



WORKING METHODOLOGY

for the psychosocial assistance of re-migrant children

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IAR PASIUNEA SE ÎMPARTE...

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- I. Luca, Cătălin
- II. Pivniceru, Mona-Maria
- III. Gulei, Alexandru-Stelian

364

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Authors:

**Cătălin LUCA, Mona-Maria PIVNICERU,
Alexandru-Stelian GULEI, Liliana FOCA, Mariana POP,
Oana-Eugenia AMAZILIȚEI, Gabriel ACASANDREI,
Nicoleta UNGURIANU, Diana-Andreea ZAHARIA,
Milka-Nicoleta ROTARU**

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About the authors:

Cătălin LUCA, Ph.D. – is a psychologist specialized in clinical psychology. He has over fifteen years of experience in working with persons at risk. He is trainer, author and co-author of several professional publications addressed to magistrates, police officers and professionals in the area of child and family protection.

Mona-Maria PIVNICERU, Ph.D. – is a university professor and the Minister of Justice in Romania. She is author and co-author of over 30 professional publications in the field of law.

Alexandru-Stelian GULEI, Ph.D. candidate – is a social worker specialized in probation and social reinsertion. He has an experience of over ten years in working with vulnerable persons. He is trainer and co-author of several professional papers addressed to specialists in the area of child and family protection.

Liliana FOCA, Ph.D. candidate – is a psychologist specialized in clinical psychology with an experience of over ten years in assisting people at risk. She is trainer and co-author of papers addressed to professionals in the area of family and child protection.

Mariana POP – is a psycho-pedagogue and teacher specialized in integrated education and also inspector in Iasi County School Inspectorate. During 2009 – 2012, as deputy school general inspector, she has coordinated the activity of study validation for re-migrant children in Iasi County that applied for re-enrolment in the Romanian school system.

Oana-Eugenia AMAZILIȚEI – is an autonomous clinical psychologist, trainer and licensed therapist, with an experience of over nine years in working with vulnerable persons.

Gabriel ACASANDREI – is a social worker and trainer. He has an experience of over seven years in assisting third country nationals who are at risk and children in difficult situations due to parental labour migration.

Nicoleta UNGURIANU – is a social worker specialized in the management of family and family resources. She has an experience of over six years in working with persons at risk, and she is trainer and co-author of several publications addressed to professionals working in the area of family and child protection.

Diana-Andreea ZAHARIA – is a social worker specialized in the management of family and family resources, with an experience of over five years in assisting third country nationals at risk and children that are home alone as a result of parental labour migration. She is trainer and co-author of papers addressed to professionals in the area of family and child protection.

Milka-Nicoleta ROTARU – is a clinical psychologist specialized in psychotherapy and clinical psychology. She has an experience of over four years in working with vulnerable persons. She is trainer and co-author of papers addressed to professionals in the area of family and child protection.

SUMMARY

	<i>INTRODUCTION</i>	11
1	GENERAL PRINCIPLES REGARDING THE RIGHTS OF THE RE-MIGRANT CHILD (<i>Mona-Maria Pivniceru, Cătălin Luca</i>)	13
2	THEORETICAL PERSPECTIVES RELEVANT FOR THE SITUATION OF RE-MIGRANT CHILDREN	23
	II.1. Perspectives on attachment and attachment disorders in children (<i>Cătălin Luca</i>)	23
	II.2. Perspectives on <i>resilience</i> and <i>coping</i> (<i>Cătălin Luca</i>)	50
	II.3. Ecological systems theory, U. Bronfenbrenner (<i>Liliana Foca</i>)	65
	II.4. Effects of the sociocultural context on the development of re-migrant children (<i>Alexandru-Stelian Gulei</i>)	70
	II.5. Eric H. Erikson's theory of psychosocial development (<i>Liliana Foca</i>)	87
	II.6. Theoretical perspectives of cumulative disadvantages (<i>Liliana Foca</i>)	93
3	PSYCHOSOCIAL ASSISTANCE OF RE-MIGRANT CHILDREN	97
	III.1. Social assistance of re-migrant children (<i>Alexandru-Stelian Gulei, Gabriel Acasandrei, Nicoleta Ungurianu, Diana-Andreea Zaharia</i>)	98
	III.2. Psychological assistance of re-migrant children (<i>Cătălin Luca, Liliana Foca, Milka-Nicoleta Rotaru, Oana-Eugenia Amaziliței</i>)	128
4	VALIDATION OF STUDIES AND RE-ENROLMENT IN THE ROMANIAN EDUCATIONAL SYSTEM (<i>Mariana Pop</i>)	153
	<i>GLOSSARY</i>	161
	<i>ANNEXES</i>	163

INTRODUCTION

In the Foreword of the study entitled “Re-migration of Romanian Children: 2008 – 2012¹”, Professor Șerban Ionescu stated: “Freedom of movement in Europe and throughout the world, freedom to work in another country, freedom which Romanians gained after December 1989, represents a right with an extraordinary value and still (...) changes, even the very positive ones, can have unexpected and sometimes harmful consequences”.

The above mentioned study, a premiere at European level, emphasizes the negative effects of re-migration on Romanian children and concludes the need for an emergency intervention for the assistance of thousands of children returned to Romania that present a major risk in developing adjustment disorders from the pro-social spectrum. The same study shows that in January 2008 – May 2012, 21 325 children who returned from Italy and Spain have requested the validation of their studies in order to be re-enrolled in the Romanian school system (according to official data). Even if the available data refers only to children returned from the two countries, based on the study results it was estimated that this number concerns just two thirds of the total number of children returning to Romania.

Labour mobility is a positive aspect of the contemporary life, bringing benefits to the person and person’s family, as well as to the country of destination (cheap labour or high qualification) or to the country of origin (through remittances, transfer of cultural aspects, etc.). For most of the children, readjustment to the life in Romania

¹ Asociația Alternative Sociale, 2012.

was accomplished without major difficulties. Over 90 percent of children declare that they did not face adjustment and social integration problems and between 70 and 75 percent have positive emotions. Still, for 16 – 17 percent of the children returning to Romania, readjustment is associated with moderate or severe negative emotions (shame, sadness, fear, feeling of abandonment, anger) recognized as such by children themselves, while 25 – 30 percent of the children present significant and major risks to develop specific pro-social disorders (emotional, behavioural, attention, and/or relational difficulties). For the latter, the subsequent development and adjustment to the social and school requirements can be, to a great extent, compromised by the lack of professional intervention. When thinking about absolute numbers – even partial – offered by the Ministry of Education, these percentages illustrate a serious situation. The scale of the phenomenon argues the necessity of focusing the attention of authorities and civil society in order to provide necessary support for school and social readjustment of re-migrant children.

The present paper carried out within the project “Children’s rights in action. Respecting the rights of the migrant child in Europe. The Romanian case”, funded by the European Commission, Directorate General Justice through “Fundamental Rights and Citizenship” Programme (Ref.: JUST/2009/FAC/AG/0933) sets out to offer theoretical grounds, working instruments and current information that would facilitate efficient interventions from the child’s parents, family and social environment, as well as from public or private institutions working in the area of family and child protection.

The Authors