UNIVERSITATEA
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din IAŞI

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Doctoral School of Philosophy and Socio-Political Sciences
Sociology

THE SOCIAL IMAGE OF THE REMIGRANT CHILD.
STUDY CONDUCTED IN THE CITY OF IASI
DURING 2012-2015

SUMMARY

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Prof. univ. dr. Nicu GAVRILUTA

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Alexandru – Stelian GULEI

Iaşi, 2015

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Foreword

The thesis entitled „The Social Image of the Remigrant Child. Study Conducted in the City of Iasi During 2012-2015" addresses a subject of great actuality, that of the negative consequences of the labour migration on the family, focusing in particular on the options that those who resort to this modality of ensuring their wellbeing have for the reduction of the negative consequences.

In the thesis we will analyse the situation of remigrant children, who return to their country of origin or, in the case of those born abroad, to the country of origin of their parents. We will attempt to explain why this solution of seeking refuge "at home" is not without significant dangers for the development of the children. We will analyse the concept of "social image" and the way in which it influences the (re)adjustment of remigrant children from the perspective of the development of individual, family and community resilience. We will show that "social support" is important for the protection of children but, just as important, for the protection of the communities that they return to, thus creating a connection between the issue of remigration and that of human security.

In order to set the topic in a practical plane, the thesis aims to produce an analysis of the social image of remigrant children through a research developed in the Iasi community. The study analyses the image of these children (on the scale positive-negative but also in-depth), making a correlation between the degree of familiarity with the situation of remigrant children and the availability of the inhabitants of the city of Iasi to provide support, both directly, as citizens and through community institutions.

The migration for labour – a positive phenomenon with negative effects

Today's society is one dominated by the preoccupation for identifying opportunities for ensuring the well-being, both on a macro level (the preoccupation of states or of unions of states) and on a micro level (of the individual, or of families). In the context of the globalization of resources and of opportunities migration is considered by many an effective strategy, a natural response, favoured geo-politically and economically, and idealized by individuals and communities[1].

The migration of labour force is not a given – a mere form of natural adaptation of societies. It manages to influence the policy of states by influencing

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[1] The Canadian sociologist Anthony Richmond differentiates, based on the factors that lead to the migration decision, between *proactive* and *reactive migration*. "In the situation of proactive migration the individuals migrate in order to identify favourable contexts in which to reinvest the capital they own so as to maximize benefits. In the situation of reactive migration the individuals migrate in order to prevent or to reduce losses that may occur in certain less favourable social, political, economic contexts, namely due to changes in their natural environment".
 (Anthony Richmond 1993, 1994 apud Horvath, Anghel 2009, 24).

their intentions, their borders and even their identity, acting as an engine of progress and as a threat to their very existence, at the same time.

The remigrant children

In order to avoid the negative effects of separation on children but also on the family many parents decided to migrate together with the children. Regarded as an effective solution by professionals[2] as well the migration of children does however have its limitations in ensuring their protection, because it depends on the capacity of the family to ensure the resources needed for living together abroad and on the capacity of the family and of the children to adapt to the life abroad[3]. As a consequence some of the children return, alone or with their parents, to the country of origin.

The study "The Remigration of Romanian Children – 2008-2012" (Luca et al. 2012) shows that 20-30% of the children returning to Romania face "a significant/major risk of developing a specific disorder from the prosocial spectrum: emotional, behavioural, inattention of peer relations problems (readjustment and psychological problems which will affect their subsequent development)" (Luca et al. 2012, 15). In absolute figures, this percentage is equivalent to approximately 11.000 children returned between 2008-2012 and over 1.300 children per year.

According to the study quoted the remigrant children consider that they received little support from the community. Is this perception subjective? Is the community aware of the difficulties that these children go through? Is it interested, wiling to allocate resources in order to help them adjust?

Chapter I. Social Image and Social Support. Theoretical and Practical Valences - from a Sociological Perspective[4]

The main difficulty that the remigrant children have to face when returning home is the adjustment to the new reality, from a social, but also from a psychological, cultural perspective (Luca et al, 2012, p. 15). The capacity to adjust is influenced by the abilities that these children own but also by the support they receive from the family, friends, members of the community and its institutions. In

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[2] Luca, Cătălin, Mona Maria Pivniceru, Alexandru Stelian Gulei, Liliana Foca, Mariana Pop, Oana-Eugenia Amaziliței, Gabriel Acasandrei, Nicoleta Ungurianu, Diana-Andreea Zaharia, Milka-Nicoleta Rotaru. 2012b. „Methodology for the Psycho-Social Assistance of Migrant Children". Iași: Sedcom Libris.

[3] Luca, C., Foca, L., Gulei, A-S, „The Remigration of Romanian Children – 2008-2012", 2012, p.59

[4] Parts of this chapter have been used for the article „Remigration, identity and adjustment" published in „Symposion – Theoretical and Applied Inquiries in Philosophy and Social Sciences", the Romanian Academy – Iași branch, the Institute for Economic and Social Research „Ghe. Zane", 2014.

turn, the support depends on the image that the remigrant children have in the community that they try to integrate in.

1.1 Social image

The "social image" is a type of interaction between the individual and the dominant group or with the community he/she aims to adhere to. In the case of children this interaction is more powerful, because, according to Lev. S. Vygotsky, social interaction plays a fundamental role in the child's process of cognitive development: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (inter psychological) and later inside the child (intra psychological) (Vygotsky, 1978, p. 57).

The remigration is a stressful process, and in order to cope with the stress the individuals need a positive interaction with the social environment (Mesure şi Savidan 2006, p. 1130). The quality of the social relations is also important, as proven by the favourable effect of the stable social relations on the adjustment to hostile situations. Reversely, a rupture in social relations determines a decrease in its immunity to the challenges of the environments. Moreover, an isolated individual, confronted with stressful situations, misses many opportunities, compared with another which has solid connections with the environment.

The environment that we are referring to in this chapter is the community, which is defined through three important features: the geographical dimension (vicinity, social interactions in a given space), the behavioural dimension (acts of will, practical action), the identity dimension (based on territorial or non-territorial criteria – age, gender, ethnicity, religion etc.) (Gavriluţă, 2003, 548-549)[5]. All three are relevant in the context of the phenomenon of migration, since the individuals go through changes from a geographical, identity and behavioural point of view.

The concept of "social image" is particularly relevant in the context of a discussion of the topic of remigration, because it regards the "identity" of the individual, the reciprocal rapport between he/she and the community. The concept of "identity" is present in the center of the analysis of the capacity of the individual to adjust (who feels the need to "establish" who he or she is in order to function), but also when speaking about the connection between the individual and the environment it belongs to or aims to belong to. "Identity" is also relevant when speaking about the individuals' "resilience" (for example, who the remigrant children "are", what they "can do" and what they "have"), a main concept in the thesis.

