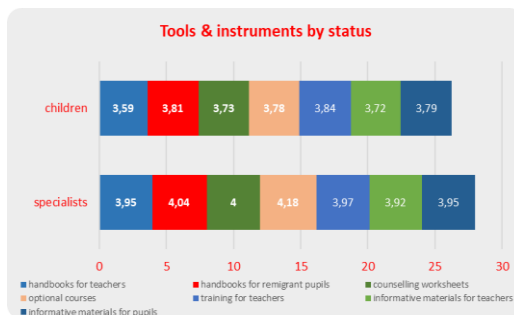


The statistical analysis of data (paired samples t test) unfirm a clear hierarchy regarding the most important tools and instruments that North Macedonian schools could develop and use to facilitate the reintegration of the remigrant children, with almost all of the potential tools being evaluated in a similar way (with the exception of the handbooks for teachers, that tool being evaluated as less important than almost all of the other tools).

### 7.9.1. Status influences

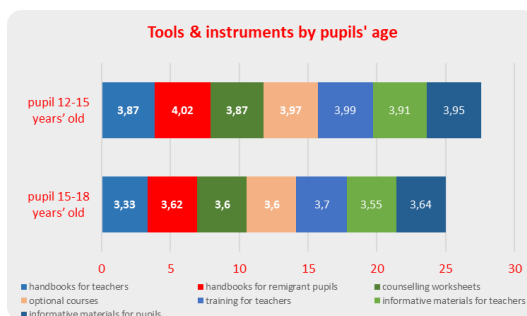
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for North Macedonian children and educational specialists.

The statistical analysis of data (independent samples t test) confirms significant differences between North Macedonian children and specialists regarding the evaluation of most of the tools and instruments (“handbooks for teachers” (p=0.015), “counselling worksheets” (p=0.039) and “optional courses” (p=0.003), with the North Macedonian specialists making higher evaluation compared with the children.



### 7.9.1.1. Age influence in pupils' attitude

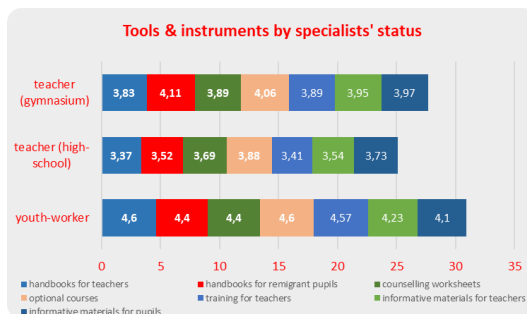
The following chart presents the average evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for North Macedonian pupils 12-15 years old and Macedonian pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between North Macedonian younger and older children regarding the evaluation of all the tools and instruments: “handbooks for teachers” (p<0.001), “handbooks for remigrant pupils” (p=0.001), “counselling worksheets” (p=0.027), “optional courses” (p=0.005), “training for teachers” (p=0.028), “informative materials for teachers” (p=0.005), “informative materials for pupils” (p=0.014), with the North Macedonian younger children making higher evaluation compared with the older children.

### 7.9.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for North Macedonian gymnasium teachers, highschool teachers and youth-workers.

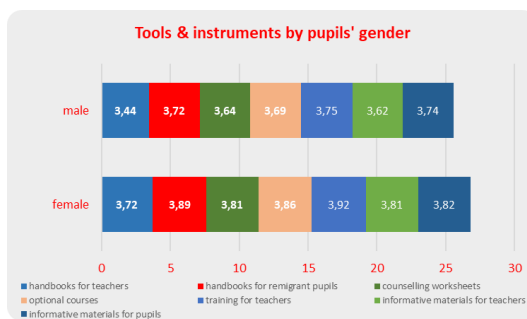


The statistical analysis of data (Oneway Anova) confirms significant effects of North Macedonian specialists' status on "handbook for teachers" ( $p < 0.001$ ), "handbook for pupils" ( $p = 0.013$ ), "optional courses" ( $p = 0.008$ ), "training for teachers" ( $p < 0.001$ ), with Bonferroni multiple comparisons confirming a general tendency of youth workers to evaluate these tools as being more important compared with highschool teachers.

## 7.9.2. Gender influences

### 7.9.2.1. Gender influences in pupils' attitude

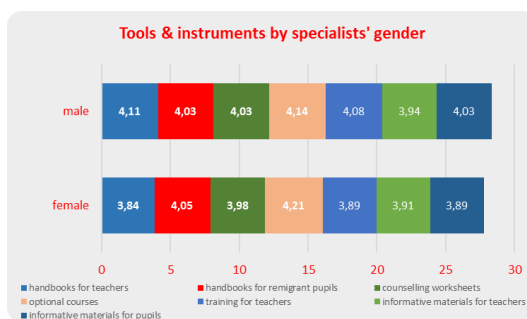
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for North Macedonian male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for any of the evaluated tools and instruments, with North Macedonian girls and boys making similar evaluation for each of the tools and instruments.

### 7.9.2.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for North Macedonian male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences for any of the evaluated tools and instruments, with North Macedonian male and female specialists making similar evaluation for each of the tools and instruments.

## **7.10. Research conclusions in North Macedonia**

*The perceived needs of the remigrant children in North Macedonia* are mostly related to the cultural needs, then the psychological and social needs and the educational needs (without significant differences between the last two).

*The psychological and social needs of the remigrant children in North Macedonia* are more obvious for the specialists compared with native children, and for the youth workers compared with the teachers.

*The cultural needs of the remigrant children in North Macedonia* are more obvious for the specialists compared with native children, and for the youth workers compared with the teachers.

*The educational needs of the remigrant children in North Macedonia* are more obvious for the specialists compared with native children, and for the youth workers compared with the teachers.

*The perceived effects of the remigration in North Macedonia in terms of educational behaviours* are more related to the immediate and visible effects (limited involvement in extracurricular activities, limited skills and competencies and limited academic performance) compared with the potential long-term effects (skipping classes and eventually quit school).

*In terms of the activities that North Macedonian schools could implement for facilitating the reintegration of the remigrants*, the most important activities are considered to be the cultural activities, the group activities, the cooperative learning and the participation in counselling sessions.

*The most important activity that North Macedonian schools could implement for their institutional development* is undefined, as all the five activities are evaluated in a similar way.

