Available online at www.sserr.ro

Social Sciences and Education Research Review

(4) 1 61-76 (2017) ISSN 2392-9683

REINTEGRATION OF MIGRANT STUDENTS IN THE DOLJ REGION

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Abstract

Identified as a major problem, specific to the social and economical environment we live in, re-migration aims, mainly, at the readaptation of students to social and educational life.

The study is centered on the situation of Dolj county children who suffered a failure, on one hand due to migration and on the other hand, due to a poor social and economical background. According to statistical data, in less than a school year, 200 students had received certificates for studies equalization. Out of these, 102 are girls and 98 boys, most of them re-migrating from countries like Spain (30) and Italy (134). The phenomenon of children's re-migration and its consequences justify specific measures both from their families and the children's social environment, and also from schools and social services. There is a need for an adequate information of parents who intend to return to

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their home country together with their children or they just send home their children alone.

Important aspects concerning the direct intervention on children are the individual, family and community factors which imply the correction of any aggressive behaviour, the immediate solving of conflicts during classes, the stimulation of learning motivation, the development of self-esteem and resistance against disruptive factors, the protection of emotional attitude, the improvement of peer and student-teacher relationships, the encouragement of group integration, the redefinition of relationships inside the family.

Keywords: re-migration, motivation, self-esteem, redefinition of family.

JEL Classification: A2

I. PROBLEM DESCRIPTION

To be better understood the subject of this study, we will consider the situation of the children in Dolj who suffered failed experience, on the one hand the emigration and on the other hand a socio-economical condition of natural family life. Based on statistics provided by the commission equivalence studies for the School Inspectorate of Dolj County, site of the County Council and the research conducted by the Social Alternative Iasi will identify major sutuations which have a negative influential regarding the integration and the reintegration of the children in the Romanian educational system. In this presentation the phrase „the re emigrated child" refers to a child who was returned to Romania after moved to/with emigrant parents in a foreign country in order to be brought up, educated and cared for by them.

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Because of the massive migration that happened in the 90s and especially after 2007, when Romania joined the European Union, we have identified a complex problem regarding re-emigration of the Romanian children. Freedom of movement in Europe in the world, the possibilty to work in another country, the Romanians could benefit it after 1989 and especially after 2007. There is a right of an extraordinary value, and yet (ASA 2012). Migration as a phenomenon has brought changes in the values and in the cultural perceptions (Anghel 2009), becoming a major economical alternative not beeing for the person aware of the situations of inadequacy, of no integrating and wear psychological those who believe that leaving the country is a solution to financial problems. The reverse of this phenomenon, re-emigrat ionis often a bigger problem than the initial one which is identified leaving the country. If at some point the major problem was the economic status of a family and was relocarea in a third foreign country if identified problems can be much more difficult. We propose to determine the causes of the adaptation/rehabilitation problems, impediments and determine expectations.

II. THE APPEARANCE OF THE RE-EMIGRATION

The consequences of freedom of the free movement in Dolj we also identify the phenomenon of the re-emigrtion children, with all the sentimental problems jams A major change in socio-political generated a new social problem, unknown until then, that the society as a whole, we need to pay more attention. The available statistics clearly show that children in Dolj County the phenomenon of the re-emigration becomes a major problem. As a social phenomenon, is part of a broader issue, the rights of the child in this case, the rights of the ‚Doljan" child ‚an migration to and from Europe and beyond it .

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To be better understood this phenomenon identified in the Dolj county is required a diagnosis and a cognition of the quantitative data regarding the number and the ethnic composition of the population in general school population in particular, the economy, the social services and the education.

Dolj County is the largest area in South-West Oltenia and one of the most important in Romania (eighth place). Population density is over the regional and national averages. Our county faces a greater reduction of the population compared to regional and national average, losing about 100,000 people in the last 25 years. Population decline is due to both the negative natural increase and the internal migration and especially the external.

Regarding the number of inhabitants in the 2011 census, Dolj County include:

1. a very large city: Craiova (between 200,000 and 300,000);
2. four towns (10 to 20,000 inhabitants): Calafat Băileşti Filiaşi and Dăbuleni;
3. two very small cities (under 10,000 inhabitants): Segarcea and Bechet;
4. two villages (over 7,000 people): Poiana Mare Sadova;
5. 9 large villages (5000-7000 inhabitants): Moțăței, Podari, Daneți, Calarași, Valea Stanciului, Amărăştii de Jos,Cetate ,Ciupercenii Noi and Ostroveni;
6. 33 medium villages (3000-5000 inhabitants);
7. 49 small communities (1500-3000 inhabitants);
8. 11 very small villages (under 1,500 inhabitants): Gogoşu, Botosesti-Paia, Seaca de Camp, Tălpaș Macești de Jos Secu, Verbita, Măceşu de Sus Radovan Plesoi (Portal CJ Dolj 2017).