"The issues of individual and cultural identity are in the center of the difficulties met by the immigrant adolescent, particularly he who lived in the country of immigration since a young age" (Marcelli 2003, pp. 503-509).

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[5]Gavriluţă, N., 2003, „Comunitate şi practică socială" în *Tratat de asistenţă socială*, Neamţu G. (coord.), Polirom, Iaşi, pp.548-549.

"Social image" influences the individual and the community. A positive social image is an ideal situation, because it sets the premises for "social support". At the opposite end, a negative "social image" may be identified as a major cause for development or adjustment difficulties for individuals aiming to integrate in the community – and as a result as a cause for missing "social support". Also damaging may be a neutral "social image" (an "I don't care/I am not interested" or "I don't know" type of attitude). "Social image" may be deeper or more superficial, based on the degree of familiarity of the environment with the specifics of the situation of the individual or of the vulnerable group. A superficial "social image" (a lower degree of knowledge) of the situation of a vulnerable group may be caused by a more recent occurrence of risk factors but also by the marginalization of the particular group of individuals.

1.2 Social support

One of the main factors which favours adjustment is "social support", which manifests itself best when it facilitates the development of abilities and skills needed for overcoming difficult moments and situations, namely when it develops resilience. Social support (for facilitating readjustment, for the development of the resilience and as a result for ensuring human security) depends both on the social image of the remigrants in the community they returned to, as well as on their willingness to integrate (as shown before).

Social image influences the response of the community to the need of the individual to receive support but also the participation of the individual to the life and processes of the community. Ideally – the individual and the community have a reciprocal positive image – a premise for the crystallization of the social support. Similarly, a negative social image may constitute a major inhibiting factor for the adjustment of those who seek to integrate in the particular community – as a result of a lack of social support or, in the case of individuals, may act of a catalyst for dismantling the community, through the migration of its human resources. The attitudes of the individual are determined by his/her personal convictions, but also by an inter-personal network of communications and contacts (Liu and László 2007, 95); the participation or the presence of an individual in a community is influenced by the evaluation he/she makes with regards to the social status of the latter. In the situation where the individual identifies a more advantageous one, he/she has the option to "replace it" (Collins 2003 apud Șerban 2013, 464). As a consequence, the way in which the individual perceives the community may determine actions through which the security of the latter is endangered. A third situation which may constitute a negative factor, which may also threaten human security is a neutral social image.

The positive response of the community (the existence of social support), or reversely, a negative one (the lack of social support), may affect the capacity to adjust of the remigrant children, producing short, medium and long term effects. These effects may be positive – having a role in the facilitation of the adjustment of the individual, or a formative role of his/her personality, or negative – being

destructive, blocking he adjustment of the individual and affecting, sometimes irremediably, his/her subsequent development (Luca et al. 2012, pp. 15-16).

Chapter II. The Remigration of Romanian children

Migration is a stressful process, whether it's the adjustment to another country or returning to the country of origin (as we will show next). The duration and the intensity of the stress determined by migration depends on the support and risk factors involved, affecting to a lesser or greater extent the individuals involved (Mesure&Savidan 2006, p. 1129).

2.1 Labour migration in Europe. A short history

Labour migration is not a new phenomenon, nor a Romanian one. Starting with the second half of the XIX century most European countries were affected by massive migration flows, especially outwards. In the XXth century some European countries became a destination, both for migrants from the outside the continent and for those from other European countries, as a result of an increased post-war need of labour force. Starting with the '90s the countries from the south of Europe became receiving countries, while countries from the center and eastern part of the continent became (and still are) countries of origin for labour force. The enlargement of the European Union, through the adhesion, in a first stage, of Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia (in 2004), followed by Bulgaria and Romania (in 2007) brought a regularization of the labour migration but much less was done for the prevention/reduction of the negative effects on children and families.

2.2 The situation of the children affected by migration in Romania

Although the migration of Romanians is not recent, having existed before 1989 and especially after the Romanian Revolution, its effects on the children left at home or on the children who migrated with their parents and later returned to the country were only studied in the last decade. It is these effects that we will present next, based on the main researches conducted on the subject.

The „Home Alone" Children (children left behind)

The size of the phenomenon was evaluated in Romania through official statistics and by the only independent study which provided estimates for the 0 to 18 years interval (UNICEF and Alternative Sociale, 2008). The National Agency for the Protection of Children's Rights estimates that the number of children with one or both parents abroad vary between 85.000 and 100.000 (according to the agency's website copii.ro). The independent study forwards a much higher figure, of over 350.000. Another independent research, of SOROS Foundation, related to

children from secondary school, approximates the number of children left behind at over 175.000 (Toth et al., 2007).

The remigration of Romanian children[6]

In order to avoid the negative effects of separation on the children but also on the family as a whole many parents decided to migrate together with their children. This choice has its limitations because the protection it provides depends on the capacity of the family to provide the resources needed for living together abroad as well as on the capacity of the family and of the children to adjust to the country of migration. Sometimes the plan does not work, and as a consequence the children return to the country of origin, with their parents or by themselves.

In Romania there is only one study referring to the situation of children who returned to the country of origin after an experience of migration – "The Remigration of Romanian Children" 2008-2012" (Luca et al. 2012). The research provides an estimate of the total number of remigrant children using official statistics from the Ministry of Education. According to these figures, between 2008-2012, 21.325 children returning from Italy and Spain to be reinstated in the Romanian education system. Based on the sample used in the study the authors estimate that the total number of remigrant children (including other countries) during the period in question was over 33.000.

2.3 The adjustment of remigrant children

The adjustment of migrants. The reverse cultural shock

An assumption which seems reasonable is that remigrants should not have a difficult time adjusting, or that these difficulties should be minor, negligible, because in their case all the cultural elements of the community of origin, the language, are well-known by the migrant. This assumption is shared both by the community and by the migrants themselves (Gaw, 2000 *apud* Mooradian, 2004) In reality, when the individual returns to the community of origin, especially after having spent a long period abroad (Luca et al., 2012), discovers that "home" is not the same well-known place and that the family and the friends changed. A "reverse cultural shock" occurs, which, according to a number of studies (Adler, 1981; Storti, 2001; Uehara, 1986) makes the readjustment process more difficult than in the case of the "initial cultural shock" (which is experienced by the migrant when arriving in a foreign country). In spite of this fact, the "reverse cultural shock" is much less approached than the "initial" one (Adler, 1981 *apud* Mooradian, 2004). The individuals who were successful in adapting to another culture (who overcame the "initial cultural shock" of adjusting to the country of emigration) had the most

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[6] Remigrant child: the child who returned to Romania, after having moved to another country with his migrant parents with the purpose of being brought up, educated and cared for there (as opposed to going for a visit)(Luca et al. 2012, 11)

difficulties in adjusting when returning home (Koester, 1984 *apud* Mooradian, 2004).