*In terms of the instruments that North Macedonian schools could develop and implement to facilitate the reintegration of the remigrants*, the most important tool is undefined, as almost all the instruments are evaluated in a similar way (with the exception of the handbooks for teachers, that tool being evaluated as less important than almost all of the other tools).



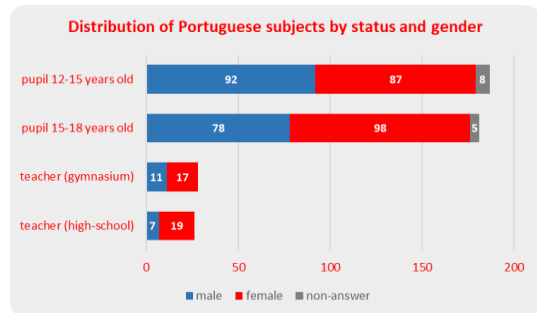
## CHAPTER 8

### Research results in Portugal

#### 8.1. Subjects

The following chart presents the number of the Portuguese subjects for each category of respondents defined by status and gender.

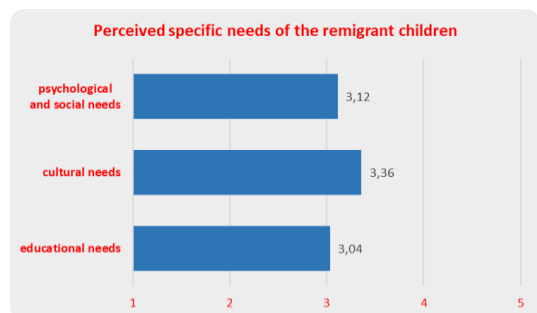
As the chart shows, the number of boys and girls is more or less similar in the pupils population, while in the specialist population the number of females is much higher than the number of males (as teachers are mostly females); still, the total number of male respondents in the specialists population is high enough to make comparisons possible.



#### 8.2. Perceived specific needs of the remigrant children

The following chart presents the average evaluations of the psychological, cultural and educational needs of the remigrant children, as perceived by all the Portuguese subjects (irrespective of status and gender).

The statistical analysis of data (paired samples t test) confirms significant differences between the scores on

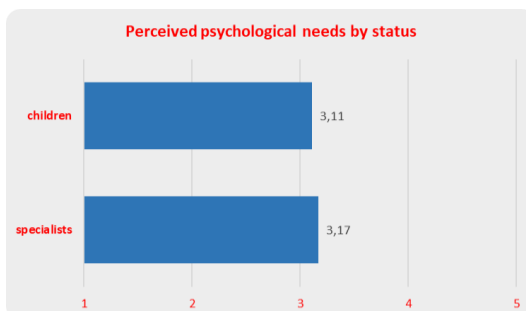


cultural needs and psychological needs ( $p < 0.001$ ) cultural needs and educational needs ( $p < 0.001$ ), psychological needs and educational needs ( $p = 0.006$ ).

### 8.3. Psychological and social needs of the remigrant children

#### 8.3.1. Status influences

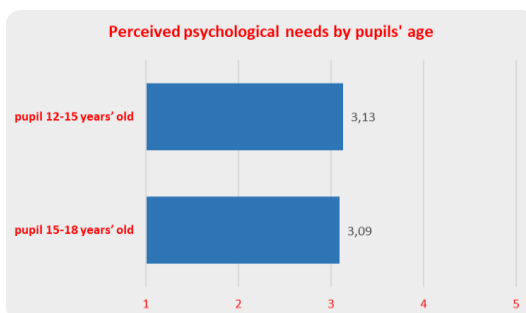
The following chart presents the psychological needs of the remigrant pupils, as perceived by Portuguese children and specialists (average scores).



The statistical analysis of data (independent samples t test) unfirm significant differences between the perception of Portuguese children and specialists ( $p = 0.538$ ), children and specialists having similar perceptions of the psychological needs of the remigrant pupils.

##### 8.3.1.1. Age influence in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Portuguese children 12-15 years old and 15-18 years old (average scores).

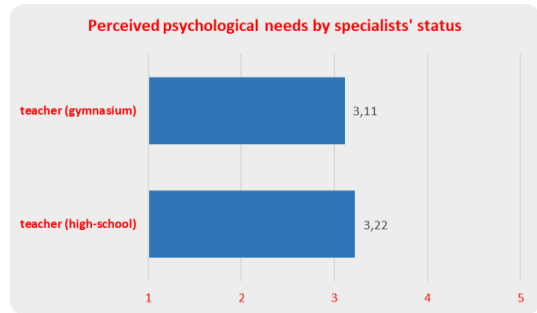


The statistical analysis of data (independent samples t test) unfirm significant differences between the perception of Portuguese younger and older pupils ( $p = 0.555$ ), with younger and older pupils having similar perceptions of the psychological needs of the remigrant pupils.

##### 8.3.1.2. Status influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Portuguese gymnasium teachers and highschool teachers.

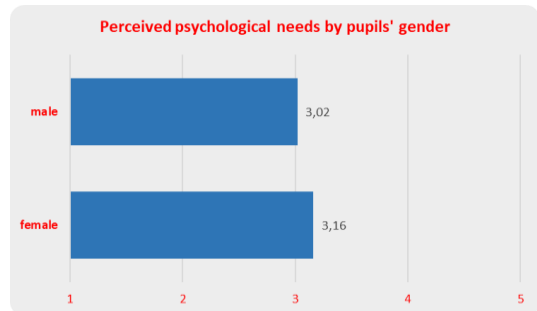
The statistical analysis of data (independent samples t test) unfirms a significant influence of the Portuguese specialists' status on the perception of the psychological needs of the remigrant pupils ( $p=0.526$ ), gymnasium teachers and highschool teachers having similar perceptions of the psychological needs of the remigrants.



### 8.3.2. Gender influences

#### 8.3.2.1. Gender influences in pupils' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Portuguese male and female children (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of the Portuguese male and female children ( $p=0.035$ ), with girls making higher evaluations of the psychological needs of the remigrant pupils compared with boys.

#### 8.3.2.2. Gender influence in specialists' attitude

The following chart presents the psychological needs of the remigrant pupils, as perceived by Portuguese male and female specialists (average scores).

