

AN EMPIRICAL ANALYSIS OF MIGRATION PHENOMEN OF ROMANIAN EDUCATION

Luminița-Claudia CORBU

*Stefan cel Mare University of Suceava, 720229, Romania
luminitaclaudia@yahoo.com*

Abstract

In a society based on consumption and acquire the best cost-benefit ratio, the time is one of the few resources valuable in money available to an individual in conjunction with the need to redefine priorities and livelihoods against the background of the interminable crisis global financial is becoming increasingly clear that the educational sphere can not remain unchanged. And this is largely due to population migration.

Key words: migration, dropout rate , secondary education, EU integration.

JEL Classification: A1, A 21, I 20, I 25, J 51

I. INTRODUCTION

According to Eurostat, in 2011, Romanian and Turkish citizens have made up the largest minority in countries EU member states Migration of one or both parents in search of better paid jobs, however, is only one of the major phenomena that have affected families in Romania. They may be joined accepting a second or third job, the transition of children from generation with key to the neck to generation Facebook , those involved in after school programs or those educated by television. Opening the borders of opportunities to emigrate freely in the European space, it was seen by the Romanian population as a great opportunity to improve their material status through access to jobs paid well above the now existing in Romania. Following analysis by the Institute of Statistics was observed that the students left at home with grandparents or other relatives caring condition affects different children, especially school. There have been cases of school failure, school dropout, disciplinary problems, absences. The presented results can be influenced consideration the following factors:

The effects of migration on students leave home

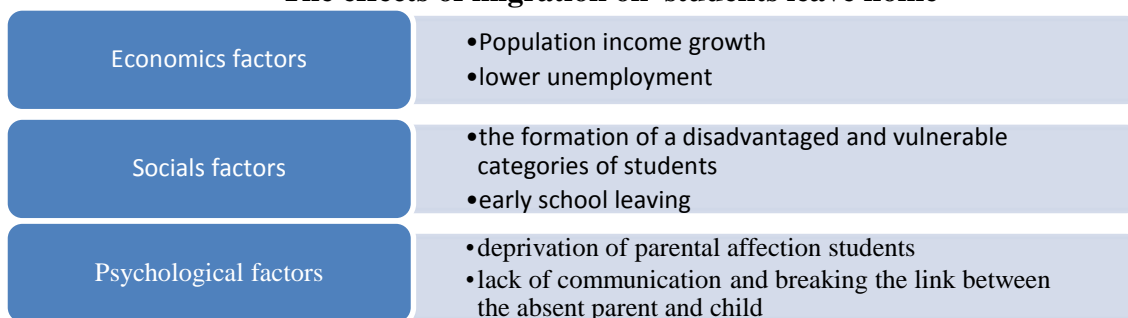


Figura 1- Factors effects

Souse: Own elaboration

From Figure 1 are obvious consequences for children learned the following: on the one hand, improving the economic situation of the family, on the other hand, negative effects such as emotional, emotional trauma manifests itself differently depending on their personality. Negative effects can manifest itself in terms of students' academic situation, indirect consequences of their parents working abroad. These consequences manifest lack of supervision and parental affection deprivation. People who take care of children remain, besides sometimes do not have the capacity to supervise, to exercise control over them, nor have the power to support the school activities. Another indirect effect of lack of control and communication with the child from those who take care of leaving it lies in its exposure to risks of hiring deviant behavior, or even abuses of the persons responsible for leaving the child. Groups of pupils whose parents are working abroad, is a group of students at high risk of school failure compared to those who didn't leave parents in the country, especially the children who have both parents working abroad, manifesting behaviors negative social and even deviant.

II. MIGRATION- A BRAIN DRAIN

In the economic sphere, the effects of migration phenomenon occurs as soon as it begins to manifest. It may have positive or negative way and can be felt in the long term, medium or long. Identify and analyze the effects of migration can bring more aspects. So, question, we can look at the effects that changes in the life of the individual, family or group of migrant and community life which belonged or to be general integrated. Individuals who opt for migration to other regions departing from the idea that after this action will be able to ensure a better standard of living than the previous decision time. So what the individual can be an asset to their community of origin, in some cases, the form is questionable significance.

In terms of the effects on economic migration can contribute to increasing income, providing employment, rising living standards, lower unemployment in certain sectors, targeting migrants for certain economic sectors lacking manpower to do. The other hand, can highlight a number of negative effects (situations encountered in the case of Romania, especially after 1990):

a). "Brain drain" phenomenon known in the literature as "brain drain" .S.Stănică, citing various sources shows that the concept of brain drain express meaning, in most cases, "migration of educated and skilled labor from countries poor to rich "in seeking professional recognition and remuneration higher fulfilled conditions in developed countries.