The "reverse cultural shock" (defined as a set of psychological and social difficulties related to the adjustment to the community of origin after a period of time spent abroad - Uhara, 1986) is also known as the readjustment, reacculturation, reassimilation or reintegration shock (Mooradian, 2004). It is considered that readjustment follows certain patterns. A model used for explaining the readjustment process is that of Gullahorn şi Gullahorn (1963), the first to have studied the "reverse cultural shock" as part of the adjustment process.

The (re)adjustment of remigrant children

According to the study "The Remigration of Romanian Children: 2008-2012" the vast majority of remigrant children investigated consider that they readjusted to the Romanian social, educational and cultural space (90%), but 10% of these children mention social readjustment and reintegration problems. Similarly, the majority of remigrant children declare that their general emotional state is a positive one, but for 16-17% of them associate readjustment with moderate or severe negative emotional states (shame, sandness, fear, feelings of abandonment and anger).

The study also shows that 20-30% of the children who return to Romania present "a significant/major risk of developing a specific disorder from the prosocial spectrum: emotional, behavioural, inattention of peer relations problems (readjustment and psychological problems which will affect their subsequent development)" (Luca et al. 2012, 15).

a. The factors facilitating readjustment

The study highlights that approximately 70-80% of the remigrant children manage ti adapt to the Romanian social, educational and cultural space. From the perspective of the theory of resilience (Ionescu 2009, Grotberg 1995), the perception of the remigrant children is that the success with regards to their adjustment is due mainly to "individual factors (knowing the life in Romania, high self-esteem, the ability to ask for help, courage, the capacity to make decisions, responsibility, luck), followed by family (care and support from family, including the extended family) and community factors (colleagues, teachers, neighbours)" (Luca et al. 2012, 15).

b. The factors inhibiting readjustment

When analysing the factors which inhibited their readjustment the children who stated that they did not readjust indicated that responsible are first the individual factors (the fact that they got accustomed to the life abroad, that they forgot the Romanian life style, the lack of self-confidence, of ability to seek help, of courage, of capacity to make decisions), followed by community (lack of support from friends, lack of attention from colleagues and teachers) and family factors (overburdening with tasks, insufficient parental support, absence of parents).

The study quoted indicates the fact that in approximately 30% of cases the children participating in the study had already been separated from their parents

working abroad prior to their emigration (the children have already been through a period of time when they were not cared for by their parents). "In the case of these children three contexts overlap that may contain factors threatening their development, namely the separation from their parents, the emigration and the remigration".

Chapter III. Theoretical fundamentals relevant to study of the remigration of Romanian children

The following theories aim to provide explanations with regards to risk factors as well as to factors which protect children in difficult situations.

3.1 Perspectives on the resilience of children (Şerban Ionescu, Edith Grotberg)

There are many attempts at defining the concept of resilience, from "a success in spite of all serious threats to adjustment or development" (Masten 2001, 228) to "the ability to overcome adversities generated by exposure to life situations with a high degree of risk" (Greene 2008, 77 apud Luca et al. 2012, 50)

Professor Şerban Ionescu[7] highlights the existence of an "agreement on at least two essential aspects: (a) resilience characterises a person who lived or lives a traumatic event or a chronic adversity who proves a good adjustment (which has different significances based on age or the socio-cultural context in which he/she lives) and (b) that resilience is the result of an interactive process between a person, his/her family and his/her environment" (Ionescu 2011, 3).

Resilience may be *natural* – built on individual features and intrafamilial interactions and with other persons from the subject's environment or *assisted* – developed with the support of mental health professionals (Ionescu 2011, 33). Aside from protective factors, which facilitate the overcoming of the difficult situation there are the risk factors, which affect the individual's capacity to adjust.

Edith Grotberg – one of the main theorists of the concept, defines resilience as "the human capacity to withstand, overcome and even be strengthened by the experience of adversity". At the same time she mentions that the list of the most often met crisis situations include separation, family or friends moving, abandonment, forced repatriation, situations which are met in the case of remigrant children.

The concept or resilience may refer to the situation of an individual, of a family or of a community. The community resilience refers to a certain geographical area and to the social group who lives in that area (Munteanu şi Munteanu 2011, 308). The community influences attitudes, behaviours or relevant

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[7] Professor Şerban Ionescu proposes his own definition of the concept, using three perspectives:

- **A capacity** to adjust quickly adjust to a misfortune or adversity, to recover from such situations;
- **A result** consisting in the absence of mental disorders during or after situations known as generating such disorders;
- **Processes** which involve an interaction subject-environment and protective factors (individual, family and environment) moderating the risk of adversity.

(Ionescu 2011, 4)

practices in approaching diversities by individuals and their families (delinquency, domestic violence, child abandonment at birth or through separation, through parents leaving to work abroad etc.). The community manifests itself as responsible and competent in the protection and development of the children when it makes protective factors available (Munteanu și Munteanu 2011, 308): care and support factors, high expectations, participation. On short term a resilient community manages to mobilize itself and to act for identifying, defining and approaching problems that its members are confronted with. On long term it learns from the experience of adversity and further develops its reaction capacity.

3.2 The role of communities in the adjustment of the remigrant children. Relevant theories

The relevance of the following theories is given by the importance of a positive interaction between the children and the community they try to integrate in, providing arguments in favour of efforts to be made and resources to be made available by institutions and by community members.

3.2.1 The ecological systems theory (Urie Bronfenbrenner)

Urie Bronfenbrenner claims, through his ecological systems theory that, in order to understand the way in which the individual develops one needs to take into consideration the environment in which this development takes place[8]. According to Bronfenbrenner the environment is comprised of five subsystems which support and guide development: the microsystem (in the case of remigrant children the protective, supportive character of microsystems at as a factor facilitating development, whereas the lack of relationships encouraging the exploration of the environment acts as an inhibiting factor), the mezosystem (the connections and the processes which take place between two or more contexts which include the person developing), the exosystem (connections and processes between two or more contexts, from which at least one the child is not part of, but which have a direct influence on him or her), the macrosystem (defining elements of a culture or subculture - lifestyle, beliefs, knowledge, values, resources, habits life options) and the chronosystem (changes which occur in the life of an individual, in his/her environment, or historically; younger remigrant children adjust more easily than older children)

3.2.2 The socio-cultural development theory (Lev Semyonovich Vygotsky)

Vygotsky's sociocultural development theory supports the idea of an interdependence between the individual and his/her environment. He believes that social interaction plays a fundamental role in the process of cognitive development,

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[8] Bronfenbrenner, U. (1994). Ecological Models of Human Development. Readings on the development of children, 2nd Ed., NY: Freeman, pp. 37 – 43

which it precedes: "every function related to the child's development appears twice: first on a social level, and then on an individual level; first, among people (inter psichological) and the inside the child (intra psychological). This applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher functions originate as actual relationships between individuals" (Vygotsky 1978, apud Kozulin, Gindis, Ageyev & Miller 2003).