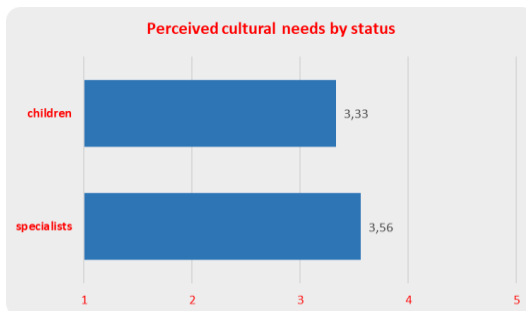


The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Portuguese male and female specialists ( $p=0.371$ ), with male and female specialist having similar evaluations of the psychological needs of the remigrant pupils.

## 8.4. Cultural needs of the remigrant children

### 8.4.1. Status influences

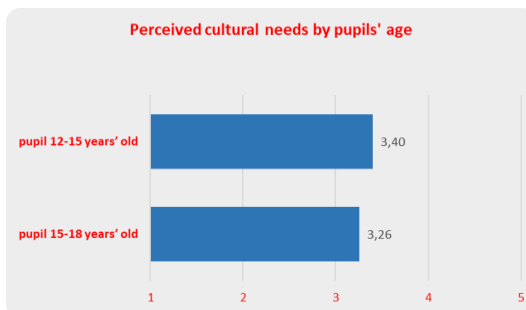
The following chart presents the cultural needs of the remigrant pupils, as perceived by Portuguese children and specialists (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Portuguese children and specialists ( $p=0.019$ ), with specialists having a higher evaluation of the cultural needs of the remigrant pupils.

#### 8.4.1.1. Age influence in pupils' attitude

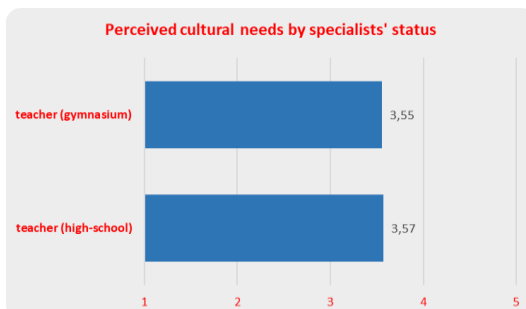
The following chart presents the cultural needs of the remigrant pupils, as perceived by Portuguese children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Portuguese younger and older pupils ( $p=0.047$ ), with younger pupils having a higher evaluation of the cultural needs of the remigrant pupils.

#### 8.4.1.2. Status influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by Portuguese gymnasium teachers and highschool teachers.



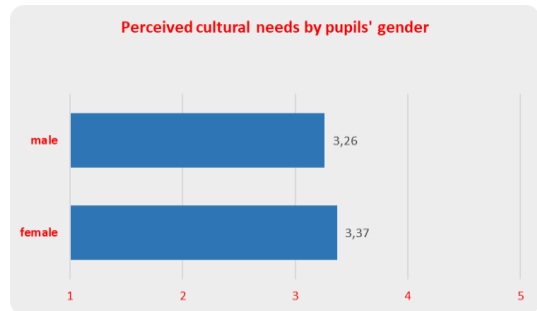
The statistical analysis of data (independent samples t test) unfirms a significant influence of the Portuguese specialists' status on the perception of the cultural needs of the remigrant

pupils ( $p=0.930$ ), with gymnasium teachers and highschool teachers having similar evaluations of the cultural needs of the remigrants.

## 8.4.2. Gender influences

### 8.4.2.1. Gender influences in pupils' attitude

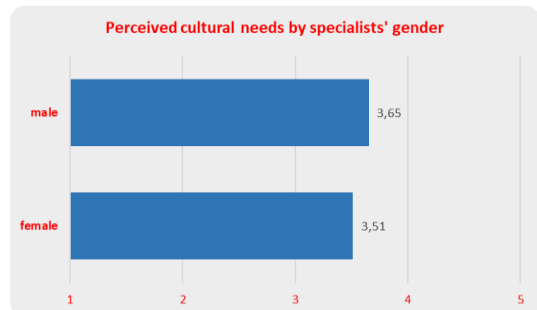
The following chart presents the cultural needs of the remigrant pupils, as perceived by Portuguese male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Portuguese male and female children ( $p=0.135$ ), with male and female children having similar evaluations of the cultural needs of the remigrant pupils.

### 8.4.2.2. Gender influence in specialists' attitude

The following chart presents the cultural needs of the remigrant pupils, as perceived by Portuguese male and female specialists (average scores).



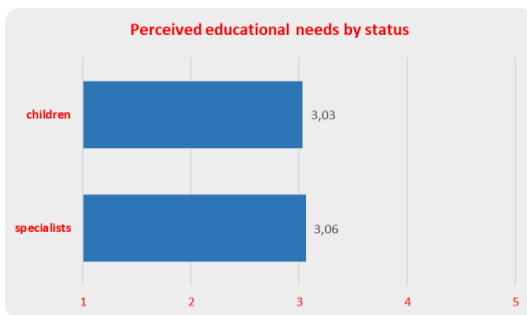
The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Portuguese male and female specialists ( $p=0.897$ ), with male and female specialist having similar evaluations of the cultural needs of the remigrant pupils.

## 8.5. Educational needs of the remigrant children

### 8.5.1. Status influences

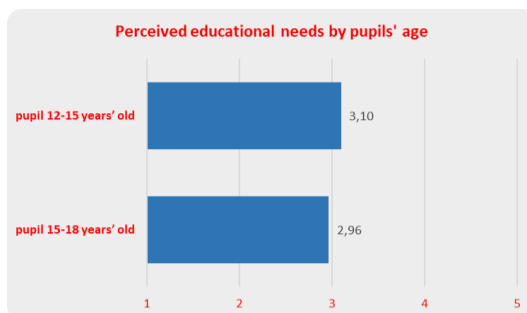
The following chart presents the educational needs of the remigrant pupils, as perceived by Portuguese children and specialists (average scores).

The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of Portuguese children and specialists ( $p=0.713$ ), with pupils and specialists having similar evaluations of the educational needs of the remigrant pupils.



