The Perceived Needs of the Remigrant Pupils

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Abstract: In the era of globalisation and international migration, a new phenomenon becomes more and more present in educational and social systems across Europe: remigrants, children returning home (with or without their families) after a shorter or longer period spent abroad. In some countries, the remigrants are becoming an important minority in schools; for instance, in Romania, as many as 150-180.000 remigrants are enrolled in the public educational system.

In this paper, we did not focus on identifying the specific needs of the remigrant children, as they were analysed in previous researches; our objective was to identify the specific ways that native children and their teachers perceive the psychological, social and cultural, educational needs of the remigrants, as the response from the educational system is more often based on this perception than on the actual needs.

The research methodology was based on a quantitative approach, with questionnaires administered to native pupils and teachers in four European countries (Romania, Italy, Portugal and North Macedonia) to also investigate the cross-country differences in social perception of the specific needs of remigrant children.

Our results argued that the social perception of the needs of the remigrants are different in each country, reflecting their cultural specificity and showing that intervention should be adapted to each cultural and educational system in order to actually facilitate the reintegration of the remigrants. Also, our results showed that the psychological, educational, social and cultural needs of the remigrants are more obvious for teachers compared with native pupils, arguing that any intervention to support the remigrants should consider specific activities to make native children aware of the difficulties their peers returning from abroad have to face in order to motivate them into joining this systemic intervention.

Keywords: *remigrants, educational reintegration, social reintegration*

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1. Introduction

In the last years, more and more families return to their country of origin after a period spent in another country, taking their children back to a country that is considered their home, even if in many cases it is a country they only seldom visited (many of the returning children were born abroad or left their country of origin as babies). For instance, Brebulet (2018) estimates that 150-180.000 children that returned from abroad are studying in Romanian schools.

The educational systems across Europe are more or less prepared to tackle the issues that remigrant children face after returning home. Ciomaga (2019) mentions that “teachers and native pupils are still discovering the educational impact of returning home and the need for institutional updates in the educational system in order to face this new challenge”, while Catalano (2018) observed that most remigrant parents in Romania are dissatisfied with the Romanian educational system, even if most of them declare that they returned home to educate their children here.

Luca, Gulei, Foca & Brebulet (2012) showed that teachers and school counsellors in Romania are not trained to assist remigrant children in their efforts for educational, social and cultural reintegration, and they fundament their intervention more on professional insights than on knowledge and specific skills. Brebulet (2018) showed that the educational reintegration of the Romanian remigrant children is even more difficult as many of them don't speak Romanian and have little or no knowledge of the Romanian culture.

International researches stated that children's migration and remigration is related to discontinuing the social relations and excluding the child from the social network in which he was integrated and is associated with school and social segregation, difficulties in school integration, difficulties in developing self-image (Suarez-Orozco, Carhill, & Chuang, 2010). Same authors mention that children's migration and remigration is often associated with a change in the family structure determined by the period of separation from one or both parents, making the reintegration even more difficult.

Analysing the remigrant children in Romania, Brebulet (2018) showed that remigrant children are more likely to have low self-esteem, high anxiety, especial social phobia, particular coping mechanisms and high level of disadaptative cognitive schemes. Still, Popoiu, Gherasim & Brebulet (2018) argued that counselling can be effective in minimizing the impact of remigration, as counselling the younger children contributed significantly to the

character development, inhibiting the disruptive behaviours and reducing anxiety, while counselling the older children increased their self-sufficiency and self-government, optimized the personal cognitive and behavioural coping strategy and reduced children's anxiety.

In terms of educational adaptation of migrants and remigrants, Valtolina (2013) concluded that the way remigrants integrate in education is dependent on various individual factors, as previous researches that he quoted showed 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". Still, as the same author mentions, the migrant / remigrant pupils have to face some systematic educational disadvantages related 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" (Valtolina, 2013).

Considering this theoretical background, our research aimed to identify the specific way that psychological, social and educational needs of the remigrant children are perceived by their native peers and by their teachers, as the first step in getting involved in assisting the remigrants is to fully and correctly understand their specific needs.

This research adds a new perspective on remigration, as we are not focusing on identifying the actual needs of the remigrant pupils, but on the social perception of those needs, as the response from the educational system is more often based on this perception.