3.3 Bilingualism and biculturalism

As shown before, the language and the cultural context are two extremely relevant elements in the discussion with regards to the development of the individuals and their capacity to adjust. In the case of remigrant children the two terms need to be considered relative to the context of the country of origin as well as to that of the country of migration, gaining a particular significance. In the two contexts "bilingualism" and "biculturalism" mai represent barriers (when they are perceived as shortcomings) or advantages (when they are considered qualities and valorized by educators or valued by the group of peers).

3.4 Theoretical perspectives of the cumulative disadvantages

Previously I showed that in the case of remigrant children a series of protective and inhibiting factors come into play, which may affect not just their adjustment but also their subsequent development (Luca, 2012a, 15). Inhibiting factors, perceived as shorcomings or disadvantages, have a tendency, if a ferm and effective approach lacks, to determine a series of negative effects or additional disadvantages.

3.5 The human security paradigm or about the connection between the individual's well-being/security and that of the community or of the society

Human security[9] is a paradigm based on which are analysed and approached insecurity is a paradigm based on which are analysed and approached threats to "fundamental freedoms" [10], to individuals, communities or to a global scale. In the context of globalization, migration, through its dimension and negative effects, may constitute a threat to human security even in contexts and forms that are apparently benign. In the countries of origin of migrant workers a concern is expressed more and more often and loudly with regards to the "brain drain", the

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[9] The concept was introduced in the UN Report on Human Development of 1994. A commonly accepted definition was only created in 2012, with the occasion of the UN General Assemblée. According to the definition "human security is an approach which assists Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people" (UN General Assembly 2012, p. 1).

[10] These freedoms, that UN Member States committed to promote and follow "universally and effectively" are described in the Universal Declaration of Human Rights.

departure of specialized, qualified work force or with regards to the departure of persons who are skilled (or who, traditionally, have been involved) in caring for elders and children left in the country of origin ("care drain"). Communities are consequently affected by the loss of a qualified work force or by the lack of trained staff. In the case of children the departure of parents to work abroad may determine shortcomings, vulnerabilities or risks which may affect their subsequent development. In the same situation may be found children who migrate with their parents and who later return in the country of origin. One needs to question the wellbeing of individuals and the functioning of the communities of origin as well as the sustainability of labour migration.

In order to approach the threats associated with the negative effects of migration to human security, an effective analysis and intervention model may be that proposed by the resilience theory.

A first argument in favor of the utilization of resilience as an analysis and intervention model is that of the context in in which it is effective – crisis situations. Resilience may explain and change vulnerabilities which threaten human security into strengths. The connection between community and individual is bidirectional. The individual develops his/her identity and grows as a result of an interaction with the environment; his/her well-being is closely tied to that of the community he/she aims to integrate in. Through the benefits that the community provides it attracts individuals, and when it makes available resources it contributes to an increase in the resilience of its members. At the same time, the community depends on the coherence of its members, on the capacities they contribute with and on the resources they bring. When internal cohesion, solidarity is lacking, individuals leave and the community disintegrates.

Chapter IV. The methodology of sociological research of the social image of the remigrant children in the community of Iasi

The study "The Sociale Image of the Remigrant Children" was carried out between September 2014 and January 2015 in the city of Iasi.

The scope of the research was that of exploring the social image of remigrant children. Aside from an analysis of the quality of this image on the positive-negative scale as well as in-depth the research aimed to make a series of connections between the level of familiarity of the members of the community with the situation of these children – using and interpretation based on the three sources of resilience: who the remigrant children ARE (individual characteristics, specific to the situation of remigration), what these children HAVE (the resources/the support persons), what these children CAN DO (things they can do, they can set in motion) – and the availability of the inhabitants of the city to provide support for the facilitation of the readjustment of the remigrant children.

Specific objectives

• To study the level of knowledge of the community of origin (members of the community of Iasi – the general public) of the existence of the group of remigrant children and of the specific issues of this group.
• To study the perception of the members of the community with regards to the responsibility towards protecting remigrant children.
• To explore the perception of parents of, and of remigrant children from the city of Iasi with regards to the way in which the community supports their efforts to reintegrate.

The opinions expressed with regards to the readjustment of remigrant children to the environment of the city of origin (the city of Iasi) have also been analyzed comparatively based on the criterion of familiarity with the situation of remigrant children. The participants to the study have been labeled "knowledgeable" and "unknowledgeable". The "knowledgeable" are the remigrant children, their parents or their caregivers as well as other persons which interacted with the remigrant children and are able to describe their capacity to adjust. The "unknowledgeable" are persons who did not interact with the remigrant children and only expressing opinions with regards to their capacity to readjust.

Working hypothesis

1. Remigrant children are *not very visible in the community*.
2. The inhabitants of Iasi only know the situation of the remigrant children superficially, and generally evaluate it in idealistic terms.
3. The inhabitants of Iasi consider that the remigrant children *don't have adjustment issues*.
4. The opinion of the city inhabitants is that remigrant children *don't need support in developing their resilience*.
5. The social image of the remigrant children *influences the quality of the support for readjustment provided by the community of origin*. The quality of the image (positive vs. negative) and the depth of the knowledge (superficial knowledge vs. direct knowledge) influences the availability to provide support.

The activities and methods selected derive logically from the research objectives defined above. The thesis is based on the analysis of primary data, produced from the research conducted, as well as on the analysis of secondary data available from different national and international sources. The main methods used and desktop research, comparative analysis and the survey.

Chapter V. The result of the sociological research

The results of the research (presented in a visual manner) can be accessed in the full format of the thesis.

Chapter VI. Conclusions and recommendations from a sociological perspective

6.1 The conclusions of the sociological research

A. The level of knowledge of the remigration phenomenon

1. The phenomenon of labour migration is not new to the inhabitants of Iasi, most of the participants to the study being aware that it involves not just the adults but also their children. **The phenomenon of migration, including that of children is no longer considered exceptional.**

2. **Less known is the phenomenon of child remigration,** the percentage of respondents who heard of children returning to the country being smaller than that of subjects who know of the fact that some children migrate with their parents or were born abroad.

3. Some of them know directly, personally, such situations, indicative of the fact that the respondents, the community, is rather well connected to the reality of the phenomenon, even though for the moment they are nu directly involved.

4. The phenomenon of remigration of children is completely unknown to approximately one third of the participants to the study.

5. The percentage of those who don't know/never met directly remigrant children is higher (64,41%), almost double, compared to the percentage of "knowledgeable" subjects (35,59%). **As a result the image that most of the participants to the study have is not based through direct interaction with the group of children approached by the study**.