### 8.5.1.1. Age influence in pupils' attitude

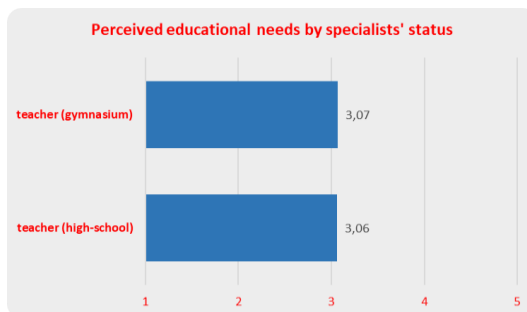
The following chart presents the educational needs of the remigrant pupils, as perceived by Portuguese children 12-15 years old and 15-18 years old (average scores).



The statistical analysis of data (independent samples t test) confirms significant differences between the perception of Portuguese younger and older pupils ( $p=0.021$ ), with older pupils having a higher evaluation of the educational needs of the remigrant pupils.

### 8.5.1.2. Status influence in specialists' attitude

The following chart presents the educational needs of the remigrant pupils, as perceived by Portuguese gymnasium teachers and highschool teachers.

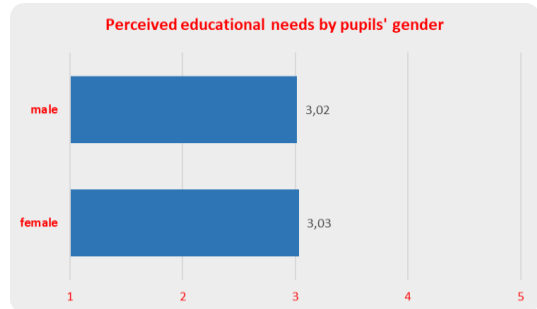


The statistical analysis of data (independent samples t test) unfirms a significant influence of the Portuguese specialists' status on the perception of the educational needs of the remigrant pupils ( $p=0.958$ ), with gymnasium teachers and highschool teachers having similar evaluations of the educational needs of the remigrants.

## 8.5.2. Gender influences

### 8.5.2.1. Gender influences in pupils' attitude

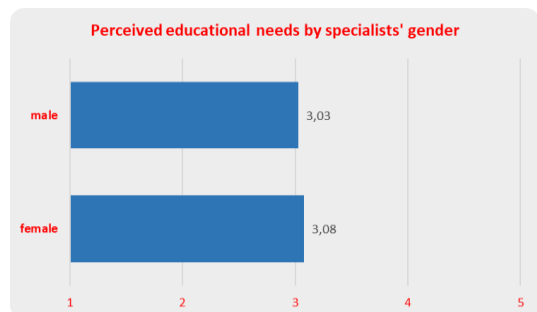
The following chart presents the educational needs of the remigrant pupils, as perceived by Portuguese male and female children (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Portuguese male and female children ( $p=0.808$ ), with male and female children having similar evaluations of the educational needs of the remigrant pupils.

### 8.5.2.2. Gender influence in specialists' attitude

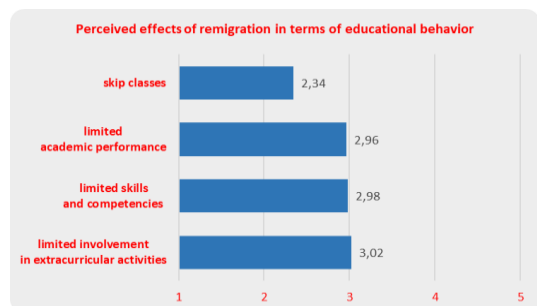
The following chart presents the educational needs of the remigrant pupils, as perceived by Portuguese male and female specialists (average scores).



The statistical analysis of data (independent samples t test) unfirms significant differences between the perception of the Portuguese male and female specialists ( $p=0.575$ ), with male and female specialist having similar evaluations of the educational needs of the remigrant pupils.

## 8.6. Perceived effects of remigration in terms of educational behaviour

The following chart presents the perceived effects of remigration in terms of educational behaviour of the remigrant pupils (average scores of the Portuguese respondents).

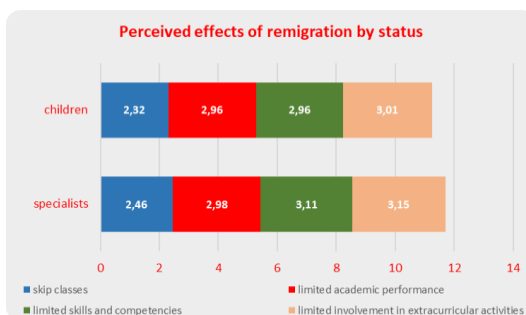


The statistical analysis of data (paired samples t test) confirms significant differences between the

evaluation of those specific effects by the Portuguese participants, with “skipping classes” being perceived as less relevant compared with “limited academic performance” ( $p < 0.001$ ), “limited skills and competencies” ( $p < 0.001$ ) and “limited involvement in extracurricular activities” ( $p < 0.001$ ).

### 8.6.1. Status influences

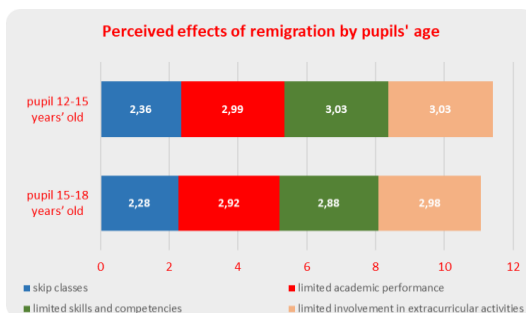
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Portuguese children and educational specialists.



The statistical analysis of data (independent samples t test) unfirms significant differences between Portuguese younger and older children regarding any of the perceived educational behaviours of remigrants, with younger and older children evaluating those behaviours in a similar way.

#### 8.6.1.1. Age influence in pupils’ attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Portuguese pupils 12-15 years old and pupils 15-18 years old.



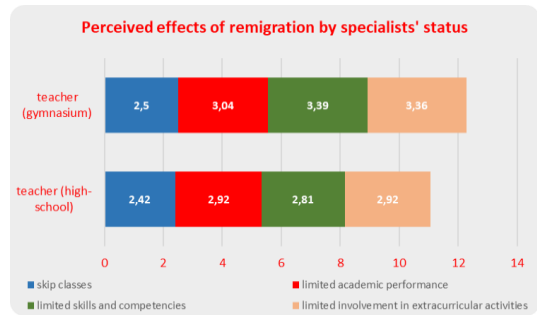
The statistical analysis of data (independent samples t test) unfirms significant differences between Portuguese younger and older children regarding any of the perceived educational behaviours of remigrants, with younger and older children evaluating those behaviours in a similar way.