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About 25% of the county population live in poverty, a share that has increased in recently, especially during the economic crisis. The most exposed settlements to risk of poverty are those with a large population such as RRoms and in the west, south and east villages of the county, with poor accessibility and aging population. In Dolj county there is a large number of persons receiving social benefits (first place nationally in terms of number of beneficiaries of the guaranteed minimum income).

Although the census of 2011 only 4.5% of the county population was declared Rroms in fact the number is much bigger. The most important Rroma communities are in: Catane (43.8% of the resident population) Negoi (40.8%), Salcuta (35.7%), Cerat (34.1%), Lipovu (33.8%), Bechet (32.6%), Caraula (30.5%) Cotofenii din Fața (27.8%), Vârtop (27.5%), Amărăştii de Jos (22.2%) Urzicuța (22.1%), Bârca (20.4%), Calopăr (18.3%), Sadova (17.6%), Cetate (17.1%) and Bistreț (16.1%) (www. cjdolj.ro). Regarding the demographic situation in the last two decades, it is expected that Rrom population becomes the majority in some of these places until 2020. These communities are exposed to risk of poverty and social exclusion, which led to migration due to the economic problems. Also among these communities we often meet the phenomenon of the re-emigrated children, the consequences being from maladjustment to leaving the school.

Since 01.10.2015 entered into force O.M.E.C.Ş. no. 5268 approved the methodology for the validation by School county institutions and I.Ş.M.B periods of studing abroad and at educational organisations, these one carry out educational activities in Romania appropriate an educational system in another country, ARACIP entered in the register and approval certificate of equivalence studies abroad and in Romania. According to this order, the assessment and equivalence commission studies abroad within IŞJ Dolj issued in the period

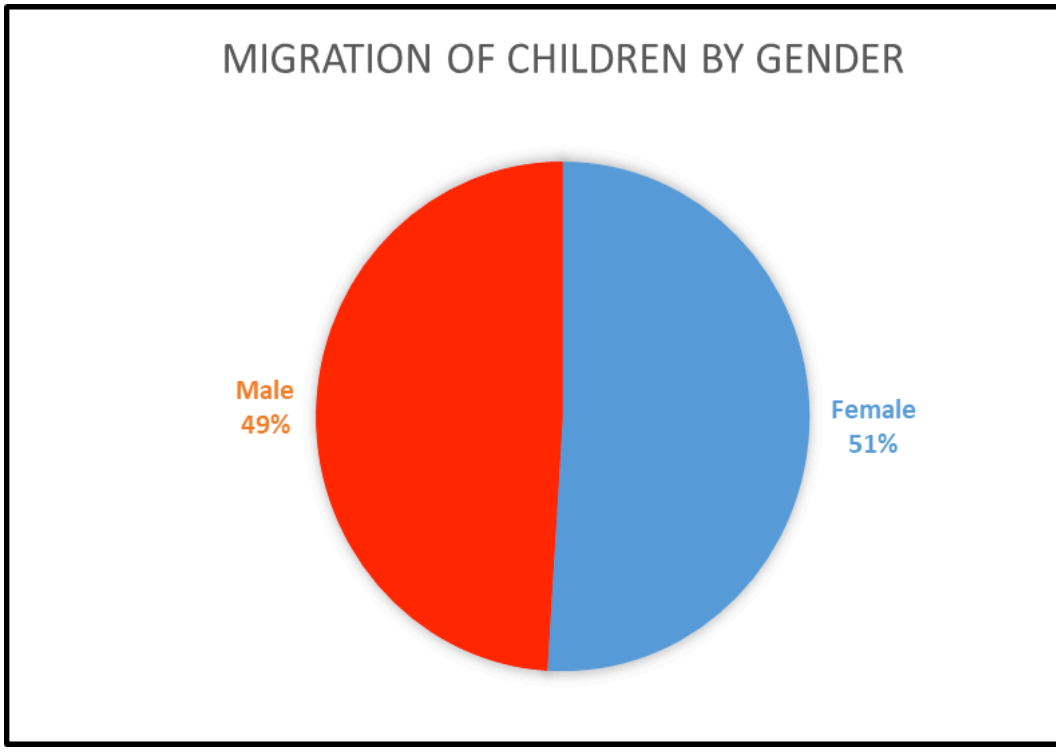
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10.01.2015 - 31.08.2016, a total of 200 certified. For the study we conducted statistics of the children's re–emigration according to the following criteria:

1. Sex

- Female – 102

- Male - 98

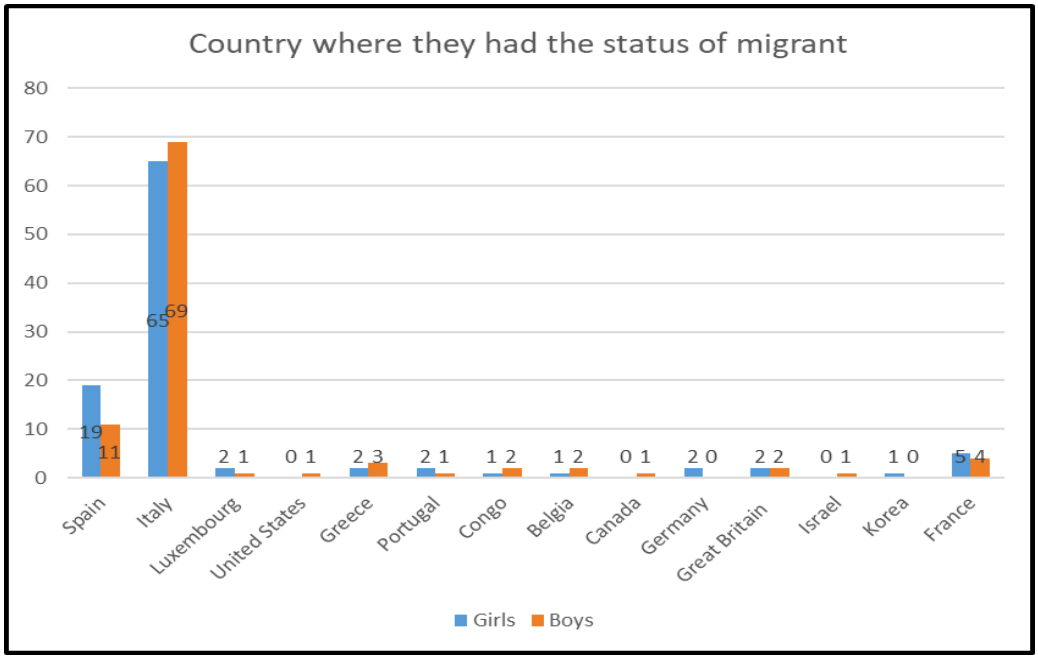


2. Country where they had the status of migrant

Nr. crt.	Country	Girls	Boys
1.	Spain	19	11
2.	Italy	65	69
3.	Luxembourg	2	1

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4.	United States	0	1
5.	Greece	2	3
6.	Portugal	2	1
7.	Congo	1	2
8.	Belgia	1	2
9.	Canada	0	1
10.	Germany	2	0
11.	Great Britain	2	2
12.	Israel	0	1
13.	Korea	1	0
14.	France	5	4



As it can be seen in less than a school year (in the period up to 10.01.2016, equivalences were made by the committee from the ministry) have equivalent studies 200 children. Since the study by ASA Iasi for more than four years

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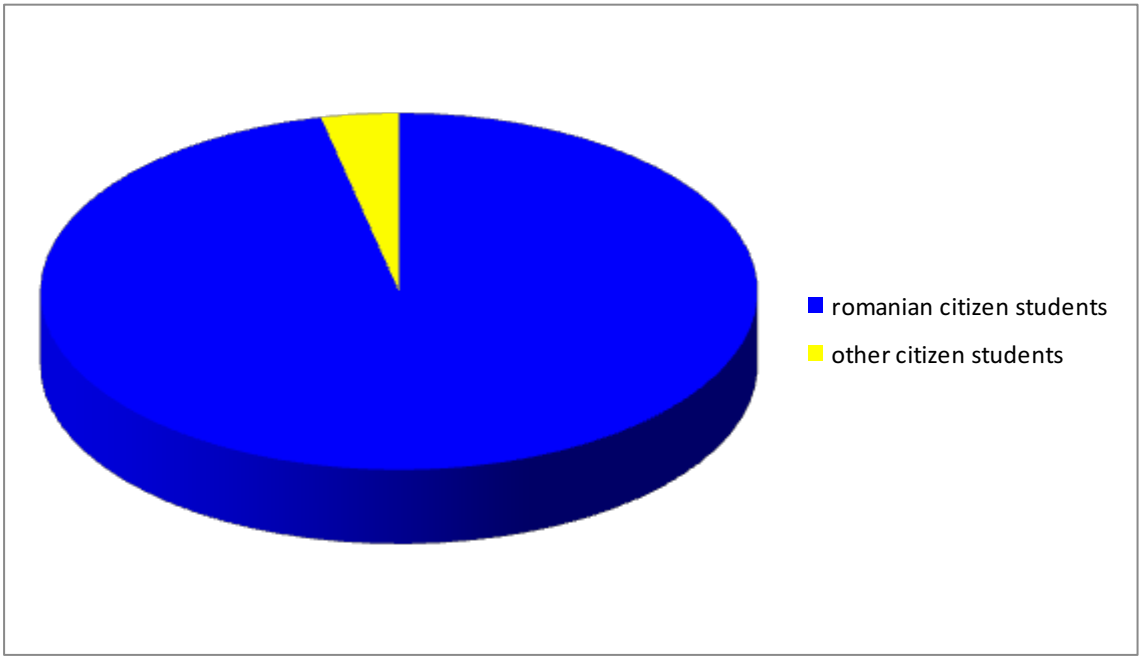
between 2008 to 2012, when there were 660 children re–emigrated children in the Dolj county, it can be concluded that the phenomenon becomes problem in terms of numbers, the average in the previous school year is higher. The magnitude of this phenomenon justifies the focus on providing the necessary support for the academic and social rehabilitation of re-emigrated children One thing is certain: annual the children who re emigrated be add to the list of those requiring prompt intervention from specialized psychological services, social and school because there is a major risk of difficulties and readjustment. These children live alone with one or both parents, and the psychological sheets of the tutor and the school counselors.

