

**ROUMANIAN
CHILDHOOD AND
ADOLESCENCE IN
TRANSNATIONAL
MIGRATIONS**

Pilar Heras
Núria Fabra
Esther Gil
Anna Martin
Asun Llana

European Commission
Fundamental Rights
and Citizenship
Programme

JUS/2009/FRAC/AG/0933



**ROUMANIAN
CHILDHOOD AND
ADOLESCENCE IN
TRANSNATIONAL
MIGRATIONS**

Pilar Heras
Núria Fabra
Esther Gil
Anna Martin
Asun Llena

This publication has been produced with the financial support of the Fundamental Rights and Citizenship Programme of the European Union. The contents of this publication are the sole responsibility of Pilar Heras, Núria Fabra, Esther Gil, Anna Martin y Asun Llena, authors of the publication as representative of the Institute of Resocialization Foundation (Fundación Instituto de Reinserción Social-IReS) and the University of Barcelona, and can in no way be taken to reflect the views of the European Union.

Edit:

Fundación Instituto de Reinserción Social-IReS
and the University of Barcelona.
Barcelona, February 2013

ISBN:

978-84-695-8736-2

This publication has been developed by:



In cooperation with:



Within the framework of Research Project:

JUST/2009/FRAC/AG/0933, «Children's rights in action. Improving children's rights in migration across Europe. The Romanian case»



To Andrea, Montserrat, Maria and Lluç who apologized our absence for work and for those who supported and accompanied us in order to make this possible.

Special thanks to Romanian families who attended us. Thanks for your time, availability, trust and sincerity.

Also our thanks to the professionals of so many institutions that have shown interest in our work and that offered materials, data, references, etc.. Especially to Fernando Villarreal for his collaboration in the field work in the Community of Madrid and to M. Jesús Igual who brought us closer to the reality of the school context in Catalonia.

Finally, thanks to our international partners from Italy and Romania for their reflections, contributions, contrasts, their good work and good mood.

Amongst all of us we have made these pages a reality, which provide one more view to the transnational migrations.

INDEX

1. Context and presentation of the project	9
1.1. Presentation of the project and the volume	9
1.2. Gestation of the project and establishment of the international collaboration	10
1.3. Presentation of responsible entities for the project in Spain. UB and IReS Foundation collaboration	13
1.3.1. The University of Barcelona	15
1.3.2. Foundation Institute of Resocialization (Fundación Instituto de Reinserción Social-IReS)	15
1.4. Collaboration with institutions facilitating contact with Romanian families living in Spain	17
1.5. Territorial framing of the investigation: Catalonia and the Community of Madrid	18
1.6. Conceptual framework	20
1.6.1. Some ideas about complexity	22
1.6.2. The accompaniment	23
1.6.3. The concept of integration	25
2. Socio-demographic contextualisation of romanian families in Spain	28
2.1. Data at state level	28
2.2. Data at Catalonia and community of Madrid level	32



Roumanian childhood and adolescence in transnational migrations

3. Documentary analysis	41
3.1. First selection and sources	42
3.2. Grouping categories for the bibliographic analysis	45
3.3. Preliminary conclusions about the documentary analysis	54
4. Research methodology	55
4.1. Working process	57
4.2. Sample description	58
4.2.1. Questionnaires sample	59
4.2.2. Focus groups sample. Results of the focus groups	60
4.3. Research instruments: the questionnaire and discussion group	63
4.3.1. The questionnaire	63
4.3.1.1. Field study team training. Methodological guide	66
4.3.2. Focus groups	69
4.3.3. Sketch for the debate	71
5. Results of the investigation	79
5.1. Quantitative analysis. Results of the questionnaire	79
5.1.1. Global situation of the family	79
5.1.2. Training features and parents occupation	80
5.1.3. Socio-demographic features and children migration process	83
5.1.4. Families socioeconomic features	84
5.1.5. Data on family migration	84
5.1.6. The integration of minor children	88

5.2. Qualitative analysis. Results of the focus groups	94
5.2.1. Inputs of fathers and mothers	98
5.2.2. Contributions of children	111
5.2.3. Key ideas contributed by families and children participating in the fieldwork	114
6. Identification of good practices	116
6.1. Good practice definition	116
6.2. Good practices identified from the qualitative analysis	121
6.3. Social and institutional policies in the autonomous communities of Madrid and Catalonia	123
6.3.1. Spanish-Romanian people Centres of the Community of Madrid	123
6.3.2. Pact on immigration and host social policies as milestone of institutional good practices in Catalunya	125
6.3.3. Policies and host devices deployed in schools	126
6.3.4. Environment educational plans	136
6.4. Experiences of good practice in civil society	140
7. Conclusions and recommendations	142
7.1. Summary of the results obtained	142
7.1.1. Socio-demographic situation	143
7.1.2. Citizenship exercise and social perception of the Romanian population in Spain	143
7.1.3. Migration process of the Romanian families	144
7.1.4. Cultural identity of the Romanian migrant population	146
7.1.5. Exercise of parenthood	147

Roumanian childhood and adolescence in transnational migrations

7.2. Suggestions of improvement	150
7.2.1. Improve school mobility between European Union countries	151
7.2.2. Facilitate formation that favours double identity	151
7.2.3. Facilitate training in the host language for immigrants	152
7.2.4. Encourage the use of new communication technologies	153
7.2.5. Promote awareness campaigns informing the migration situation	154
7.3. Challenges and opportunities	155
7.3.1. Study of transnational parenthood	157
7.3.2. Study of inclusive factors at territorial level	157
7.3.3. Approximation and analysis of the needs of the Roma population of Romani origin	158
Bibliography	161
Sources consulted	165
Data cession	167
Table index	167
Figure index	168

Context and presentation of the project

1.1. Presentation of the project and the volume

This book offers the reader the study and the conclusions obtained from the research made in Spain in the frame of the JUST/2009/FAC/AG/0933 project, “Children’s rights in action. Improving children’s rights in migration across Europe. The Romanian case”. A project funded by the Department of Fundamental Rights and Citizenship of the European Commission. This research was carried out in Spain, Italy and Romania between October 2010 and June 2012, performing activities to spread the results obtained until March 2013.

It is a multinational project involving different entities for each of the countries:

- The Faculty of Education at the University of Barcelona and Social Rehabilitation Institute Foundation-IRES, representing Spain,
- Fondazione Albero Della Vita and ISMU, representing Italy and,
- Alternativa Sociale, representing Romania.

The results of such research have been featured in a total of four supplementary volumes: three volumes containing the results of research by country, one of which is about Romania, another about Italy and this document, with the results of Spain, and a fourth international volume which collects some relevant general contents and information of good practices that have been identified globally in the research and also in the final conclusions.

Roumanian childhood and adolescence in transnational migrations

The overall purpose of the study is to know the obstacles as well as the positive factors and the good practices that influence the effective integration of the children who migrate with their families from Romania to Spain and Italy and of whom after a stay in such host countries return to Romania. As highlighted before in this volume is provided data from the research in Spain.

It has been made a bibliographical and statistical approximation of the migratory process of the Romanian families in Spain. A fieldwork with two distinct parts:

- Collection of quantitative data through questionnaires administered to adult Romanian with children in Spain.
- Qualitative information obtained through subsequent focus groups.

Finally, the analysis of all the information gathered is presented and the partial conclusions in Spain as well as the international recommendations related to good practices identified are offered.

One of the peculiarities of the project is the alliance established among universities and social institutions in different countries mentioned below.

1.2. Gestation of the project and establishment of the international collaboration

The JUST/2009/FRAC/AG/0933 project, “Children’s rights in action. Improving children’s rights in migration across Europe. The Romanian case” arises from the joint collaboration of the entities participating in the development of actions in defence of the children’s rights. It is a story that begins in 1997 when a group of professors from the Faculty of Education of the University of Barcelona, in the field of social pedagogy, initiate contacts with Romania, a country which participates in this project. That relationship is produced through the

1. Context and presentation of the project

Institute of Recherche et Formation des Acteurs Sociaux (IRFAS), from Firminy (France), which it had already established an exchange relationship with. Both institutions decide to collaborate with a request by the University of Vest from Timisoara in Romania. Its object is to collaborate in the training of professionals in the field of social education.

This first relationship is already inspired by the fact that the process of accompanying to the transformation of a context should not start from a single model or, better said, one way to do, but a reflection on different ways of doing so that Romania itself choose what they want to do in the field of social education. That collaboration is set in a TEMPUS program of the EU.

Subsequent to this TEMPUS project and as a result of this initial collaboration, the French government and specifically the ADECRI, a French cooperation agency, within the same line to offer alternatives requests the same team of teachers to collaborate in the development of an analysis of the children´ situation in the country in order to allow that from two different views (French and Spanish) may permit the Romanian government to rethink its children policies within the joining process of Romania to the EU. This occurs in 2000 and subsequently continued to work through exchange contracts between faculty and students, as well as in the preparation of study visits in various countries.

The teachers from the Faculty of Education at the UB, who participated in the initial project along with some other teachers, start to germ simultaneously an idea which is now the Social Pedagogy Group for Social cohesion and Inclusion: Training, Research and Evaluation (GPS), which is establishing a way of understanding the social pedagogy. Different members of the group have countinously worked with Romania and in 2003 it was involved in a broad project for the EU for the development of social services in Romania, a project that in turn is leading to projects related to child protection, gender-based violence, juvenile justice, the *probation*, etc.

Roumanian childhood and adolescence in transnational migrations

Several knots of a large network with contacts that have gradually diversified have been woven in this process. It is in the course of these projects when various associations and institutions are contacted, as the way to understand the technical assistance and the technical cooperation has been to accompany processes and not to transfer models or decide for the other, but to offer tools or information and exchange forms of analysis and action. One of the organizations which are closely related to issues of child protection, juvenile justice and other social issues is Alternativa Sociale, an entity that is very concerned about the situation of children who are left at home alone, with friends or relatives, as a result of the migratory waves suffering Romania after the revolution in 1989.

This situation of the children and the impact that migration has on their lives also concerned Romanian entities in various countries that are recipients of Romanian families and which at the same time are working in the accession process of Romania. The good work and collaboration that has the faculty of the University of Barcelona with Alternativa Sociale are specified in various areas of collaboration and one of them is regarding the situation of the children left alone at home or after a migration not always chosen or desired by them, they are returned to their country.

In order to advance the project definition, it is started a process of identification of potential entities. The option is the participation of entities from Romania, Spain and Italy, as they represent the issuing country and two of the European countries that receive families from Romania on a massive scale.

Alternativa Sociale Association (ASA/) has collaborated several times with Albergo della Vita (FADV), a foundation dedicated to carrying out international cooperation projects, especially on issues related to child protection. ASA proposes to FADV and to UB (University of Barcelona) to create a knot of what may be in the future a more complex network, for collaborations on an issue that concerns the three institutions: the situation of children who stay home

1. Context and presentation of the project

alone or in charge of friends and family and the children who migrate and are returned to their country in various situations. ASA proposes it to the two countries that are major recipients of Romanian families in order to establish a double perspective: receiver countries and migration producing country. The FADV and the UB are looking for new trusted seeking new partners in their respective countries and involve ISMU in Italy and Institute of Social Reintegration Foundation-IREs, in Spain.

Together, under the leadership of the FADV, the research project is developed and in 2009 it is requested a funding to EU. The aim is to study which is the situation of the sons / daughters of families who have migrated to Italy and Spain, which is the reception you receive and what are the difficulties that arise, what happens in case the children go back to their country and what happens in the country of origin with those who remain and those who return. The final goal is to know the state of the issue and provide guidance to those working in this field.

1.3. Presentation of responsible entities for the project in Spain. UB and IReS Foundation collaboration

The University of Barcelona has always been a university open to society and characterized by its close partnerships with social organizations, companies, research institutes, administrations...

The Institute of Social Reintegration Foundation-IREs, founded in 1969, is a leading organization in the development of social policies and it is characterized by its partnerships with administrations, social organizations and universities. Both entities have collaborated in the establishment of high quality social policies in Catalonia and Spain in many occasions. They also have a long collaboration in international projects.

Roumanian childhood and adolescence in transnational migrations

The result of this long and vast experience of collaboration between the two institutions, the University of Barcelona proposed to the Institute of Social Reintegration Foundation-IReS to participate in this investigation as both share an interest in children's rights and dispose of professionals who have skills and experience of working together.

IReS Foundation yearly receives students with external practices in science, diploma courses, degree courses, grades, postgraduate studies and Master's degree and also students coming from SICUE and ERASMUS programs.

IReS Foundation provides teachers who offer experiences and reflections on the practice of social work as part of their education work.

As a result of that collaboration, two editions of a Master's degree in job-placement,(triennium 2000-2003) and three editions of a Master's degree in criminal enforcement in community, which is still opened in the framework of the Faculty of Education from UB.

Several professors and researchers from the UB are members in a personal capacity of the Advisory Council of the IReS Foundation.

Professors and researchers from the UB have participated in expert seminars, conferences and other frameworks of analysis of social policies promoted and / or organized by IReS Foundation.

Both entities have collaborated in the joint execution of specific researches on issues like social education, family and gender violence, childhood, etc.

1.3.1. The University of Barcelona

For years, universities have been relevant social actors in the transformation of the local and global context, which have accompanied the changes of thought, ideologies, practices, innovating and serving the society. In addition to training professionals and researchers, they have acquired a broader commitment to society: to help to improve and promote people's quality of life and their environment.

It is precisely this spirit of cooperation and joint work which has led to the long history of collaboration that the University of Barcelona has with other entities, both public and private. One of the purposes which the University has pursued and still pursue with these collaborations is only the development of initiatives to help improve and promote the quality of the people's life. These collaborations are realized from different agreements, conventions and cooperation agreement that are promoted in faculties, departments and research groups.

1.3.2. Foundation Institute of Resocialization (Fundación Instituto de Reinserción Social-IREs)

Institute of Social Reintegration Foundation-IREs is a private foundation working since 1969 in the educational, psychological and social attention of people and marginalized groups, in a situation of social risk or economic difficulties. Social actions are carried out with vulnerable people from an integral view in the following areas:

- Children, youth and family
- Gender and family violence
- Social inclusion
- Social action in the justice system



Roumanian childhood and adolescence in transnational migrations

The social attention directly to the people permits them to investigate and create suitable models of intervention transferable to other professionals and territories. Therefore, research and innovation are carried out adding training to them. Advocacy campaigns on the public authorities are also carried out. From all their work the results are spread as they understand the awareness as part of their mission.

More than forty-three years of service to individuals and families with rigour, ethic and professional quality place them as leaders in the social action in the criminal justice system in attention and visibility of children victims of gender violence and their mothers and in the rehabilitation of offenders.

Their vision leads them to prioritize efforts and resources on:

- Children victims of family and gender violence.
- Training for parents in caring for their sons / daughters, especially single mothers.
- Prevention of crime and behavioural problems amongst young people.

They develop these lines taking into account as a priority the situation of poverty.

The Spanish State is its field of activity, a place where they want to expand their activity that is currently carried out focused overall in Catalonia and the Balearic Islands. The IRES Foundation is a socially responsible organization working in the quality parameters of ISO 9001:2008 and is accredited by the Foundation Loyalty for transparency and good practices. It is a member of the Global Compact of the United Nations for the promotion of social responsibility and also a founding member of the European Conference of Probation (CEP). Amongst the awards received, we emphasize the Justice Award of Catalonia, the highest distinction awarded by the Government of Catalonia in justice, and the Cross of Saint Jordi, one of the most prestigious awards granted in Catalonia.

1.4. Collaboration with institutions facilitating contact with Romanian families living in Spain

The key to this project was to give voice to the Romanian families who have immigrated to Spain. Once identified the territorial areas of work, the regions of Catalonia and Madrid, it was started a study process of the entities, groupings, organizations, encounter groups, etc., of the Romanian families residing in Spain.

Based on public information, key informants, personal contacts, etc., it was produced a list of possible organizations that could facilitate contact with the families. The process in both communities was different, given the differences in the social functioning in those areas.

Catalonia has a deeply-rooted social participation system, and there are many entities and groupings of sports, cultural, social, and so on. Moreover, this system includes the migrant population. Therefore, the associations of Romanian people was considered as the best source of contact with the families. Letters and emails were sent to all entities identified with this profile: cultural associations, business associations, social associations, etc. They were contacted by telephone and personal interviews were conducted with the organizations that showed interest and availability to collaborate with the project. Despite their offer the ones that did not have a broad base of families with the required profile, children under eighteen living in Spain, were discarded.

After this process it was signed an agreement with the Association of Romanian Quorum Intercultural Mediators, who undertook to facilitate contact with the required families.

The research team appreciates their cooperation, especially to its president, Diana Dinu, who facilitated the identification, training and accompaniment of

Roumanian childhood and adolescence in transnational migrations

mediators in completing questionnaires and organizing *focus groups*. And also especially to father Constantin Toader, head of the Orthodox Church of Vilanova i la Geltrú, who helped in the organization and provided spaces to holding most of the focus groups after the religious services. And also people collaborating in performing this task in other territories of Catalonia, as in the case of the families established in the region of Empordà (Girona), who without belonging to a specific organization or association, were coordinated by the family of Norica, Sergiu and Octavi Bleaja, that allowed to contrast what happens in the largest cities with the reality of rural towns.

In Madrid the associative network is weaker and, instead, the utility network is highly developed. Therefore, it was located the administration with responsibilities in the immigration area, in particular the Directorate General on Immigration of the Community of Madrid, and their activities and service network were studied. And they were able to identify the Centers Integration and Participation (CEPI) and meeting centers and native Romanian families, with high participation rate. Also, through the heads of the schools and other professional contacts, we identified a team of mediators, with initial training, completing questionnaires performed and collaborated in the organization of the focus groups in the community. We appreciate the availability and collaboration of Pablo Gomez-Gomez-Tavira Tavira, Director-General on Immigration of the Community of Madrid, who provided us with bibliographic information and statistics, supported by its technical team and access to CEPI (Centres for Participation and Integration of Immigrants) for the realization of fieldwork.

1.5. Territorial framing of the investigation: Catalonia and the Community of Madrid

The research carried out did not require a representative population sampling. Thus, to facilitate the organization of the fieldwork and reduce economic costs,

1. Context and presentation of the project

we select the two regions with the highest number of immigrants from Romania: Catalonia and Madrid.

Once selected both territories, other regional factors were taken into account, opting to select a global sample which collects families living in big cities, small towns and small municipalities, and so collect information and good practices of the different urban realities in those communities. This criterion, together with the easy access and the involvement of local organizations consulted, determined the configuration of the final sample.

The two centres of participation and integration of the Community of Madrid have collaborated in Madrid. These centres aim to inform, advice and offer their services, both to immigrants and all residents of the Community of Madrid about the resources available in order to solve their problems and concerns (Spanish learning, job training, tutoring, cultural activities, traditions ...). It also aims to be an open space of sociocultural and intercultural meeting to allow participation and integration of all groups of the population living in the Community. In Madrid there are two CEPI especially targeted to the participation of Romanian families:

- The Hispano Romanian CEPI from Coslada.
- The Hispano Romanian CEPI from Alcala de Henares.

The presence of families living in large cities was ensured when making most of the work in the CEPI from Coslada.

Catalonia had the Quorum Romanian Association of Mediators, with high deployment in the regions of Alt Penedès and Garraf, which offered the possibility of collecting the contributions of families living in medium-sized cities.

To complete the sample it was sought a territory containing small towns and a group of families in some municipalities of Alt Empordà was contacted, thus being able to complete the purposive sample.

1.6. Conceptual framework

One of the drawbacks of the research and the shared projects is that not all *partners* arise from the same experiences and, in many cases, neither from the same premises when dealing with the objects of study. In addition, laws, guidelines, frameworks and initial agreements that are established on the base of the commitment with the European Commission and with the same coordination of the project, do not help for a prior understanding that theoretically and conceptually build the framework. While in many aspects the details of the projects are agreed, the common proposals of the wherefores of many issues recedes into a background and is in the results of the research in this case, or the work done when viewing few theoretical stakes or others when applying the “consequences” from the studies in the form of policies, recommendations, etc., to help improve the situation studied.

In this case, the interest of the shared and diversified study has precisely this function: to conclude explaining what the situation of minors of Romanian origin in transnational migration, through the role that families have in these processes. But in addition, the interest is also focused on developing guidance to social and migratory policies of the countries involved in this process. However, in the group that conducted the study in Spain, perhaps because most of its members come from the field of social pedagogy, there has been a concern for the theoretical framework used, for placing “where shall we start” and for trying to build a theoretical contribution in parallel to the work done in the theoretical research. So that it has not been made a justification based on the theoretical to explain, for example, the field work, but the different moments of the research have been “accompanied” by this theoretical and socio-pedagogical reflexion.

This is not the place to empty the contributions made from the theoretical perspective, but it seems appropriate to present the point of view that has been the base to carry out the study, where the research group (GPS) is when



1. Context and presentation of the project

performing this study. For this reason it seems interesting to be able to raise at least the positioning of the research group through a few conceptual traces to corroborate the point of view that the process followed in this study.

There are two starting concepts which are useful in science in general and in the social and education in particular, and they are: complexity, as a paradigm, and *accompaniment*, as route. Others, such as multiculturalism, inter-cultural or integration in migratory processes have to do with this starting point and with some ideas about the difference or social diversity.

In transnational migratory processes, the best reception that people can find when they come to a new country is that the host society accepts the difference in its broadest sense, as normality. However, this is not the context in which the social relations are carried out with the new arrivals, neither sometimes, when you have spent years in the so-called host country, by the ones who were there before. Furthermore, when it is being talked about children whose needs of protection have been ratified and accepted by all the countries involved in the study and, on the other hand, it is part of the human rights and the Convention on the Rights of the Child, it seems clear that this respect for cultural differences in a broad sense is even more necessary. That is why we cannot speak about integration without taking into account that the society has a cultural diversity that is based on relations between diverse which must live in certain territories and specific social contexts. And when it comes to cohabitation it must be differentiated from coexistence. The first one would have to do with the possibility of exchange and interrelation, which would lead to inter-cultural on a social and educational level, for example, while the coexistence trace a mosaic of multiple differences in one place, but its components do not relate to each other, as with the so-called multiculturalism.

In the case of childhood and adolescence and the immigrant families, it is essential to start from these premises to avoid creating misunderstandings and not con-

Roumanian childhood and adolescence in transnational migrations

fuse *being in a place to participate and be a member of what happens in it*. In the psychosocial development and in the education of the minors, participation and identification are essential for its socialization; in other words: for personal survival in the community where they arrive, in order to feel that they are part of this new society, they should not find the barriers of prejudice that prevent them from being considered one more of the society, as it may be in environments of school, leisure, neighbourhood, village, and so on.

1.6.1. Some ideas about complexity

The look to the social reality is placed in the *paradigm of the complexity*¹, understood as the space for dialogue that facilitates the understanding of the reality from the coexistence of different models and explanatory logics, gambling with the values and together with a positioning and a way to understand the world from its changing capacity. It is a way of structuring one's thinking from the continuous internal dialogue with the environment. From the paradigm of complexity the society is understood, its interrelationships and the possibility of changes, including education, as a process of conjugation of thinking, the values and the action. Be part of the ability to dialogue with the environment, considering the different conceptions and visions to build new creative answers that respond to our need for change and improvement. It is a reflective process which confront homogeneity and diversity, individuality and society, equality and difference..., without forgetting the social structure of inequality, which are obviously present and condition this process.

This is a retroactive system of continued construction of the social life and citizenship, from the leadership of the people that conform it. From the paradigm

1. See J. BONIL y R. M. PUJOL, "El paradigma de la complejitat: un marc per a orientar l'activitat científica escolar", Revista Catalana de Pedagogia (Societat Catalana de Pedagogia), vol. 4 (2005), p. 43-58.

1. Context and presentation of the project

of complexity there is not a reality, but multiple interpretations of the reality that are conformed into a network of relationships between people, society and nature. It is defended the creation of new forms of communication and coexistence from the freedom of thought and action of people consistent with themselves and with respect to the environment.

1.6.2. The accompaniment

There are many ways to explain and conduct accompaniment processes, but here it is used the idea of many pedagogical references to the process of *accompaniment* which is called *education*², likewise it is carried out in a community or group, with the members of this and whose relationship is meant to be educational, as it collaborate, strengthen, helps to define, etc., taking positions and decisions on people's life. And this is the goal of education in its broadest sense: achieve the decision-making autonomously and responsibly by those who are called learners. In this sense, the "educational" accompaniment is defined as the process in which the teacher, co-ordinator, etc., established with a person, group or community an improvement project with specific purposes. It is a process in which the teacher starts from the recognition of the other as capable of achieving its purpose, being the teacher in charge of active listening, questioning, the mirror effect, strengthening the potential, self-knowledge, self-esteem, sociability, and lead generation, and the learner, the protagonist of the change process and the responsible of the decision-making.

The educational support starts from the need for renewal, in other words, the establishment of the educational relationship as a base element of the education in society, from the involvement and professional responsibility and recognizing the other as able to grant confidence in their ability of change and improvement.

2. Movimiento por el Acompañamiento y la Inserción Social (Movement for the accompaniment and the reinsertion): <<http://www.mais.asso.fr>>; UNIOPPS; Susanne Bruyelles; Franco Moretti; J. Vilar; Jordi Planella, among others.



Roumanian childhood and adolescence in transnational migrations

The responsibility shall be a value of relevant work. Each actor assumes the consequences of their decisions and so we learn to predict and analyse the consequences of our actions by reflecting on their implications. It is learnt to analyse the complexity of decisions, giving value to the experience and knowledge and being consistent with the goals.

It is thought from the teacher and the learner around their capabilities, their experiences, their feelings, their fears, their hopes, their frustrations, their skills, their difficulties, and gradually weave the analysis of the complex reality and of the relationships that are establishes to go forward in the decision-making process in order to build a better future. It is a way to educate based on empowerment, understood as the ability of the learner to think and make with freedom and responsibility. One way to build the individuality / identity, at the same time as the sociability and the particular and global world.