The argument that brain drain is harmful to the country of origin because it leads to loss of production that could be created if people would emigrate, it is on strong foundations. Although preventing brain drain would increase production this justifies blocking immigration policy. Ultimately, the welfare of society derives from a variety of elements, material wealth being only one of them. For some individuals, living in a society free from restrictions, like preventing the free movement of labor, it may be enough to offset a less material wealth.

For others, the social environment in which it operates matters more than material wealth gap. In other words, wealth is subjective, it depends on personal preference, not by material conditions. For this reason, the levels of well-being of different individuals can not be aggregated in order to obtain the well-being of the nation

The negative effect of labor migration for highly qualified for the home increases especially when migrating professions of the economy can not do without affecting the development of the entire society not only financially, both in the short and medium term, and on term (Zaman, Basil, 2005, 46) .In contrast, it appears that countries which were directed towards the highly trained registered "economic growth through human capital outstanding creative ability of immigrants".

b). The loss of skilled labor / qualified. This aspect has a twofold significance; on the one hand migrated professionally trained persons which created a shortage of such manpower in the economic sectors of the profession, on the other hand. We can speak of shortcoming for Romania, meaning that training of individuals meant a cost to our country and its recovery will be made on behalf of another country.

c). Loss of professional qualifications. There are many cases where certain studies and qualifications recognition is performed by all countries so that migrants often give them to their qualification accepting inferior working in favor of attractive returns.

d). The decline of exports (due to lower domestic production) artificially support the national currency.

Migration can have consequences for the countries of origin to countries of destination and the migrants themselves. Children whose parents work abroad have a level of income higher than the other, but have a higher risk orientation deviant behavior, school dropout and crime Juvenile because one of the instances main social control, not fully exercising this function. The sad situation is the parents remained without parents in the care of neighbors, friends, parents, stepparents, or worse, yourself. Beyond the problems of education, supervision and control, in the absence of parental love, things are dramatic. Such situations are far too high a price to pay him the children of parents who decide that money is more important, leaving their children alone. The fact that parents are gone deprive children of parental affection, which can be a negative influence on their personality development. However, the child oscillates between parents want to return home, natural desire, moreover, the need determined by the satisfaction of needs of material. Parents going to work abroad prompted the formation of a dual attitude in relation to her children. These children do not see any possibility that their parents can achieve family welfare in the country.

As a result, although would like, emotionally, that their parents come home, they still prefer to stay there, far away, to work for the child's welfare to provide. Long-term effects on children can be very serious situation, especially the psychological, emotional. The implications of the lack of parents on children's development period, the development of their personality may be more apparent in a few years when these children will be the adults who in turn will raise a family and will educate own children. Parents going to work abroad can lead to family breakdown, divorce, so that the child, in addition to the country without parents, is subdued and emotional trauma caused by their separation. The educational process is carried out not only in class at school, but begins and continues within the family. The words above are implemented and supported by the following statistical report concerning early school leaving:

Tabel 1. Dropouts in secondary education

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------|-----------|-----------|-----------|-----------|
| Total | 2,2 | 3,3 | 3,8 | 2,8 |
| Female | 1,8 | 2,7 | 3,2 | 2,3 |
| Male | 2,5 | 3,7 | 4,4 | 3,2 |

Source: Calculated using information from INS, 2009 - 2014.