6. The age group with the highest degree of familiarity with the situation of remigrant children is 12-18 years. On the last place, from this perspective, is the group aged over 45, with a percentage of 27,98% subjects that are "knowledgeable".

7. **The members of the Iasi community who know the situation of remigrant children directly are rather female than the male.**

8. The level of education has little relevance with regards to the level of familiarity with the situation of remigrant children.

B. The image of remigrant children

1. The social image of remigrant children is not influenced by gender.

2. The social image of remigrant children is influenced by the level of education, age and the level of familiarity with the situation of remigrant children.

a. A positive image

3. **Most of the inhabitants of the city of Iasi have a „good" and „very good"** opinion of the remigrant children (54,8%).

4. Regardless of the level of knowledge of the situation of the remigrant children the respondents tend to have a positive image of these childre, a perspective which has a both rational and emotional grounds.

5. A significant percentage of the subjects that are either remigrant children or have remigrant children tend to have an excellent self-image (78,13%), a percentage which is comparable to the estimates produced by the Alternative

Sociale Association's study which estimates that 70-80% of these children consider they had no difficulties adjusting (Luca et al. 2012, 15).

6. A positive image if these children have the secondary school graduates (65,95%), followed by the high school graduates (60,19%) by the university graduates (56,31%); **the lowest percentage of participants to the study who have a positive image is that of post-university graduates (40%)**.

b. A negative image

7. Only a very small percentage of the inhabitants of the city have a „bad" or a „very bad" image (9,5%).

8. From the perspective of the level of education, **most of the persons who indicated a negative image are those with post-university studies (20%)**.

c. A neutral image

9. **A significant percentage of the participants to the study expressed a neutral opinion (the opinion of 35,8% of the respondents is "neither good,nor bad")** – which means that they either don't notice something out of the ordinary, or don't have an opinion on the subject or don't care about these children.

10. With regards to these respondents, they are rather the "unknowledgeable" (46,12%), which comes to support a rational approach in the design and the implementation of actions for changing the attitude regarding the remigrant children and for determining a protective and suportive behaviour.

d. The qualities of remigrant children

11. The participants to the study can indicate at least one quality of the remigrant children. Still, the number of respondents who can indicate a second or a third quality is significantly lower (less than a half, and less than a fifth of the subjects), which seems to **confirm the hypothesis that the situation of these children is generally known very little or superficially**.

12. **Remigration has positive effects on remigrant children because it develops certain qualities**, the city inhabitants consider. The main gains of this experience are: the development of new life skills, the development of positive character traits and gaining useful life experiences.

e. What the remigrant children lack

13. As in the situation of the analysis of the qualities of the remigrant children, **with regards to the shortcomings associated with this experience the respondents demonstrate a low level of knowledge**. Although almost all respondents are able to indicate an answer, the number of subjects who can indicate a second or a third shortcoming is significantly more reduced.

14. The main shortcomings identified by the inhabitants of Iasi are related to *individual factors* (almost three quarters of the answers), followed by *family factors* (a fifth of the answers) and *community factors* (2,82%).

15. A detailed analysis of the answers provided by the participants to the study outlines an image of the remigrant children which is characterized by a **great**

variety of shortcomings: the lack of support for readjustment (in general), the quality of the relationship with the family, the lack of emotional support, of abilities needed for readjustment, poor command of Romanian language, informal education, material resources or having forgotten the Romanian lifestyle.

C. The difficulties of remigration

    a.   The perception of difficulties

1. **Almost three quarters of Iasi citizens are aware of the fact that the remigrant children are facing adjustment difficulties when returning home, to their country or to that of their parents (for the children born abroad).**

2. The respondents most aware of the existence of these problems are those who know personally this kind of children (76.36%). It is really remarkable the fact a high percentage (81,25%) of those who believe that when returning the remigrant children have difficulties adjusting, coming from the ranks of these very children and their parents.

3. Based on the age group, the most aware of the adjustment issues of remigrant children are the Iasi citizens over 45 years old; at the opposite side, the biggest percent of those who believe that these children have no adjustment issues is represented by citizens aged between 12 and 19 years.

4. The education level does not have a strong influence on the perception of the adjustment difficulties.

5. The most aware of the adjustment problems are the post university graduates: 90% of these persons believe that the adjustment difficulties are real. Least convinced are the high school graduates (only 70% of them believe that the adjustment problems exist).

6. Based on gender, those who consider that children have adjustment difficulties when returning home from abroad are rather female respondents (over 10% more than the male respondents).

7. A little over half of the study participants consider that responsible for the adjustment problems of the remigrant children are the community factors, followed by the individual ones (nearly 40%) and the family factors (less than ten percent).

8. **A quarter of the respondents who considers that the remigration can have negative effects over the children readapting cannot name the causes of this situation.** Only 40% of the respondents can name more than one cause and only 14,75% specifies a third cause for the adjustment problems of the remigrant children.

    b.   The opinion on the factors which inhibit the adjustment/the protective factors which come to play in the case of remigrant children

9. **The causes of the adjustment issues of the remigrant children** are, in the respondents opinion, the change of environment (social adjustment

difficulties, difficulties adjusting to the Romanian life style), school adjustment problems, poor command of the Romanian language, the lack of support from their peers and the lack of support from their family.

10. **The great majority of the respondents (more than 80%) who confirm that the remigrants children should not have adjustment problems jutify this on account of individual factors.** The respondents mention the protective factors – the community factors (7,41%) and in a very small proportion the family factors (2,96%).

11. Only a third of the respondents who consider that remigrant children should not have difficulties can offer more than one explanation for their opinion/can indicate more than one protective factor.

c. The opinion about the reasons for which the remigrant children should not have difficulties:

12. A detailed analysis of the answers received from those who consider that remigrant children should not have (re)adjustment problems explain the motivation behind the expressed opinion as follows: the remigration experience helps develop a series of life abilities and positive character features in these children, helping them overcome difficulties. The respondents also say that one must not forget the fact that they are returning into a country that they already know well. **A very small percent (7,41%) of the respondents explain the lack of adjustment difficulties by the simple fact that the remigration is not a problematic phenomenon.**

D. The sources resilience of the remigrant children

13. The majority of respondents (84%) consider that the experience lived abroad by the remigrant children is a valuable one, that can only be achieved by living in a foreign country. A small percent of respondents (11,8%) do not consider migration a valuable experience for the remigrant children. Approximately 4% of the respondents do not have an opinion on this aspect.

14. The opinions are also divided based on the level of formal education of the respondents. The majority (51,8%) considers that the migration experience doesn't necessary have a positive effect on the school performance of the remigrant children. Approximately 26,1% of the respondents believe that this experience makes the remigrant children do better in school, and a similar percent (21,1%) declare that they cannot express an opinion on the effects of remigration over the school performance.