Accompany is working from the relationship, which, thus understood, becomes educational; is taking responsibility of the process from the place each occupies and search the adequate distance to recognize the other and the adequate involvement to promote concerns and changes in the other.

This understood, the concept of accompaniment, which might seem odd in a research context, enabling a different way to approach groups of people involved in it, even if they are categorized as “sample” in its process. It can be said that this approach enables taking into account, for example, aspects of groups or associations, as those that have collaborated in this research, that “humanize” studies of this type and that in turn establish other results to consider. This is what in pedagogy is called hidden curriculum and refers to what visibly does not appear but it is and is not always visible on a cold data of some quantitative answer without knowing who is answering, how they are, what their story is... Some can be glimpsed and are found in discussion groups, but the role, the prominence, the previous agreement between participants

include, among others, crucial elements for the research and that can only be developed if the trust that allows following the process between researchers and investigated is established.

1.6.3. The concept of integration

In most actions concerning populations whose origin is in a country different than the one representing, at a given time, the scene of their daily lives, the difference shows up in one way or another and as seemingly opposite concept, the integration. We would be talking, in this regard, that people of Romanian origin living in Spain are different, at least in cultural terms, in their traditions, customs, etc., of other human groups. And there the integration would seem linked to the loss of these references related to their origin culture. This is why many times when talking about integration many people understand this loss of elements of their own culture than anything else. It usually confuses the concept of integration with the one of assimilation, that is, those practices that lead to the loss of their own culture references in exchange for an alleged assumption of the adoption culture or the host country. Especially if in the host country the practices to which you are supposed to join are in the majority and dominant. These two factors contribute to the terminological confusion that often ends up translating stereotyped misconceptions that have little or nothing to do with the reality of each immigrant that has met other people who came to the new territory before them or they were born and always lived in it.

The conflict between different cultural backgrounds populations appears when the referents are rigid constructs which usually give an essential character to the culture. Constructions that seem to be attributed to a specific time and that seem to have already its defining characteristics so constituted that it is impossible to be otherwise. At that place confusions arise which should be clarified if you want to avoid processes of racism and xenophobia.

Roumanian childhood and adolescence in transnational migrations

If we look at the idea of *integration* used in ecological science it can be easy to understand the concept of *integration*. It is about seeing reality as a group, not a sum of different elements that relate to each other in different ways, forming and building networks of organization and interrelations. These elements, biotic and abiotic, that is the different populations of living things, with their network relations and scenarios, substrates, places, etc., where each action is developed, constitute what is called the *ecosystem*. The integration of all these elements different from one another allows the reality of the minimum gathering of life and performance of our system. This integration is based on the existing differences, on diversity as a concept that includes this necessary difference to combine the reality. And is at this point that the concept of integration means that “all” (all present, existing element) helps to build this reality.

If this concept pursues, not mechanistically or mechanistic, to the social reality of different cultures, from the different populations that live or have lived a migratory process and coexist in an area with other people who are different in the ways of thinking, of doing, of living, of expressing..., we see that the common characteristic is the relation between the differences and the type of construction of the society that they adopt. Well, in these cases, the differences that constitute the social and cultural diversity allow to talk about a construction that has been made or it is made from the integration of these differences.

And, in this regard, the concept of *integration* has to do more with the joint construction of agreements, covenants, consensus, not without inherent conflicts in human and social relations, that with the assimilation of the culture and society in position of a majority that drag to itself the situations of the minority cultures and the whole of its population, who eventually adapt themselves to the new situation, often without contributing to any construction that shall include them in the host society or in their new society.



1. Context and presentation of the project

Nevertheless, this idea that on a theoretical level perfectly holds the reflection, on the practice of social relations it is not always carried out this way nor with an 'ideal' so co-participated by all the people occupying a territory. That is why so much has been written on the integration and in so controversial ways. In spite of this and knowing this difficulty, the research group has chosen to take on these approaches in its development. And in this regard, referring to Romanian-Spanish or Romanian-Catalan relations, many cultural similarities have been discovered, which allow to talk about integration not only as the adaptation of those who have come later and inconvenience to those who had come before, but as the participation, even temporarily, in the social construction of a neighbourhood or town in different territories.

Socio-demographic contextualisation of romanian families in Spain

2.1. Data at state level

Spain is a country with a long history of migration movements. In times economic crisis Spain has suffered great migrations to other countries offering better economic opportunities: Cuba and Brazil during colonial times for example or Germany and France in times of industrial development. Spain has also experienced internal interregional migration movements and in times of economic growth the country has been the recipient of large groups from less developed countries: North Africa, Africa, Latin America and Romania.

There are many factors that play and determine the complexity of migration processes. There are pull-factors for immigrants (economic growth, strong social protection system, structural demand for employment in certain sectors) and push-factors (dictatorships, weak social protection systems, economic crisis, ethnic persecution and restriction of rights).

The great Spanish economic growth in recent years has improved migration movements, although it should be noted that Spain has been one of the last countries in the EU which has received immigration from Eastern Europe. After the eighties, settlements of Polish, Bulgarians, Romanians, Russians and Ukrainians were observed.

2. Socio-demographic contextualisation of romanian families in Spain

There are some advantages of migration for Romanians to Spain:

- Romania has a language of Latin origin as Spanish and Catalan, which facilitates the linguistic integration of people in this community.
- The education system, compulsory until the age of 16, and the health system are also perks when choosing where to migrate. It is to notice that the school system in Romania has suffered a clear decline from democratic development, and there are now serious differences between rural settings (very impoverished few children reach the high school from this environment) in comparison to some urban environments.

According to figures provided by the National Institute of Statistics (INE), from the latest revision of the municipal census³, the population in Spain in January 1, 2011, which rose to over 47.2 million people. The number of foreigners in Spain by autonomous communities and cities as of 2011 is reflected in Table 1.

3. The administrative register where population of a municipality are registered. The data provided is the proof of residence and regular address. Its production, maintenance, safe custody and review is responsibility of the municipality. (INE, 2012).

Roumanian childhood and adolescence in transnational migrations

TABLE 1

Number of foreigners in Spain according to autonomous community (2010-2011).
Data: National Institute of Statistics.

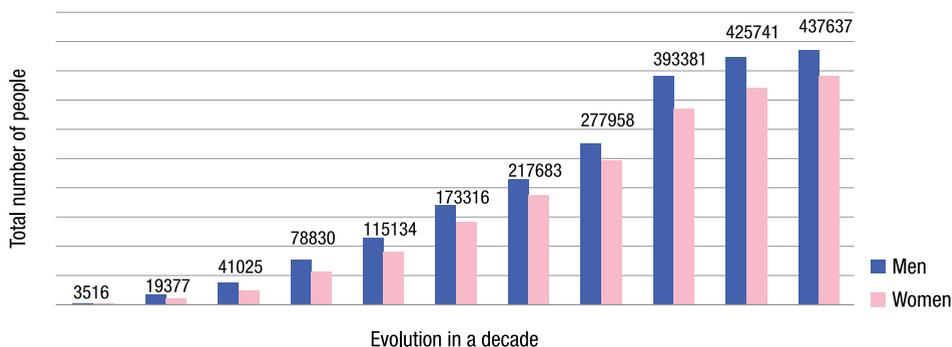
	On 1st of January (provisional dates)		On 1st of January 2010 (definitive dates)		Absolute variation	Relative Variation
	No of people	% of the total community	No of people	% of the total community		
Total	5.730.667	12,2	5.747.734	12,2	-17.067	-0,3
Baleares	242.578	21.8	242.256	21,9	322	0,1
Comunidad Valenciana	877.678	17,2	893.759	17,5	-16.081	-1,8
Madrid, Comunidad	1.062.026	16,4	1.079.944	16,7	-17.918	-1,7
Región de Murcia	240.749	16,4	241.865	16,5	-1.116	-0,5
Cataluña	1.182.957	15,7	1.198.538	16,0	-15.581	-1,3
Canaria	306.307	14,4	307.379	14,5	-1.072	-0,3
La Rioja	46.084	14,3	46.680	14,5	-596	-1,3
Melilla	10.033	12,8	8.873	11,7	1.160	13,1
Aragón	170.421	12,7	173.086	12,8	-2.665	-1,5
Navarra, C. Foral	71.380	11,1	71.369	11,2	11	0,0
Castilla-La Mancha	231.810	11,0	229.554	10,9	2.256	1,0
Andalucía	727.176	8,6	704.056	8,4	23.120	3,3
Castilla y León	171.554	6,7	169.498	6,6	2.056	1,2
País Vasco	144.551	6,6	139.369	6,4	5.182	3,7
Cantabria	38.863	6,6	39.201	6,6	-338	-0,9
Ceuta	4.736	5,8	3.995	5,0	741	18,5
Asturias, Principado	50.310	4,7	49.286	4,5	1.024	2,1
Galicia	109.994	3,9	109.670	3,9	324	0,3
Extremadura	41.460	3,7	39.356	3,6	2.104	5,3

2. Socio-demographic contextualisation of romanian families in Spain

The project was carried out in two communities, Catalonia, with 15.7% of foreign population, and Madrid with 16.4%. Both have slightly higher rates than the Spain's average. According to the data 15.1% migrants are from Romania, this country being the most common supplier of migrants, followed by Morocco. So the community under study represents a significant percentage of the overall migration to Spain.

FIGURE 1. EVOLUTION OF THE ROMANIAN POPULATION (2000-2010)

Evolution of the Romanian population registered in the last 10 years by gender. Chart prepared by census data from INE 2000-2010.



In the past 10 years (see Fig. 1) the Romanian population has gone from being virtually invisible in the 90's, to becoming the third most popular group of foreigner in 2005 and the first in 2011. The migration model indicates that most immigration begins with an individual process. At the same time, all studies show a tendency to temporality, establishing a circular pattern, e.g. where the migrant establishes a permanent residence in Romania and is performing intermittent periods of migration outside their country of origin. This migration model requires strong social networks of origin and destination that facilitate the integration and acceptance in both places.

Roumanian childhood and adolescence in transnational migrations

The percentage of children, working population and elderly confirm a trend to stability.

TABLA 2

Romanian population by age (2000-2010). Table of own elaboration from data of INE

Age	2000	2004	2008	2010
0-15	19'2	12'8	14'7	15'8
16-64	78'9	86'9	84'9	83'5
+65	1'9	0'3	0'4	0'7

The older population is virtually residual and the child population is growing but not significantly, and may also be related to the increased presence of adult women in recent years. The scarcity of older people confirms the hypothesis that the Romanian immigrant returns to his country of origin before reaching retirement.

One of the lynchpin to analyse in this project is to know which are the success factors for a good integration of the Romanian children settled in Spain. So we want to observe indicators of overall integration of the population from Romania based on the following indicators: education, health and justice in the two autonomous communities.

2.2. Data at Catalonia and community of Madrid level

Romanian population living in Catalonia dated January 1, 2011 was 101,855 people (1.3% of the total population, 8.3% of the immigrant population)⁴, and in the Madrid region it was 222, 528 people (20.17% of the immigrant population)⁵ (INE).

4. Data from the register of inhabitants National Institute of statistics (INE).

5. Madrid Total Immigrant population 1.103.470. Data provided by the Immigration Observatory, Madrid Autonomous Community

2. Socio-demographic contextualisation of romanian families in Spain

In Catalonia the growth and proportionality between the sexes do not show deviations relevant to the observations submitted nation-wide, as shown in Fig. 2 and 3.

FIGURE 2. Evolution of the Romanian population (2000-2010)

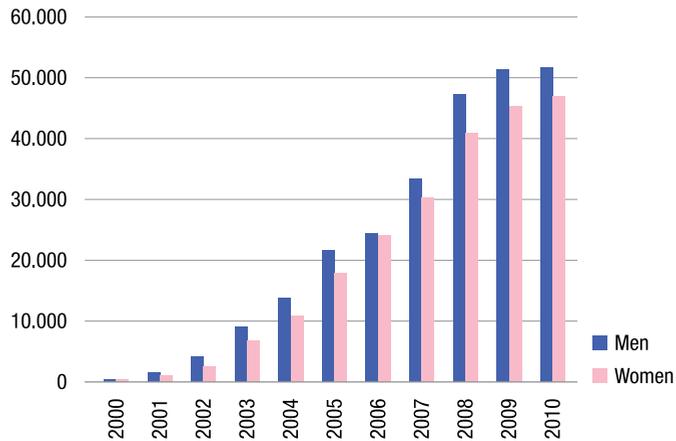
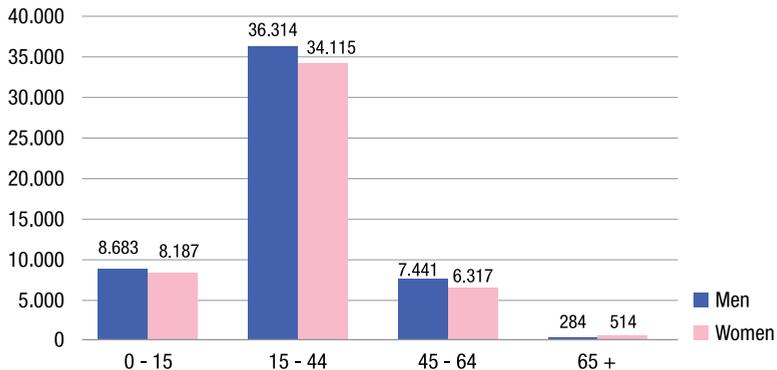


FIGURE 3. Romanians in Catalonia by age and gender (January 2011)

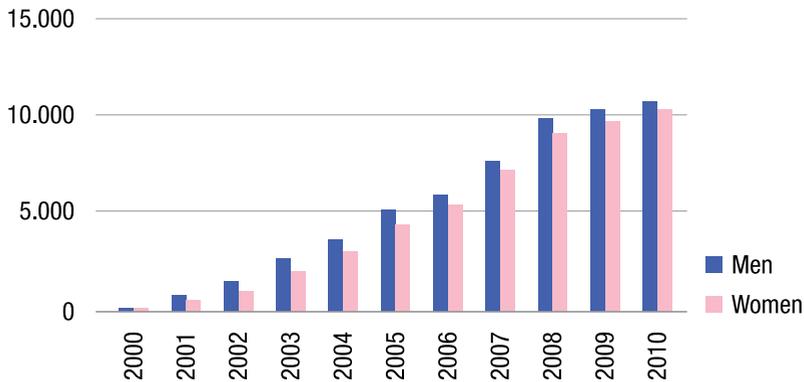


Roumanian childhood and adolescence in transnational migrations

Catalonia is one of the communities that has had an increase in population from Romania in recent years, making this the most popular immigrant group. As seen in the graphs we did not observe a significant migration age bias. This is determined by the large number of family reunification, which has occurred in recent years; related to both children and the people who are responsible for their care. The low number of people over sixty-five years old shows the temporality of the migration process, being clear the return to the country of origin in most cases. So there is a high number of repatriation of bodies when deaths occur in Spain.

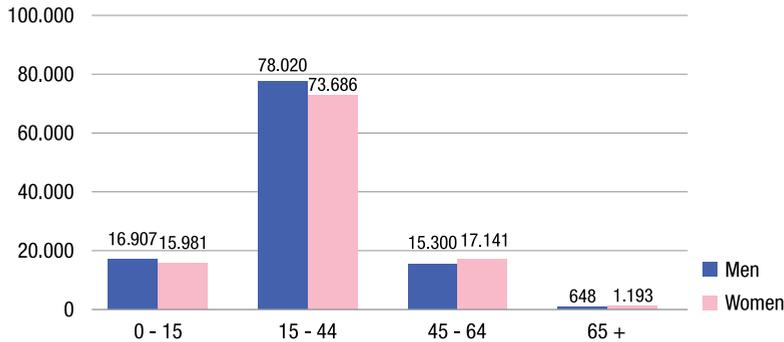
Romanians are a majority of the foreign nationality in the Community of Madrid. The development in recent years has been considerable as shown in Fig. 4 and 5.

FIGURE 4. Evolution of the Romanian population in the community of Madrid from 2000-2010 by gender



2. Socio-demographic contextualisation of romanian families in Spain

FIGURE 5. Romanian population in the community of Madrid by age and gender



Active population

As for the working population, it does not include work done by illegal immigrants that allows us to analyse the actual unemployment rate of this migrant group due to the absence of reliable data.

However, the official data of occupation are detailed in Tables 3 and 4.

TABLE 3. Catalonia

Workers with Social Security in Catalonia (2010). Data according to Ministry of Labour and Immigration (2010).

Workers with Social security 2010	Foreign nationality	Romanian immigrants	% of total foreigners
Men	230.740	19.394	8,40 %
Women	167.081	13.137	7,86 %

Roumanian childhood and adolescence in transnational migrations

TABLE 4. Community of Madrid

Workers with Social Security in the Community of Madrid (2010). Data according to Ministry of Labour and Immigration (2010).

Workers with Social security 2010	Foreign nationality	Romanian immigrants	% of total foreigners
Men	196.960	31.594	16,04 %
Women	193.108	25.708	13,31 %

In the past year there has been a decrease of Romanian people affiliated in the social security system as a result of the widespread crisis in our country.

Education

Education is valuable for the Romanians and the practice of schooling is rooted except for the Romaní (gypsies). The number of enrolments in recent years has grown (see Tables 5 and 6).

TABLE 5. Evolution of school enrolments of the Romanian population in Catalonia

Data provided by the Department of Education of the Generalitat of Catalonia.

Evolution in the number of Romanian school registrations in Catalonia	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Kids	974	1.286	1.683	1.782	1.631	1.860
Primary (comp.)	2.252	3.068	4.060	4.378	4.181	4.362
Secondary school (comp)	1.528	1.981	2.543	2.674	2.648	2.847
High School	286	338	406	481	499	516
Vocational Training specific Intermediate	109	175	252	311	443	492
Vocational Training Higher level	50	69	92	110	182	202
Total	5.199	6.917	9.036	9.736	9.584	10.279

2. Socio-demographic contextualisation of romanian families in Spain

We cannot compare the exact details of registration and enrolment, but the data presented shows a clear trend towards the education of the children; there is no significant decrease.

TABLE 6. Comparison of the Romanian child population registered in Catalonia and students enrolled in compulsory education
Table of the authors, based on data from INE.

	Registered in Catalonia (0-15 years)	Registered in Catalonia schools (compulsory schooling)
2006	3.840	6.335
2007	4.997	8.286
2008	6.884	8.834
2009	7.880	8.460
2010	8.325	9.069

The Madrid community data point in the line of Catalonia.

TABLE 7. Romanian students enrolled in a compulsory education in the community of Madrid
Data as Table from Statistics of Education (Ministry of Education).

	Total España	Comunidad Madrid
Romanian pupils registered in compulsory schooling 2009-2010	82.890	19.363

Roumanian childhood and adolescence in transnational migrations

TABLE 8. Evolution of Romanian enrolments in the community of Madrid
Data as Table from Statistics of Education (Ministry of Education).

Evolution of Romanian enrolments in the Community of Madrid	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Kids	2.205	3.171	4.200	4.775	4.885	5.809
Primary (comp.)	4.627	6.349	7.993	8.380	8.053	8.399
Secondary School (comp.)	2.891	3.635	4.610	4.375	4.260	4.781
High School	482	576	827	839	1.037	1.160
Vocational Training specific intermediate	88	129	214	262	317	403
Vocational Training Higher level	72	95	119	123	148	175
Total	10.365	13.955	17.963	18.754	18.700	20.727

Health

According to the data from the Catalan Health Service (CatSalut), in 2011, there were 80.120 policy holders in the Central Registry of Insured (RCA) with Health Card of Romanian nationality. Obtaining a health insurance card is free, and there is a predominant use in the case of minors and the elderly but it is not common in adulthood.

2. Socio-demographic contextualisation of romanian families in Spain

According to the official data from the Madrid Health Service in 2012, there were 150,286 people from Romania with a health insurance card.

Justice

We found no in-depth studies on the percentage of the immigrated population who commit crimes, failing to indicate whether it is directly related to gangs of criminal networks involved in prostitution, drug and weapons trafficking.

However it is noted that as in the general population the percentage of Romanian justice problems are increasing as shown in Tables 8 and 9, during the years 2009 and 2010 in Catalonia.

TABLE 9. Romanian people with the role of defendant, accused of arrest for a major persecution

Figures according to the Catalan Autonomous police (Mossos d'Esquadra).

	2009	2010	Total
Romanian people with the role of defendant, accused of arrested for a major persecution	5.356	5.930	11.286

With regards to the type of facts, it shows that the related assets are most present in both years analysed.

Roumanian childhood and adolescence in transnational migrations

TABLE 10

Distribution by type of facts known to the leading cause. Romanian population data.
Data according to the Catalan Autonomous Police (Mossos d'Esquadra).

Distribution by type of facts known to the leading cause. Romanian population data	2009	2010	Total
Against security	602	571	1.173
Murder and its forms	6	15	21
Abortion	1	-	1
Of lesions	409	402	811
Against freedom	237	285	522
Crimes of torture against the person	97	82	179
Crimes against sexual freedom	63	84	147
Crimes against privacy, image and home	16	14	30
Against honour	1	-	1
Against family relations	94	71	165
Against property	3.615	4.305	7.920
The rights of foreign citizen	1	2	3
Against worker rights	1	14	15
Planning, heritage, environment	-	4	4
Against collective security	39	65	104
Of falsehood	280	299	579
Crimes against public administration	7	1	8
Offences against the administration of justice	121	109	230
Crimes against the Constitution	14	27	41
Crimes against public order	220	254	474
Offences against property	4.915	5.642	10.557
Offences against the general interests	125	100	225
Offences against people	633	679	1.312
Offences against public order	71	82	153
Total	11.568	13.107	24.675

Documentary analysis

The bibliographical analysis begins with the search for materials that, on the project topic, were being located through various sources:

Data bases.

Government reports.

Lines of research published in media close to Spanish universities, etc.

So that, even though it has been working on the implementation of the research instruments or in the fieldwork, this 'folder' with bibliographic information has been opened, since throughout the project may have arisen new publications of interest that have been incorporated.

It should be noted that all documentaries references have served mainly to frame the reality of our project, since there is practically no specific information on the subject, beyond the stated in the demographic report as official data on different areas in which are reflected the situation and the actions of the Romanian children and teenagers and the migration processes of them and their families. About the children's rights in relation to Romanian migration processes towards Spain, the situation of Romanian families and especially their children in Spain, few studies barely exist at the date. Therefore, the information that allows a certain location map of the situation is drawn in most



Roumanian childhood and adolescence in transnational migrations

cases from studies on migration in general, on migration to the Spanish State or migration from Romania, also general, except for some references that have been more specific, especially related to school performance of children of Romanian origin or some data studied by different ministries or regional councils (in this case especially the ones derivatives of the Community of Madrid and the Generalitat of Catalonia) and that collect the most specific aspects of migration processes in general, and particularly and to a lesser proportion, on Romanian migration, extreme which is already mentioned in the demographic data report.

The research team expanded the search thematic, similar in most general references, which are related, for example, to school or leisure situation of children or to the adult expectations with regard to these elements. And to do this, studies and bibliographies related to multiculturalism or interculturality in school were reviewed. Moreover, works on the state of immigration in Catalonia or Spain were analysed.

It is important to note that it was decided not to tackle, in the whole project, the reality related to the problems of the Romaní people, due to their nomadic lifestyle, which hampered the approach.

3.1. First selection and sources

It was made a search in the European national and regional databases, which sometimes depended on government organizations and sometimes on private or semi-private entities (involving public administrations). So, it were consulted the following databases:

3. Documentary analysis

EUROPEANS	STATE	AUTONOMOUS
<ul style="list-style-type: none">• Organizations for the Co-operation and Development• Education Resources Information Centre (ERIC)• EUROSTAT• European Migration Network (EMN)• The European Union Agency for Fundamental Rights (FRA)	<ul style="list-style-type: none">• Ministry of Interior• Ministry of Education• National Institute of Statistics• Permanent Immigration Observatory	<ul style="list-style-type: none">• Department of Social Welfare• Department of Education• Department of Health• IDESCAT• Catalan Observatory on Immigration• Jaume Bofill Foundation• Barcelona Centre for International Affairs (CIDOB)

From the documentary search carried out in databases, quantitative or qualitative reports (yearbooks, government institutional custom analysis, etc.), monographic studies journals or a university, and so on, have been collected.

Forty-three publications were selected. Some of them were official reports of the situation of immigrants in Spain, in the autonomous communities or in Europe; others were referred to social policies dedicated or directed to the immigrant population in different context, state or autonomous; in other words, we find more specific subject, though not exclusively related to the Romanian population (families or education and immigration, for example), in other cases,

Roumanian childhood and adolescence in transnational migrations

there were involved sociological or anthropological studies about social and labour inclusion of the immigrant populations; in others, the choice had to do with the territorialisation and the autonomous realities, in the first case determined by the settlement of the Romanian population numerically significant in a particular area (coastal Catalonia, Barcelona city, region of Castellón de la Plana, Andalusia or Community of Madrid and core) and in the second case related to socio-cultural aspects (language, linguistic integration).

The outcome of what it is said above is that the selection criteria of the documentation were:

SELECTION CRITERIA

- Bibliographic documents on migration in Europe.
- Bibliographic documents of conceptual nature.
- Bibliographic documents that served as a frame to the migratory processes towards Spain and its autonomous regions.
- Bibliographic documents that concern about the reality of the migration of Romanian population in Spain in general or in some autonomies.
- Bibliographic documents regarding the geographical distribution of the Romanian population in Spain.
- Bibliographic documents dealing with the reality of childhood and adolescence (and the families of this population) specifically related to Romanian of this age group.
- Bibliographic documents that provide insight into host social policies in different Spanish territories (autonomies) by issues and local integration processes.
- Bibliographic documents of specific thematic analysis on migration, which may explain the reality of Romanian children and their families.