2. Research methodology

The research focuses on making native pupils and teachers aware of their specific perception of the educational, psychological and social and cultural needs of the remigrant pupils.

2.1. Specific concepts

Remigrant pupil – 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 & Brebulet, 2012; Brebulet, 2018). In this definition, remigration refers to two stages of migration (to a foreign country and then back to the country of birth, excluding children born abroad);

also, this definition excludes tourism or visiting families, as it includes the condition of initial migration having the intention of staying abroad.

Native pupil - child that has no migrant background and was enrolled in the education system only in his home country.

2.2. Objectives

The research aimed to investigate

- a. the social perception of the educational, psychological, social and cultural needs of the remigrants.
- b. the differences between the specific perceptions of teachers and native pupils.

2.3. Methodology

The research was carried out using a quantitative methodology (defined by Castellan (2010) as methodology that aims “to show relationships between variables, statistical description, establishing facts, validation, prediction and control and testing hypotheses”), based on a questionnaire that was filled in by native pupils and teachers in the four countries with the main goal of showing relationships between variables and a general description of social perception of needs of remigrants.

The research methodology is non-experimental (Bleske-Rechek, Morrison & Heidtke, 2015), as we did not explore the causes of the social perception of needs of remigrants, but only made a comparative analysis of the specific perceptions of teachers and native pupils; from this point of view, our research is a comparative study (Castellan, 2010), as two cases (perception of teachers and native pupils) are examined and compared to reveal the specific differences.

2.4. Measures

The perceived needs of the remigrant children were measured through a questionnaire with 15 Likert items (Likert, 1932) linked to key aspects that remigration influence:

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

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

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

The questionnaire also includes four items that do not reflect a specific need of the remigrants, but even a “strong point” 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) and are not analysed in the results.

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

2.5. Subjects

A total sample of 1885 subjects were questioned in four countries: Romania, Italy, North Macedonia and Portugal: pupils (12-15 years old (gymnasium) and 15-18 years old (high-school)) and teachers (gymnasium teachers and high-school teachers).

Table 1. *Subjects*

country	pupils 12-15 years old	pupils 15-18 years old	gymnasium teachers	high-school teachers	total
Romania	339	296	57	45	737
Italy	175	125	25	25	350
North Macedonia	151	161	37	27	376
Portugal	187	181	28	26	422
total	852	763	147	123	1885

In this research, we refer by “teachers” to all types of educational experts working directly with remigrant pupils: teachers, school counsellors, speech therapists, social workers, career counsellors etc.

The research data was collected from a convenience sample, as subjects were chosen on criteria like “easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study” (Etikan, Musa & Alkassim, 2016).

All participants were informed about the purposes of the study and their participation was voluntary and was not conditioned by any factors, as all participants were informed about the fact that refusing to participate and / or withdrawal from the study will have no consequences for them. Also, the possibility of withdrawal at any stage of the study was emphasized to all subjects and each subject was included in the research based on their informed consent (Bourke & Loveridge, 2014).

The questioning was made in February-May 2019, using printed questionnaires.

3. Findings

3.1. Perceived psychological needs of remigrant children

Despite our prediction of remigrant children having the same psychological needs in each country, our results showed that the social perception of those needs is different for all four investigated aspects.

Lower self-esteem of the remigrant children is more obvious for native pupils and teachers in Romania and Portugal (compared with those in Italy and North Macedonia).

Remigrant children’s anxiety is less obvious for native pupils and teachers in North Macedonia.

Approval seeking behaviours of remigrant children are more obvious for native pupils and teachers in Italy and Portugal (compared with those in Romania and North Macedonia).

Lower interest of remigrant children for social relations and social participation is less obvious for native pupils and teachers in Italy.

Table 2. *Perceived psychological needs by country*

country	low self-esteem	anxiety	approval seeking	low interest in relationships
Romania	3,11	3,24	3,32	2,87
Italy	2,89	3,23	3,63	2,43
North Macedonia	2,80	2,75	3,24	2,88

Portugal	3,03	3,18	3,60	2,75
oneway Anova	$F_{3,1879}=6,62$ $p<0,001$	$F_{3,1873}=16,30$ $p<0,001$	$F_{3,1865}=12,99$ $p<0,001$	$F_{3,1869}=11,79$ $p<0,001$

Comparing the perception of the native pupils and teachers, our results show that the psychological needs of the remigrants are more obvious for teachers (with one exception, approval seeking behaviours of the remigrants are perceived in a similar way by teachers and pupils).