#### 8.6.1.2. Status influence in specialists’ attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Portuguese gymnasium teachers and highschool teachers.



The statistical analysis of data (independent samples t test) confirms significant effects of Portuguese specialists' status on „limited skills and competencies” ( $p=0.022$ ), with gymnasium teachers evaluating this behaviour as being more plausible compared with highschool teachers.

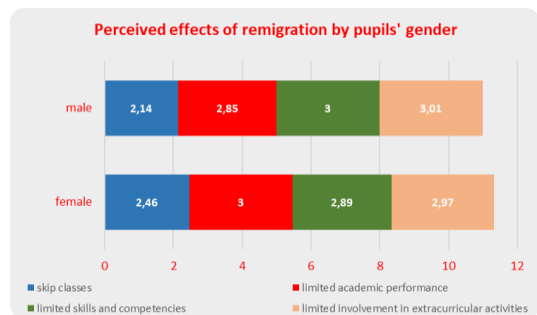


## 8.6.2. Gender influences

### 8.6.2.1. Gender influences in pupils' attitude

The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Portuguese male and female children.

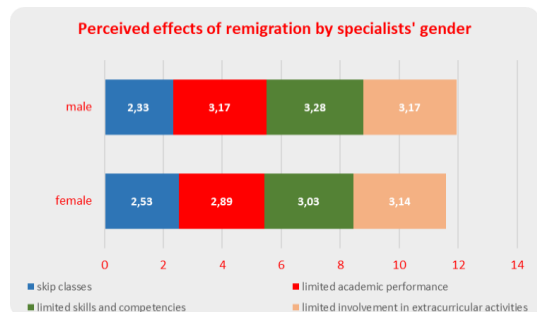
The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese male and female children on one of the analysed effects: „skipping classes” ( $p=0.012$ ), with girls evaluating this behaviour as being more plausible compared with boys.



### 8.6.2.2. Gender influence in specialists' attitude

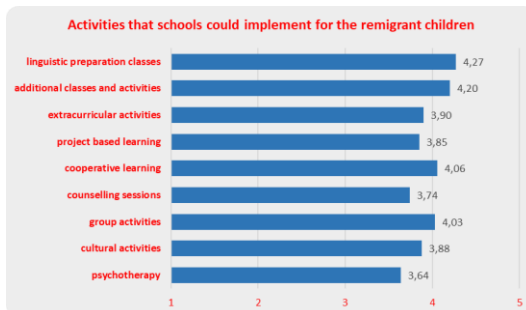
The following chart presents the average evaluations of the perceived effects of remigration in terms of educational behaviours, for Portuguese male and female educational specialists.

The statistical analysis of data (independent samples t test) unfirms significant differences between Portuguese male and female specialists on any of the analysed behaviours.



## 8.7. Activities that schools could implement for remigrant children

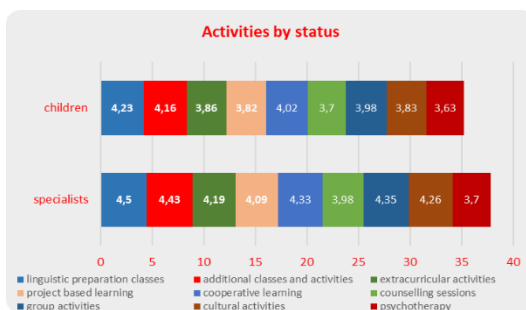
The following chart presents the activities that schools could implement for the remigrant children (average scores of Portuguese respondents).



The statistical analysis of data (paired samples t test) shows that the Portuguese respondents consider as most important the “linguistic preparation classes”, then “additional classes and activities”, then “cooperative learning” and “group activities”.

### 8.7.1. Status influences

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese children and educational specialists.

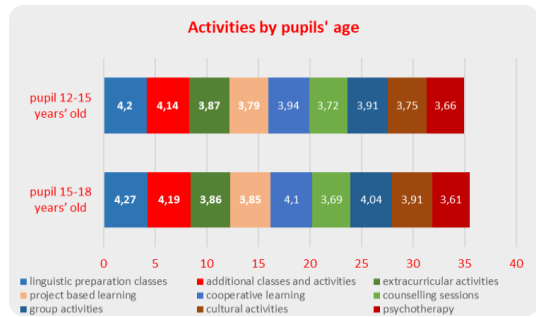


The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese children and specialist regarding almost all of the activities suggested for facilitating the reintegration of remigrant pupils: “linguistic preparation classes” ( $p=0.048$ ), “additional classes and activities” ( $p=0.039$ ), “extracurricular activities” ( $p=0.014$ ), “project based learning” ( $p=0.028$ ), “cooperative learning” ( $p=0.023$ ), “group activities” ( $p=0.006$ ), “cultural activities” ( $p=0.002$ ), with specialists considering those activities as more important compared with the children.

#### 8.7.1.1. Age influence in pupils’ attitude

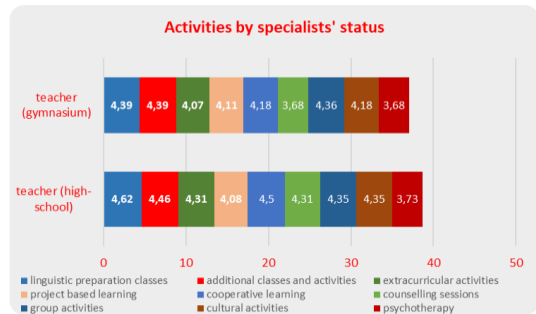
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese pupils 12-15 years old and pupils 15-18 years old.

The statistical analysis of data (independent samples t test) unfirms significant differences between Portuguese pupils 12-15 years old and Portuguese pupils 15-18 years old regarding any of suggested activities, with younger pupils and older pupils evaluating similarly the importance of each of those activities.