3.2. Grouping categories for the bibliographic analysys

This searching criteria allowed to do, afterwards, an ordering of the documents found, which were not always one hundred percent true to the selection criteria and in some cases forced to regroup or to take into account other important aspects such as the topic of work and informal occupation of the Romanian population, especially male, in rural areas in agriculture at the beginning of the twenty-first century. Those are moments that could be called the *first wave of migration from the current decade* and they are a turning point because from 2008 until today the number of Romanian immigrants in Spain significantly increases, as reflected in the work of Hartman (2008). In this period, rural areas that housed temporary immigrant population found in the male population from Romania a different profile of worker who, while remaining in the informal sector or the economy, provides a valuable workforce as he has cultural and labour codes similar to those of the local population and generates a lower degree of conflict. This work allows to explain and provides information on some of the reasons why people of Romanian origin set in rural or semirural of Catalan and Valencian coast during this period.

Concurring with these annotations and specifically on the arguments which place the Romanian immigration in Spanish rural areas, the work of Professor Rafael Martinez Smallpox, Department of Geography, University of Valencia, says that in some small rural towns, Romanians and other foreigners prevent that very old sectors such as agriculture and faring are left unattended, representing a factor somehow reviving of the sector.

Another important issue that does not follow strictly the criteria is the gender. It is true that, in one way or another, when it comes to family it is incorporated the role of women in the migration processes. Obviously, this also occurs in the case of Romanian immigration, but it is interesting to consider in a more conscious way, analysing the models that obey certain social standards, as

Roumanian childhood and adolescence in transnational migrations

pointed out by the authors Liliana Suarez and Paloma Crespo in their work in 2007, *Families on the move: the case of Romanian women in Spain*. Indeed, the variable gender prominently cross the Romanian migration process. The role of the women within the family, made invisible by a patriarchal ideology that reproduce this way of thinking and doing, is reflected in the migration processes. It is important, as the writers demonstrate, to reflect in these cases on the construction of the model family, on such model in migration processes, and see what the role of the family in these processes is, and especially, the role that the women has within the family. This is an interesting thing, to go beyond the description of a mechanical social functioning and that gives us more elements to understand the object of the research of our project. Therefore, this aspect will be considered despite not having established as such in the selection criteria of the bibliographic material prior to field work.

The work about Rom population was ruled out, as noted, even though it appears to be analysis works made from different perspectives, to note: on the social and labour integration of the Rom population in the Mediterranean area, published by ASPROSOCU, in Cartagena (2008), the work of Fundamental Rights Agency (2009) or “Migration of Roma / Gypsies in Romania” by A. Macias, published in the magazine *A fondo* (2008), or the studies carried out by the Foundation Jaume Bofill in Catalonia, in the form of panel discussions on this issue and published in the collection “La Finestra Oberta”.

It is interesting to observe how the criteria established by the research team to categorize the various bibliographic materials has not been possible throughout the process, since in many cases it was not even possible to find such materials. This is the case of the bibliographic documents dealing with the reality of childhood and adolescence (and the families of this population) specifically related to Romanian in this age group (criterion *f*), that we had to group with the criterion *h*: bibliographic documents analysing topics specifically related to migration, which can explain the reality of Romanian children and their

families, and thus, some issues relating to education of their children according to the families, for example.

Regarding the situation of childhood and adolescence, we can say that there is not only a scarce in the specific studies in relation to the provenance of the Romanian or the ancestors, but there is neither too much bibliography on children and youth migration in general that may clarify this reality.

Therefore, all publications that refer to something related to childhood and adolescence with a migrant background of their own or their parents, who live in Spain, have been grouped into one category, who lives in Spain. Other issues that have also been treated are the global aspects of labour migration that deal with family reunification or the situation in the Spanish educational system, for instance the work of F. Carbonell and A. Quintana, *Immigració i igualtat d'oportunitats a l'ensenyament obligatori*, published by Foundation Jaume Bofill in 2003 in Barcelona, or J. M. Paludarias and C. Serra on the nationalities of origin of the students in post-compulsory education (high school, vocational training ...) in Catalonia, *L'alumnat de nacionalitat estrangera en els estudis postobligatoris* (2007), and almost always within broader studies on migrations (M. Larios and M. Nadal, *L'estat de la immigració a Catalunya*, anuari, 2006) or also in studies on families and immigration, such as the aforementioned *Famílias en movimiento* (Families on the move) (2007).

In a second group, all the titles referred to the situation of the Romanian population who live in Spain have been gathered, grouping thus criteria *d* and *e*, that means the bibliographic documents that specify they treat the migratory reality of the Romanian population in Spain in general or some of its autonomies, and bibliographic documents referred to the geographic distribution of the population of Romanian origin in Spain.

This category contains the most interesting publications to place the daily reality of the Romania population that has established in Spain: the book already

Roumanian childhood and adolescence in transnational migrations

mentioned by Crespo and Suarez (2007) on Romanian families in Spain and a monograph published in 2009 by the Department of Immigration of the Generalitat de Catalunya, by shared authoring (*Les persones de nacionalitat romanesa a Catalunya*) would be a good example of it. With a more sociological approach we find a study by Rafael Martínez published in 2007 in the number 21 of the magazine *Migraciones*: “Migration and new technologies of information and communication: Romanian immigrants in Spain” or some specific jobs territorialized, as the one by M. Servan, in 2007, located in Madrid (“Romanian labour migratory dynamics and structure: 1990-2006. Migration inflows to Spain, destiny Madrid”), or the book of A. Piqueras published in 2007 by the University of Jaume I in Valencia: *Mediterrània migrant: les migracions al País Valencià*. The section would also include the aforementioned work of T. Hartman on the labour issue of the Romanian immigration in Spanish agricultural area.

The point of view on this situation of Romanians in Spain relies, among others, on two very interesting studies which focus to study and capture the motivations and strategies of the Romanian population that migrates (Ana Bleahu, *Romanian migration to Spain Motivation, network and strategies*, Bucharest, Institute for Quality of Live, Romanian Academy, 2004) and to explain the vision of the “other house”, the host one (R.E. Cucuruzan-Vasilache, *The other home: Romanian migrants in Spain*, Bucharest, Romanian Journal of Regional Science, 2009).

A point of view that deserves special attention is the anthropological (and sociological) focus that underlies the work of Miguel Pajares, researcher, anthropologist and professor of Social Anthropology at the University of Barcelona, including *Inmigrantes del Este (Eastern immigrants)*. *Procesos migratorios de los rumanos (Romanian migration processes)*, published by Icaria in Barcelona in 2007 and result of an investigation of the author himself. Some of the topics covered in this book have to do with the arrival, stay and return or non-return-to Romania of the people who arrived at different times as immigrants to Spain, to different areas of the country. It provides a very good picture of how the arri-

3. Documentary analysis

val of the Romanian population in Spain comes with a social support network that enables the necessary contacts to find work or housing, being the same Romanians who had arrived before who provide to the newcomers, for example contact with employers, foremen or other contracting agents. Even in some cases the Romanian who had come before and provided jobs to the newcomer becomes an intermediary, as he becomes the 'alegal' contractor of the other. It is talked a lot about the origin recruitment and the general system as two ways of contract for the Romanian population when they come to Spain. In the case of housing something similar occurs: the one who is already settled, rents part of his home and save a part for himself, and as far as he can, the mentality to prosper and the facility to adapt make him find his own home with a relatively quickly. The social network is somehow the provider of this security that allows them to move on. A different case is the Rom population (gypsy), of which the author also speaks.

A subject that arise in Pajares' book is the high level of education and job skills that accompanies the migration movement and allows the Romanian population to find work, apart from the social support network, with relative ease, as long as there is supply in the labour market. This high training level makes most families want a high level of education for their children, which is what they require to the Spanish education authorities. They show great concern for the educational level of Spain, which they consider lower than the equivalent in Romania. This requirement, more or less explicit, becomes one of the main reasons of the social participation of the families. They do not use very much the social services and welfare institutions. According to the author of this study, if you talk about integration as the process of confluence of both parties (the Romanian and the Spanish), we could say that there is little difficulty, since the Romanian population is adaptive and in this case adapts to individual integration model, not collective, copied from the current individualistic host society.

Roumanian childhood and adolescence in transnational migrations

In this study, as in others already mentioned –by Rafael Smallpox– matching many of the descriptions outlined here, it is shown the fact of the return as one of the most concerning issues, it is something which initially is a target and that slowly seems to be fading into a distant memory. Most people who have joined the Spanish society in recent years have not already clear that their goal is to return to Romania, so in the end their experience makes them Spanish citizens of the specific area where they live.

With regard to migration policies both at European and Spanish or autonomous level, we can say that this form another grouping. We can see different types of publications that describe, report, analyse, from government agencies, legislative proposals, specific integration plans, and so on. In general they are not separated by countries of origin of the populations concerned, but they are presented in the form of annual directory, general reports... They are usually orders from public administrations to universities, research teams, consultants, etc., and in many cases suffer from criticism. However, some observatories, one of whose functions is the research on the subject, raise some not so complacent issues, as they tackle more troubled realities. Such is the case of studies as the one of the Permanent Immigration Observatory of Madrid, *Policy on reception, repatriation and agreements for the integration of unaccompanied foreign minors*, published by the European Migration Network in 2009. This is a subject related to the investigation, as it talks about children who do not have relatives in the host country, which obliges the authorities to consider it in their protection policies. The solution is not simple, since the ultimate goal is often the repatriation, which does not close the circle, because after a while they come back and the defencelessness process in which they live starts again. In this matter it is interesting to note that in the case of Romania, these usually are unaccompanied girls standing on subway platforms and begging, often manipulated by mafia organizations for whom they raise money from donations. They are usually accompanied by babies with most of whom they have no family ties. In this case, the extent of protection is difficult because most girls are under

3. Documentary analysis

illegal status, or lawless, without any real shelter and that violate sociability rules. Their accompaniment and internment in specialized residential centres for undocumented unaccompanied foreign minors (MEINA), Moroccan and sub-Saharan males mostly, in the case of these Romanian girls (sometimes Romanís) do not fully curdle in the fulfilment of proposals from administrations.

There are references of independent studies from administrations and governments. This would be the case of N. O. Perez's work, *Spain: Forging and Immigration Policy*, in 2003, published in Migration Information Source, available on the Web at <http://www.migrationinformation.org/profiles/display.cfm?id=97>; or in the study of G. Pinyol, *Reptes globals, respostes locals: Polítiques d'immigració i integració i acció local a la Unió Europea, (Global challenges, local responses: immigration and integration policies and local action in the European Union)* Barcelona, CIDOB, 2010.

About migratory policies, some contributions focused on the Romania-Spain relation can be seen, but they are less abundant: T. Erik and O. Ciobanu, "Migration networks and policy Impacts: insights from Romanian-Spanish migrations", *Global Networks*, No. 9 (2009).

If not especially concerned with the reality of the Romanian population in Spain or Europe, we especially focus in some works that help to frame aspects of the migration processes which are indeed the subject of this project about children and adolescents and their families. These are general references that have been grouped into three categories: a) conceptual, b) those relating to Europe, and c) those relating to Spain and the autonomous communities.

In some cases, these three categories are interrelated when treating a more local subject, but which is analysed in a broader context, such as Europe; this is the case of the study published by the University of Alicante, about the host language, by L. Climent, V. Pitrach and V. Salvador, *La llengua d'acollida: La*

Roumanian childhood and adolescence in transnational migrations

Llengua a Europa i a la integració lingüística a la Plana (The host language: Language in Europe and language integration to Plana).

Also related to language, it were analysed official documents of the Government of the Generalitat of Catalonia in 2004, of joint authorship and published by the Department of Education, like for example, «Pla per a la Llengua i la Cohesió Social» (“Plan for Language and Social Cohesion”) in which different authors analyse this plan as a tool for social cohesion.

Other reports, annual directories, etc., constitute valuable documents from institutions and research centres, such as CIDOB annual directory *La hora de la integración. Anuario de inmigración en España (Time of integration. annual directory of immigration in Spain)*, from 2011, dedicated to analyse the economic crisis and its impact on migration phenomenon, and *Inmigración y crisis económica: impactos actuales y perspectivas de futuro. Anuario de inmigración en España (Immigration and economic crisis: current impacts and future prospects. Annual directory of immigration in Spain)*, 2010 edition, supervised by E. Aja, J. Arango and J. Oliver, or the work by M. J. Larios and M. Nadal, *L'estat de la immigració a Catalunya. Anuari 2008 (The state of immigration in Catalonia. Annual directory 2008)* by Jaume Bofill Foundation, 2008.

Specific topics focussing on the return are analysed in two articles of the magazines *Human Organization* and *International Journal of Population Geography*, respectively, prepared by R. Rhoades and Rodriguez, Egea and Nieto. The first one refers to rural development and the return in migration within Europe and the second regards the return to Andalusia. And finally, this section of references to the Spanish immigration reality as a more general framework that aims the Romanian population, it is highlighted a specific book of immigration in Catalonia: *Ser immigrant a Catalunya (Being an immigrant in Catalonia)* by Pep Subirós who in 2010 makes a kind of an essay providing reasons and arguments; and, on the other hand, the article by F. Torres, «Els nous veïns a la

3. Documentary analysis

ciutat: els immigrants a València i Russafa» (“The new neighbours of the city: the immigrants to Valencia and Russafa”) *Migraciones*, No. 21 (2007), which focuses his contribution to the new neighbours of Valencia and Ruzafa.

As we have already mentioned the European framework in general as an immigration setting, there are, on the one hand, reports such as Eurostat (2008) on new immigration trends and citizenship in the EU of the 27; the 2010 report of CIDOB entitled “Shaping the normative contours of the European Union: a Migration-Border framework” due to R. Zapata; M. A. Anguiano and A. M. Lopez, *Migration and Borders: New shapes for the international mobility*, published by Icaria in 2010; the article of Serra, Mas, Xalabarder and Pinyol, “Current immigration debates in Europe”, in 2005; on the other hand, the *American Sociological Review* has published an article by Hagan, MacMillan and Wheaton of general framework, even though the title seems to refer only to children, it talks about social capital and the impact of family migration in the lifetime of boys and girls.

As conceptual works, the editorial Libros de la Catarata published in Madrid in 2000, *Guía de conceptos sobre migraciones, racismo e interculturalidad (A Guide to Concepts on Migrations Racism and Interculturalism)*, by G. Malgenedi and G. Gimenez. Coordinated by J. S. Bernat and C. Gimeno (2006), *Migration and Interculturalism: From Global to Local*, contains work by M. Pajares on migration and multiculturalism and has a clarifying interest on aspects of globalization and population movements with a social anthropological approach. And, if these cases involve reflection and research work that place the concept, in the book by Z. Bauman published by the Centre of Contemporary Culture of Barcelona in 2006, the author of the liquid modernity outlines an approach to the current reality of people movement and the new real and symbolic borders linking it to universal values.



Roumanian childhood and adolescence in transnational migrations

The documentary review carried out and its subsequent analysis allowed to place the issue in our context and generated questions that were compared in the field study.

3.3. Preliminary conclusions about the documentary analysis

Following the study object of the project, which focuses on the rights of children in relation to their families in Romanian migratory processes to Spain, it can be pointed out a first conclusion, that is not casual and yet, it is significant: the invisibility of children and adolescents from Romania (and in general immigrant minors) and, of course, the rights that this age group has. The little or almost no bibliographical information about it demonstrates this invisibility and place this population only “in connection with” other people or institutions, not as protagonists of the studies or published researches. Given the near disappearance of the ultimate objective of migration, represented by the return to the country of origin, we can say that the situations are the aim of this investigation (the protection and fulfilment of children and adolescents’ rights) should tend to become positive, likewise the “abandonments” motivated by parental migration should not affect the children on a high level. Not having the idea of returning to the country of origin, the propensity of the adults of taking their children to the new destination would seem logical, but the economic crisis can play against this logic at present and we cannot here venture emphatic claims until it can be verified whether this is an expired tendency or their sons and daughters are coming and going again and again, from Romania to Spain, at the mercy of the family economic possibilities and vice versa.

Research methodology

The methodological approach of this project has as basic pillars the integration and collaboration between qualitative and quantitative research methods. The research team has sought to give voice to families and their children, accompanying them in the process of expression of their experience, problems, supports, successes... The work made in the preparation, conduction and analysis of the individual interviews and the *focus groups* has been a major factor in the methodological process. Thus, the techniques used to incorporate qualitative and quantitative analysis are just the way of listening to the protagonists of the migratory processes. The research presented is mainly based on active listening. It came from the trust, transparency and the shared goal of making known their testimony, their reality, their desires, their hopes, their challenges and difficulties, which have been able to weave the analysis on these pages. It was rewarding for the team to collect an experience like this: “for once we participate in an investigation that is not about the Romanians, but an investigation in which Romanians speak.” Therefore, much effort has been expended to present their testimony as it was told, avoiding interpretations or inferences.

Todd, Nerlich and McKeown (2004) highlight that quantitative and qualitative processes are only ‘possible choices or options “to deal with research problems rather than paradigms and epistemological positions. In this way, there are many speeches that have prioritized a method over the other with arguments based on ‘truth’, ‘reality’, ‘validity’, ‘objectivity’, etc. as exclusive or decisive criteria for the selection of a research methodology. For Maxwell (1992) and Henwood (2004), a method or process is not valid or invalid by itself: on occasions, the application of the methods can produce valid data and, in

Roumanian childhood and adolescence in transnational migrations

others, invalid. The validity do not prove to be an inherent property of a particular method or process, but it has to do with the collected data, the analyses and explanations and conclusions reached by using a method in a specific context and for a particular purpose (Hernández, Fernández and Baptista, 2006).

To Creswell (2005), the choice of a method can be determined by different factors related to the approach or the interest of the researcher. For example:

That the approach
harmonize or adapt more
to the problem.

That the approach attend
to the expectations of the
potential readers or users
of the study.

That the researcher feel
comfortable with the
approach.

That the researcher consider
more appropriate one than
another.

That the researcher has
theoretical and practical
experience to develop some
of the approaches.

Regarding the choice of method for this research, we chose the mixed method, as it sought to obtain a comprehensive view of the migratory processes of Romanian families and their children to Spain. A vision that would gather the elements of dynamism and complexity present in the realities of migration. Padilla considers that the acceptance of the mixed paradigm allows a more accurate perspective, as it allows to know the frequency, amplitude and magnitude of a phenomenon, such as its depth and complexity. The mixed method starts from the recognition of the potentiality and strengths of each method, rather than its potential weaknesses. It allows to select, analyse and link quantitative and qualitative data in a single study and / or research to answer the problem approach.

POSSIBILITIES

- Helps to clarify and formulate the problem approach, as well as the most appropriate ways to study and theorize the research problems (Brannen, 1992 mentioned by Hernández, 2006).
 - The mixed outlook can reply to a wider and more complete range of questions for the investigation.
 - The multiplicity of observations produces more varied data; various sources and types of data, contexts or environments and analysis are considered.
 - Theoretical creativity is enhanced.
 - They support with more strength the scientific interferences, which are used in isolation (Feuer, Towne and Shavelson, 2002 mentioned by Hernandez, 2006).
 - It produces a fuller, more holistic and comprehensive knowledge to inform theory and practice.
-

LIMITATIONS

- The researcher must have a considerable training in quantitative and qualitative approaches.
 - The knowledge in the less experienced method need to be strengthen.
 - The mixed approaches are young comparing to other research approaches.
 - It needs time, it handles large volumes of data and it carries out various analysis.
-

4.1. Working process

The research team responsible for the study in Spain was composed of a mixed team with members affiliated to the University of Barcelona and members assigned to the IRES Foundation, who have done all the research as whole team with territorial planning and distribution of tasks amongst the different members.

Roumanian childhood and adolescence in transnational migrations

The research was carried out for fifteen months with sequential phases of research in Catalonia and the Community of Madrid:

PREVIUS

Global planning of the project research teams: University of Barcelona, Institute of Social Reintegration Foundation-IRES, Fondazione ISMU, Albergo de la Vita, Alternative Sociale Association.

FASE 1

Documentary
Review

FASE 2

Design and
adaptation of
the information
collection
instruments.

FASE 3

Field study and
results analysis

FASE 4

Proposals

FASE 5

International
contrast of results
and conclusions

4.2. Sample description

The sample selection was not random type, but convenience, understood as *guided by factors such as facility of access, researcher convenience, availability of samples and other analogue, by chance or accidentally*. This sampling receives other names, as *intentional sample* (Patton, 1980; Goertz and LeCompte, 1988, p. 93).

The sample selection was intentional and excluded families with the following features:

- Minors with no family references and / or families without children.
- Families in social vulnerability situation or found in social and benefit protection circuits.
- Families with a working relationship with multinationals or coming from migration processes for promotion.

At the same time, inclusion criteria were established in the sample:

- People over eighteen.
- People living in Spain at least six months a year.
- People who have a child who is living in Spain at the moment, or who has returned to Romania after living in Spain for at least six months.

Since the establishment of these inclusion and exclusion criteria, the access to the sample was based on the identification of Romanian associations in Catalonia and government resources in the autonomous community of Madrid: the participation and integration centres of the Community of Madrid (CEPI). These are the areas in which the research has been carried out, as stated in paragraph 1.5, "Territorial setting of the investigation".

4.2.1. Questionnaires sample

As for the questionnaire, the sample of families studied in Spain corresponds to a total of (N =) 251 families. Of these, 126 questionnaires were completed by families in the community of Madrid and 125 in Catalonia. Given the level of competence of the regions in the Spanish State, we considered relevant to differentiate the results by regions when these have been significantly different and present them as a group when they are resembling.

In the data analysis that were considered, as a group, results of some item of all the sons and daughters of each family unit, without differentiating which of the children the answers were referred to. The aim was to obtain information not generally differentiated by the role in the family and or the gender. However, it is worth mentioning that in the results were not found any significant difference related to the number of minors of each family.

Roumanian childhood and adolescence in transnational migrations

The access to the families was made through Romanians associations present in each region, getting a sample of families with similarities in their profile: Romanian families residing in Spain with links to other Romanian families through civil associations or religious institutions (which denotes an interest in maintaining ties with families in the home environment, whether by social or religious profiling). Intentionally discarded gypsies groups or related to social services and child protection, since the study sought to obtain standardized profile information of transnational families between Romania and Spain. It was therefore considered that vulnerable groups would be covered at a later stage and differentiated of study, in each case.

To carry out the collection of questionnaires, the research team conducted a training to Romanian mediators who carried out the fieldwork.

The mediators participants noted that it would be interesting that some families with children over eighteen or with children in Romania also give their opinions, as it could provide data relevant to our subject matter. So, we decided to make specific *focus group* to collect such information, which had been excluded in the questionnaires.

In order to fulfil the criterions of data transferability to other countries, only the questionnaires of families with children under eighteen living in Spain at the time of completing the questionnaire were validated.

4.2.2. Focus groups sample. Results of the focus groups

During completing questionnaires the families were invited to participate in subsequent focus groups. The research team established the organization criterions of the activity and the collaborators mediators facilitated the organization of the meetings.

4. Research methodology

A total of eighteen discussion groups were developed, of which:

6 groups with fathers and mothers of boys and girls from Romania who live in Spain.

2 groups with fathers and mothers of boys and girls who live in Romania.

2 groups with fathers and mothers mixed (with children in Spain and / or Romania).

8 groups with Romanian boys and girls residents in Spain.

As for the territorial distribution, they were placed in:

Urban environment, Madrid.

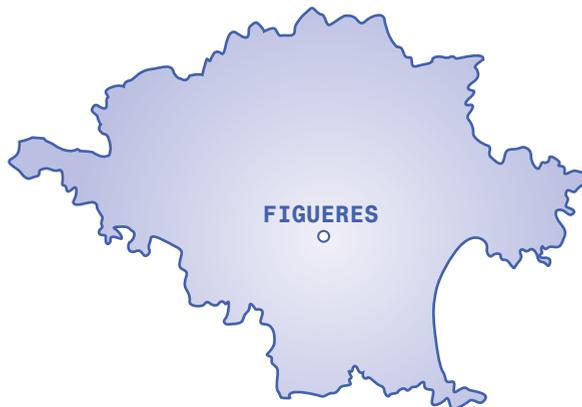


**Roumanian childhood and adolescence
in transnational migrations**

**Medium urban environment: Garraf and Alt Penedès,
in the province of Barcelona, Catalonia.**



Rural environment in Alt Empordà, Girona.



4.3. Research instruments: the questionnaire and discussion group

4.3.1. The questionnaire

Bisquerra (2004:240) defines the questionnaire as “a data collection instrument composed of a set of questions through which the subject provides information about themselves and / or their environment.” In the case of this European research it was designed a questionnaire model shared by the different research teams, which would allow to incorporate the specificities of each country regarding the resources and the professionals / people who may come into contact with the target population of our research.

The questionnaire was shared by Italy and Spain. The proposal was intended to analyse the integration from the usage of educational networks, health, social and justice in general, with no gender-specific perspective or related filters with especially vulnerable groups.

Thus, the questionnaire and subsequent analysis seek to obtain an overall picture of the situation of children in the host society from the perspective of the fulfilment of their rights to education, health and equal opportunities, as a priority.

The types of questions used to collect information was varied and motivated by the desire to get as much information as possible in a single session field. Following this premise, we used questions that can be classified as follows:

QUESTIONS TYPOLOGY			
Semi-opened, closed dichotomous, closed polytomous or categorized	Direct	Substantive, filter, control, consistency and valuation	Set of questions

The questionnaire was structured into four parts, with the following categories of analysis:

- **Information about the family:**
 - Address, municipal census and year
 - Ethnic group to which they belong

- **Information about the family living in Spain:**
 - Number of members
 - City of residence
 - Adults: gender of its members, year and place of birth, year of arrival in Spain (first time), role in the family, education, employment status and working conditions.
 - Minors: gender of its members, year and place of birth, year of arrival in Spain (first time), entry mode, returning to Romania for a long period, the return reasons, educational qualification achieved in Spain, working or study conditions in Spain, and continuance of education.