Table 3. *Perceived psychological needs by status (pupils vs. teachers)*

status	low self-esteem	anxiety	approval seeking	low interest in relationships
pupils	2,95	3,08	3,41	2,72
teachers	3,23	3,39	3,54	3,03
independent samples	$t(1881)=-3,59$	$t(1875)=-3,95$	$t(1867)=-1,77$	$t(1871)=-3,79$
t test	$p<0,001$	$p<0,001$	$p=0,076$	$p<0,001$

Focusing only on gymnasium, we found the same difference between pupils' and teachers' perception, with teachers being more sensitive to the psychological needs of the remigrants (with the exception of the approval seeking behaviours).

Table 4. *Perceived psychological needs by status (gymnasium pupils vs. gymnasium teachers)*

status	low self-esteem	anxiety	approval seeking	low interest in relationships
gymnasium pupils	2,94	3,08	3,43	2,72
gymnasium teachers	3,36	3,46	3,56	3,10
independent samples	$t(996)=-4,06$	$t(992)=-3,52$	$t(989)=-1,38$	$t(993)=-3,40$
t test	$p<0,001$	$p<0,001$	$p=0,166$	$p=0,001$

Focusing on high-school, the differences between teachers' and pupils' perception of the psychological needs of the remigrants are not so significant anymore, as only anxiety is more visible for teachers.

Table 5. *Perceived psychological needs by status (high-school pupils vs. high-school teachers)*

status	low self-esteem	anxiety	approval seeking	low interest in relationships
high-school pupils	2,96	3,08	3,39	2,72
high-school teachers	3,07	3,30	3,51	2,94

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independent samples t test	t(883)=-0,92 p=0,355	t(881)=-1,96 p=0,049	t(876)=-1,10 p=0,271	t(876)=-1,89 p=0,059
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Pupils' age has no significant influence on the specific way they perceive the psychological needs of the remigrants, as 12-15 years old and 15-18 years old native pupils perceive those needs in a similar manner.

Table 6. *Age influence in pupils' perception of the psychological needs of the remigrants*

age	low self-esteem	anxiety	approval seeking	low interest in relationships
gymnasium pupils	2,94	3,08	3,43	2,72
high-school pupils	2,96	3,08	3,39	2,72
independent samples t test	t(1611)=-0,49 p=0,622	t(1608)=-0,006 p=0,995	t(1598)=0,65 p=0,51	t(1603)=0,12 p=0,903

Gymnasium teachers and high-school teachers perceive the psychological needs of the remigrant children in a rather similar manner; nevertheless, lower self-esteem of the remigrants is more obvious for the gymnasium teachers.

Table 7. *Differences in teachers' perception of the psychological needs of the remigrants*

teaching level	low self-esteem	anxiety	approval seeking	low interest in relationships
gymnasium teachers	3,36	3,46	3,56	3,10
high-school teachers	3,07	3,30	3,51	2,94
independent samples t test	t(268)=1,98 p=0,048	t(265)=1,18 p=0,236	t(267)=0,47 p=0,636	t(266)=1,13 p=0,260

3.2. Social and cultural needs of remigrant children

Regarding the social and cultural needs of the remigrant children, the differences among the four countries are present only for two out of three aspects: missing the life-style in host country and linguistic difficulties.

The fact that remigrant pupils might have limited knowledge of the social rules and customs in the native country is perceived in a similar way in all four countries.

The fact that remigrants might miss the life-style in host country is more obvious for native pupils and teachers in Portugal and Italy (compared with those in Romania and North Macedonia).

The linguistic difficulties of the remigrant children are less obvious for native pupils and teachers in North Macedonia.