### 8.7.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Portuguese gymnasium teachers and highschool teachers.

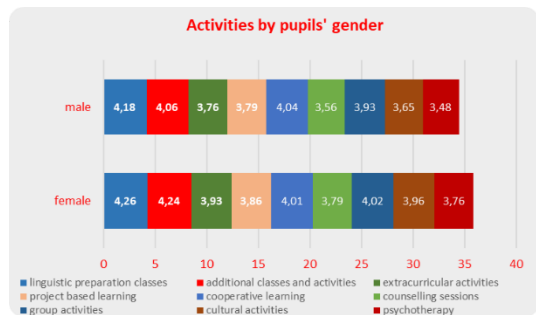


The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese gymnasium teachers and Portuguese highschool teachers regarding only one of the suggested activities: „counselling sessions” (p=0.019), with highschool teachers considering this activity as more important compared with gymnasium teachers.

## 8.7.2. Gender influences

### 8.7.2.1. Gender influences in pupils' attitude

The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Portuguese male and female children.

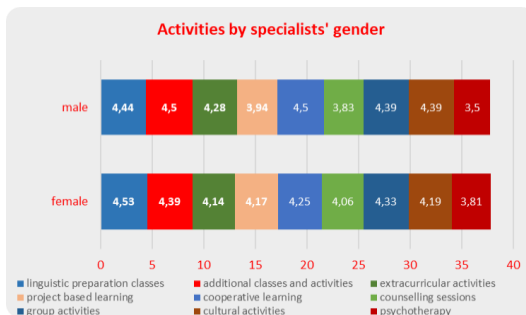


The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese boys and girls for 3 of the suggested activities: “counselling sessions” (p=0.029), “cultural activities” (p=0.004),

“psychotherapy” (p=0.019), with girls considering all the activities as more important compared with boys.

### 8.7.2.2. Gender influence in specialists’ attitude

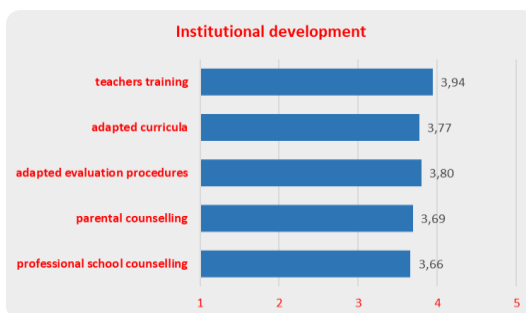
The following chart presents the average evaluations of the activities that schools could implement to help remigrant children, for Portuguese male and female specialists.



The statistical analysis of data (independent samples t test) unifies significant differences on any of the analysed activities, with Portuguese male and female specialists evaluating each of the activities in a similar way.

## 8.8. Activities that schools could implement for institutional development to facilitate the reintegration of remigrant children

The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children (average scores of the Portuguese respondents).



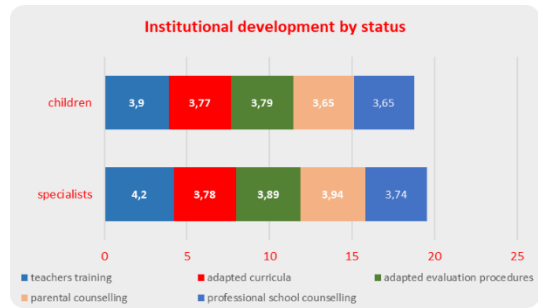
The statistical analysis of data (paired samples t test) confirms a clear hierarchy regarding the most important activities for the institutional development in Portugal in order to facilitate the reintegration of the remigrant children:

1. training the teachers;
2. having an adapted curriculum & having adapted evaluation procedures;
3. having a professional school counsellor & having parental counselling.

### 8.8.1. Status influences

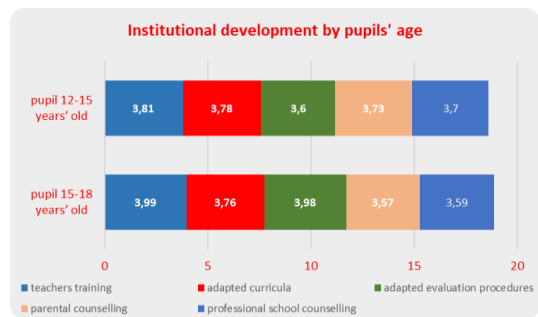
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese children and educational specialists.

The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese children and specialist regarding 2 of the activities: “teachers training” ( $p=0.029$ ) and “parental counselling” ( $p=0.048$ ), with Portuguese specialists considering those 2 activities as more important compared with pupils.



### 8.8.1.1. Age influence in pupils' attitude

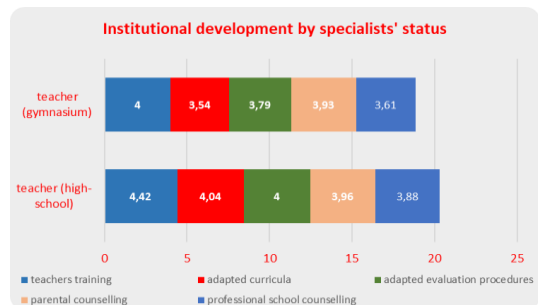
The following chart presents the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese pupils 12-15 years old and pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences only for “adapted evaluation procedures” ( $p<0.001$ ), with Portuguese older children making a higher evaluation compared with younger children.

### 8.8.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese gymnasium teachers and highschool teachers.

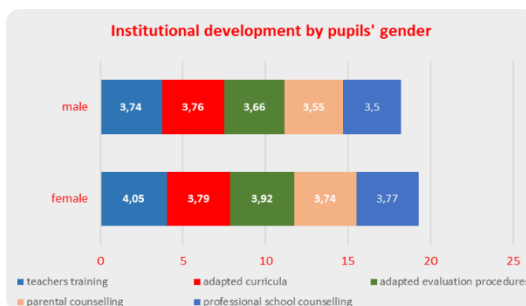


The statistical analysis of data (independent samples t test) unfirms significant differences between Portuguese gymnasium teachers and Portuguese highschool teachers regarding any of the suggested activities, with highschool teachers and gymnasium teachers evaluating in a similar way each of the activities.

## 8.8.2. Gender influences

### 8.8.2.1. Gender influences in pupils' attitude

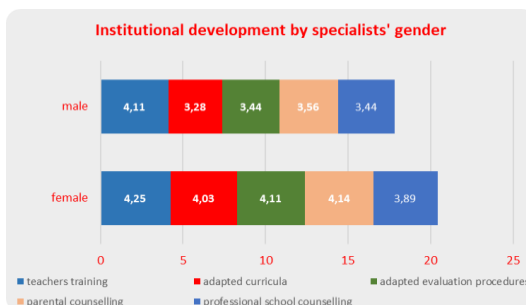
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese male and female children.