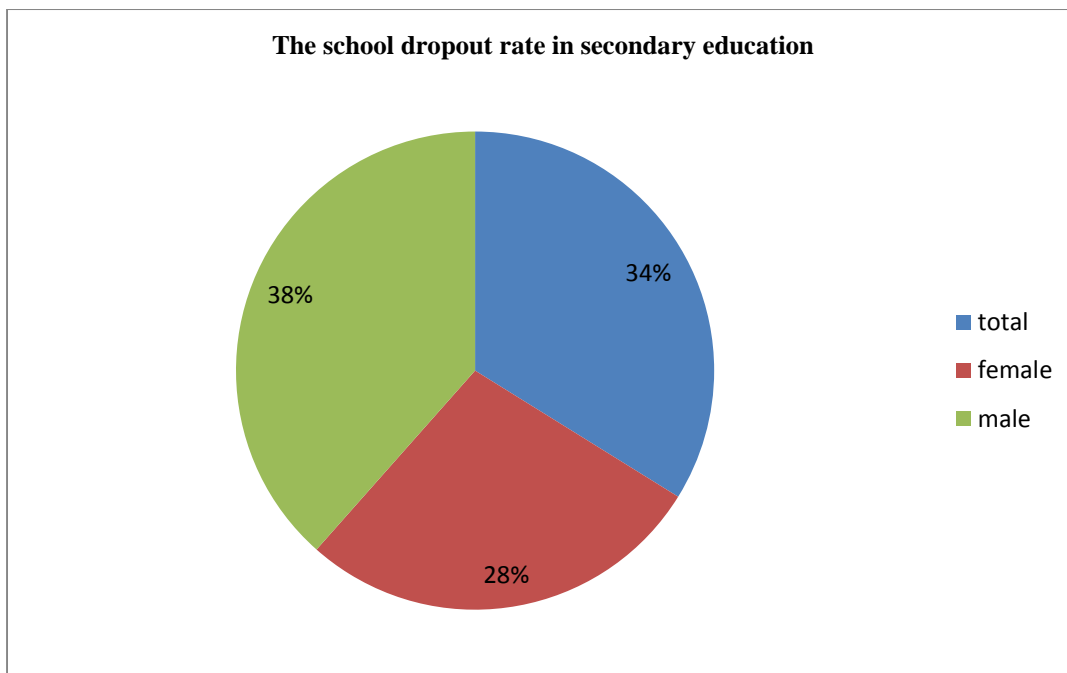


Figure 2- Droupout rate (%)

Source: National Intitue of Statistic, 2013

On paths training, dropout situation is as follows: 80% of students who left school come from technological path (especially in technical profiles and Natural Resources and the Environment). Students in the vocational branch recorded the lowest rate (1.0%) dropouts. If branch of study, the largest percentage drop is recorded at polling real.

Tabel 2. Dropouts in secondary education, the paths and training profiles, 2012/2013

| | Number of students at the beginning of the school year | Number of students at the end of the school year | Number of students who left school | School dropout rate |
|---|--|--|------------------------------------|---------------------|
| Total | 831318 | 808356 | 22962 | 2,8 % |
| Theoretical paths | 339793 | 336182 | 3611 | 1,1 % |
| - Real | 209914 | 206319 | 3595 | 1,7 % |
| - Human | 129879 | 129373 | 506 | 0,4 % |
| Thehnological paths | 442397 | 424046 | 18351 | 4,1 % |
| tehnic | 233997 | 222364 | 11633 | 5,0 % |
| natural human resource and environmental Protection | 66195 | 63303 | 2892 | 4,4 % |
| Services | 142205 | 138379 | 3826 | 2,7 % |
| Vocational paths | 49128 | 48618 | 510 | 1,0 |

Source: Calculated using information from INS, 2013/2014

In the period 2010-2013 the rate of early education and training system has seen a slow but steady downward trend from 18.4% in 2010 to 17.3% in 2013. However, the 2013 rate early drop has not yet managed to exceed the record fall registered in 2008 - the 15.9%. Data show that despite government programs or European funds that have targeted reduction of this indicator, Romania is struggling to recover from the effects of the financial and economic crisis during 2008-2010 on early school leaving. From this point of view, Romania is among the European countries where the effects of the economic situation of families had a direct impact on participation in education, such as Spain, Portugal or Italy. However, the average gap between Romania and the European countries has soared in recent years, from 1.2 pp in 2008 to 5.3 pp in 2013. In these conditions, Romania has available seven years to reach the 2020 target of 11.7% expected by the National Reform Plan.

Tabel 5. The rate of early education system and training of young people aged 18-24 years, 2007-2013 (%)

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | Goal 2020 |
|----------------------|------|------|------|------|------|------|------|------|------|------|-------------|
| UE(28 states) | 16,0 | 15,7 | 15,3 | 14,9 | 14,7 | 14,2 | 13,9 | 13,4 | 12,7 | 12,0 | 10,0 |
| Romania | 22,4 | 19,6 | 17,9 | 17,3 | 15,9 | 16,6 | 18,4 | 17,5 | 17,4 | 17,3 | 11,3 |

Soursa: Eurostat, 2015.