Table 8. *Perceived social and cultural needs by country*

country	limited knowledge of social rules	missing the life- style in host country	linguistic difficulties
Romania	3,33	3,52	3,78
Italy	3,27	3,88	3,59
North Macedonia	3,17	3,38	3,01
Portugal	3,25	4,02	3,49
oneway Anova	$F_{3,1792}=1,33$ $p=0,26$	$F_{3,1871}=28,13$ $p<0,001$	$F_{3,1870}=34,55$ $p<0,001$

Comparing the perception of the native pupils and teachers, our results show that the social and cultural needs of the remigrants are more obvious for teachers compared with native pupils (significant difference for all three investigated aspects).

Table 9. *Perceived social and cultural needs by status (pupils vs. teachers)*

status	limited knowledge of social rules	missing the life- style in host country	linguistic difficulties
pupils	3,24	3,62	3,49
teachers	3,45	3,95	3,73
independent samples t test	$t(1794)=-2,44$ $p=0,015$	$t(1873)=-4,19$ $p<0,001$	$t(1872)=-2,89$ $p=0,004$

Focusing only on gymnasium, we found the same difference between pupils' and teachers' perception, with teachers being more sensitive to the social and cultural needs of the remigrants (significant difference for all three investigated aspects).

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Table 10. *Perceived social needs by status (gymnasium pupils vs. gymnasium teachers)*

status	limited knowledge of social rules	missing the life- style in host country	linguistic difficulties
gymnasium pupils	3,30	3,64	3,68
gymnasium teachers	3,57	3,97	3,97
independent samples	t(959)=-2,48	t(991)=-3,08	t(991)=-2,70
t test	p=0,013	p=0,002	p=0,007

Focusing on high-school, the differences between teachers' and pupils' perception of the social and cultural needs of the remigrants are not so significant anymore, as only "missing the life-style in host country" is more visible for teachers compared with pupils.

Table 11. *Perceived social needs by status (high-school pupils vs. high-school teachers)*

status	limited knowledge of social rules	missing the life- style in host country	linguistic difficulties
high-school pupils	3,18	3,60	3,29
high-school teachers	3,28	3,93	3,44
independent samples	t(833)=-0,81	t(880)=-2,82	t(879)=-1,28
t test	p=0,413	p=0,005	p=0,200

Pupils' age has limited influence on the specific way they perceive the social and cultural needs of the remigrants, as only "linguistic difficulties" of the remigrants are perceived differently, with younger native children being more sensitive to this specific need compared with older native children.

Table 12. *Age influence in pupils' perception of the social needs of the remigrants*

age	limited knowledge of social rules	missing the life- style in host country	linguistic difficulties
gymnasium pupils	3,30	3,64	3,68
high-school pupils	3,18	3,60	3,29
independent samples	t(1538)=1,80	t(1603)=0,56	t(1602)=6,43
t test	p=0,072	p=0,572	p<0,001

Gymnasium teachers and high-school teachers perceive the social and cultural needs of the remigrant children in a rather different manner, with

“limited knowledge of social rules” and “linguistic difficulties” being more obvious for gymnasium teachers compared with high-school teachers.

Table 13. *Differences in teachers' perception of the social needs of the remigrants*

teaching level	limited knowledge of social rules	missing the life-style in host country	linguistic difficulties
gymnasium teachers	3,57	3,97	3,97
high-school teachers	3,28	3,93	3,44
independent samples t test	t(254)=2,26 p=0,025	t(268)=0,40 p=0,689	t(268)=4,01 p<0,001

3.3. Educational needs of remigrant children

Some of the educational needs of the remigrant children are perceived with different intensity in different country, while others are perceived in a similar way.

Native pupils and teachers in Romania, Italy, North Macedonia and Portugal perceive in a similar manner the educational needs of the remigrants related to their lower motivation for school activities and their evaluation anxiety.

Native pupils and teachers in Italy have a general tendency to be more receptive to the limited expectations for school performance in case of remigrant pupils, but this tendency is not statistically significant.

Native pupils and teachers in North Macedonia are less receptive to the difficulties the remigrant pupils have in integrating into the school groups.