The statistical analysis of data (independent samples t test) confirms significant differences for 3 of the suggested activities (“teachers training” ( $p=0.002$ ), “adapted evaluation procedures” ( $p=0.007$ ) and “professional school counselling” ( $p=0.017$ ), with Portuguese girls making higher evaluation compared with Portuguese boys.

### 8.8.2.2. Gender influence in specialists' attitude

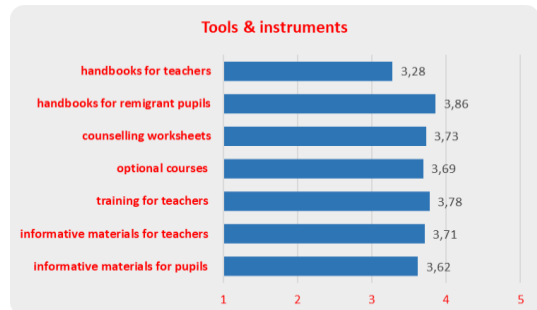
The following chart presents the average evaluations of the activities that schools could implement for institutional development to facilitate the reintegration of the remigrants children, for Portuguese male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences for 2 of the suggested activities: “adapted curricula” ( $p=0.013$ ) and “adapted evaluation procedures” ( $p=0.013$ ), with Portuguese female specialists making higher evaluation compared with Portuguese male specialists.

## 8.9. Tools and instruments that schools could develop and use to facilitate the reintegration of remigrant children

The following chart presents the evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children (average scores of the Portuguese respondents).

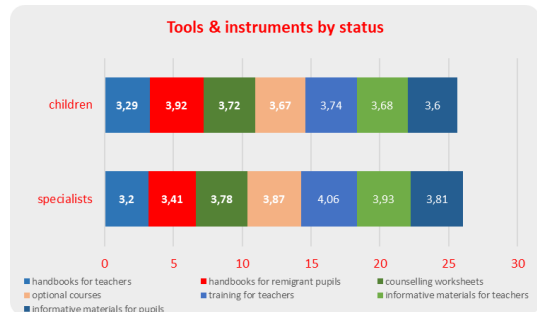


The statistical analysis of data (paired samples t test) confirms a clear hierarchy regarding the most important tools and instruments that Portuguese schools could develop and use to facilitate the reintegration of the remigrant children:

1. handbooks for the remigrant pupils;
2. training for teachers & counselling worksheets & optional courses & informative materials for teachers;
3. informative materials for pupils;
4. handbooks for teachers.

### 8.9.1. Status influences

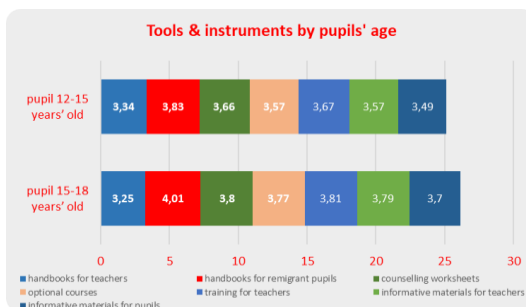
The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Portuguese children and educational specialists.



The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese children and specialists regarding the evaluation of 2 of the tools and instruments: “handbook for remigrant pupils” ( $p=0.001$ ), with the Portuguese children making higher evaluation compared with the specialist, and “training for teachers” ( $p=0.030$ ), with the Portuguese specialists making higher evaluation compared with the children.

### 8.9.1.1. Age influence in pupils' attitude

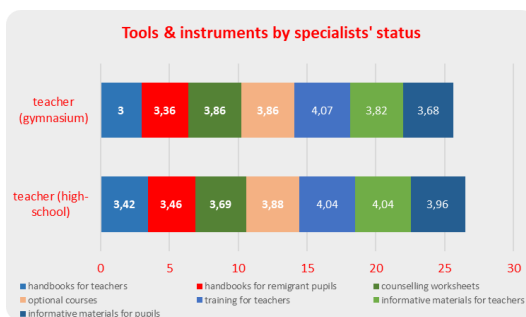
The following chart presents the average evaluation of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Portuguese pupils 12-15 years old and Portuguese pupils 15-18 years old.



The statistical analysis of data (independent samples t test) confirms significant differences between Portuguese younger and older children regarding the evaluation of 3 of the tools and instruments: “optional courses” ( $p=0.032$ ), “informative materials for teachers” ( $p=0.014$ ), “informative materials for pupils” ( $p=0.025$ ), with the Portuguese older children making higher evaluation compared with the younger children.

### 8.9.1.2. Status influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Portuguese gymnasium teachers and highschool teachers.



The statistical analysis of data (independent samples t test) unfirms significant differences between Portuguese gymnasium teachers and Portuguese highschool teachers regarding any of the suggested tools and instruments, with highschool teachers and gymnasium teachers evaluating in a similar way each of those tools.

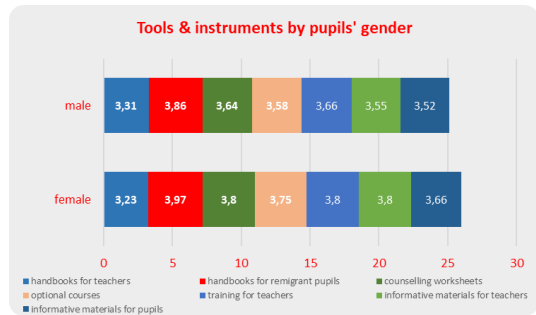
## 8.9.2. Gender influences

### 8.9.2.1. Gender influences in pupils' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Portuguese male and female children.

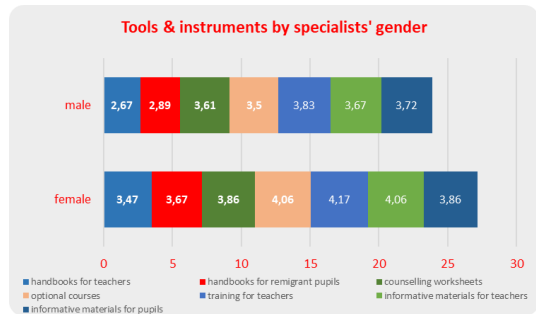


The statistical analysis of data (independent samples t test) confirms significant differences for only one of the evaluated tools and instruments: “informative materials for teachers” ( $p=0.007$ ), with Portuguese girls making higher evaluation compared with Portuguese boys.