- **Family Emigration and living conditions in Spain:**
 - Characteristics of the economic conditions of the family in Spain
 - Reasons why emigrated to Spain
 - Reasons why minors emigrated to Spain
 - Involvement of minors in the option to migrate
 - Obstacles in the integration:

- legal
 - access to services
 - cultural
 - social
 - family
 - personal
 - other
- Supports received and their evaluation
 - General assessment of family integration in Spain
-
- **Integration of Children:**
- First year of enrolment in school in Spain
 - Grade repetition
 - Interruption of their curriculum as a result of emigration
 - Current progress in school
 - Comparison with the previous school situation in their country of origin
 - Current problems in school
 - Assistance received by professionals in the school
 - Effectiveness of the assistance
 - Relationships with classmates
 - Nationality of friends
 - Valuation (of parents) of the school where their child attends
 - Leisure resources

Roumanian childhood and adolescence in transnational migrations

- Future wishes of the children
- Valuation of their children's opportunities regarding Spanish minors
- Mood of the minors in Spain
- Services they used (health, education, social services, etc.)
- Evaluation of them
- Problems in the process of children's integration

A pilot test was conducted in order to validate the proposed questionnaire and adjust it to the population to which it was directed and data protection regulations in force (Law 15/1999 on data protection).

4.3.1.1. Field study team training. Methodological guide

The research team was supported by a team of cultural mediators in order to carry out the survey both in Barcelona and Madrid.

Once the questionnaire translated and adjusted to an appropriate terminology level, a methodological guide was made with the aim of giving to the survey team a set of general guidelines which would guide the process of gathering information and will ensure valid data collection for research.

Training sessions concerning the questionnaire and the use of the methodological guide as a support in the data collection phase were developed.

The main points of the methodological guide and training were:

Guidance in relation to the information gathering process



With regard to the interviewer

- The interviewer has to ensure that the collection of information is realized under the best conditions of validity and reliability.
 - In the case that the person filling out the questionnaire has some difficulty understanding the questions, the interviewer has to facilitate the comprehension of these.
 - The interviewer has to inform the reference professional about those elements that they consider may have influenced in the collection of information.
 - The interviewer has to send every completed questionnaire, with the registration form thereof, as soon as the previously allotted time period has finished.
-



With regard to the interviewed

- Must be more than eighteen.
 - Must live in Spain (at least six month a year).
 - Must have a child living in Spain at the moment or that the child has returned to Romania after at least six months.
 - Attention: we are interested in collecting the information about the sons and daughters, not other children living with them.
-

Roumanian childhood and adolescence in transnational migrations

Guidelines relating to the questionnaire

- *Coding of the questionnaires.* To facilitate the control of the questionnaires was set an encoding for each of them. An alphanumeric encoding was used in which data of the city where the survey was conducted was identified: M if the questionnaire was filled in Madrid and B if the questionnaire was filled in Barcelona.

IMI ___|___|___|

Number of the association that gathered information: IMI1 |___|___|

Questionnaire number: IMI1I0I1I

M101: that is, the questionnaire was given in Madrid, by association 1 and it is number 1.

- *Instructions for the questionnaire. Field phase:*
 - It is important to follow the instructions that accompany the questions, for example, the only one answer questions could not have two crosses. In the case there is no gleaned situation, it must be indicated on the observation sheet (at the end of the questionnaire).

Indicators of exclusion

All questionnaires in which a 5% of the questions were not answered completely were considered *not valid*.

Observations

The questionnaire was provided at the end of the document with blank pages where the interviewer could collect information deemed relevant and interesting for further analysis.

4.3.2. Focus groups

The focus groups is a social research technique (such as open interviews or in-depth interviews and life stories) that works with the speech. In it, what it is said –what someone says in certain conditions of enunciation– is assumed as critical point in the speech, as an object of social analysis. In this line, Hernandez (1997) notes that the focus group is primarily a dialectical process in which a small group belonging to an investigated collective is preparing a speech in a situation of interpersonal communication. A free speech through which it is possible to reveal the concepts that the participants have on different aspects of their everyday world.

The discussion group thus tends to recreate in partially controlled and patterned situations a collective experience focused on a number of topics deliberately selected under a tentative script, perfectly modifiable by the moderator as it develops, and which are presented as basic anchorage points for the construction of the meaning of the groups.

For Krueger (1991), the focus groups are characterized by the following aspects:



Roumanian childhood and adolescence in transnational migrations

The group

Gather a group of people, from seven to ten which may vary from four to twelve at the most.

The participation of the respondents must be accompanied by the diversity of the points of view.

Homogeneity

Regard to the participants a basic principle of the focus groups is its homogeneous character determined by the study purpose. Although it is necessary to highlight the contribution that Alonso makes about this characteristics (1996), <in the focus group the discursive differences are sought and hence the partial heterogeneity controlled by the group members, but these differences can not hinder the conversational exchange, nor the principle of the cooperation that must function as a regulator of the communicative acts and the agreed attributions that the group itself gives to the social categories through which this travels>.

Information gathering strategy

The purpose of this technique is to determine the perceptions, feelings and ways of thinking of the groups.

Guided discussion

The topics to be debated are defined and arranged previously and the questions are framed in an understandable and logical context for the participants.

Multitude of uses

The discussion groups can be used: before starting an intervention program (to collect information to develop questionnaires, for the study of needs or to prevent the viability of new intervention programs) during the development of a program of intervention (to assess the effectiveness of a running program) and after the implementation of a program (to evaluate a product or service).

4.3.3. Sketch for the debate

While we have mentioned that the focus group is a guided discussion, a guidance script was established with the ultimate goal of facilitating the conversation.

The script is structured into the following topics:

FAMILIES

Item 1. Seasonality of the migration process

Method: individual response and general contributions; maximum: 5 minutes.

Hypothesis of departure: “The Romanian families do a migration process for economic reasons and after some time they return to Romania” (outline to approve or disprove).



Roumanian childhood and adolescence in transnational migrations

Guiding questions:

- 1.1. Is it true?
- 1.2. It is true at the beginning of the migration project, but they end up settling in Spain.
- 1.3. Many of them migrate as a life project with the intention of settling permanently in Spain.

Item 2. Preparation of the migration with the sons and daughters

Method: overall outline, open debate for 5 minutes, if necessary, extend for 3 minutes more.

Hypothesis: “The Romanian families inform their daughters and sons, but do not involve them in the preparation of the migration process” (not outlined).

Guiding questions:

We wish we could spend some time talking about:

- 2.1. How and when do you tell the children about the decision to migrate?
- 2.2. How do you let them participate in the decision?
 - 2.2.1. Do you take into account their opinions in the decision-making?
 - 2.2.2. Would you let them stay if they want to?
 - 2.2.3. Do you force them to move with you?

2.2.4. Do you force them to leave to Romania if you deem it?

2.3. Do you consider material aspects?

2.3.1. Conditions of the host home. Preparation of luggage, school and group of friends.

2.4. Emotional motivations.

2.4.1. Need for maternal or paternal support.

2.4.2. Relations with strong references (godparents, grandparents ...).

2.5. How are schooling and language prepared?

Item 3. The stay in Spain

Method: individual response and general contributions; maximum: 5 minutes.

Hypothesis: “The Romanian families do not have major problems in integrating Spain” (outline to approve or disprove).

Guiding questions:

We wish we could spend some time talking about:



Roumanian childhood and adolescence in transnational migrations

- 3.1. Memories: moments and images of your first months in Spain (Single round not compulsory).
- 3.2. Does the most difficult handicap to solve is the dual linguistic immersion: Catalan and Spanish?
 - 3.2.1. How do schools make the language immersion easier?
 - 3.2.2. Are the families informed on how to help their sons and daughters?
(open debate: 3 minutes)
- 3.3. With the integration into the European Union, are there opportunities for normal access to work?
 - 3.3.1. Are the original qualifications and experience recognized?
 - 3.3.2. What difficulties do you have in labour integration?
(open debate: 3 minutes)
- 3.4. Do you receive information about the health system and can you easily access to medical services? Do you find language difficulties or other type of difficulties? (open debate: 3 minutes)
- 3.5. Do you receive support from neighbours, or from parents of your children's classmates in school or from other professionals? Or from other Romanian families, through prior or spontaneous agreements?
(open debate: 3 minutes)

3.6. Do you turn to social services? What for? What do you provide or facilitate? (individual voluntary round)

Item 4. The return of the children to Romania

Hypothesis: “The sons and daughters have adaptation problems to Spain and families decide to repatriate them to Romania”.

Reasons:

- 4.1. With the aim of returning and given the requirement of the Romanian school system, Romanian people do not want to lose too many courses and they sent the children back to Romania to recover the subjects of history, language and literature. Could this need be solved with complementary training system recognized by the Romanian government?
- 4.2. The Spanish education and relational system do not match to the one of the Romanian families and there are containment difficulties of the teenagers, so it is decided to be repatriated.
- 4.3. The roots of the boys made in Spain is very strong (customs, friends...) and it threatens the family project of returning to Romania, which accelerates and advance the children’s return.
- 4.4. The difficulties with the reconciliation of work of the Romanian families when arriving in Spain makes it difficult to assume family responsibilities and the children are returned to Romania to improve their attention at the charge of grandparents or uncles.



Roumanian childhood and adolescence in transnational migrations

Contributions

After this process, what recommendations would you give to your compatriots (maximum 5 minutes) and the countries of destination (maximum 5 minutes).

SONS AND DAUGHTERS

Item 1. Expected sojourn time in Spain

Method: Single round with final comments (maximum: 5 minutes).

Hypothesis: “The Romanian families do an economic migration process and return to Romania” (list to approve or disprove).

Guiding questions:

- 1.1. Is your family going back to Romania or they have come to remain in Spain?
- 1.2. What about your friends' families?
- 1.3. You come with the idea of going back but in truth you will remain: why?

Item 2. How did you prepared to come

Method: open debate, maximum: 5 minutes.

Hypothesis: “The Romanian families inform their daughters and sons, but they do not involve them in the preparation of the migration process” (not outlined).

Guiding questions:

- 2.1. How and when did you know that your family was coming to Spain?
- 2.2. What you did ask them to take into account? Were you listened? Did they respect your will?
- 2.3. Were you able to talk about it and weigh pros and cons?
- 2.4. How did you prepare schooling and language training?

Item 3. The stay in Spain

Method: open debate, maximum: 5 minutes.

Hypothesis: “Romanian families do not have major integration problems in Spain” (outline to approve or disprove).

Guiding questions:

- 3.1. Memories: moments and images of your first months in Spain (volunteer round with the right of reply).
- 3.2. What did you miss when getting to Spain? What do you have in Spain that you didn't have in Romania? (3 minutes of open discussion)
- 3.3. The hardest thing to come was having to learn Catalan and Spanish. How did you do it? Who helped you? (3 minutes of open discussion)
- 3.4. At school, have you received any help from teachers and classmates? And from other Romanian children? What about outside the school? (3 minutes of open discussion)

Roumanian childhood and adolescence in transnational migrations

3.5. Do you participate in any *esplai* or sports activities? Do you have any friends to play or walk outside the school? Are you going to their homes? Do they come to yours? Are they Romanians? (3 minutes of open discussion)

Item 4. Return to Romania

Method: open debate; maximum: 5 minutes.

Hypothesis: “The sons and daughters have problems adjusting to Spain and the families decided to repatriate them to Romania”.

Guiding questions:

- 4.1. When and with whom will you go back to Romania?
- 4.2. Do you have any friends who went back to Romania without their parents? Why do you think they have returned?
- 4.3. Would you like to return to Romania? Why?

CONTRIBUTIONS

Guiding questions:

What would you recommend or tell a friend from Romania whose family is going to come to Spain?

What would the schools, the neighbours, the monitors have to do so that the arrival of the children from Romania would be easier for them?

Results of the investigation

5.1. Quantitative analysis.

Results of the questionnaire

5.1.1. Global situation of the family

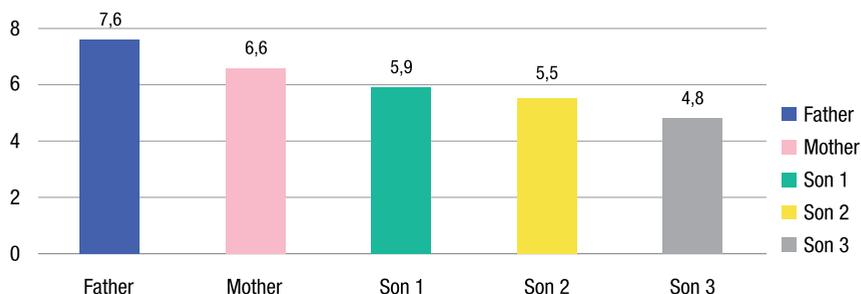
The total number of families who have filled in the questionnaires is 251, and only one is Romani. The questionnaires were answered mostly by fathers (62.2%). This fact denotes a traditional patriarchal profile. The average age of the adult who answered the questionnaire is 37.6 years.

As can be seen in Figure 6, the average years of residence in Spain of the family components is distributed as follows: fathers, 7.6 years (3.2 standard deviation); mothers, 6.6 years (2.9 standard deviation); children under 1 year, 5.9 years (2.9 standard deviation); children younger than 2 years, 5.6 years (2.7 standard deviation), and children under 3 years 4.8 years (standard deviation 3.8). No significant differences were observed according to the regions they live.

These data seem to indicate that the studied sample makes a migration project through the migration of the father, who has an average number of years living in Spain major than the rest of components, then the mother migrates and finally the sons and daughters, or the father migrates and then the mother with the children.

Roumanian childhood and adolescence in transnational migrations

FIGURE 6. Mean years of stay in Spain for each component of the family



Regarding the total number of people living in the same house, we found an average of 3.8 people, with a standard deviation of 1.3. Thus, there are more families with three and four members. We can say that the families studied have one and two children, who mostly live in Spain and are under eighteen.

Only five people said that their children live in Romania. But this cannot be considered representative, since the questionnaire was addressed exclusively to families with children living in Spain. As noted earlier, this deviation has tried to be corrected with specific focus groups for families with children in Romania.

5.1.2. Training features and parents occupation

Regarding the educational level, we can see that a 56.2% have higher education (university graduates with a medium or superior degree) and 32.7% have secondary school education.

5. Research results

Table 11 presents the results according to educational level and gender of those people of whom there was complete information (gender and educational level). We can see that if we consider the sex of the interviewed we do not find significant differences. It is slightly higher than the percentage of women with higher education (superior and licensed graduates). Regarding the level of studies, appears to be a high correspondence between both partners of each household.

TABLE 11
Educational level by gender.

	Men		Women		Total	
	n	%	n	%	n	%
No studies	2	0,9	3	1,3	5	1,1
Primary School	19	8,3	20	8,7	39	8,5
Secondary School	75	32,8	66	28,8	141	30,8
Higher Education Diploma	120	52,4	128	55,9	248	54,1
Degree	13	5,7	12	5,2	25	5,5
TOTAL	229		229		458	

In this case, taking into account the origin of the surveys (Madrid and Catalonia), we observed some significant differences. University graduates with medium or higher level in Madrid represent an 84.1% of the participants, while in Catalonia they are a 28%.

Roumanian childhood and adolescence in transnational migrations

The following Table 12 shows the responses on the employment status of the interviewed. In this regard, we also note some significant differences by gender. Women, even having a similar training level or even slightly higher than men, seem to have a lower proportion of full-time stable employment and higher percentages of part-time work, casual work and unemployment.

TABLE 12

Employment status by sex.

	Men		Women		Total	
	n	%	n	%	n	%
Not working	12	7,9	12	12,8	24	9,8
Casual work	34	22,5	31	33,0	65	26,5
Part-time	15	9,9	20	21,3	35	14,3
Full time	84	55,6	31	33,0	115	46,9
Others	6	4,0	0	0	6	2,4
TOTAL	151		94		245	

As for the spouse, it is found that a 31.1% have a steady full time job, 17.1% have a steady part-time job, 18.3% have casual work, 14.7% are not working and the rest did not answer about their employment status.

The employment sector does not usually correspond with the training level and the most frequent occupations are construction and mechanical services for men, and domestic and hospitality sector for women.

5.1.3. Socio-demographic features and children migration process

With regard to the children, we have a total of 305 children, of which 48.9% are boys and 51.1% girls. The average age is 11.3 years old and the standard deviation 3.8. The average stay of children in Spain is 5.8 years, with a standard deviation of 2.9.

They have come to Spain mainly due to family reunification (61.5%), accompanied by one or both parents a 30.4%, with other relatives 1.7% and 6.4% in other ways.

91.1% of the children have never gone to Romania. 8.5% have only been there ones or twice and, according to the collected observations, the reason for the trip was mostly the holiday.

Table 13 shows the level of education of the sons and daughters when they arrived in Spain. As can be seen, most are in preschool, primary and secondary ages. No significant differences between boys and girls.

TABLE 13

Studies achieved when arriving in Spain by gender.

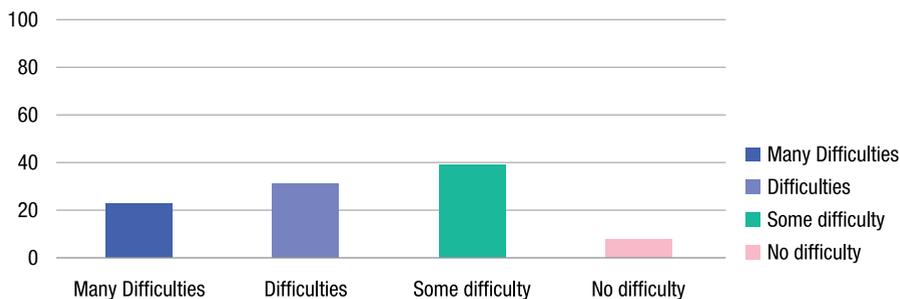
	Boys		Girls		Total	
	n	%	n	%	n	%
None	56	38,6	53	34,4	109	36,5
Primary	45	31,0	61	39,6	106	35,5
Secondary	42	29,0	36	23,4	78	26,1
High School	2	1,4	4	2,6	6	2,0
TOTAL	145		154		299	

5.1.4. Families socioeconomic features

As for the housing system as an economic and stability indicator, 90.5% are living on rent, 9.2% on the ownership and 0.4% in another situation. These data differ greatly from those of the Spanish population, which, according to the National Institute of Statistics, 2011, only 16.1% of the population live on rent.

Regarding the economic difficulties, as shown in Figure 7, 7.6% claim to have no financial difficulties, while 92% get to the end of the month with some or many economic difficulties. This fact contrasts with the high level of training they have previously declared.

FIGURE 7. Economic difficulties



62.9% had a monthly income between 1,000 and 2,000 euros, 20.3% earn less than 1,000 euros per month and 13.5%, more than 2,000 euros per month.

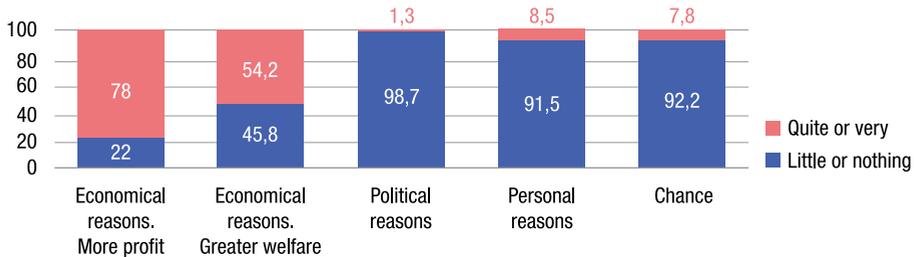
5.1.5. Data on family migration

As for the reasons of the migration process, valued few or nothing as considered or fairly or very important to the family, as we can see in Figure 8,

5. Research results

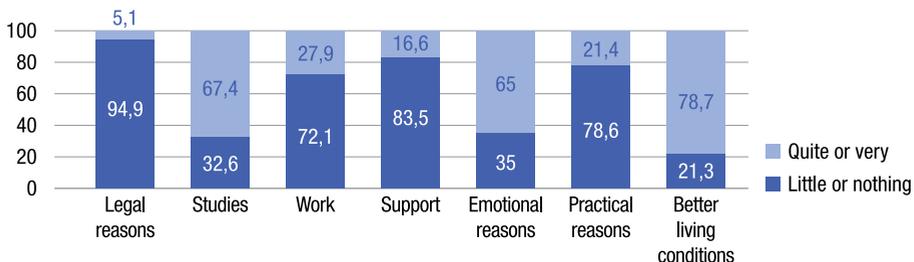
78% of families emigrated for economic reasons, 1.3 % did so for political reasons, 8.5% for personal reasons and 7.8% by chance (with no specific reason, without a plan, following friends...).

FIGURE 8. Reasons for migration process.



Regarding the most influential reasons in making decision to make the children emigrate, valued as few or no important as considered or fairly or very important to the family, we can see in Figure 9 that mostly the following facts are considered as more important: the best living conditions (78.7%), the best opportunities for study (67.4%) and affective reasons (65%), and there are few families who consider more important the motivations related to support needs, legal, working, practical reasons.

FIGURE 9. Reasons for migration of the sons and daughters.



Roumanian childhood and adolescence in transnational migrations

The option to migrate is not shared with the children at all, or it is just in 66.6% of cases.

According to the responses obtained, it can be seen in Figure 10 that the most of them find no obstacles or just few in the following areas: cultural (80.5%), social (89.6%), access to Community network services (86.1%), personal (78.8%) and relatives (87.7%). The most common obstacles identified are the legal ones. So, we can say that the perception of the Romanian families is that their integration is positive and does not present any specific obstacles.

FIGURE 10. Perceived obstacles to integration in Spain

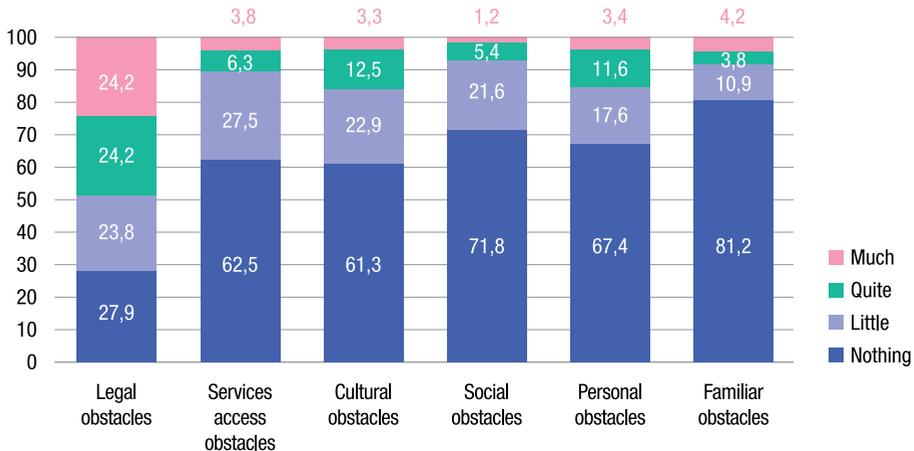
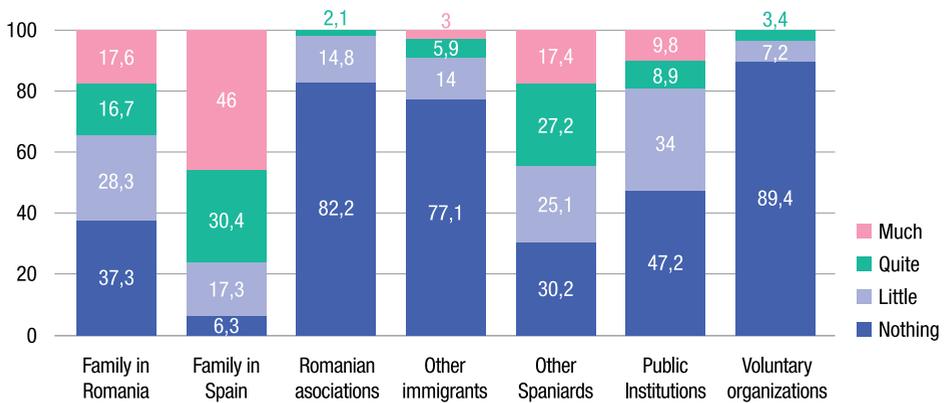


Figure 11 shows the integration aids received in Spain. The most significant aid in the migration process comes from Romanian people or relatives who are already in Spain. Not perceived as a common support the aids coming from immigrant associations, from Spanish people, voluntary associations, or other profiles.

From the data obtained we find that it is the closeness social support which facilitates the integration of the Romanian family units. These data do not differ much from those found with other immigrant groups such as Moroccans.

FIGURE 11. Integration aid received in Spain.



They were also asked about the extent they consider that their families was integrated into the Spanish society, to which they should respond by scoring on a scale from 1 to 10. And it was obtained an average score of 6.99 (standard deviation 1.8), so we can consider that there is an average score for the integration of the family in the Spanish society.

Thus it seems that even though the families are not pointing any specific difficulties with integrating in Spain (Figure 5), they are also not considered significantly integrated.

5.1.6. The integration of minor children

Regarding the integration of children in Spain, we observed that 96.3% of the children of the people interviewed are enrolled in school and 90.1% have never repeated any academic year. This indicator does not show directly the Romanian school success, since the non-repetition in Spain does not involve the contents overcoming per level.

Table 14 gives us some information about the immigration process and the integration of the children.

TABLE 14

Process of immigration and integration of children.

Has he/she repeated a grade?, n (%)	Yes	27 (8,8)
	No	265 (90,1)
Has he/she interrupted his/her studies for immigration? n (%)	Yes	20 (6,5)
	No	291 (93,6)
How are things going in school?, n (%)	Very well	128 (43,5)
	well	131 (44,6)
	Fine	31 (10,5)
	Bad	2 (0,7)
	Very bad	2 (0,7)
How is school compared to Romania?, n (%)	Better	108 (39,6)
	Worst	13 (4,8)
	More or less the same (successfully)	124 (45,4)
	More or less the same (not successfully)	28 (10,3)
Do you have trouble in school?, n (%)	Yes	32 (10,8)
	No	263 (89,2)

As we can see, the majority (90.1%) of the children did not interrupted their studies because of the immigration process. The families consider that their sons and daughters evolve, mostly (88.1%), well or very well in school. It was built the variable “Do you have trouble in school?” to ask about possible relational problems with peers or teachers, comprehension problems or trouble understanding the content formulation. 10.8% say they have had problems in some of these aspects, and the remaining 89.2% had no problems. No statistical data are available in any state institution to establish the school success of this group.