Table 14. *Perceived educational needs by country*

country	low motivation	evaluation anxiety	limited expectations	integration difficulties
Romania	2,97	3,43	3,05	3,47
Italy	2,98	3,54	3,23	3,52
North Macedonia	2,88	3,46	3,19	3,08
Portugal	2,94	3,35	3,12	3,35

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oneway Anova	$F_{3,1866}=0,51$ $p=0,67$	$F_{3,1827}=1,88$ $p=0,13$	$F_{3,1868}=2,82$ $p=0,03$	$F_{3,1876}=11,44$ $p<0,001$
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Comparing the perception of the native pupils and teachers, our results show that the educational needs of the remigrants are more obvious for teachers (significant difference for all four investigated aspects).

Table 15. *Perceived educational needs by status (pupils vs. teachers)*

status	low motivation	evaluation anxiety	limited expectations	integration difficulties
pupils	2,89	3,41	3,08	3,34
teachers	3,32	3,60	3,39	3,55
independent samples t test	$t(1868)=-5,56$ $p<0,001$	$t(1829)=-2,46$ $p=0,014$	$t(1870)=-4,31$ $p<0,001$	$t(1878)=-2,69$ $p=0,007$

Focusing only on gymnasium, we found the same difference between pupils' and teachers' perception, with teachers being more sensitive to the educational needs of the remigrants (significant difference for all four investigated aspects).

Table 16. *Perceived educational needs by status (gymnasium pupils vs. gymnasium teachers)*

status	low motivation	evaluation anxiety	limited expectations	integration difficulties
gymnasium pupils	2,92	3,43	3,07	3,41
gymnasium teachers	3,44	3,68	3,56	3,65
independent samples t test	$t(991)=-4,89$ $p<0,001$	$t(975)=-2,36$ $p=0,018$	$t(991)=-5,28$ $p<0,001$	$t(995)=-2,21$ $p=0,027$

Focusing on high-school, the differences between teachers' and pupils' perception of the educational needs of the remigrants are not so significant anymore, as only "low motivation for school activities" is more visible for teachers compared with pupils.

Table 17. *Perceived educational needs by status (high-school pupils vs. high-school teachers)*

status	low motivation	evaluation anxiety	limited expectations	integration difficulties
high-school pupils	2,85	3,38	3,10	3,27
high-school teachers	3,17	3,50	3,18	3,44

independent samples t test	t(875)=-2,85 p=0,004	t(852)=-1,02 p=0,306	t(877)=-0,73 p=0,461	t(881)=-1,52 p=0,127
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Pupils' age has limited influence on the specific way they perceive the educational needs of the remigrants, as only the "difficulties in integrating into school groups" of the remigrants are perceived differently, with younger native children being more sensitive to this specific need compared with older native children.

Table 18. *Age influence in pupils' perception of the educational needs of the remigrants*

age	low motivation	evaluation anxiety	limited expectations	integration difficulties
gymnasium pupils	2,92	3,43	3,07	3,41
high-school pupils	2,85	3,38	3,10	3,27
independent samples t test	t(1600)=1,21 p=0,22	t(1571)=0,82 p=0,41	t(1601)=-0,59 p=0,549	t(1608)=2,48 p=0,013

Gymnasium teachers and high-school teachers perceive the educational needs of the remigrant children in a rather different manner, with "low motivation for school activities" and "limited expectations for their school performance" being more obvious for gymnasium teachers compared with high-school teachers.

Table 19. *Differences in teachers' perception of the educational needs of the remigrants*

teaching level	low motivation	evaluation anxiety	limited expectations	integration difficulties
gymnasium teachers	3,44	3,68	3,56	3,65
high-school teachers	3,17	3,50	3,18	3,44
independent samples t test	t(266)=2,19 p=0,029	t(256)=1,48 p=0,140	t(267)=3,35 p=0,001	t(268)=1,67 p=0,095

4. Discussion

The psychological, social, cultural and educational needs of the remigrant children are perceived differently across Europe; as a general tendency (not always present or statistically significant), remigrants needs are more obvious in Portugal and Italy and less obvious in North Macedonia.