### 8.9.2.2. Gender influence in specialists' attitude

The following chart presents the average evaluations of the tools and instruments that schools could develop and use to facilitate the reintegration of the remigrant children, for Portuguese male and female specialists.



The statistical analysis of data (independent samples t test) confirms significant differences for 2 of the evaluated tools and instruments: “handbooks for teachers” ( $p=0.034$ ) and “handbooks for remigrant pupils” ( $p=0.039$ ), with Portuguese female specialists making higher evaluation compared with Portuguese male specialists.

## **8.10. Research conclusions in Portugal**

*The perceived needs of the remigrant children in Portugal* are mostly related to the cultural needs, then the psychological and social needs and, at last, the educational needs.

*The psychological and social needs of the remigrant children in Portugal* are perceived in a similar way by the specialists and the pupils, and also in a similar way by gymnasium and highschool teachers.

*The cultural needs of the remigrant children in Portugal* are more obvious for the specialists compared with native children (without differences between the gymnasium and highschool teachers).

*The educational needs of the remigrant children in Portugal* are perceived in a similar way by the specialists and the pupils, and also in a similar way by gymnasium and highschool teachers.

*The perceived effects of the remigration in Portugal in terms of educational behaviours* are more related to the immediate and visible effects (limited involvement in extracurricular activities, limited skills and competencies and limited academic performance) compared with the potential long-term effects (skipping classes and eventually quit school).

*In terms of the activities that Portuguese schools could implement for facilitating the reintegration of the remigrants*, the most important activities are considered to be the linguistic preparation classes, then the additional classes and activities, then the cooperative learning and group activities.

*The most important activity that Portuguese schools could implement for their institutional development* is considered to be the training of the teachers.

*In terms of the instruments that Portuguese schools could develop and implement to facilitate the reintegration of the remigrants*, the most important tool is the handbook for the remigrant children.

## **ANNEXES**

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### **The questionnaire**

A remigrant pupil is a child that started school in their home country (where they were born), then migrated and studied in a foster country, and has now started school in their home country.

This research focuses on the pupils educational needs and the way that pupils and teachers perceive those specific needs.

**Thinking about what a remigrant pupil is feeling at school, please indicate how likely is that they will have...**

	least likely ↓					most likely ↓				
low self-esteem (a negative self-image)	1	2	3	4	5					
anxiety and other negative emotions	1	2	3	4	5					
increased adaptability	1	2	3	4	5					
approval seeking behaviours (looks for approval from adults and peers)	1	2	3	4	5					
low interest for social relations and social participation	1	2	3	4	5					
limited knowledge of local social rules and customs										
missing the life-style in previous country	1	2	3	4	5					
well-developed intercultural skills	1	2	3	4	5					
linguistic difficulties (and communication difficulties)	1	2	3	4	5					
low motivation for school activities	1	2	3	4	5					
good knowledge of a other language and culture	1	2	3	4	5					
evaluation anxiety (negative emotions before and during exams)										
limited expectations of their school performance	1	2	3	4	5					
good self-presentation skills	1	2	3	4	5					
difficulties in integrating into school groups	1	2	3	4	5					

(circle the appropriate number for your answer on each line in the chart)

**Thinking about what a remigrant pupil is feeling at school, please indicate how likely is that he / she will...**

	least likely ↓					most likely ↓				
skip classes and eventually quit school	1	2	3	4	5					
have a limited academic performance	1	2	3	4	5					
learn and adapt as well as any other pupils their age	1	2	3	4	5					
develop limited skills and competencies (less than planned)	1	2	3	4	5					
limit their involvement in extracurricular activities	1	2	3	4	5					

(circle the appropriate number for your answer on each line in the chart)

**Thinking about what a remigrant pupil is feeling at school, please indicate how important would be for them to attend...**

	unimportant ↓					very important ↓				
linguistic preparation classes	1	2	3	4	5					
additional classes and activities for some school subjects	1	2	3	4	5					
extracurricular activities and learning in informal context activities	1	2	3	4	5					
project based learning experiences	1	2	3	4	5					
cooperative learning activities that will value their strong points	1	2	3	4	5					
counselling sessions	1	2	3	4	5					
group activities (formal and informal groups)	1	2	3	4	5					
cultural activities	1	2	3	4	5					
psychotherapy to increase self-esteem and reduce anxiety	1	2	3	4	5					

(circle the appropriate number for your answer on each line in the chart)

**Thinking about what schools should do for the remigrant pupils, please indicate how important would be to...**

	unimportant ↓					very important ↓				
train teachers and staff for reintegrating the remigrants	1	2	3	4	5					
have an adapted curricula for remigrant pupils	1	2	3	4	5					
have an adapted evaluation procedures and tools for remigrant pupils	1	2	3	4	5					
implement parental counselling sessions for remigrants parents	1	2	3	4	5					
hire a professional school counsellor and train them for reintegrating the remigrants	1	2	3	4	5					

(circle the appropriate number for your answer on each line in the chart)

**Thinking about what schools should do for the remigrant pupils, please indicate how important would be to develop...**

	unimportant ↓					very important ↓				
handbooks for teachers	1	2	3	4	5					
handbooks for remigrant pupils	1	2	3	4	5					
counselling worksheets	1	2	3	4	5					
optional courses	1	2	3	4	5					
training for teachers and other staff (counsellor, speech therapist etc.)	1	2	3	4	5					
informative materials for teachers on the social and educational effects of remigration	1	2	3	4	5					
informative materials for pupils on the social and educational effects of remigration	1	2	3	4	5					
other tools, namely:	1	2	3	4	5					

(circle the appropriate number for your answer on each line in the chart)

I am a...	<input type="checkbox"/> pupil 12-15 years' old	<input type="checkbox"/> teacher (gymnasium)	<input type="checkbox"/> youth-worker	I am a...	<input type="checkbox"/> male
	<input type="checkbox"/> pupil 15-18 years' old	<input type="checkbox"/> teacher (high-school)	<input type="checkbox"/> future teacher		<input type="checkbox"/> female

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