15. 38,6% of the respondents consider that the remigrant children are appreciated by the teachers. A similar percent (34,8%) is represented by the participants to the study who have an opposite opinion. This seems to point out not only the fact that these children have one more problem to overtake, but it can also be interpreted as a negative vote for the teachers. A bit more than a quarter of the respondents express an opinion on how the remigrant children are appreciated by their teachers.

16. **Slightly more than half of the respondents (55,4%) consider that the remigrant children have a good image in the Iasi community,** while almost

a fifth (17%) of them consider the opposite. Approximatly 27,5% of the respondents declares that they don't know what the image of the remigrant children is like the Iasi community.

17. **Slightly more than half of the participants to the study (51,1%) consider that, in spite of difficulties, remigrant children are happier than those who did not migrate.** This fact may be explained by the fact that migration is associated with material wellbeing (this being one of the main reasons for which the Romanians migrate), and the material wellbeing is a premise for happiness (many parents admit that the family is suffering when they are abroad, working, but that sacrifice is necessary in order to ensure the family life goals). Remigrant children usually have a better material status than those who did not migrate, therefore they are happier. Approximately one third (31,1%) of the respondents consider that the migration experience is not a factor influencing that has a positive impact on the state of happiness of the remigrant children and 17,8% of the respondents cannot/do not express an opinion.

18. The trials of migration and remigration affects the children in a positive way from the perspective of the development of a sense of responsibility, 52,6% of the respondents believe. Almost one third of the respondents (28,1%) don't think that remigration has any contribution to the development of responsibility with remigrant children, while one fifth of them cannot express an opinion on this fact of the phenomenon analyzed.

19. Remigrant children are capable of making friends, 68,8% of the respondents believe, while 13,3% of the participants to the study consider that socialization is a weak point of the remigrant children. Another 17,8% of the respondents consider that they cannot express an opinion with regards to the capacity of the remigrant children to make friends.

20. The autonomy/independence represent qualities associated with the acquisition of abilities and of a life experience that 43,4% of the respondents believe remigrant children own. Almost one third of the participants to the study consider that these qualities do not define the situation of remigrant children; 24,1% of the respondents don't know if these children own the qualities described above.

21. The majority of respondents don't consider that the girls returning to the country of origin adjust more easily than the boys (40,6%). A significant, yet lower percentage (28,3%) consider that girls have less difficulties adjusting then the boys, while 31,1% cannot express an opinion on this subject.

22. Most respondents (55,6%) consider that there is no positive discrimination with regards to the way in which teachers treat remigrant students. A low percentage (15,5%) consider that teachers do favour remigrant children while one third of the participants to the study (28,8%) are not familiar with the situation of these children well enough to forward an opinion.

23. With regards to the resilience of the remigrant children - 61,7% of the respondents consider that they have a support network (persons, institutions) which takes care of their safety and care. A low number of participants to the study (12,5%) believe that remigrant children don't have the protection and care they

need, while less than a quarter of the respondents cannot express an opinion with regards to the aspect analyzed.

24. A little over half of the participants to the study (54,6%) consider that the protection and the care for these children is ensured by persons from their proximity. Approximately 17,8% consider that remigrant children don't have somebody to help them should difficulties arise, and more than a quarter (27,8%) declared that they cannot express an opinion with regards to the existence of resource persons.

25. With regards to the capacity of remigrant children to handle things by themselves, the opinion is less clearly separated. Less than half of the respondents (44,9%) consider that these are autonomous, but a close percentage (39,8%) is represented by those who belive the opposite. Those who cannot express an opinion with regards to this aspect are less than in the case of other items analyzed (ony 15,3%).

26. The majority of the respondents (44,9%) consider that one of the qualities of the remigrant children is that they are "more prepared for the world of today". A somewhat lower percentage (36,6%) defines the group who don't believe that the migration experience is relevant to the level of preparation, while 18,5% of the respondents cannot express an opinion with regards to this aspect.

27. With regards to the capacity of the children to adjust based on the age, most respondents (46,1%) believe that older age is a positive factor, while 33,6% of them believe that older age is not a factor facilitating adjustment. One fifth of the respondents don't know if age is relevant.

28. Most respondents (almost half) consider that remigrant children own capacities, personal strengths which contribute to their resilience: a plesant personality of temperament, they are loving, empathetic, unselfish, proud of their achievements, autonomous and dependable, filled with hope and trust.

29. **Almost 60% of the respondents believe that remigrant children have support networks and external resources which promote resilience: trust relations, models, encouragement to be autonomous, access to services which will ensure their education, health, security.**

30. **It is remarkable that most respondents consider that remigrant children own abilites corresponding to the various sources of resilience, and, most important, from all three sources, particularly from the source "I AM" and less from the source "I CAN".** The analysis from the perspective of the theory of resilience, as proposed by Edith Grotberg, reveals that approximately half of the inhabitants of Iasi believe that remigrant children are resilient.

31. **Also remarkable is the fact that approximately 20% of them declare that they don't know well enough the specific aspects related to the situation of remigrant children in order to express an opinion.**

32. The overwhelming majority of the subject questioned believe that this category of children needs to be helped, one way or another, to readjust to the life in Romania, regardless of the degree of familiarity with the situation of remigrant children, of their gender, age or level of education.

33. **Most participants to the study who consider that remigrant children should be supported are capable to describe how**. They mention the support for social and school adjustment, psychological counseling, family support, emotional support and for learning the Romanian language as well as the financial support. Only a little over 10% of the participants cannot specify a type of support.

34. Most of the citizens of Iasi who consider that the support for the remigrant children is needed also consider that the **main persons responsable for the readjustment of remigrant children are the members of their families.** Other persons responsible are the colleagues/friends of the remigrant children and their teachers. Only **1,75% of the respondents consider that the responsabilty may be with other persons - members of the community who do not necessarily have a family or a professional relationship with the remigrant children** – neighbors or other members of the community. At the same time 13,50% of the participant to the study cannot indicate a person responsible for the readjustment of remigrant children.

35. With regards to the responsability of the institutions for facilitating the readjustment of remigrant children – **the participants to the study who considered that remigrant children must be helped to readjust name firstly the school (61,68% of the answers), followed at a distance by the public (8,39%) and private (9,98%) social services**, by the central public institutions (the state, the government), mentioned in 5,90% of the answers received; 9,98 % of the answers refer to other institutions (psychologist's practice, medical facilities and the church – one answer).

6.2 The premises of the readjustment of remigrant children in the Iasi community

a. *The social image of the remigrant children*

The social image of the remigrant children is generally positive, but only a little over half of the participants to the study expressed such an opinion, whereas the percentage of the respondents who don't have an opinion on the subject is significant (35,8%). A "bad" or "very bad" opinion is expressed by a very low percentage of the city inhabitants (9,5%).