As to data showing the level of integration, as we can see in Table 15, we can say that most families feel that the school and childhood services they have used helped them in their integration, and most of the kids have friends outside the school both Spanish and foreign nationality indistinctly. Most families consider themselves very or sufficiently happy with their children’s school. The assistant teachers and the teachers of the foreigner classrooms have been considered a great boon by the families. No statistically significant differences regarding these opinions among respondents in the Community of Madrid and Catalonia.

Thus, these data allow us to state that the parents perceive a good integration of their children in Spain and have a good opinion on the functioning of the schools in Spain.

TABLE 15

Integration of minors.

Has any person of the school centre received any help?, n (%)	Yes	256 (90,1)
	No	28 (9,9)
Do you visit any schoolmates outside the school?, n (%)	Yes	245 (82,5)
	No	52 (17,5)

Roumanian childhood and adolescence in transnational migrations

With regard to your children's friends, what nationality are they?, n (%)	Overall Romanian	59 (20,8)
	Mostly Spanish	11 (3,9)
	In prevalence of other foreign nationalities	7 (2,5)
	Equally Spanish and foreigners	198 (69,7)
	Do not have friends	9 (3,2)
Are you pleased with the school attended by their child?, n (%)	A lot	181 (44,0)
	Enough	105 (36,1)
	Indifferent	4 (1,3)
	Little	1 (0,3)

In Table 16 we can find information about various activities in free time done by the children. As the table shows, the most frequent activities are those considered extracurricular, the church and sport performances. We found significant differences between boys and girls in the practice of extracurricular activities, in which the boys are who most frequently perform activities than the girls (60.3% boys vs. 47.9% girls). Among Spanish children we can also find the same pattern regarding extracurricular activities.

TABLE 16

Free time activities by gender.

	Boys		Girls	
	n	%	n	%
Extracurricular	85	60,3	70	47,9
Youth centres	9	6,4	11	7,5
Church	41	29,1	43	29,5
Sports	48	34,0	40	27,4
Associations of Romanian people	3	2,1	9	6,2

With regard to the use of public health services, an 84.5% say they attend the paediatrician regularly.

Table 17 refers to the potential problems that children may find in integration. From the different situations exposed, it is remarked that most of the families say they have not found any specific problem, whether in school, either outside, in health, law, or drugs.

TABLE 17

Difficulties in the integration process.

Does your child have found some of these problems in the integration process in Spain?, n (%)	Language difficulties	168 (58,1)
	Psychological problems (due to the impact of the new Spanish context)	25 (8,7)
	Psychological problems (about family relationships)	11 (3,8)
	Difficulties in accessing health services and social services	2 (0,7)
	Difficulty entering school	22 (7,6)
	Others	2 (0,7)
In Spain, does your child has shown any of the following statements?, n (%)	Dropout	6 (2,0)
	Conflict with family	16 (5,3)
	Conflicts with teachers	6 (2,0)
	Health Problems	24 (8,0)
	Problems with drugs	1 (0,3)
	Problems with the law	0
	Other problems	2 (0,7)
	He has not had problems	253 (84,1)

Roumanian childhood and adolescence in transnational migrations

The language is pointed as the most prevalent difficulty for the children (58.1%). In this case we found significant differences between the Community of Madrid and Catalonia. While in the first one the percentage of families who claim to have problems with the language is 37.6%, in Catalonia the percentage rises up to 82.4%. This difference could be due to the presence of Catalan, Catalonia's own official language.

In this sense, Catalonia education system reinforces the reception classes for immigrants. They offer free Catalan lessons to children and adult people. These classrooms, specifically many children attend so that they can join mainstream classes with children of their own age, with assurance that they can understand the explanations properly.

There is a low percentage of families (8.7%) who claim that their sons and daughters psychological problems because of the impact of the new context.

In terms of the desires of parents for the future of their children, as shown in Figure 12, parents consider that mostly their children want to live in Spain or do not yet know what they are going to want to do in the future.

FIGURE 12. Decisions of the children regarding where they wish to live

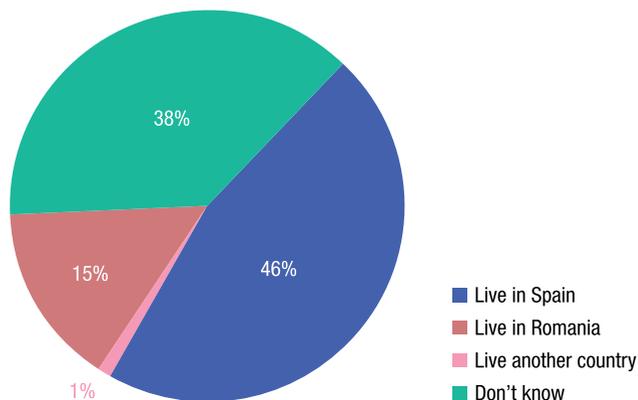


Table 18 shows the results to questions about opportunities for their children compared with the rest of Spanish youth and whether the child is happy to live in Spain. As can be seen, most parents think their children have the same opportunities as other young Spanish and are content to live in Spain.

Among the most common reasons for the view that children do not have the same opportunities as the Spanish, is the fact of being an immigrant, as a negative factor in finding skilled labor, and the current financial crisis in the country.

The reasons for the opinion that they have the same opportunities as the Spanish, is based on the view that their children will spend many years living here and become highly integrated and have started to make friends and plant roots in Spain.

TABLE 18

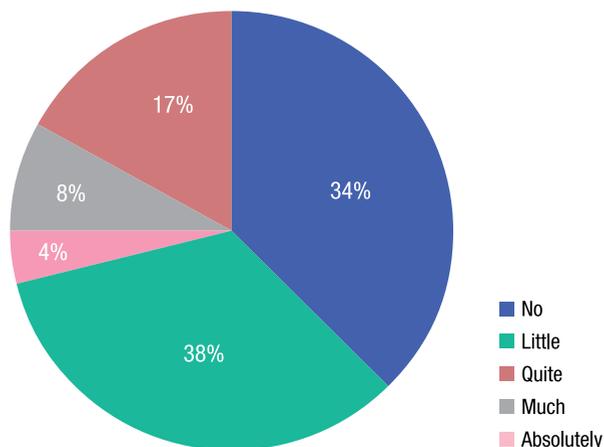
Opportunities for children.

According to you, do your children have the same opportunities as boys / young Spanish?, n (%)	Yes	156 (65,8)
	No	31 (13,1)
	I don't know	50 (21,1)
Is your child happy to live in Spain?, n (%)	A lot	181 (60,9)
	Enough	98 (33,0)
	Little	14 (4,7)
	No	4 (1,3)

Even finding positive information about being happy to live in Spain, in Figure 13, we can observe that initially most children did not share the view of emigrating with his parents.

Roumanian childhood and adolescence in transnational migrations

FIGURA 13. How many children took part in the decision to migrate (%)



5.2. Qualitative analysis. Results of the focus groups

The information gathered provides a global analysis from the information provided by parents and children, an analysis of the disaggregated information (first the parents and after the children) and, finally, a summary of the contributions and proposals gathered.

As for the profile of the sample, we must say that in all cases the families have a working class profile, without significant difficulties of exclusion and with a primary or medium study level of studies, and exceptionally with advanced degrees.

The reasons for emigration are mainly economic, although we can find issues of family relationships and dissatisfaction with the administrative political system, in some cases. They explain the seeking for welfare and quality of life.

5. Research results

The preferential migration model observed is the initial migration of the man, coming to the host country in order to find work and a home and then he starts the process of family reunification. A highlight is the important value that they give to the welfare and care of children. At the same time, they maintain a close relationship with the family of origin.

It is noted that they do not usually attend institutional support, since, according to them, it is not part of their culture. They believe in the support of neighbors and community and find it easy to establish supportive relationships in the neighborhood and at school. They also relate to other Romanian families, either through religious worship spaces, spaces of specific meeting or affinities and/or support from the origin.

The attention to their children is a relevant concern in the family organization and conditions the migration process on the basis of the following indicators:

They decide to stay permanently in Spain, if the work permits it.

They avoid the roots and opt for the return of the children at the beginning of puberty adolescence, in order to preserve the idea of returning.

They keep the idea of returning and considering the roots of their children they accept that they want to stay in Spain, like they did and return without them.

As for the emigration of the sons / daughters, the families state that they have explained the situation to their children and in some cases they have taken their views into account, while this has not conditioned their initial decision

Roumanian childhood and adolescence in transnational migrations

to start a migration process to Spain. Children accept the emigration of their parents in a natural way, as it is something common in Romania and they also understand the need for money of the family. Most of them do not want or do not consider returning to Romania. As they grow, in some cases they do not even want to go on holiday. Exceptionally, some of them consider the returning, either influenced by their families or by a personal project of emigration. This last reason appears when the child has come to our country to a certain age and he/she has maintained strong ties with relatives in Romania and their social network is essentially in their country.

The physical and emotional wellbeing of the children it is also relevant in the decision to migrate to our country. In the case that they do not establish a good adaptation it is preferred the separation. Most of them prefer that their sons / daughters would live with them, although they understand the families who decide that their sons / daughters would not come or would have to return to Romania. The reasons of separation are mainly economic (there is the thought that making emigrate to the children is more expensive and so it would stretch on the migration process), other reasons are organizational and also support and adaptation. With regard to this decision, there is not just a single criterion, but is highly fragmented. The families who are separated from their children maintain a very fluid contact with them and continue to assume many responsibilities from a distance. The holidays are a yearly meeting point in Romania or Spain according to age, the family composition at origin, housing conditions, etc., but the families would like to increase these trips, especially on special dates: Christmas, birthday... From the distance they still perform many parental responsibilities.

It is observed that the children have a significant attachment to the host country. For them, the migration process of their parents has different shades of temporality. For many the idea of returning is very vague, but they accept that their parents go. The older, more resistance to visit their country. Despite this, they have an important sense of identity and belonging to Romania. It

should be noted that we are talking about a first generation of immigrants with children born in Romania in most of cases.

As for the social model, the children speak more openly about the corruption in their country of origin and the lack of development, services, consumption of material or cultural goods... The parents express this with less emphasis and they contrast these with valuable elements, such as the respect for elders, the community feeling of mutual help, issues that are accepted by the minors when questioned but rarely incorporate to their priorities. They feel that in Spain they have more opportunities of development, training, professional, sportive, cultural, and so on.

The Spanish economic crisis is a major concern, and in this sense, they recommend to their compatriots not to come. Some of them precipitate the idea of returning, others survive and others start working on a new process of migration towards other growing countries, again at the hands of the father, initially and temporarily, to see how it works.

There are not many significant differences between the contributions of the groups from Catalonia and Madrid. Some nuances in their view focus on the quality of life in the host place, according to the place of residence, the community support and acceptance from more rural and more urban environments, but they are not very significant nuances.

Thereupon the issues analyzed are presented more detailed, first expressing the feelings of the families and then giving voice to the children.

5.2.1. Inputs of fathers and mothers

Migration process temporality

Most of the parents think that the migration project is initially temporary. Only in rare cases there is the intention of a change of life, motivated by family problems (difficulties with parents, divorce...) or by seeking for a quality of life difficult to achieve in Romania because of the lack of development and the still existing corruption.

The migration process is done mainly for economic reasons, although the issue of returning is conditioned by the economy and shared ties. They state that the migration process and its temporality are very defined by personal characteristics, values and individual beliefs, there is not a unique model of reference. Commonly nobody criticize other's decisions and the criterion differences are attributed to the context and situation differences, to the different mentality of each person and each family.

There is a determinant that appears in almost all the answers, especially women's, and that is to condition the decision to what they consider is best for their children, "depends on what my son wants to do," "depends on what is best for them."

The strong family ties are crucial in the definition of temporary migration, "some people did not have anything here and back there they had the whole family and they want to go back ", "in my case, we will return, because we have our family there and we like to be there with the family."

However, the idea of returning to Romania also arises linked to the emancipation of the sons/daughters. They understand that once their children are independent, they can decide or not their return individually or in pairs. Although in some cases there is a strong root of the children in Spain, they express that this fact may condition their return to avoid separation and maintain support for the

children and grandchildren. Simultaneously, there is a concern for the elderly. The general view is that the older people do not adapt well and they should stay at home, that migration is too much effort for them, and this fact accuses the separation from their families. They delegate the emotional care and support to young relatives and they feel confident when they can contribute financially.

The idea of improving their life, “to live better” is present, although in many cases it refers to a temporary improvement linked to a specific time. After this time, they return or would return to Romania, but in other cases the improvement means the final settlement. They appreciate the benefits of the infrastructure in Spain, like educational, health, cultural services: “with money here you can have everything you need, but there neither with money you find the same as here.”

Two feelings are expressed oppositely: some say that in Romania they had more free time and leisure time and they could accompany more to their children, on the other hand, others say that despite having less time here, the leisure and cultural resources allow to enjoy more the free time and to live better experiences in family.

In both cases the improvement of their lives is because their sons / daughters are well, here: “Here they have more things and more opportunities than in Romania”, “the families should be together and children adapt quickly to changes”, “they cry the first month because they do not understand, but very soon they are fine and we are together”; “or in Romania: “there they have everything, their grandparents, their friends, their things, when they are here they even miss the cat or the dog”, “there are more confident there, learning the language and the change of life is very difficult and they would suffer’, ‘here they were not good and there feel more confident, more accepted, less different, and better.”

Another important constraint in time and in the migration process is the school process. The changes of the education system are very important. The Spanish school system is more flexible and adapted to foreigners. Instead, the Romanian

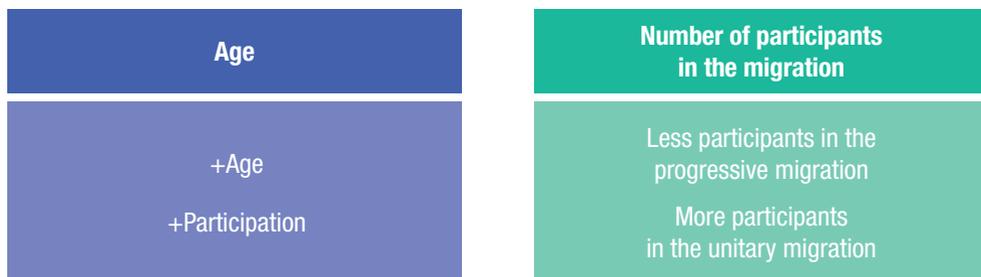
Roumanian childhood and adolescence in transnational migrations

system is not flexible and penalizes the changes of content (differences of cultural contents: history, geography...) Thus, the studies of the children determine the time spent in Spain: “with the little children at school here is better to finish here”, “is a matter that children completing the school and, like it or not, you have to stay”, “they are finishing their studies, when they finish, they decide if they want to come and we will bring them.”

Many families expressed in the *focus group* that if their sons / daughters were not so rooted or they would thought that the adaptation to school in Romania was easier, now, with the economic crisis and the lack of work in Spain, they would return to Romania. But they do not dare to make the decision because of the possible consequences it may have for the children.

Preparation of migration with the children

There are two relevant factors in the participation of children in the migration process and their preparation:



The families expressed that the age and maturity of the children condition the possibility to understand the project and, therefore, the participation in it. Thus, the older, more involvement from the beginning.

On the other hand, the migration process conditions the participation of the children, since they are informed, listened and involved in the process are, according to their involvement. We can observe different main options:

Fragmented: if man is the first to migrate, and then come the mother and children, taking into account their opinion but it is less binding. If there is no strong opposition, the children migrate with resistance and if they have to return, later they do.

Phased: if the father migrates first, then later the mother and children, usually children's opinion is binding even if they are very young.

Usually, if they are single parent families, the relationship with the other parent, the relationship with the family and the social supports are relevant.

Migration processes are started mainly when the children are very small and explains little that goes "let's take a trip" "we go on long holidays" "Dad goes to work to have more things, he will send gifts". If they are older they will be explained, but families think that they don't understand what it means and accept what parents say as giving them more confidence. All emphasize the temporary nature of the decisions as a strategy for understanding.

Those with older children are aware of the importance of the decision and say: "You have to prepare your children well. Not coming to a site and do not know where they are", "You can tell all the things to children of all ages, they can understand. You have to explain".

There is not preparation at origin for learning the language, school content adaptation... Families appreciate the flexibility of the school system in Spain

Roumanian childhood and adolescence in transnational migrations

and the facilities to support the newcomers “It seemed strange to me that without mastering the language, they could pass language lessons”.

Thus, participation is interpreted as communication, listening and support in the process: overcome fears, create realistic expectations, help to solve problems, seek emotional support. If there is no consent of the children to the decision made and the refusal is justified, generally listen, mediate and find a solution not forced, but by mutual agreement, which can be solved with a trial period.

The stay in Spain

Most people agree that the start is hard “we used to live two, three or four families in one flat”, “until you have work you do not have a proper way to live”. They agree in the legal difficulties, overall until 2007, when it was liberalized the movement through Europe. Until then, the lack of legal papers and permissions use to hinder the migration processes, visits... Now the problem is only economic and they can travel to Romania to support their relatives or bring the children often without any problem: “The early days were quite difficult, because at first the papers, residence and work permissions would not easily come out and we could not go back there to see the family that we had left behind, but now it is much better”.

One of the biggest challenges is the emotional separation of the couple and the children and also parents and siblings. The process is long and when the reunification of spouses and children has been achieved, the pain of separation from parents persists. Especially if they are older, not being able to support them in illness or death has been very difficult.

Another difference observed is the rural or urban origin and destination. Those who came from rural and have moved to cities have had to change lifestyle,

sometimes with nostalgia and lack of common references: “I missed when I took my son to school.” In cities the reception is easier, more individualized life makes integration easier. In rural areas, social networks are more closed and it takes longer to be part of community life, however, once you get into it, the level of integration is higher.

As for the welcoming, they point out that the compatriots are relevant in the early stages, welcome you in their home, help you find work, even if there is not a prior relationship, just for mutual aid. As the time goes by they extend their circle of relationships through the neighborhood, work... Children are a determining factor in establishing social relationships with locals. Their sons and daughters are not related in a ghettoized, but fraternize with other children in their affinities and with them their families too. From the Spanish environment they have received a lot of support and little demand, “You can do domestic work with little talking, they strive to understand you with signs...” Since they come from a very welcoming culture in which the acceptance towards others plays a very important role in the social life, their homes often become a habitual meeting place, phenomenon that is accepted naturally by the local kids and their families without any reservations.

However in environments with more racism towards foreigners the reception is more difficult, not especially because of the Romanian origin, but often driven by cultural beliefs.

Learning the language has not been a relevant handicap, they say that at first, they did not understand anything, but with the television and children’s school learning, they learn by listening. Few of them have done formal language classes. In Catalonia they have struggled to learn Spanish first and then gradually Catalan. As the everyday language is determinant in the province of Girona learning Catalan is more widespread. On the other hand, feel they have had many more difficulties than other groups such as South American, just for the

Roumanian childhood and adolescence in transnational migrations

language. They note that the natives of Catalonia, especially in cities, usually use Spanish when speaking to foreigners, showing surprise at the lack of defense in Catalan. The language is a difficulty element in the schooling processes, as we are going to point out later, but not in everyday communication.

They show much fascination for the infrastructures, shopping centers, leisure and cultural offerings, very differentiated with regard to the origin country. On the other hand, they criticize the lack of values in society: the lack of respect and assistance to elders, "I do not understand how a grandmother can wait in the same queue as young people to be assisted by a doctor". Also, the lack of limits and respect for teachers and to parents.

They show some ambivalence in the assessment of the school system. Many believe that the Romanian school system is very good; there is a good level of demand even a good assessment of their universities. Others, however, believe that the school system here is better because it has much more diversity of content and provides much more general knowledge and tools for life. They all agreed that the Romanian school system is much more disciplinary than the Spanish. They resent the lack of respect towards teachers, although they like that one should not be afraid of the teacher.

They all express the benefits of hosting foreigners of the schools and the flexibility in the classroom: curricular adaptations, etc... They also appreciate the support to families. There are rare cases when showing difficulties related to schools. In contrast they criticize severely the lack of adaptation of schools in Romania when the children return. They comment that they enroll the children, one, two or even three years below their level and they have to put them assistant teachers for language, literature, history, geography for months or even years. This lack of flexibility of the Romanian system conditions the timing of migration processes of the families.

Families enhance the objectivity of the assessment school in Spain; by contrast they reveal the validity, in Romania, of gifts for the teacher and other habits of favor that they reject.

Regarding health care they feel very happy, they consider it of great quality and is not comparable to the Romanian health system. Furthermore they are perplexed with the free-cost status, because in Romania even using the public network you will end up paying bonuses and gifts of high amount. They use the health network in a normalized way with preventative medicine for their children. They go to the doctor just when they need it and disapprove how Spanish citizens overuse the system. “You are queuing up for a real emergency and you have people before you that have nothing wrong” “people go to the doctor for anything; there are many things you can heal at home.” They express great concern for the implementation of the new decree law to Health care because the right to health would depend on if you were registered on particular dates indicated by BOE, not the general number of the annual contributions. Their work may be unstable, with contracting by days, or under-regulated domestic work and with the new health regulations will be unprotected.

The system of social protection and social services network is underutilized by the Romanian group. They state that they have no tradition of asking for help to the state. The Romanians are hardworking and know they have to move forward with their effort, they have no culture of aid. Only exceptionally they have directed to the network to request canteen grants or aids for single parents on the recommendation of the school. The current economic crisis threatens this independence, since the difficulties in finding work are very strong and some of them had to go for the first time to ask for help, and this fact causes them great annoyance.

Families express with disdain the comparison with the organized crime attributed to some citizens. They explain that this has helped to give a wrong image of their country and that sometimes hinders their integration.

The return of the children to Romania

The collaboration with the families with children residents in Romania has been very low, so the contributions presented are trends and it cannot be said they are representative results. This study has not gone into detail about the quantification of this phenomenon in Spain. The results of the research in Romania has corroborated that there is a significant number of children living in the care other relatives, either without having migrated with their parents at any time, either because they returned to Romania without the parents. The data collected by the team of Romania was not able to confirm the percentage distribution by nationality, although it was able to verify the existence of children with parents in Spain. *A priori* it seems that this is not the most common: “If some do not bring them I also know some cases in which the children returned because they did not feel good there. “Despite this, there is a real need to go further into this phenomenon because of its high impact on the quality of life of the children in Romania.

The families who are in this situation may have two profiles:

- a) Children that have never come: children whose parents have made the migration process without having included the children in it and that these are living in Romania with uncles or grandparents. Some expect to regroup at the origin and others yearn to regroup on arrival, but without an established and clear term. In these cases we can highlight as motivations the following:

They did not know for how long they were coming and before the uncertainty they did not raise any change.

They think that the effort of having to start new school, a new language, new friends, is very hard and they preferred to wait until the schooling ends (it is the case of the families in which the children are already in the primary school at the moment of starting the migratory process).

5. Research results

The fears of the children of new things, the difficulties, the challenges, the children's wish of remaining (overall from 8-9 years old).

If they remain the parents can come back. If they take the children with them, the returning to Romania is much more difficult and improbable, because of the roots made in Spain.

b) Boys and girls who came to Spain with the mother or both parents but returned to Romania without them. We find different motivations for the return:

Children who had lived in Romania for some time without their parents and that the grouping did not provide sufficient improvement to make up for the economic effort (the costs of childcare in Spain is higher and the potential family time is also reduced).

Cases in which the decision of returning comes motivated by the children's lack of adaptation to the new educational and social system. In these cases the return is attributed to their adaptive capacity, as well as justifications of familiar organization. The technical, instrumental, emotional, and assertive communication skills, sociability, etc... of parents and children, along with the economic situation, are crucial in this decision.

The desire of returning to Romania cause the anticipated return of the daughters and sons, coinciding with changes in the school stage, especially at the entry to the elementary stage.

Each one of these profiles has implications and options. The separation of the sons / daughters is a painful fact for most families, and the feeling of failure and loss associated to this separation complicate the open expression of the

Roumanian childhood and adolescence in transnational migrations

feelings and situations, so we could not make large groups of parents in this situation. However, different working hypotheses and views collected from participating families are exposed.

According to what the families say, the majority of returns occur during the first year, mainly due to the lack of adaptation or low effort compensation. The cases related to the desire of returning often coincide with changes in the school stage of children.

The school accompaniment is very relevant in the acceptance process, as it tends to problematize the child “he/she has a bad temper,” “he/she is introverted” .Thus, the chances of success reduce. Fortunately, the majority of school practices tend to relativize the difficulties with the process. The more diverse the school and social context in which the newcomers are located, the easier the integration. The cases of schooling in environments with low amount of foreigners have more risk of exclusion. School and its inclusive practices are a key element in the integration of the children. No failures related to motivations of exclusion for cultural background were observed; they were only observed in a few isolated cases and linked to environments with very low presence of immigrants.

The return to Romania is generally agreed with those involved, but it involves a sense of failure and sadness caused by the separation, so it is hard to talk about it.

The families, in general, despite the distance have strong emotional ties and they assume, as far as possible, their parental responsibilities. There are different models of parental care:

- Children living with grandparents or uncles but all decisions are taken by the family through telephone, computer... For example, permission to play football, to go for a walk, to party, to go to a classmate’s house to study, to visit a relative...

- Children who live with their uncles or grandparents and the parents delegate the day-to-day life to the family, except for the more general rules: study schedules, trips, extracurricular activities...

The strong links with the family of origin give them much assurance regarding the support and education that the children received in Romania during their absence. The families expose the problem of the shared responsibility: “Our parents, uncles..., do not want to take full responsibility, because if something happens they do not want to feel guilty, for example if there is an accident with injuries when going out to party...”