This result can be analysed from at least two completely different perspectives. On the one hand, we can accept that this differences in social perception reflect actual different needs of the remigrants in different countries, as researches in different countries showed. Luca, Gulei, Foca & Brebulet (2012), Luca et al. (2012) and Brebulet (2018) argued that remigrant pupils in Romania have different psychological, cultural and educational difficulties, and Hatzichristou & Hopf (1992, 1995) showed educational difficulties for Greek children returning from Germany, while Neto (2009, 2010, 2012), Neto & Neto (2011) argued that Portuguese remigrant teenagers are similar to the native ones and their reintegration should be very facile. On the other hand, we can accept that the needs of the remigrants are similar, irrespective of their country and only their social perception is different. We can argue this perspective based on the numerous differences in research methodology that could explain the differences between the mentioned results in Romania and Portugal (as Brebulet (2018) mentioned, the studies in Romania focused on children going abroad and then returning and evaluating them rather soon after returning home, while the studies in Portugal focused mostly on teenagers born abroad (from Portuguese parents) that only migrated once, to Portugal, and evaluating them many years after their so called return to Portugal); those methodological aspects can be more likely to explain the different results than an actual difference in terms of difficulties of the remigrants in different countries.

Based on our results, we cannot accept or refuse either one of the two perspectives, as we would also need an investigation of the actual needs of the remigrants in different countries, using the same methodology. We can only accept that native pupils and teachers in different countries are more or less receptive to the needs of the remigrant children, and their difference social perception is likely to influence their efforts and implication in active measures to facilitate the social, educational and psychological re-adaptation of remigrant children in their country.

Comparing teachers and pupils, our results argue that teachers are more receptive to the psychological, social and cultural, educational needs of the remigrant pupils, with significant difference for almost all evaluated needs; this difference is bigger in gymnasium compared with high-school. These results can reflect the pedagogical competencies of teachers, as they are trained to correctly identify specific needs of each pupil in front of them, and teachers' life experience that can also enhance their ability to identify remigrants needs.

Pupils' age has no influence on the perception of the psychological needs of the remigrants and has limited influence on the specific way they perceive the social, cultural and educational needs of the remigrants. This result can be argued on the previous results of Luca, Foca, Gulei & Brebulet (2012) that showed that the difficulties the remigrants have to face are irrespective of their age, and we can accept that the social perception of the needs of remigrants is not different in gymnasium and high-school because the needs are similar. Nevertheless, this results clearly argue that the need for intervention is equally relevant in gymnasium and high-school, and teachers and managers should consider assisting remigrant pupils to reintegrate irrespective of the education level.

Gymnasium teachers and high-school teachers perceive the specific needs of the remigrant children in a rather different manner, as many of the psychological, social, cultural and educational needs of the remigrant children are more obvious for gymnasium teachers compared with high-school teachers. If we accept that, as previously mentioned, the needs of the gymnasium remigrants are similar with the ones of high-school remigrant, this result can only show a difference in the perception of teachers, probably explained by the bigger attention paid by gymnasium teachers to the specific needs of the remigrants. In terms of educational change, this result argues the bigger need for systemic interventions at high-school level, including strategies to motivate teachers to assist the remigrants, as they are less receptive to the specific needs of the remigrants and less probable to initiate such activities themselves.

5. Conclusions

Our research analyzed the perceived needs of the remigrant children in four different European states in order to highlight the differences between cultures. Our results are in line with previous researches that showed that the reintegration of the remigrants in different countries, but also need to emphasize on the fact that the way teachers and native children perceive the needs of the remigrants is influenced by home country's culture and educational system.

Also, access to information and education is predicting the social perception of remigrant children, as teachers are, generally, more receptive to remigrants' needs (psychological, social and cultural, educational), therefore

arguing the importance of having information and training for adequate identification of remigrants issues after returning home.

Our results clearly argued the fact that the educational system does not need only actual evaluation of the remigrant children and their needs in order to fully respond to their needs, but also analysis of the social perception of those needs, as the intervention strategy will be based on the support of teachers and native children, and if they don't correctly perceive the remigrants' needs it is very improbable that they will get involved in any intervention, systemic or local.

Therefore, we recommend to all researchers and practitioners in the field of education to fully understand both the issues of remigrant children and the social perception of those issues in national and, if possible, local context in order to base their intervention strategy on a deeper understanding of its operational objectives and resources (teachers, native pupils, parents etc.) that can and want to get involved.

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