Most of those who know remigrant children have a positive opinion. At the same time the great majority (46,12%) of those who don't know remigrant children are undecided (they "don't have a positive opinion nor a negative opinion"). The fact that many of the unknowleadgeable respondents are undecided suggests that the image of the chidren is formed rationally. As a consequence it is safe to say that the sociale image of the remigrant child depends on the level of knowledge of their situation by the members of the community, and that a high level of knowledge determines a positive image of the remigrant children.

The high percentage of unknowledgeable respondents suggests that the regular sources of information do not provide enough data for the image to be created (the situation of the remigrant children is not reflected well enough in the media).

The majority of undecided respondents are the adults (the age groups 19-45 and over 45 years old, in similar proportions). From the perspective of education – the vocational schools graduates and the post-university graduates represent the main groups of undecided respondents.

The city inhabitants who have a superficial image with regards to the remigrant children, the number of participants to the study who can indicate more than a quality or a shortcoming being low; a quarter of the respondents who consider that remigration may have negative effects on the readjustment of remigrant children cannot indicate causes for such a situation, and the percentage of those who can indicate causes is also low. Even those who don't consider that remigration creates problems to the remigrant children, only one third of them can provide more than an explanation in support of the opinion expressed/can indicate a protective factor.

The level of familiarity with the situation of remigrant children drops as the age of the respondents grows. Still, the participants most aware of the adjustment issues are those above 45 years old; at the other end of the spectrum, the highest number of subjects who believe that there are no adjustment issues are the subject aged 12-19. The social image of remigrant children is not influenced by the age of the respondents.

The social image of remigrant children is influenced by the level of education of the respondents, but on the positive side of the scale. A positive image of the remigrant children is less common among the university and post-university graduates than among the secondary and high-school graduates.

Remarkable enough is the low percentage of "Don't know/Don't answer" responses, which seems to suggest a significant level of interest of the respondents with regards to the situation of the remigrant children.

The image of the remigrant children is excellent among the respondents who are or have remigrant children, in a percentage equal to the estimates of the study produced by Alternative Sociale Association, which shows that 70-80% of these children don't have adjustment difficulties (Luca et al. 2012, 15).

b. Social support in the Iasi community

The support of the members of the community is important because it may act in an invisible manner, thus being more efficient because it does not affect children's self-esteem (Bolger et al., 2000; Martire, Stephens, Druley, & Wojno, 2002; Nadler & Fisher, 1986, apud Uchino 2009, 243). At the same time social support is associated with the perception of needs unsolved. Almost three quarters of the respondents are aware that when returning to the country of origin remigrant children face adjustment difficulties. Those most aware of these difficulties are the respondents who know personally such children.

The main shortcomings noticed by the participants to the study are mainly related to the individual factors (almost three quarters of the answers received), followed by family factors (one fifth of the answers) and community factors (2,82%). The detailed analysis of the answers received by the participants to the study depicts an image of the remigrant children characterized by a variety of

shortcomings regarding: the support for readjustment (in general), the relation with the family, the emotional support, independent life skills, a good command of Romanian language, informal education, material needs or a good knowledge of the Romanian life style.

The level of education does not have a decisive influence on the adjustment difficulties, although those who believe that when returning home remigrant children should not have adjustment difficulties are mainly graduates of secondary school, vocational schools or high-schools.

Based on gender – the respondents who believe that remigrants do have adjustment difficulties are rather female.

One quarter of the inhabitants of Iasi city consider that remigration has positive effects on remigrant children because the experience develops new qualities. The main gains of the migration experience are: the development of new life skills, the development of positive character traits and of useful life experiences.

Most of the respondents (over 80%) who believe that these children should not have adjustment issues justify their option based on individual factors. A low percentage consider that the absence of adjustment difficulties is explained by the mere fact that remigration is not a problematic phenomenon.

A little over half of the participants to the study consider that responsible for the adjustment issues of the remigrant children are in particular community factors, followed by individual and family factors. The causes for the adjustment problems are, in the opinion of the respondents, the change of the environment (social adjustment difficulties, or difficulties related to the adjustment to the Romanian life style), school integration, the fact that they don't have a good command of the Romanian language, the lack of support from the group of peers and the lack of support from the family.

The overwhelming majority of the subjects think that this category of children should be supported in order to get used to the life in Romania; this opinion is expressed regardless of their degree of familiarity with the situation of remigrant children, their gender, their age or level of education. Still, the Romanians who do not know remigrant children, those with the ages between 20 and 45 and the post-university graduates are more reserved with regards to the opportunity of supporting remigrant children.

The majority of the inhabitants of Iasi who consider that these children should be supported are also capable of describing how. They mention the support for social, school, psychological adjustment, the family support, the emotional support and the support for learning Romanian, as well as financial support. A little over 10% of the participants to the study cannot specify a type of support needed.

Most of the participants to the study who consider that remigrant children should be supported think that the persons responsible for the readjustment are the members of their families. **Only 1.75% of the respondents consider, spontaneously, that the responsibility may belong to other members of the community who do not necessarily have a family or professional relationship with these children – neighbours or other members of the community.**

With regards to the responsibility of the institutions with to facilitate the readjustment of remigrant children – the participants to the study who considered that remigrant children should be helped in order to readjust place on the first place the school, followed at a distance by private and public social services (in similar percentages), public central institutions (the state, the government) and other institutions (psychologists' practice, medical facilities and the church). An explanation for the high number of respondents who named the school as the main catalyst of the readjustment of children to the "detriment" of the social services may be the higher degree of familiarity of the inhabitants of the city of Iasi with the roles of the school system. They don't know very well the role of the social services and do not associate them with a positive interaction/finality, so they prefer that the school is the environment in which the adjustment issues are approached and solved.

c. *The sources of the resilience of the remigrant children*

The analysis from the perspective of the theory of resilience, as proposed by Edith Grotberg, shows that approximately half of the respondents consider that remigrant children are resilient. They own abilities corresponding to all of the sources of the resilience, particularly from the sources "I HAVE" and "I AM" a less from the source "I CAN".

Interestingly, approximately 20% of the participants to the study declare that they don't know well enough aspects specific to the situation of remigrant children in order to express opinions on the items analyzed.

The majority of the respondents (almost half) consider that remigrant children have capacities, personal strong points which contribute to their resilience: an agreeable personality or temperament, they are loving, empathetic, unselfish, proud of their achievements, autonomous and dependable, filled with hope and trust.

Almost 60% of the respondents believe that the remigrant children have support networks and external resources which promote the resilience: which promote resilience: trust relations, models, encouragement to be autonomous, access to services which will ensure their education, health and security.