On the other hand, the strong emotional attachment to the children makes the calls and the attentions be very repeated and the knowledge level very high: “when you talk to them, by voice, the pauses, their faces, their eyes, you can see if something happens, although they do not say it’, sometimes I am the one who realizes that something’s wrong and I ask my sister to talk to him about any issue.”

The children usually have more adaptive mechanisms than the parents and they live more normally the separation, also by the high incidence of it in their environment, “when we bid farewell on holiday, they are the ones that say “Mom, we’ll be fine, don’t worry about us”, I see their lit eyes, but they do not cry and I cry tears everywhere ‘;’ when you talk to them they always say “I’m fine, everything’s fine.”

The characteristics of the different regions of Romania –culture, climate, and job and training opportunities–, influence the migration process of the children and make it more or less easy to maintain residency in Romania without parents.

In cases of return, the families suffer because of the school impact: the schooling below their level is usual, and also the need for reinforcement. This obstacle is compensated by the satisfaction of the child’s return and the disappearance of the adaptive difficulties of the host environment.

Roumanian childhood and adolescence in transnational migrations

Families express that life is different here and there, so the keys of activity, organization, functioning, are different. Each context entails different schedules, habits, uses of time, material goods.

There is an argument that could represent a majority, but it is expressed only in some cases: belonging to a country, a community, etc., as an element of identity. This argument is linked to the returning of the children to the country of origin, “Yeah, sure, we’ll go back to Romania, yes. There it is our home, our son and the family, each has its place...”, in my case, we will return, because we have family there and we like being with the family.”

From the statements of the families we can see that there is no cause of concern for the control or disciplinary elements in the decision of the return of the children. It is true that the disciplinary model is different, there are different social risks, but families do not feel a particular threat to their sons / daughters in Spain. This position reflected in the focus group is different from the general perception, as the belief is that they send their sons / daughters to Romania for disciplinary reasons. It would be necessary to interview in-depth the families who do it, to corroborate this contradiction.

Only economic reasons were also not observed in making the decision of staying or going back to Romania, as it is a much more global decision.

The families are very respectful with the decisions of their countrymen and not judge the decisions of others that are different from theirs. Although the parents who say that “children need to be with their parents’ feel more confident, they express it with more clearness and strength.

The families whose children have lived in Spain keep them registered, in order not to lose the right to health care in holiday period. The families whose children have lived in Spain express their concern about the difficulties that may arise if

they get sick during the holidays. In spite of it, this fact does not condition the arrival of their children in a temporary stay for holiday.

5.2.2. Contributions of children

The age at the time of starting the migration process is crucial to know how they lived the process and their future expectations. On the other hand it does not correspond on their integration into the community life or their sense of belonging in the new community.

If migration occurs from 6-7 years the desire to return and the sense of relevance is more pronounced. Instead those who emigrated in early childhood manifest s more diversified intention. Some do not want to return, and some do and are convinced that one day they will return.

The reasons are related to the feeling of belonging to their country and the reunification with extended family. Smaller children tend to exclude more the regular return, while for youth and adolescents is a much talked topic among themselves and with their families and the disparity of opinion is very strong.

The economic crisis and the lack of jobs has boosted the number of returns and all participants in the groups know families that have returned. Therefore the return becomes probable. Some want to return and some not, but all say they do not know any child who has been forced to return against their will. The idea of return is linked to the current economic situation of Spain, but it is not lived with anxiety by the minors.

Children were told before the trip, but say they did not understand the meaning until long after their arrival in Spain. Most came to Spain when they were very small before the age of 5 or 6 years. Some say that they had been explained

Roumanian childhood and adolescence in transnational migrations

about the place to go, others remember it as a story about how their new life would be. Everyone knew that the reasons were related to the enhancement of the economic well-being of the family. In some cases the children were able to share the unknowns of the trip with other children with whom they made the trip. And others accept it gradually by themselves. Their fear at origin was to be discriminated for being foreigners, for being different. But once here they have not had many difficulties in this regard and they have been very accepted.

The children whose parents traveled before them say they understood what it meant to emigrate by their absence and that the trip meant the regrouping, consequently the change was mimicked. Many found it difficult and some even demanded to precipitate the regrouping.

As for the difficulties, unlike their parents, they say that these focused on the language, as at first they did not understand anything... The understanding problems in school are common in all statements. They also insist that if they were repudiated it was for not speaking or not understanding something.

In areas of Catalonia, where Catalan is the usual language, they still show harder difficulty with the language, because they had to learn Catalan and Spanish at the same time which was difficult. However, they agree on the support and facilities provided by schools and emphasize the understanding of neighbors, shopkeepers, etc...

In general they consider that adaptation to the change has been easy, because their customs are very similar to those of the host country.

A recurring theme is the wish of differentiate themselves from the eastern criminals. They state that have had to explain that they have nothing to do with the people of their country. All say they are very well treated and that Spain offers more opportunities: to study, work, leisure, etc...

With regard to racism, the children in small schools have not felt contempt and if there were racism the teachers were controlling it. However in large and urban schools the racism is present in some environments, but not widespread. They express support from teachers and school environment when situations of this kind appear. On the other hand they also state that in Romania there is racism towards Gypsies and Hungarians what makes a reality known by them, although they believe that they have the response to this rejection, at least formally.

They agree with their parents in the role of classroom teachers in the process of adaptation to school and learning the language.

The perception of school performance in Spain and Romania is diverse. Some report that it is not different in level or requirement. They contrast it with the information that comes from Romania from their friends and cousins. Those who have come in primary or secondary school report that their level of mathematics was higher than that of peers, a fact that makes them focus on learning the language. On the other hand they worry that if they returned to Romania they will need to study intensively the Romanian language, history and mathematics. They coincide with the adults that is better not to break the school stages, being better to anticipate or expect to complete them in order not to break the formation. The older feel independent from their parents' decision in the process of migration and they consider themselves able to take the right decision and carrying it out.

Major differences have emerged in dealing with adults, they're much more respectful in Romania. Sometimes in excess. Also they repeatedly denounce the "custom of giving gift to teachers" as a form of corruption. On the other hand they criticize the lack of limits on the deal, the responsibilities, etc... of the young Spanish people.

Many carry some sort of extracurricular activity (usually sports) that allows them to make friends, strengthen bonds...

Roumanian childhood and adolescence in transnational migrations

Children who know others who have returned with their family in Romania say that much control exists. Even if the children are there and their families here, there is still much control.

In their speech whether they would recommend to their cousins or friends from Romania, most of them would invite them to come, unlike the parents who recommended others not to come because of the current economic situation. The difficulties lead them to think about the idea of starting a transnational life on their own when reached the majority of age.

5.2.3. Key ideas contributed by families and children participating in the fieldwork

In summary we provide recommendations and precautions that we have achieved:

The integration of children has to do with the host model of the destination country: more inclusion of foreign policy, more policies of cultural diversity and better roots.

Families are very little different from the Spanish families, nevertheless, in some contexts they feel they are not very well received, they say that the policies favoring the multiculturalism are very important.

Schools should work at multi-ethnic approaches. Social and cultural facilities must maintain schedules that give value to the cultural exchange. The anti-rumors campaign and other practices of inclusion are valued very positively.

The school is a key element in the social integration of children. The flexibility of the Spanish education system and the reinforced systems, language learning, training, compensatory training stand out as good practices.

5. Research results

They consider that the Romania school should increase the flexibility of request criteria in the case of minors that return to Romania, and should facilitate school attendance with their natural age group, offering individual support to them. Families propose to improve the education of their children in: Romanian language, culture, history and geography and they ask support from the Romanian government in order to spread out an education model in out of school schedule with all this contents. They agree in asking for educative systems that facilitate them their double national identity. This complementary education will reduce the difficulties in the return process to Romania.

Families apply for health protection. Since the new regulations on foreigners in which the health card is conditioned by the social security, they consider their health care at risk. They also feel lack of protection on health for the children who live in Romania; some live in Spain up to two months and they need to have health cards.

The families request financial support in order to have more family holiday periods. Their economic migration makes them reduce the number of trips, despite the strong desire of most common coexistence.

Identification of good practices

6.1. Good practices definition

The concept of *good practices* can be interpreted in many ways, depending on the authors and the areas to which they relate and place. The general definition of this concept appears to be an almost impossible task since it depends on the context, various ideas and practices. Concrete experiences are transformed into practical methods which are framed theoretically and they are subject to the possibility of being carried out according to external aspects, such as laws or policies that govern a particular place.

Some, in an attempt to define, point out some features that are noted below. By good practice, some authors mean, “the application of a set of quality standards to offer a particular service. Specifications of the process as clear as possible, scientifically based and reviewed regularly to tell us the guidelines for action in certain situations,” (Redondo et al., 1994) “A reference of values, principles and procedures to ensure that people receive a quality service. Professional practical actions that help achieve the results” (Arostegui, Martínez, 1999). On the other hand, good practice would be those, “that introduce ways to make improvements in processes and activities taking place in our organizations, improvements designed to produce positive results on the quality of life of people” (FEAPS, 2000) or an “action that introduces a new way of doing things, breaking habits and references of the past and noted the good results obtained. Its features are innovation, adaptation to time, obtaining good results and the ability to transfer the experience to other similar realities” (ACTE, 2003).

It is also important to see that good practices can emanate from a good approach in social policy, in a local, regional or national state in various places. Of course, that may arise from a line of work that is proposed from a specific entity. In this sense we find some definitions, for example, the Fundació Pi Sunyer placing good practice as “any act or experience introduced by the local authority, based on a previous projects or planning that responds with innovation to a problem”. In this kind of contribution we should notice some of the good practices that have been found in relation to the Romanian population residing in Spain.

If we summarize the enormous heterogeneity of these definitions and many others, we find common criteria and some categories also apply to all. For example, Asis and Poyato (2008), would place three items in the axis of good practice in general and serve us in particular, to analyze what is done in the research area. Firstly, the impact and transformation, the impact of improvements, enhancements and tangible results, the effectiveness of actions taken, the changes that have taken place, etc... Secondly, the innovation, that is, the pioneer character that has the practice either by its methodology developed by the intervention, for how different it was to another way of making, etc.. And third, transfer, or in other words, the ability of this good practice to create models for other interventions, the ability to insert themselves...

This categorization is appropriate to show that they are “good compared to other practice which was not so much” so it is a concept subject to comparison. And it should be treated in the same context, in the same field and in relation to the same group or class of persons... They must work the same categories and not mix the practices in different categories.

From the methodological point of view and theoretical consistency, it is important to analyze the good practice. Although a later work relates this to different items, it facilitates the coming to some sort of unified result, identifiable in other



Roumanian childhood and adolescence in transnational migrations

realities, and so on. But with no means the only interesting element of good practice and analysis are precisely the results. On the contrary, when it comes to good practice, what gives quality is precisely the “how it develops,” “how to carry out what is done”.

Moreover, all this makes more sense at the time specified why it is being done, understood not only as a necessity but as a position or position of those who carry to term. Without an expressed intent of good practice a wide implementation gap scheme could develop that would have no impact, nor would it be innovative and could not be transferred.

Therefore, before going into detail of what is considered good practice identified in this project, it is important to see the impact and content that the substance implies in its realization, applied here to migration.

In this context, the concept of *good practice* relates also to the whole experience that can serve as a model or provide knowledge for those working in a particular public policy. To establish criteria to define and identify good practice in the field of immigration, diversity and coexistence (terms and facts necessarily involved with each other), see how they apply some of the categories and criteria outlined above.

If we refer to impact it is essential for transforming practice that it is analyzed and evaluable. For a practice to be transformative it should have made a good diagnosis of the reality in which they wish to intervene, so that it will: identify the problem, situation, reality in which it must act, carefully contextualize the intervention so as to be realized and a good definition of the aim pursued. To assess the impact of an action is necessary to establish some indicators to identify and analyze the impacts and ensure that they are observable, if not we can hardly speak of good practice. In addition some of these impacts should be in a positive observable order, although it was not planned from the start. To carry out these conditions is essential, as far as possible, to obtain an esti-

mate of the impact and of course, part of the diagnosis, good design and good planning of the intervention.

This impact analysis should take into account the sustainability of the practice, in the sense that it is efficient and to ensure improvements for the future without detriment to those living in the present. For example, it should take into account the economic cost, human resources required, the material conditions... if they are assumable or may have continuity in time to be more effective. It should also be considered within the competence and the legal, that is, if those who intend to make a good practice, are really entitled to bring to fruition or otherwise, are willing to assume in spite of having no competence.

With regard to the portability and innovation, often resulting in possibilities –possibilities of new approaches, thematic, methodological, procedural, experiential, etc...– And, in many cases, the ability to communicate in network elements of agents that can effectively improve the practices.

This is how comprehensive basis of diagnosis and intervention, understood as how to approach and question whether to choose a particular practice. To this we add the methodological rigor as to what the practice cannot be a mere application of a predetermined plan or policy without timely convenience and with no other significance or a practice that does not require responsibility and partnership, for example in its realization.

This would be the ideal approach of a good practice. However, we often define in a less elaborate way what a good practice represents like that action or actions that are performed without so much systematization and that gives advantage to some objective of improvement in any aspect of the usual behavior of the population; in our case in regard to immigration, the possibility of integration and so on. In short, it refers to a “good” way to act in order to permit improvements in the quality of life of individuals and groups.

Roumanian childhood and adolescence in transnational migrations

Thus, it could be said that the best practices have an experiential nature when proposals arise “from below”, with a clear component of involvement of the subjects and agents with a clear intention of “ doing something better “ from the everyday life, something that most likely will not have a nature that may generalize to any situation or extend to all the realities in which there is the same problem or similar features. It would be the case of sectorial, community initiatives which at the migration proposal, in narrow fields, geographically located, plans, projects or action programs that may facilitate, for example, the coexistence. A community initiative, a school proposal, a development of intercultural cooperation project, etc., should be considered in this sense ‘good practices’, as samples not necessarily extrapolated of human actions for improvement. And indeed, these practices are often experiences that are certainly not written, as examples, but they are not systematized and at first they are intended to be carried out outside the specific context in which they were created. However, in some cases it might be the start of some more widespread proposals that eventually spread to other contexts, as it has happened with the campaign “combating rumors”, which is discussed further on, which was started as a small experience of coexistence and that ended up materializing into a local application program in a lot of municipalities in Catalonia.

On the other hand, we can speak of “good practices” referring to the frames that encourage and that allow to be made, since they trace and develop the necessary guidelines in writing, in most cases, what we call immigration policies, which allow them, regularize them and give the possibility to systemize, to evaluate, etc.

In this second group we can place social policies regarding the immigrant population, migration flows, community settlements or specific groups, etc., in a broad sense, and specific policies on migration that there are in a state about different issues; but we can also discuss about what these social policies, when they acquire a specific character, can generate or constrain in the daily

life of the population, the relationships between cultures, different family migration projects, groups, etc.; that is, the possibilities and potentials of actions in different contexts to improve the situation of people in a realistic way and with proximity criteria.

To illustrate this other form of best practices, it may serve the same example of the campaigns “combating rumors”, when they are assessed, analyzed and considered their effectiveness from local governments, so that their practices are “institutionalized” and are they are structured in form of project to develop in the same or similar manner in different places. In these cases, it was formalized a highly valued experience with effective results. But it must be said that the mere execution of a proposal, of an experience, does not help to generalize the production of good practice in all contexts.

All this should add the conceptual or theoretical framework of the approach that gives consistency to good practice, focusing on values and democratic principles, the cultural perspective of diversity management, civic citizenship and positive valuation of diversity. With some goals: equity, social cohesion, citizen inclusion, coexistence and participation, and principles: standardization, pro-action, coexistence and multidirectional interaction of different agents.

6.2. Good practices identified from the qualitative analysis

In the first place, we must say that the title of this section is one hundred percent compliant with the case of study we present, as there are several features that have been considered good practice in relation to the migrant population that do not fit exactly and exclusively to the migration of Romanian origin. It describes some experiences very formalized and institutionalized, alongside with others that are clearly social policies of national public-sector organiza-

Roumanian childhood and adolescence in transnational migrations

tions and that target people of Romanian origin. But actions are also described, understood as good practices, which are clearly social policies identified as such and that allow the development of coexistence, multiculturalism, etc., in different areas of social relations that seem appropriate to be exposed.

This would not be a matter of analysis if, beyond a description, it would not be explained the status of these policies and their consequences. So what have been good practice ceased to be when modified some of the features that allowed to be regarded as such. For example, in Catalonia entire immigrant population, by the fact of being human beings established in the country, regardless their legal status, enjoyed the basic health care, for which they hold a card that allowed them to be treated at emergency, including some medicines for chronic diseases, of risk, etc., and non-specialist medicine, which allowed that people with chronic diseases could get a medication that otherwise would not have been able to afford. With current budget cuts in health, the health cards to illegal immigrants has been retired, which has greatly increased the risk to their lives if they have a chronic illness, such as AIDS, since they cannot afford the medications, given the high price, if the public health do not dispense them. In this case, as in many others in which an economic crisis seems to condition it all, a social policy with consideration on basic human rights which vanishes, has or might have an impact on the population, or part of the population, since this cancellation prevents a good humanitarian institutional practice, which occurs from some type of priority decision that raises some government directive.

In other cases, some social and or less formalized community or local realities allow good practices of proximity that influence on the institutional and government administrations. It would be the case, already mentioned, of the campaigns combating rumors”, or the “time banks”, exchange of resources and skills, abilities , etc., of members of a community or a territory that in some city councils have even constitute alternative sources to the same economic cri-

sis, recognized by the local authority. But overall, its institutional consideration has led to good solidary practices among the population when these practices have enriched the cultural component and meant very interesting integration measures for the reception and coexistence, since they were basic elements of social cohesion.

6.3. Social and institutional policies in the autonomous communities of Madrid and Catalonia

On the basis of these broad outlines there have been identified some good practices that include different agents and that respond to different realities of the Spanish state. You can see a sample of them below.

6.3.1. Spanish-Romanian people Centres of the Community of Madrid

In this case, is presented as a practice of involving the population of Romanian origin in the Community of Madrid, a government initiative, called Centers of Participation and Integration of Immigrants (CEPI), a total of 17 in the Community of Madrid, among those who have Spanish-Romanian Centers of Alcala de Henares and Coslada, in which part of the fieldwork of this research was made.

These centers are open to the general population, despite celebrating major holidays in Romania and having as one of their main purposes the offer of historical and cultural activities to facilitate the link between the Romanians living in Madrid and its learn more about its origins.

Roumanian childhood and adolescence in transnational migrations

The function of these centers is to provide an intercultural meeting place, open to allow the participation and integration of all groups of the population living in the community, to advice, information on existing resources and provide services Romanian community especially but not exclusively, to solve problems and concerns.

These centers can conduct training that prepares them for the workplace, make use of other services (internet, for example), all for free. They organize monthly cultural and leisure activities, but are open to youth and children's sporting activities at any time. Depending on the location and the network of entities and individuals involved in such CEPIS, these services expand, for example, school support, or counseling sessions and a job search all adapted to the needs of the population; individual guidance is given, legal, psychological, social, labor, mediation and translation.

Also benefiting from the entities that request, so that the sports groups or cultural associations make their meetings at the headquarters of Alcalá or Coslada, where there are also some periodicity intercultural encounters. There is also, book presentations, exhibitions, children's theater, workshops for children and youth dance, along with an exciting program of immigration issues (laws, etc...) and the workplace.

These services, along with the library, the internet and games room are free and have the general characteristics of being open to the entire community and the municipality as a whole. Therein lies the consideration of good practice.

Indeed, the assessment of the creation by the Community of Madrid, in several municipalities, the department concerned could respond to a consideration of political issues whose approach had more to do with the idea of regional houses than with a real integration center. So this centre has been organized for the different backgrounds of people from Latin America to the so-called Eastern and

North African area and there is a Hispanic center for each country of origin of the population living in different municipalities of the Autonomous Community.

However, the practice of community action often favors a certain “break” with the rule that was created and equipment here, as elsewhere, has overcome cultural action, in practice, there are some barriers to CEPI converting, especially the Romanians, in true community activity centers that combine identity and belonging to the Romanian community in the activity itself that is shared by people living in the town or neighborhood, becoming, in reality, cultural centers of the place.

The dynamic, more connected to everyday life, consider this practice allows, unintended by the actors themselves, a channel of communication, training and neighborhood, with great potential for the common benefit of the citizens of the neighborhood or all people, not only Romanian.

6.3.2. Pact on immigration and host social policies as milestone of institutional good practices in Catalunya

This deserves further consideration activities related to social public policies arising from the regional governments elsewhere in the state, as is the case of Catalonia, whose starting point is precisely not to create spaces “specific” for the immigration of a given country, but to draw political lines in the form of agreements on immigration, plans,... favoring this daily contact in the various fields of social relations.

Broadly speaking, since 2004 there are two major points that configure when rethinking the type of social policy. On the one hand the conception of immigration linked to the concept of citizenship and on the other, the idea of welcoming, both to

Roumanian childhood and adolescence in transnational migrations

apply at all levels of self-government, but with criteria of proximity, local and community levels. Therefore, many of these policies are of institutional involvement, civil society, etc... They become local regarding local immigration policies.

Another major approach in this direction is the need for participation in the project implementation framework, in this case those governing performances throughout Catalonia and which are specified in a great compact called “National Pact on Immigration” initialed in December 2008 by a majority of the Catalan political forces, social partners and stakeholders in the management of migration. This is a document with a hundred measures planned to be carried out until 2020 and aim to ensure a good living and a more just and cohesive one.

This first step of a governmental nature, precisely, is a good practice, both in terms of the resulting contents of the document, such as the participatory process of consultation, prior to approval of the Covenant and its character as a general framework from which many non-governmental organizations can carry out their proposals. This framework developed a number of participatory large impacts on what was the Covenant, more than 2,000 social initiatives and 1,700 civil society input, before the adoption of the Covenant. In parallel with other social policies that emerged as the host as described below, which focused its action primarily on education.

6.3.3. Policies and host devices deployed in schools

In the nineties, when it began to reach schools and college students from other countries, or for family reunification or accompanying the family, the system resources were sufficient to bring students to the new situation.

It was advised on language learning in schools from SEDEC (Catalan teaching service, created in 1978 by the Generalitat of Catalonia, assigned to the Language Policy Division) and when the numbers began to increase in secondary education, the educational administration created the TAE (workshops and school adjustment based instrumental learning) aimed at students who had to join secondary education once the course had already started and had little knowledge of any of the official languages. The TAE welcomed students from different schools of the locality. The improvised response was not considered very effective, worked in the morning and afternoon, students should be incorporated into the educational system and it was difficult to give a pedagogical adapted answer.

The major incorporation of population from other countries started in the nineties and it became more evident after 2000, this year was 2.9% in the Catalanian population coming directly from outside the Spanish State this figure amounted, in 2008 , 14.99%. Of this 15%, the main countries of origin of the incorporated population are: Morocco (18%), Romania (8%), Ecuador (7%) and Bolivia (5%).

Guidelines for school to students from other educational systems in the administration of Catalonia followed the recommendations and courses of action proposed in the plans of the Immigration Branch materialized in the Intercultural Language and the Social Cohesion defines the intervention model for the language Plan and social cohesion⁶. The host processes and mechanisms for children and youth of school age and the universal character of the education system has had to go to the school system enabling strategies and tools to foster strong and flexible plans, that allow management to language learning guarantees for incorporation into the new society, as well as provide knowledge to students, other mechanisms in parallel with broader host.

6. http://www.xtec.cat/lic/intro/document/Pla_LIC_0405.pdf

Roumanian childhood and adolescence in transnational migrations

Language as an indispensable tool for communicating as both a learning space and a host strategy. The host sets the first image that builds the population is schooled in the new reality in which to live.

Catalonia has chosen a model host in the language of the territory, Catalan. In planning for language learning there have been various mechanisms for acquisition set up. In the Catalan educational system the host is located in the school in general focusing the intensity in Reception class. In Catalonia for the year 2004/2005 it raised with a certain forcefulness in these classrooms. The main purpose of the new model was to make a good reception process at the center itself usually awarded to students. The objectives were to ensure that students were quickly incorporating into the usual dynamic of the class group. This is necessary for rapid language learning and integration into the environment.

Recently, accompanying learning the language, a great importance in receiving the emotional aspects caused by the change of social and cultural environment has been realized. In the definition of plans for the reception of schools have provided specific steps so that students feel welcome and feel respect for the language and culture of origin, to continue with the follow up of the development of curriculum and of personal autonomy.

In turn, schools must have an Integration Plan for students who just arrived, sometimes this plan is extended to teachers and families. However, the expression host students that include students finished first in the educational system of Catalonia in the last twenty-four or thirty-six months (depending on country of origin and grade level).

At the end of the academic year 2005 announcing the creation of more than 300 new groups Reception, and grew to nearly a thousand the number of existing classrooms in Catalonia. The Reception class is a transitory space adaptation

6. Good practice from the data provided

for children 8 to 16 years from other countries who have just incorporated into the educational system and don't know the language of the host country. The resource has been designed to facilitate the acquisition of the knowledge intensive basic language and to facilitate the acquisition of content in the class group in the shortest time possible. Subsequently it has gained importance and the accompanying tutorial emotional reception of students.

Therefore the reception class is one of the first places where intercultural relations materialize which will start the learning process for the acquisition of language and culture. This process will be influenced by: an analysis of basic learning skills and social skills related to the different factors influencing:

The level and quality of previous schooling, languages learned.

Personal characteristics.

Intensive Individualized Adjustment Plan to the needs and potential of each student.

Progress in learning.

The personal maturity.

From the combination of these factors it depends on the presence and length of stay in the reception class, which must always be temporary.