Returned home, they do not think about the future, thery are not enthusiastic and have no life projects because they have already experienced failure with their emigrant family. Family rarely talk about afflictions, sorrows and their frustrations. The teachers and the students in the same classroom are strangers to one another.

According to the information from the county Committee of the Dolj County School Inspectorate whose task is to equate the periods of studying abroad and at another organizations that provide the education, from the 200 students that were enrolled in the pre-university education in the period November – September 2016, 193 of them are Romanian and the rest of 7 have nationality of the country they have made their studies in until that moment of time. (Republic of Korea, Israel, Canada, Democratic Republic of Congo, U.S.A).

The adaptation of the 7 children was much more difficult, although one of their parents is a Romanian language speaker and was born or has ever lived in Romania. For the 193 Romanian students, the period they were considered unattached students was maximum 30 days, as the effectual legislation says.

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Not the same thing can be said about the children with different nationalities, because, in their case, the period they were considered unattached students was longer, because they needed to learn the language first. Against the expectations, the easiest students to accommodate were the ones from the Democratic Republic of Congo, the enthusiasm for our education system, the wish they had to adapt which was easily seen in their behaviour, the speed of learning our language, being essential elements in their educational success.

In all of this special cases, where students equate their studies without being Romanian citizens, there are imposed some legislative changes, in the sense of the introduction of the compulsoriness of crossing a session of preparation to be easy for them to acquire the Romanian language in the pre-academic system, in merged system to reduce their period they were considered unattached students.

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In order the students without Romanian nationality to obtain performances in studying Romanian language, it imposes the instruction and specialization of some teachers to complete this task. The comparison between the two categories of students emphasises different problems, different solutions, different specialized departments.

Until now, the weight is owned by the Romanian students, re-immigrants, that had a very big need of affective support because, in most of the times, they don't have near them both parents to help them, and they are left in care of their relatives and wear the burden of the fail of the immigration that that their family submitted them to.

III. RISKS

Returning to Romania, the support of the child in his efforts of rehabilitation can be providing by both parents, one parent, that parent is more often the mother than the father, other relatives up to the fourth degree, but there are situations in which the child must cope alone with the reintegration difficulties.

The readjustment difficulties that some children feel are mainly due to the life abroad and forgotten the Romania lifestyle factors dependent on time spent abroad. Re-emigration a country with less developed Romanian community (compared with countries such as Italy and Spain) is a risky factor in the occurrence of a general negative affective states and should be considered when assessing the need for specialized support for the rehabilitation of a child who return to Romania (Iași ASA 2012). Life in the community school, the rules imposed by the Romanian education system, the lack of involvement in decision-making regarding the emigration or out-migrate with their families, they are risky factors in the rehabilitation of the children returned home alone,

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with one parent or both parents. A major risk for children for the re-emigration children is that they have difficulties in identifying their strengths and develop prosocial behavior type, requiring specialized intervention.

1. The emergence of difficulties coping: emotional difficulties, behavioral problems, hyperactivity, attention deficit, difficulties in relationships.