Almost half of the respondents consider that, in the case of remigrant children, they own social and interpersonal abilities which contribute to their resilience in front of the adversities associated with the return home.

d. *Remigration and human security*

European Union invests important budgets (over 80 billion euro between 2014-2020) in programs for facilitation of the labour mobility. As a result, the migration of the families will continue, and in the absence of support programs, the negative effects of these measures on families will not cease to appear.

In the European Union measures are already implemented for the protection of the migrant worker, particularly ones that support the adjustment of the family in the country of migration and, lately, ones that aim to reduce the negative effects of labour migration on the family left behind in the country of

origin. There is no special preoccupation for the situation of children who return to the country of origin after an experience of migration (although there are studies which document this phenomenon).

In the case of the children affected by the migration of their parents a series of protective, or resilience facilitating factors come into play, as well as a series of factors which inhibit it. The resilience of the children affected by migration is developed on an individual, family or community level. In many situations though, the individual (the child) and the family need the support of the community in order to ensure its security. The support of the community depends on the social image that the individuals (the remigrant children and their families, in our case) have. The lack of a preoccupation from the family or the community for the development of the resilience of the remigrant children may deepen the adversity, favoring their victimization or their turning into aggressors.

Children affected by migration meet a series of vulnerability factors which may turn them either into victims or aggressors: the lack of supervision from their parents, the lack of emotional comfort, the poor acquisition of ethical and moral norms, the need to stand out, the access to money and goods, the negative influence of the entourage – when the group of peers aims to benefit from the resources that the child has access to or when the child wants to win the appreciation of the peers through exaggerated gestures, when he/she wants to replicate negative models (including ones imported from the country of migration) or as a response to labeling and marginalization.

The situation of children affected by migration is one in which human security is in danger, either when referring to the individuals as a subjects of insecurity, or when we refer to them as consumers of community's resources or aggressors affecting it's cohesion and wellbeing.

It calls into question the wellbeing of the individuals and the functioning of the communities of origin but also the sustainability of the labour migration, as an engine of the economic and social progress. The motivation of the migrant worker is that the sacrifice that the family makes (both the parents who leave and the children left behind) contribute to its wellbeing. If this sacrifice becomes unbearable labour migration will no longer constitute an attractive model.

In the case of children affected by migration the threats to human security are very serious. Already their situation is characterized by a multitude or risks and difficulties which, if neglected, have a significant probability to multiply (see the theory of cumulative disadvantages, Merton 1988). The accumulation of these effects may affect the functioning of communities (Bask 2010, 444), including through the increase of costs for the assistance of these children (particularly in the context when the number of children affected by migration exceeds hundreds of thousands in Romania and the phenomenon is also found in the majority of the countries from Central and Eastern Europe).

6.3 Recommendations for activating the community support in order to increase the adaptability of the remigrant children from Iasi

1. Given the characteristics of the social image for the community of remigrant children from Iasi, as they are described above, we think that a first recommendation that emerges is linked to the development of information campaigns on the situation of these children and on their needs regarding the support. These actions must especially aim:

– adults (age groups 19-45 years and over 45 years), graduates of vocational schools / SAM and postgraduates (main groups of undecided) - which are offered more information on the situation in general of remigant children;

– people from Iasi who do not know remigrant children, those with between ages 20 to 45 years and postgraduate graduates are more reserved about the opportunity to support remigrant children;

– children and young people (aged between 12 and 18) to whom there are presented the difficulties facing remigrant children and negative effects of these difficulties on their ability to readjust in terms of academic, cultural, social and strengths, aspects from experiences of migration that can be valued.

In the design of these activities, information / awareness / sensitization focus should be on providing of rational argument.

2. A second recommendation concerns the awareness of the remigrant children, of the people who take care of such children and even ordinary members regarding the existing support resources and on the responsibilities of the institutions regarding the facilitation of rehabilitation of remigrant children.

3. The present study shows that people from Iasi believes that many of the adaptation issues of remigrant children are closely linked to the school environment, requiring a greater involvement from the educational system institutions. At the same time a low percentage of respondents identify the responsibilities of social services (public or private) across from facilitating (re) adaptation of remigrant children (demonstrating a low degree level of self-knowledge). Therefore an important recommendation aims the community institutions who must promote their services and become more proactive in identifying and supporting the remigrant children and their families. The public must be educated in accessing social services to prevent adverse effects of remigration.

4. In a different level, the one preparing the community for assessing the potential negative effects of social phenomena on its members as it is to organize and make available protective factors, it is important to establish mechanisms for early identification of these problems and implement actions to educate community members about their role in preventing, identifying and providing support for vulnerable groups.

5. As this study has shown, the situation of children affected by migration is a matter of matter of human security that decision makers (institutions at European level, national, local) has to tackle urgently to avoid the accumulation of difficulties associated with the mentioned issue and to avoid escalation of costs (both as a social phenomenon and from the perspective of individual security).

6. Another recommendation that appears necessary to the analysis performed in this study is to develop information campaigns to parents who migrate with their children regarding the risks and difficulties of remigration at European level. Parents should be informed about the legal framework, regarding the risks associated with the separation of children from parents who go to work, and those who migrate with their children should be informed about the steps to be taken to facilitate the of rehabilitation of children who return to the country of origin. These steps relate both to carry out formalities (obtaining information and start procedures for registration of the child in the Romanian education system, the health system, etc.) and to prepare the child for their return (consultation, even formal decision on remigration, preparation of the child concerning the life from home, the child's involvement in social activities, resuming the concerns of free time and maintaining connections with the important people from the country of migration, observing manifestations of the child to identify the potential adaptation difficulties), and if appropriate support contact services professionals.

7. Regarding the development of community capacity to support the rehabilitation of children affected by migration, we recommend informing the teachers about the situation of these children in order to facilitate the adaptation of school and their social (facilitating the entry into the school system of students who come from other educational systems, facilitating the integration in the community school, the organization of training courses for the recovery of deficiencies related to curriculum or mastery of the language, preventing school dropout, referral to the school psychologist and / or the social services of the cases of children who develop evidence of adaptation difficulties - emotional, behavioral, attention or networking etc.).

8. The situation of children affected by migration should be known in depth by professionals from social services for identifying potential cases for monitoring their situation, to develop programs to reduce the negative consequences on children, to provide support services in view of social rehabilitation, educational and cultural and to increase awareness of parents (and other professionals) about the situation of these children and concerning their parts.

6.4. Future research

- Comparative studies between the perception of perceived support by remigrant children, their parents / caregivers and support offered (from members of both adults and children, institutions);
- Explicit investigation (unlike the spontaneous mention) the perception concerning responsibility for providing support to vulnerable groups / distressed by community members;

- Deepening the knowledge on the potential involvement of the community members by socio-demographic categories (beyond the availability expressed) on supporting community members in need;
- Conducting studies on social image of remigrant children in other communities;
- Deepening the knowledge of protective factors and inhibitors on all three levels indicated by resilience theory - individual, family and community.

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