Roumanian childhood and adolescence in transnational migrations

Implications

- The provision of teachers, a teacher who is seen as the responsibility of the host class.
- A computer allocation to work with specific and appropriate programs.
- An overall budget for purchase of materials.
- Construction of diagnostic testing and evaluation of educational levels and material resources in different languages.
- Specific training for professionals involved in the admission and post-reception.
- Advice continued by regional teams of assessors of social cohesion and intercultural language (LIC) of educational administration. This candidate is linked to a teacher of languages generally in the center and the tutor of the host class.
- Introduction and dissemination of good practices and methodologies of cooperative work and project work.

This classroom typology has worked both in primary and secondary grades and that welcomes the students who because of not language proficiency, find it hard to keep up with the classes especially the most conceptual and linguistic ones. The type of reception classrooms and organizational models have been different, but as the students acquire communication skills, language and basic knowledge, the reception classes decrease as the student's presence in class increases.

The guidance involved the organization of school time so as to allow sharing classes with the rest of the regular class peer group, particularly in subjects that cons-

titute especially relational spaces: tutoring, physical education, music education, technology, visual and plastic education, being a middle way between segregation (model TAE) and the proposals based on a broader host idea, in which all regular classrooms are a welcoming center and the reception class is the ordinary classroom simultaneously.

To meet this need, the teachers had to train themselves in the accompanying tutorial and the acquisition of teaching skills in order to manage cultural and linguistic diversity.

In the host plan for each center the actions that will be made with families, with students and faculty are gathered, and the organization of school resources in a flexible, elastic, accurate and revisable at different times to ensure the proper functioning.

From the reception class to the ordinary classroom

Generally, from the Integration Plan and from the reception class is assigned a mentor who in turn makes co-mentoring alongside regular classroom tutoring. These first interviews will provide information about the school system, the operation of the center, resources, support... The guardian of the reception hall will make an initial assessment that will reach the regular classroom tutor, this time determining the resources needed.

There are different protocols and organizational models, the management team can intervene in this process or not, the philosophical approach to the incorporation is the job of the center and the reception to be completed in the classroom for reference. In the opening moments they usually pay attention to the first host family, showing the center, the schedule, the starting materials, the ordinary classroom teacher informs the class group, explaining the place of origin, customs, posing as we feel if we were in the same situation... Sometimes, especially in Secondary Education, they may establish a partner guide.

Roumanian childhood and adolescence in transnational migrations

The center is responsible for processing the diversity of all students, therefore it is responsible in the host, in planning the educational pathway (Intensive Individualized Plan) and monitoring the learning process. This process can be assisted by the professional team LIC (Language, Intercultural and social cohesion, both knowledgeable professional learning resources of the language, speaking in a timely manner and itinerant) for all the personal resources, educational, methodological and organizational to be taken into account and that the center has to ensure school success and equal opportunities. The reception class teacher and the teacher's regular classroom are participating in the search for emotional affective strategies derived from changes arising from the migration process and look to enhance the promotion and school counseling and connection with environmental resources. This is where a network linked to the center is set to a more global, it is possible that in this context is valued the care provided in a context of respect and protection.

This process will require the collaboration of the entire center and an important work of coordination among teachers. The schedule and possible groupings of students may require adjustments and modifications after the evaluation sessions of the quarter. The professor of the reception class group attends meetings of teaching teams and systematically evaluates each students developments and proposes any changes, and continue to take concrete agreements on this line and coordinated actions with other educational services, with social services to exchange information and meet the needs identified. This coordinated effort allows an overview of the process of students in different areas and affects the use of resources.

From these co-ordinations we can prioritize different aspects: school habits, literacy (reading and writing home), mathematics (operations level and numbering).

In order to carry out the programming materials according to the diversity of needs are usually made:

6. Good practice from the data provided

Elaboration of personal work files.

Manipulative materials (games, specific resources...) for the oral expression.

Literacy materials: graphomotor skills, textual typologies...

Elaboration of murals.

Elaboration of projects in different supports.

The Reception class group is formed also as a methodological support, documentary, specific materials and a place to find materials that may be useful in addition to the regular classroom.

Therefore, the reception class is essential to become an important flexible reference point in constant interaction with the student and with the center. Ideally it ensures that a curricular personalized attention and an intensive learning of the language is made, and it acts as a transitional space between social life outside the center and the reception class, like a space that, in addition to meeting the students in relation to learning, encourages the establishment of positive personal relationships and bonding with the mainstream classroom and the environment.

The task of teaching is based on the teaching, support and mentoring and group orientation class. The classroom, a space in which students learn, live

Roumanian childhood and adolescence in transnational migrations

and grow, possibly becomes one of the most egalitarian spaces through which students can travel. This relational space and personalized tracking generally is well appreciated by both families and students.

The faculty of the center can do a task on time with specific support, provide immediate assistance in helping to carry out an administrative procedures to accompany the student to the Primary Care Centre or any other service ... actions that overstep the teaching task itself, but this customization can be done at the same time as recognizing the institution as a near space and a key reference in the listing process (especially in times of initial uptake). Later in the process of bringing and appreciating other resources inside and outside the school, creating a space for an ongoing relationship and a structured meeting space.

The Language, Multiculturalism and Cohesion Section, from the LIC Project (Language and Social Cohesion), has ensured the production of materials and learning resources, which are settled on:

Develop and disseminate (especially through Espai LIC I edu 325) materials for students and guidance and support strategies for teachers. In this environment online spaces are created: *Alumnat Nouvingut*, *Centre Acollidor*, *Pla Educatiu d'Entorn*, *Projecte de Convivència*, *Biblioteca Escolar*, *Educació per la Ciutadania*, *Convivència i mediació escolar*, *Programa de Llengües*. In these spaces you can find links and interactive activities online and PDF documents.

Promote to edit material that covers in the broadest possible way the learning and acceptance needs of the students; new publisher lines have been created.

Promote the dissemination and / or publication of materials developed by the teachers themselves, and thereby assist in the generalization of innovative experiences.

6. Good practice from the data provided

Promote projects of collaboration with other services, departments or public entities, in the cases in which this collaboration allows a material to have various uses.

Promote and incorporate other factors initiatives (institutions, academic sector, media) that are useful for the purposes and objectives of the linguistic, social and cultural diversity inclusion.

From the LIC Project, with targets focused on the language learning, are driven the following initiatives:

Adapted readings.
Lines of publication of fiction books suited to language proficiency levels are encouraged.

Lexicon
and dictionaries.

Interactive
resources.

TIC activities for the
reception classes.

Elaboration
and evaluation of level
and evaluation tests.

There has also been plenty of important publications from outside education system initiatives (for example, the collection “Conciutadania intercultural” (“Intercultural citizenship”) by Jaume Bofill Foundation and other citizen entities), with the intention of facilitating reflection and educational intervention in the socialization processes.

Roumanian childhood and adolescence in transnational migrations

With just the language learning, it is not enough, you also need to find ways to approach and meet the other in a broad sense and respect the cultures as well as languages in the education system.

Another goal that cannot be neglected is the relationship and understanding of families and the center of the environment and the relationship with all the wider environment. Getting a good communication with families facilitates the creation of links, the possibility of building trust. The family must receive clear and detailed information on the general habits and hygiene, health standards, medical facilities (medical examinations), the operating rules of the school, schedules, school supplies needed, the agenda, the duties and actions necessary for the acquisition of work habits and autonomy. In some cases it is necessary for a translator to facilitate dialogue between the family and the center. In some occasions there have been carried out language learning experiences related to the educational establishment, on the basis of proposals to adhere the school environment. In this way, the mothers attending to learning languages courses are linked to the school, and this makes that the understanding and cohesion of the relationship can be more effective.

Adequate post-reception involves socio-cultural adaptation in order to be able to maintain social cohesion, intercultural education and the use and language learning and the possibilities of movement through space and common circuits.

6.3.4. Environment educational plans

Another initiative worth mentioning, in the process of inclusion of students, sometimes linked to Environment Education Plans (PEE) are educational support programs with compensatory selection criteria and objectives related to students' academic performance and other remedies that are out of school in schools linked to leisure and time off school. These spaces are deployed from

the vicinity, from the relationship and the collection of requirements although it would also be good to get the definition of resources from the participation and involvement of children and the general population.

During 2009-2010 it was proposed the creation of a new measure in Reus (ninety education placements) and Vic: two EBE (school welcoming spaces) classrooms were opened, which creation was very controversial because of the initiative of the educational administration and local government. This initiative consisted of the creation of full-time centers or spaces and sometimes separate from the schools where students who just arrived were located, in order to take classes there that facilitate the learning of the language and those elements that are considered necessary for the subsequent immersion in the mainstream school; is constituted as a prior space to facilitate the incorporation to the educational system, a diagnostic space, a space for the knowledge of the city. But this delays the relationship with students here, it is a measure that prevents contact, and personal communication from the start. The research conducted in order to evaluate the effectiveness of these spaces generated for the first linguistic acceptance in which various professional -language teachers, social workers- have participated, a research coordinated by Nuria Simo (GREUV.UVI) and contained in the document of internal use *Els espais de benvinguda educativa de Vic i Reus: Informe d'avaluació (Educative Welcome Spaces from Vic and Reus: Assessment Report)* (Vic, June 2010) concluded that if this space was not significant with respect to language learning, he did have an impact on the first contact and the first linkage and environmental awareness of the population participating in the resource, both students and families. In short, the first host is significant in personal trajectories of integration. These resources, after evaluation as a result of cutbacks and declining incoming population, were deleted.

Roumanian childhood and adolescence in transnational migrations

In the year 2004 the General Department of Language and Social Cohesion (SGLIC) of educational administration published the plan for language and social cohesion. They begin with the spirit of being an open and innovative education administration that encourages municipalities to participate in the educational needs for social cohesion, educational achievement and civic life. The PEE are intended to achieve, from the interconnection between schools, families and the community to raise the educational success of all students in all dimensions, personal, social, academic and labor, through support and promotion of intercultural coexistence practices in the context of the territory, all with the aim of achieving greater academic and social educational success of the students. From a broad approach to collect the various initiatives of the area and encourage all those who are already in operation.

Apart from the analysis that could be made from the approach, some voices warned of the need to avoid making from the PEE a policy of resources concentration that bank on decentralization of issues caused by social homogenization.

The first education plans came into operation in 26 municipalities once started the school year 2004-2005 with a budget of 2,696,200 euros. The school year 2004-2005 had 95 PEE in 80 municipalities. In the school year 2009-2010 the implemented budget of the program for the 80 participating municipalities was 14,455,890 euros, 11.2% of the local authority, 26.8% of the PROA program, 24.8% finalist amount, and 37.2% education administration amount.

The deployment in the particular territory was usually managed from commissions involving the technical staff, local authorities, etc., combining the technical representation and institutional representation in decision-making, actions that have been deployed in a particular community with reference schools also linked to these commissions. In Innova assessment report document, it is noted the need for more direct citizen involvement in defining needs.

6. Good practice from the data provided

Generally scheduled and conducted performances in different areas:

Reception of students.

Project-oriented language learning and sharing.

Student support and tutoring.

Children and Youth Revitalization.

Open libraries.

Extracurricular Projects.

Promotion of sports.

Support programs.

Support for families (talks, workshops, courses).

It stands as one of the best valued activities assisted study workshops and tutoring.

Roumanian childhood and adolescence in transnational migrations

Another support for these policies are the municipal offices in the center assigned school based on existing educational facilities and places in an area, to try to divide, distribute, send students to private centers. It was carried out among other places in the city of Vic and they have created a model.

In other autonomous communities there are many other proposals, with different model laws, plans and instructions for the reception and integration operation: temporary classrooms of linguistic adaptation in Andalucía, Spanish classrooms for immigrants in Aragón, intensive language immersion classrooms (Intoca), reception classes and curricular access in Asturias, linked classrooms in Madrid, reception classes in Murcia.

6.4. Experiences of good practice in civil society

A civic education interest initiative to be implemented from 2003 is the Language Volunteer that encourages the voluntary exchange of *language pairs*, designed for the general population. In this regard it is noteworthy that in small towns this function is carried out naturally without posing any specific projects. The so called language pairs come out from an institutional campaign of the regional and municipal administrations. It is a receiving policy initially promoted by civic entities and entities for the defense of Catalan (Omnium Cultural), but has become an everyday resource beyond the registration or offshoot arising from some language classes offered in different municipalities by other entities (*Junta Permanent de Català*, dedicated to the teaching of Catalan in all curricular levels and for all ages), conducted in civic centers, in immigrant associations headquarters or in the premises of municipalities.

Also in a social sense, is to say, from the society, the “anti-rumors” campaigns must be highlighted. Such actions are usually encountered in the civil society entities, of which main objective is to work in order to dismantle, to demystify

6. Good practice from the data provided

and clarify the stereotypes and prejudices that they generate in the population for immigrants. In some municipalities, such campaigns have become local immigration policies with programs and applications, and highly institutionalized. In the case of the Romanian population such policies at the municipal level have helped to clarify confusion about some aspects of criminal behavior of some individuals of Romanian origin which had been widespread. Note that the Romanian people are not represented in this profiling, but rather in transnational workers, which has been one of the objectives of these campaigns. In some more systematic programs there have even been created quasi-professional figures called “anti-rumors factors” to exercise this educational work.

In the case of the consideration of citizenship residing in Spain, there are some measures also in Catalonia, of an exemplary nature, among which we must highlight the health card for every person who is enumerated in a certain municipality. This enables those who have this card to be treated in health centres on issues relating to emergency health care. However, it should be noted that in this time of crisis what happens is that with the withdrawal of cards from people who have not legalized their status, will increase the health problems of some people with chronic diseases (HIV infection, for example) that until now had free medications, to which “officially” those without health cards are not able to obtain.

In the case of Catalonia, the perpetrator of the immigration policy with competency in this issue have agreed that, despite the restrictions that have been carried out at the state level, would keep the same policy that existed on this issue. It remains to be seen how this disagreement develops in the near future and when these different approaches are implemented.

Conclusions and recommendations

7.1. Summary of the results obtained

The study has revealed a barely visible reality: the integration of Romanian families in Spain and the exercise of their parenthood. We have deepened the care that families take for their children in Spain and have watched the need for further investigations in the exercise of distance parenthood of the families that do not group or return their children.

We consider of special interest the information gathered from the focus groups, which are a space for reflection and group analysis who have provided relevant content to the subject of study.

The contrast of the results comparing to Italy has shown that Spanish society accept the Romanian families and live with them quite normally, special without special stigmatization or difficulties, fact that we attribute to active social policy of recent decades, in favor of coexistence and social cohesion.

The contrast of results with the teams of Romania has shown the importance of parent-child separation of many families, so that, as detailed further on, it was considered necessary to deepen into this matter.

Below the information that seemed most relevant to this research is briefly explained and at the same time new hypothesis in course of study, recommendations and detected necessities are pointed out, recommendations and identified needs.

7.1.1. Socio-demographic situation

Spain is one of the countries that have received more immigration in the last decade due to the economic growth situation and the need for labor. The difficult economic situation of Romania in this period, especially with the process of conversion to capitalism, which made this one of the European Union countries with more migrants. The language of Latin origin and cultural proximity between Spain and Romania state that since 2000 Spain has received many immigrants from Romania. Indeed, they have gone from being a group hardly represented in the census of population to be the largest group, ahead of other more established groups, such as those from Latin America or Morocco. The socio-demographic analysis made from official data shows that the Romanian group had a high level of employment, with significant employment in the freelance regime. Almost all Romanian families have their children at school, make a rational and normal use of the health system, and they barely go to the social services. The Romanian group is not significantly represented in crime statistics neither are subject in conflicts of coexistence.

7.1.2. Citizenship exercise and social perception of the Romanian population in Spain

The literature studied on the Romanian group indicates that this exercise their citizenship and participation in social life in an active way, the proof being the large number of active associations of Romanian people in Spain, especially in Madrid, Catalonia and Castellon, where they gather.

The social perception is generally good. From the bibliography and their stories it may stand out the high level of coexistence, as evidenced by the fact that it is the migrant group with the highest number of mixed marriages. Often and

Roumanian childhood and adolescence in transnational migrations

from a very biased perception, the Romanian population is confused with the transnational gipsy population, and it should be also pointed out the migration motivated by economic issues, of the criminal gangs from Eastern Europe. In the Spanish State, despite prevailing stereotypes, these distinctions are taken into account in the daily life, so it does not happen like in other countries, for instance Italy, where the deliberate confusion in the society as a whole, generate unfair generalizations.

There have been few cases of Romanian families who have expressed that they felt discrimination because of their origin, usually it occurs in isolation in social contexts with little presence of immigrants in general and it is related to the exclusion of economic origin. In the speech of the children, specific identifications between Romanian origin and Eastern crime gangs are observed, but as the studies and the literature corroborate, are easy to refute arguments and very present in the collective imagination.

As for gipsy migration, in the Spanish State this is associated to the Portuguese group as a majority and this population is recognized as a cultural phenomenon characteristic of the gipsy culture independently of the country, so it is not a difficulty for Romanian families.

Local families who know families from Romania soon establish bonds of trust and mutual support, acting against widespread prejudices.

7.1.3. Migration process of the Romanian families

The migration process is usually initiated by the father, supported in host by relatives or acquaintances of origin. He settle in a short time and groups the family, first the woman and then to the sons / daughters, or all at once, in a short period of time, mostly.

7. Conclusions and recommendations

As for the children, some are not grouped and they remain on the charge of extended family in Romania. Sometimes they are repatriated after a short time because of the inability to adapt to the new environment. Others are returned when they get to puberty or adolescence under pretexts or sometimes arguments of difficulties in the school transitions of the two countries and / or lack of support for care in Spain since the parents have days with very long working hours. Other families expose the need to repatriate their children at puberty or adolescence to avoid excessive social roots and so maintain the desire to return to Romania by the entire family, so they anticipate the return of the children what would be their initial idea, returning in the medium term, that is when they have fulfilled the goal of collecting enough money to live better in Romania.

We are facing a phenomenon of economic migration from the first generation, so the desire to return to the country of origin is prevalent and in most cases relates the migration process as circumstantial and temporary.

For most Romanian families the family unit is a very strong value, for which the most important functions to exercise are the attention, care and education. The roots of the children to the host country are derived from this principle: the families consider that the roots of their children would inhibit the long-term returning or would condition the parents to return without them when they were grown and reached the independence.

In the process it is observed in a predominant way the support of acquaintance or Romanian relatives during the first few months: they are welcomed into their homes, facilitate business contacts, help them to learn the language, and so on. The relationships established in the neighborhood and workplace environment replace the host networks in a short time, being around the children schooling when formalized the roots, regarded this as the normal participation Know and / or speak Spanish and in the case of Catalonia, Catalan, it is also understood as a primary need in the migration process. In this sense, the

Roumanian childhood and adolescence in transnational migrations

Romanian community shows many skills in language learning, they state that is a salvageable difficulty and that they can start relationships and work even without a high proficiency in the host language. The resources for adult education and school compensation are highly recognized as an important support during the reception process.

Regarding the integration of the children, we can observe that the school environment is the primary stage in the process of receiving. More resources directed to diversity, compensation and support more integration facilities and normalized participation.

7.1.4. Cultural identity of the Romanian migrant population

The families participating in the research have shown a very strong sense of identity and Romanian 'pride', even the children who emigrated being very small. It is, therefore, a very strong concern for the preservation of native culture: language, traditions, history, culture.

The parents mostly maintain in their speech the idea of the return, except for mixed marriages and families that migrated because of larger and more complex motivations than economic or with personal and family situations more specific, such as divorces or separations, for instance. On the other side and except from some cases, the children mostly show the interest of not going back, but they accept the returning to Romania if their parents have to return, in order not to lose the family support, and they accept the autonomy of their parents if they decide to return to Romania definitively when they are mature enough to stay in Spain.

7. Conclusions and recommendations

Despite this idea of rooting, they feel Romanian and wish to preserve and improve the Romanian language, traditions, and so on. Very naturally they express great interest in extracurricular reinforcing activities in this regard.

In Spain we can see a substantial number of associations of Romanian people in business entities of mutual support, probably prompted by the large number of free-lance workers and religious organizations (mostly to facilitate Orthodox worship) or cultural (the preservation of their specific traditions and cultural events: music, dance, cookery...).

7.1.5. Exercise of parenthood

As mentioned, the exercise of parenthood is very important for the Romanian families.

The families explain to their children the migration process depending on their age. It has been observed that more information and support in the migration process, better ability to adapt to the changes. It is important to explain that the children are not consulted, but informed, since the parents recognize their responsibility in the election, while they recognize the need for participation and preparation of the children.

The minors migrate without any previous preparation: they were not trained in the host language and they find it difficult to understand the changes that migration supposes until it has taken place.

In the process of migration of the children, the school becomes the key focus of the process. Schooling at the level that corresponds to their age and adaptation and training classes in the language of origin inside or outside school hours, greatly facilitate the life course of this change.

Roumanian childhood and adolescence in transnational migrations

The Romanian school system is strong in learning mathematical content and language, Romanian literature and history. It is a learning model based on an authoritarian system, effort and concentration. The Spanish education system is much more diverse in content and does not deepen so much in language and mathematics. It is a model that strengthens generic skills and the ability to work in teams and discriminate information. They are two different educational systems that require adaptation not only in content but also in learning models.

We found that the host policies of the Catalan school system greatly facilitate the integration of children from Romania.

From school, the performance of extracurricular activities and the participation in the community life, the socialization occurs in a normalized way, as with other immigrant population.

Romanian families are usually very welcoming and their homes are a point of meeting, playing and study for the kids and their friends. This feature is another important element in their socialization and community participation.

It has been observed, especially with the data provided by the research team of Romania, suffering and stress because of the temporary separation of the parents, especially if the separation occurs temporarily of both parents in the process of returning to Romania. In the process of migration, the separation is easier to understand as part of an improvement process for the family. In contrast, in the situations of return, the feeling of failure greatly hinders the process.

The families who have children in Romania speak with pain about the separation, especially the mothers. In all cases resistance it is observed. It was possible to observe different types of relationships. There are families who are actively involved in the education of their children: they speak to them daily by phone or through computer communications, and decide from Spain the sche-

7. Conclusions and recommendations

dules and activities mates of their children. In these cases, which are not a few, the host family becomes the minor attendant, but the responsibility for decision-making falls to the parents despite the distance. The usual pattern is that the extended family that welcomes the children at home is the decision maker of the day to day and they share with the parents only the most strategic decisions (choice of school, serious non-urgent medical authorizations, etc...). In these cases, the emotional and affective decreases over time and the models in Romania are more and more relevant.

The competence of the families hosting children in Romania, the emotional bonding and trust between parents and the caregivers, the generation gap and the media, determine the patterns and possibilities.

We have seen that the domain of technology and the introduction of computers and computer networks can greatly facilitate the process of temporal separation of the sons / daughters as they can establish more contact and support from a distance. Families using regularly these means were satisfied and involved in the education of their children in Romania.

The frequency of the visits of the parents in Romania and their presence in important dates also highly determine the family ties. The children usually make few visits to Spain. Nevertheless, it was possible to identify some families sharing their vacation in Spain.

As already said, the involvement of the children and the acceptance of the final situation significantly determine the parental relationships. The families expressed by majority that the decisions are shared with the children, and we could not contrast such information.

It is recommended to provide educational and psychological support to families (parents and children) in order to take on the specific break challenges and the clusters that occur during a migratory process.

7.2. Suggestions for improvement

The migratory processes are very complex and its success depends on the balance between migrants and the host population. Thus, the establishment of social policies that facilitate participation and community development in order to promote citizenship for all the people of an environment is the basis for any migratory process.

In this regard, it should be noted that only comprehensive policies facilitating social cohesion allow to prepare the citizens to welcome new members and give them ability to constructively contribute to the cultural and social wealth.

We cannot accept the identification of good practices isolated, specific experiences that respond to specific needs, but we must bet for the validity of a social policy model to analyze the complexity and comprehensiveness of the needs of a social and human environment, and that is able to provide effective local responses.

Thus, universal schooling, universal health care, community development plans, pacts on immigration of a territory, the plans to accommodate the migrant population, the school reception classes and other examples described in the previous chapter are key elements that facilitate a realistic perception of the Romanian population and allow a standardized community life of this immigrant population, from the consciousness we have to improve and advance more and optimize attention to their felt and expressed needs.

From this principle to maintain and improve the already existing social policies, we must pay attention to some feeling contributions of the interviewed families which have been contrasted with research teams from different countries and have been extensively gathered in the international volume of the research, but despite this we consider necessary to present it in this publication. It is about improvement proposals to help normalize, humanize and facilitate the lives of migrants and their participation processes - integration in the host communities.

7.2.1. Improve school mobility between European Union countries

With the school environment as the axis around which the integration and the community life of children is revolving, it is necessary to review some opinions and make some recommendations.

Schooling in the age group greatly facilitates socialization. Thus, the standardized competencies establishment to assess children's academic level in different European Union countries would facilitate geographic mobility. The development of a unique curricular design –which does not mean standardizing curriculum, neither with the same content– for different EU countries would allow the real geographical mobility of minors. The specific territorial contents –domination of the official language and also the history and geography of the territory– should be perceived in the curriculum from base contents which would allow schooling by age, recommending extra-school training in origins and on the returning, in a broad form if considered.

7.2.2. Facilitate formation that favours double identity

It aims to promote and facilitate training in language, literature, geography, culture and Romanian tradition in countries hosting a large number of immigrants of origin, thus facilitating identity elements that allow the development of a standardized double identity, home and host. Such training should be carried out with financial and technical support by governments, and their processes, whether outside or inside school, they should be developed from the involvement of the target community training.

Roumanian childhood and adolescence in transnational migrations

There are studies that show prosperity of multiple identities, understood as elements of openness and understanding of the realities that make up the people's references. However, the construction of a multiple identity should be woven with a meaning, to avoid contradictions, and it must start from the analysis of positive processes of building a new identity. Hence the importance of standardizing and even naturalize the plurality and the common construction of a culture which results of the coexistence of different cultures in some specific territories. Moreover, it is essential that such realities are not viewed as isolated initiatives, almost as pilot programs, but rather proposals that have a structure derived from social policy, broadly defined, that allows what in the reality is a fact. It could well serve the case of the Romanian migration to elucidate some of these issues and serve in some way as an example of cultural normalcy.