2. The emergence of the school abandon and the crime.

IV. INTERVENTION. RECOMMENDED ACTIONS

The extent and the consequences of the re-emigrated children justify specific interventions both from the family and social environment of the child and from schools and social services. First, it is necessary to adequately inform parents that take into account their return with the children or just children back in Romania. This information should refer to the events associated with psychosocial re-migration (how homecoming is subjectively experienced by the child) and the difficulties of readjustment. Taking into account the psychology of the age, the young schoolchildren are immature and dependent on their parents, so that a separation of these can lead to tragedies, generating in the subconscious of the child conflict zones (Augusto Cury 2007). Father will know the potential risk factors on rehabilitation, resource factors of the child and the practical application can facilitate reintegration of the child will be able to identify potential situations that need specialized support and the institutions that can address. It is necessary that each teacher involved to know the particularities of the situation of the re-emigrated children, but also the responsibility of other institutions or other professionals. Schools and childcare institutions must consider specific actions carried out directly with the re-emigrated children beginning with the individual screening for early identification of potential

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risk on rehabilitation, to coherent strategies of child difficulties and facilitate the reintegration in school. The specialists from the public institutions should intervene there where the intervention requires a level of expertise that can not be reached by parents and teachers. The services to protect children and families, and schools should consider developing and providing parent education programs on intervention in cases of hardship rehabilitation of the child returned home, using particular methods for boosting resilience (ASA Iaşi 2012). It is very important to correct the aggressive behavior of the child to solve the immediate difficulties that arise in class, we show affection and intelligence, because only then can we heal the wounds of the soul of those who will be tempted to isolate both in schools and in the family. If you passed by the experience of the emigration does not mean that these children are already ready to explore the unknown, not afraid of failure, unfortunately they give up trying after a failure. Safety, peace and joy are concrete solutions in specialised intervention or not, underlying the success in the children"s educational who have suffered of separation trauma from family or parental home at an early age, they have been integrated into the social, economic and cultural completeli different and not only gave them ,,A SECOND HAND " life.

V. CLEAR ACTION PURPOSES

On a personal level:

- developing self-confidence of these children and the resistance to the disturbance;

- stimulation of learning motivation in order to lead to the formation of relatively stable in the field of behavioral skills;

- improving the relationship with parents and teachers;

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- psychotherapy sessions for in-depth analysis and redefining family relations;

- acceptance of the migration failure, the acceptance of re-emigration ;

- identify and develop their own value system.

The team of students:

- promoting integration and networking group with as many participants in the group;

- the potential of each child;

- additional activities of learning Romanian language;

- protecting the emotions of the children;

- the experience gained during migration activities to capitalize the strength and opportunities of such a challenge;

- involvement in extracurricular activities, projects and educational programs.

The local community:

- cooperating with the family doctor, school counselor and mediator;

- requiring a higher number of coaches and school counselors;

- involving children in activities in collaboration with the local community hall, library, police, foundations or NGOS;

- feedback received from community representatives regarding conduct, exchange of best practices on the relationship that had the foreign communities with our students.

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VI. THESE FACTORS INFLUENCE POSITIVELY THE CHILDREN'S REHABILITATION

- knowing the lifestyle of Romania, the cultural and the social space in which they began the growth and development;
- the agreement regarding the children about accepting failure and emigration;
- wellbeing offered by the presence of colleagues and friends who have gone through the same experience of life;
- re-establishing bonds of old friendship that had a strong emotional impact on them;
- involving teachers in social reintegration, not only in the school;
- specialized support provided by authorized institutions;
- full equivalence studies in a much faster due to the facilitation of this service, without repeating any classes, more times;
- permanent existence of at least one parent in his life when they emigrate;
- children rely on the community and on the extended family in the rehabilitation process, their main landmark being parents.

VII. FINAL RESULTS USED IN SCHOOLS

1. Solving the crisis of identity and development of the prosocial behavior type;

2. Increase selfrespect, self-confidence of re-emigrated children

3. Continuing education path;

4. Integration in the collective and positive relationships with the classmates;

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5. Collaboration in the tasks of the team;

6. Improving the situation of the family;

7. Develop fundamental characteristics of the children" personality

8. Educate children so emotional well-being provided by family migration does not represent a priority for him;

9. Finding real solution to this difficult situation such as school abandon and crime.

Regarding the resiliency factors (Ionescu, 2009, Grothberg, 1995) child's perception is that its success in terms of rehabilitation is mainly due to the individual factors (knowledge of life in Romania, self-confidence, ability to ask for help, courage, ability to make decisions by himself, responsibility, good luck), followed by family (care and support offered by family, including extended) and the community (colleagues, teachers, neighbors).

With ambition, confidence and desire Dolj can succeed in such an action becoming a real success.

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