7.2.3. Provide training in the host language for immigrants

If we accept global migration flows, it is necessary to plan training resources facilitators of international mobility. The countries welcoming immigrant population must articulate more, if possible, the adult training resources and establish support systems of language learning within the school system itself to the minors.

In turn, the issuing countries should provide training, originally, in the languages of the countries receiving large migration flows, thus facilitating integration into target both adults and their children.

In this sense, it is also essential that social policies with respect to structure education, are the democratic framework that helps to regulate such matters, not a framework in which it becomes obvious the discrimination or the conflict. They must be friendly policies with the ones of the arriving population and are

7. Conclusions and recommendations

perfectly combining with the respect and learning the language that exists in the host country and represents part of the culture and identity of the place. In this sense, although there is always a writing “plan” which is not quite completed, the comprehensive proposals described in the previous chapter are very relevant. They developed in Catalonia and involve the whole society in their various activities and responsibilities. The co-responsibility between governments, between governments and civil societies, between different conceptions of existing social policy in specific societies, should be considered a crucial element. There, the models of coexistence and linguistic integration should have a broadly acceptance. And it must be a territorialized agreement, but also a transnational one.

7.2.4. Encourage the use of new communication technologies

Communication between immigrant people and people in origin from the same family unit is a key to coexistence. Provide telecommunications and training spaces for families residing in Romania which have relatives who have emigrated is especially relevant when they take on the education of the children of these immigrants. The access to new technologies facilitates the emotional bonding, the exercise of parenting from distance and the responsibility among the different factors involved in the education of children.

In this sense, disseminate good practices identified in families involved in the education of their children from distance, and establish training programs for families parenthood skills in the different phases of the migratory project, is notably recommended both in the preparation of migration and in the exercise from distance or in the process of the return and regrouping.

Roumanian childhood and adolescence in transnational migrations

This aspect, once again, puts a lot of responsibility in the field of the public policies, as it is clear that with the economic inequalities existing in this case in both countries, can hinder or even prevent to some families the use of computerized systems for the domestic and transnational communication. Therefore, clear policy initiatives in favor of digital illiteracy and the promotion of resources in public places with universal access to the media would be recommendable.

7.2.5. Promote awareness campaigns informing the migration situation

The complexity of migratory dream, expectations, debts, promises, contrast with the difficulties of the migration process. It aims to promote initiatives to give voice to the families who have migrated, so they can talk about the reality, the difficulties of the migration process, the need for preparation of the project, economic vicissitudes, difficulties on documentary regularization of the situation and its impact on obtaining regular work, limitations that must be assumed in a migratory and resignations to work according to the original training. The aim is to achieve a more realistic view of the population remaining at origin according to the expectations given by the ones who have gone and help to build more realistic and less harmful future migration processes.

There are Romanian Government initiatives, such as that in 2008, "Hello, I 'm Romanian" to enhance the social image of Romanians in the host countries, with good results, so that campaigns aimed at the population of origin should be even more effective.

Hence the need for comprehensive social policies, that is, the campaigns or other initiatives expressed herein, have their reference in this view which includes not only isolated problems, but global policies deployed in actions, services, etc. that put a question to the community and civil society for the partici-



7. Conclusions and recommendations

pation, but does not delegate responsibility for carrying them out at their own risk. In these cases, the partnership is the value, but with diffuse responsibility.

It is interesting to take the fight against stereotypes that represents the actions called “combating rumors”, as set out above and that have been conducted in various places in a more or less institutionalized way, with remarkable success and a good involvement in the host society of different sectors of anti-racist movements and other social movements, but with a very important responsibility from the local governments.

7.3. Challenges and opportunities

This section presents proposals for deepening and work to improve the coexistence of Romanian families in Spain. And also new challenges identified during the investigation.

Prior to the proposals, it must be said that these situations should are not presented by chance. The analysis shows the experience of immigrants who moved at different times (waves of immigration), one of which coincide with the “fall” of the Soviet Union, of which structures and social policy depend many of the elements that have been tested in this research. Organizational aspects of people’s lives, for example, the holiday, the model of schooling, in short, social relations in general and relations with the Government, the concept not so named of enforceability of many of the social and collective activities, involving adhesion, among other issues, are getting diluted, and in some cases crumbled, giving way to another model, the one of Western capitalism, which, among others, changes completely the values that are infused by the social relations and the society organization.

Roumanian childhood and adolescence in transnational migrations

In a second stage, maybe at the present time, that some of the fundamental concepts, some of the policies relating to aspects of social life are changing and they are becoming more like the ones of Europe today. The incorporation of Romania to the European Union is a process that in some aspects of everyday life of Romanians resembles to those of Italy or the Spanish State. The changing processes operating in the European educational systems, the need to unify criterions about it, etc., are placing, for example, the Romanian system of education in a frame of mind also of change which might be accelerated, but which still preserves aspects that have been embedded in the bottom of the ways of doing, of the expectations, of the habits of the population. This is due to some explanation in the focus that were groups carried out and which reflect this difficulty generated by the different form it takes, in the curricular elements, the educational management system of teaching in Romania.

Consequently, it is borne in mind that changes in the structures are not automatic and that the residual of a system can remain living with the new at one time and one place. And, therefore, it is essential that social policies in education, in this case, but also the health, the work, the housing, etc., must be the proper ones to regulate these aspects of 'European' similarity that can promote social integration and participation of the Romanian families and their children in other European territories with which in other respects have many similarities. It is not about standardize or copy, but adapt elements to allow a better free flow of people from other countries within Europe.

However, taking into account that some host countries have not assumed their European role facilitator of internal migration processes, that may be reluctant or simply do not understand very well the processes and the migration projects of some individuals and groups, it should be carried out a deepen review of the social policies in these places. Eradicate the racism and xenophobia in Spain and Italy, or make the free of stereotypes living easier, might be a task of the civil society and voluntary, but they are and must be above all a responsibility

7. Conclusions and recommendations

of the public authorities. In this regard, the role of recognition to be accorded to the initiatives is essential, experiences what we call best practices in specific terms and in specific areas, but it is much more important to exist because there is a social policy framework in these host countries that not only listens to these initiatives, but it promotes the extension and expansion of a view in different sectors of their coexistence relations: accompanying policies, education policies for the migration processes comprehension and promote integration and cultural construction, along with policies of occupation, housing, etc. that respond to human rights. This should be the bet. However, there are some issues that should go further to improve the current situation of people who participated in the study: Romanian-born children and their families. Aspects that are proposed for study or analysis of issues that have appeared in the course of the research process and that have a great interest.

7.3.1. Study of transnational parenthood

It has been found that there are many children living in kinship care in Romania without their parents. As discussed, the temporal separation parent-child directly affects the growth and development of the Romanian children. It must be said that it has been very difficult to interview in depth and also to conduct focus groups with families who have regressed their children or did not group them, so we considered necessary to deepen into the motives and the exercise of parenthood from distance in future studies.

7.3.2. Study of inclusive factors at territorial level

Along the publication it was presented the importance of the fundamental social policies. It was also noted the need to develop regional action plans,

since the most effective responses to social needs are those developed from and in communities. It is from this community perspective that is carried out the need to promote the study of factors even those specific to rural and urban environments in a comparative way, in order to analyze their impact and to establish valid recommendations for different groups of migrants.

7.3.3. Approximation and analysis of the needs of the Roma population of Romani origin

On a voluntary basis, in this research the Gypsy group was discarded as a study, based on the need to emphasize the uniqueness of this cultural group. However, it intends to study this reality more specifically comparing the results that might be obtained with these and other future ones, given that in some contexts, not just those studied in the Spanish territory, it seems that the confusion between Romanian population and the gipsy population from Romania or those generally called Eastern countries mark stigmatizing stereotypes of the people who come from Romania. It is interesting to deepen the ways which is given for this division between Romanian people and Romanian gypsies. The nomadism, along with other distinctive elements, determines the differentiation in the motives and the migration projects of each other. The first settle or stay a while in Spain and the second go to live temporarily or circumstantially in Spain and these two processes must not be considered identical. The gipsy transnationality, regardless of their origin and establishment, requires establishing clear policies that facilitate the coexistence. While it is true that belonging to the gipsy ethnicity should not be a prejudice, there should be clear social policies, not repressive, as it happens in the case of Catalan or Spanish gypsies.

In Catalonia there is an interesting study by Koen Peeters Grietens (2005) in which the author explains the reality of the gipsy population of Romanian origin, their ways of living, the marginalization, livelihood strategies, kinship, camps, their



7. Conclusions and recommendations

access to education... Some conclusions and recommendations agree on the need to deepen the political and administrative framework that enables migration - exclusion of the gipsy population. In this case, the study focuses on the cities of Barcelona and Badalona. No studies have been found in other parts of the state, so the suggestion to go further in this regard would help to clarify the “nationality” in these migration processes.

Paolo Freire emphasized that *the attitude of listening, is beyond hearing. Many times we hear many things, but we have to try to listen to what the other is trying to tell us, this is a fundamental attitude.* This research wanted to read, hear and recognize voices, studies and practices that have been developed in our country. Although much progress has been made in the integration, it can be stated that there are no significant difficulties affecting the migration processes of the Romanian families and their children in Spain, there is still a long way to go and the Romanian community has given its opinion. Now the challenge is to examine the processes of the return to the origin, to develop and support the social policies and the ability of the society itself to achieve the expected social cohesion.

BIBLIOGRAPHY

ACTE (2003). *Guía para la selección, recogida y evaluación de buenas prácticas en el proyecto ACTE.* <www.acte.net/AcciTerriEmpleo/AccionTerritorial.htm>.

ALEGRE, M. A.; COLLET, J. (2007). *Els plans educatius d'entorn: debats, balanç i reptes.* Barcelona. Col·l. «Informes Breus de la Fundació Jaume Bofill», núm. 9.

AROSTEGUI, I.; MARTÍNEZ RUEDA, N. (1999). *Guía de buenas prácticas: Orientaciones para una atención de calidad en talleres protegidos.* San Sebastián: Gureak, SA. <<http://www.grupogureak.com/publicaciones>>.

ASIS, F.; POYATO, L. (dir.) (2008). *Manual de buenas prácticas en mediación comunitaria en el ámbito de las drogodependencias.* Madrid. <www.unad.org/upload/94/.../LIBRO_mediacion_BUENAS_PRACTICAS.pdf>.

BADEA, I. (2009): *La campaña institucional «rumanos en Europa», como fenómeno integrador ante la inmigración en España e Italia.* Trabajo de investigación de posgrado del Departamento de Comunicación de la Universitat Pompeu Fabra.

BAUMAN, Z. (2008). *Els reptes de l'educació en la modernitat líquida.* Barcelona: Arcadia.

BEREMÉNYI, B. A. (2010). «Trajectòries migratòries i integració de la infància romanesa del Vallès Occidental». *EMIGRA Working Papers*, núm. 127. Accesible en línia a: <www.emigra.org.es>.

BILBENY, N. (2010). *Què vol dir integració? Nouvinguts i establerts a les nacions europees.* Barcelona: La Magrana.

**Roumanian childhood and adolescence
in transnational migrations**

BISQUERRA, R. (coord.) (2004). *Metodología de la investigación educativa*. Madrid: La Muralla.

BLASCO, J.; CASADO, D. (coord.) (2011). *Avaluació dels plans educatius d'entorn 2005-2009*. Barcelona: IVÀLUA (Institut Català d'Avaluació de les Polítiques Públiques).

BLEAHU, A. (2004). «Romanian migration to Spain Motivation, network and strategies». En: POP, D. (ed.). *New patterns of labour migration in Central and Eastern Europe*. P. 20-35.

CRESWELL, J. W. (2009). *Research design: Qualitative, quantitative and mixed approaches*. 3a ed. Thousand Oaks (EUA): Sage.

CUCURUZAN VASILACHE, R. E. (2009). «The other home: Romanian migrants in Spain». *Romanian Journal of Regional Science* (Bucarest), vol. 3, núm. 1 (2009), p. 63-81.

DOMINGO, C. «Características demográficas de los migrantes búlgaros y rumanos en España». *Cuadernos de Geografía*, núm. 84 (2008), p. 195-212.

ERIK, T.; CIOBANU, O. (2009). «Migration networks and policy impacts: insights from Romanian-Spanish migrations». *Global Networks*, núm. 9.

ESSOMBA, M. A. (2012). *Inmigración e interculturalidad en la ciudad: Principios, ámbitos y condiciones para una acción comunitaria intercultural en perspectiva europea*. Barcelona: Graó.

Estadística de la enseñanza en la Comunidad de Madrid. Madrid: Consejería de Educación y Empleo, Dirección General de Mejora de la Calidad de la Enseñanza, 2011.

FEAPS (2000). *Manuales de buena práctica FEAPS: Orientaciones para la calidad*. Madrid. <<http://www.feaps.org/manuales/manuales.htm>>.

GOERTZ, J. P.; LECOMPTE, M. D. (1988). *Etnografía y diseño cualitativo en investigación educativa*. Ediciones Morata.

HARTMAN, T. (2008). «States, markets, and other unexceptional communities: informal Romanian labour in a Spanish agricultural zone». *Journal of the Royal Anthropological Institute*, núm. 14.

KRUEGER, R. (1991). *El grupo de discusión: Guía práctica para la investigación aplicada*. Madrid: Pirámide.

«La immigració en xifres. Les persones de nacionalitat romanesa a Catalunya». *Butlletí de la Secretaria per a la Immigració*, núm. 3 (novembre 2009).

LARIOS, M. J.; NADAL, M. (2008). *L'estat de la immigració a Catalunya*. Fundació Jaume Bofill. Anuari.

LLEVOT, N. (2002) *Els mediadors interculturals a les institucions educatives de Catalunya*. Tesis doctoral del Departament de Pedagogia i Psicologia, Facultat de Ciències de l'Educació, Universitat de Lleida.

MALGENEDI, G.; GIMENO, G. (2000). *Guía de conceptos sobre migraciones, racismo e interculturalidad*. Madrid: Libros de la Catarata.

MARÍ Y TARTE, R. (2007). *¿Culturas contra ciudadanía? Modelos inestables en educación*. Barcelona: Gedisa.

Miradas sobre la inmigración: Ciudadanos del mundo, ciudadanos de Rumanía. Valencia: Observatorio Valenciano de las Migraciones, 2005.

NYE, C.; TURNER, H.; SCHWARTZ, J. (2006). *Approaches to parent involvement for improving the academic performance of elementary school age children*. Oslo: The Campbell Collaboration.

Roumanian childhood and adolescence
in transnational migrations

OECD (2010). *PISA 2009 Results: Executive Summary.*

PAJARES, M. «Migraciones y redes transnacionales: comunidades inmigradas de Europa Central y del Este en España». *Revista CIDOB d'Afers Internacionals*, núm. 84 (2008).

PATTON, M. Q. (1980). *Qualitative evaluation methods.* Thousand Oaks (EUA): Sage.

PEETERS, K. (2005) *Entre tenebres. Gitanos immigrants: els rrom de l'est d'Europa a Barcelona i el seu accés a l'educació.* Barcelona: Fundació Jaume Bofill. Col·lecció «Finestra Oberta», núm. 44.

REDONDO, E.; MUÑOZ, R.; TORRES, B. (1994). *Manual de buena práctica para la atención residencial a la infancia y adolescencia.* Madrid: Ministerio de Trabajo y Asuntos Sociales.

SALGADO, A. C. «Investigación cualitativa: diseños, evaluación del rigor metodológico y retos». *LIBERABIT*, núm. 13 (2007), p. 71-78.

SIMÓ, N. (2010). *Els espais de benvinguda educativa de Vic i Reus: Informe d'avaluació.* Vic: GREUV.UVI.

SUÁREZ, L. [et al.] «Familias en movimiento. El caso de las mujeres rumanas en España». *Migraciones*, núm. 21 (junio 2007), p. 235-257.

TODD, Z.; NERLICH, B.; MCKEOWN, S. (2004). «Introduction». En: TODD, Z.; NERLICH, B.; MCKEOWN, D. Clarke (ed.). *Mixing methods in psychology.* Hove: Psychology Press, p. 3-16.

VIRUELA, R. (2004). «El recurso de la emigración. Balance durante la transición en Rumanía». *Papeles del Este: Transiciones Poscomunistas*, ISSN 1576-6500, núm. 9.

VIRUELA, R. (2010). «Movilidad geográfica de los rumanos (estructura territorial de las migraciones interiores en España)». *Revista de Metodología de Ciencias Sociales*, núm. 19 (enero-junio 2010), p. 157-181.

Sources consulted

- Secretaria per a la Immigració:
<<http://www.gencat.cat/dasc/publica/butlletilMMI/xifres6/index.htm>>.
<http://www.xtec.cat/lic/intro/document/Pla_LIC_0405.pdf>.
- Institut d'Estadística de Catalunya:
<<http://www.idescat.cat/>>.
- Observatori de la Immigració a Catalunya:
<<http://www.migracat.cat/>>.
- Centro de Estudios y Documentación Internacionales de Barcelona (CIDOB):
<<http://www.cidob.org/>>.
- Ministerio de Empleo y Seguridad Social:
<<http://www.empleo.gob.es>>.
- Ministerio de Trabajo:
<<http://www.mtin.es/series/>>.
- Ministerio de Educación, cultura y deporte:
<<http://www.educacion.gob.es/portada.html>>.
- Instituto Nacional de Estadística:
<<http://www.ine.es/>>.

Roumanian childhood and adolescence in transnational migrations

- Observatorio Permanente de la Inmigración:
<<http://extranjeros.empleo.gob.es/es/ObservatorioPermanenteInmigracion/>>.
- Ministerio de Sanidad, Servicios Sociales e Igualdad:
<<http://www.msps.es/estadEstudios/estadisticas/sisInfSanSNS/home.htm>>.
- Ministerio de Inmigración:
<<http://www.mtin.es/>>
- Dirección General de Economía, Estadística e Innovación Tecnológica, Consejería de Economía y Hacienda, Comunidad de Madrid:
<<http://www.madrid.org/iestadis/>>.
- Observatorio de Inmigración. Comunidad de Madrid:
<http://www.madrid.org/cs/Satellite?pagename=PortalInmigrante/Page/INMI_home>.
- Observatorio Sanitario Rivas:
<<http://www.rivas-salud.org/index.php/sanidad-madrid/sociosanitario/576-un-millon-de-inmigrantes-ya-tiene-tarjeta-sanitaria>>.
- Consejería de Educación y Empleo. Comunidad de Madrid:
<http://www.madrid.org/cs/Satellite?c=CM_Actuaciones_FA&cid=1114190884794&idConsejeria=1109266187254&idListConsj=1109265444710&idOrganismo=1142359975427&language=es&page name=ComunidadMadrid%2FEstructura&sm=1109266100977>.
- Institut Valencià d'Estadística:
<<http://www.ive.es/>>.
- Observatori Valencià d'Immigració:
<<http://www.observatorioinmigracion.gva.es/>>.
- Portal del Inmigrante:
<<http://www.portaldelinmigrante.es/>>.
- Comunidad rumana en España:
<<http://www.rumanos.com.es/>>.

Data cession

- Mossos d’Esquadra de Catalunya.
- Observatorio de Inmigración: Centro de Estudios y Datos (Madrid).
- Departament d’Ensenyament de la Generalitat de Catalunya.

Table index

- TABLE 1.** Number of foreigners in Spain according to autonomous community (2010-2011). Data: National Institute of Statistics.
- TABLE 2.** Romanian population by age (2000-2010). Table of own elaboration from data of INE.
- TABLE 3.** Workers with Social Security in Catalonia (2010). Data according to Ministry of Labour and Immigration (2010).
- TABLE 4.** Workers with Social Security in the Community of Madrid (2010). Data according to Ministry of Labour and Immigration (2010).
- TABLE 5.** Evolution of school enrolments of the Romanian population in Catalonia. Data provided by the Department of Education of the Generalitat of Catalonia.
- TABLE 6.** Comparison of the Romanian child population registered in Catalonia and students enrolled in compulsory education. Table of the authors, based on data from INE.
- TABLE 7.** Romanian students enrolled in a compulsory education in the community of Madrid. Data as Table from Statistics of Education (Ministry of Education).
- TABLE 8.** Evolution of Romanian enrolments in the community of Madrid. Data as Table from Statistics of Education (Ministry of Education).

Roumanian childhood and adolescence in transnational migrations

TABLE 9. Romanian people with the role of defendant, accused of arrest for a major persecution. Figures according to the Catalan Autonomous police (Mossos d'Esquadra).

TABLE 10. Distribution by type of facts known to the leading cause. Romanian population data. Data according to the Catalan Autonomous Police (Mossos d'Esquadra).

TABLE 11. Educational level by gender.

TABLE 12. Employment status by sex.

TABLE 13. Studies achieved when arriving in Spain by gender.

TABLE 14. Process of immigration and integration of children.

TABLA 15. Integration of minors.

TABLA 16. Free time activities by gender.

TABLA 17. Difficulties in the integration process.

TABLA 18. Difficulties in the integration process.

Figure index

FIGURE 1. Evolution of the Romanian population registered in the last 10 years by gender. Chart prepared by census data from INE 2000-2010.

FIGURE 2. Evolution of the Romanian population.

FIGURE 3. Romanians in Catalonia by age and gender 2000-2010.

FIGURE 4. Evolution of the Romanian population in the community of Madrid from 2000-2010 by gender.

FIGURE 5. Romanian population in the community of Madrid by age and gender.

FIGURE 6. Mean years of stay in Spain for each component of the family.

FIGURE 7. Economic difficulties.

FIGURE 8. Reasons for migration process.

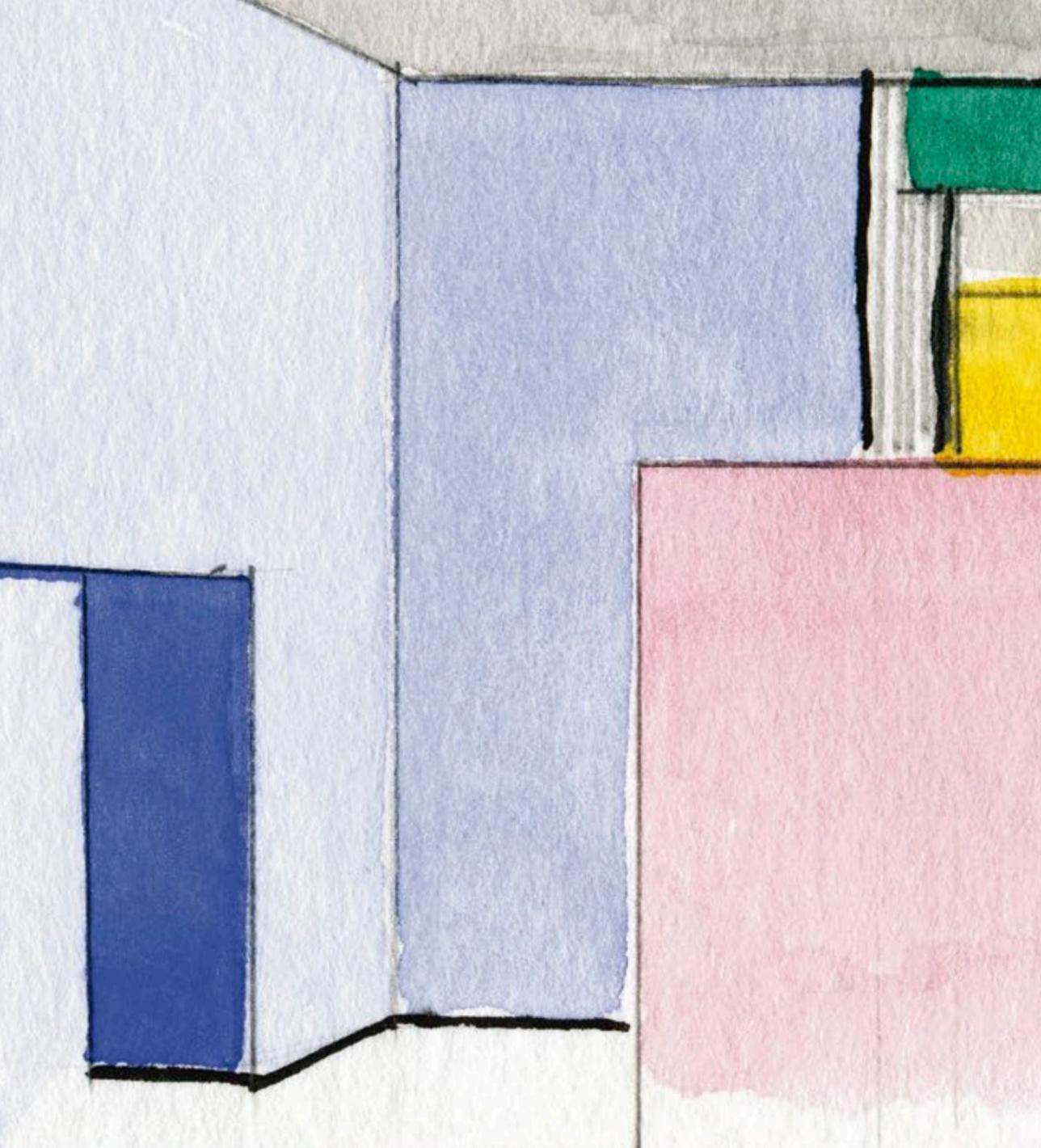
FIGURE 9. Reasons for migration of the sons and daughters.

FIGURE 10. Perceived obstacles to integration in Spain.

FIGURE 11. Integration aid received in Spain.

FIGURE 12. Decisions of the children regarding where they wish to live.

FIGURE 13. How many children took part in the decision to migrate (%).



ONG
ALTERNATIVE SOCIALE
15 years of social innovation



FONDAZIONE
ISMU
INIZIATIVE E STUDI
SULLA MULTICULTURITÀ



fundació **IReS**
Institut de Reinserció Social