Early school leaving (ESL) is defined in Romania as the percentage of young people aged 18-24 who have completed at most lower secondary level (equivalent to eighth grade) and who do not receive any other form of education or training . In the past decade, the rate of ESL in Romania has decreased steadily and Romania aims to reach the target of 11.3% in 2020. However, ESL increased rate, which coincided with the global financial crisis of 2008-2009, negating the progress of previous years. ESL rate was 17.3% in 2013, placing Romania after only four countries with higher rates of ESL: Italy, Portugal, Spain and Malta. In Romania, early school leaving predominant especially among certain groups at risk, especially young people in rural communities, young people from families with modest incomes, Roma and other minorities, and students who have repeated at least one year or dropouts. ESL is a striking problem, especially in rural areas. At secondary level, the dropout rate was 1.5 times higher in rural schools than in urban ones. Poor students lag behind most wealthy and their access to upper secondary and post-secondary is limited. This discrepancy contains an important spatial factor, since a large proportion of poor families come from two of the poorest regions: northeastern and southwestern Romania. Roma pupils are at risk because of poor living conditions and poverty; the situation is even worse for Roma girls, in part because of cultural traditions. However, the lack of reliable statistics on Roma in general is a major obstacle to accurate estimation of the magnitude of this problem. Students with special education needs and students from other minorities are they in the special risk situation of early school leaving. The rates of grade repetition, one of the most important predictors of ESL are large in Romania, especially among boys and pupils in rural schools in lower secondary education.

III. CONCLUSIONS

Improving the skills of citizens and reducing early school leaving continues to be the key priorities of Romania. Romania supports the principle of equal opportunities in education, regardless of individual characteristics. In this sense, the challenge is to improve the country's educational performance among all children to meet the requirements of a knowledge-based economy.

Strong coordination is needed from key stakeholders. A national strategy is needed to reduce ESL, to ensure a coherent and coordinated approach, along with national targets and ambitious agenda of Europe 2020. According to the European Council's recommendations, a comprehensive strategy to reduce ESL should combine prevention, intervention and compensation and to focus especially on interventions in schools and pupils. Preventive measures are aimed at reducing the risk of early school leaving before the onset of the problem, by providing a solid, early child development potential and facilitate the integration in schools. Intervention measures are designed to prevent and / or correct the early school leaving by improving the quality of education and training at school level by reacting to early warning signs and by providing targeted support to pupils or groups at the risk of ESL. Compensation measures are designed to support those who left school early to return to education, offering routes reintegration into education, training and acquiring qualifications.

IV. ACKNOWLEDGEMENT

“This work was supported by the project “Interdisciplinary excellence in scientific doctoral research in Romania – EXCELLENTIA ” cofunded from the European Social Fund through the Development of Human Resources Operational Programme 2007-2013, contract no. POSDRU/187/1.5/S/155425.”

V. REFERENCES

1. Bratianu, C., *An integrated perspective on the organizational intellectual capital - Review of Management and Economical Engineering*, 2007 - rmee.org
2. Becker, Gary, S., *Capitalul Uman. O analiză teoretică și empirică cu referire specială la educație*, București, Editura All, 1997.
3. Bourdieu, Pierre, *The Forms of Capital*, in “Education: Culture, Economy, Society”, Halsey, A.H.; Lauder, H., Brown, P.; Wells, A.S. (ed.), Oxford: Oxford University Press, 1997.
4. Cămășoiu Oana, *Formarea profesională*, Editura Economică, 2006.
5. Checchi D., *The economics of education-Human Capital, Familz Background and Inequality*, Cambridge University Press, 2008.
6. Chirtoc I.E., *Macroeconomie-Impactul mobilității forței de muncă asupra creșterii economice*, Editura Academia Brâncuși, 2011.
7. Delors J., et all (2000). *Comoara lăuntrică. Raportul către UNESCO al Comisiei Internaționale pentru Educație în sec. XXI.*, Ed. Polirom Iași, apud Țăranu, Adela-Mihaela. *Școala, între comunitatea locală și provocările globalizării*, Editura Institutul European, Iași, cap. 2.,pg. 64
8. Gheorghe, Camelia, Rogojinaru, Adela, *Strategia dezvoltării resurselor umane în România*, Observatorul Național Român, București, 2002.
9. Hapenciuc, C.V. (2004). *Manual practic de statistică – Formule, întrebări, teste, dictionar* [Statistics guide – formulas, questions, tests, dictionary]. Bucharest: Didactică si Pedagogică Publishing House.
10. Institutul Național de Statistică www.insse.ro/.
11. Institutul de Științe ale Educației. (2008). *Raport :Politici de descentralizare în învățământul preuniversitar românesc. Managementul financiar și Sistemul decizional*. București
12. INSTRUCȚIUNI pentru fundamentarea cifrei de școlarizare și stabilirea rețelei unităților de învățământ preuniversitar de stat, Ministerul Educației, Cercetării, Tineretului și Sportului
13. Legea nr.1/2011 Legea educației naționale
14. Metodologie cadru privind mobilitatea personalului didactic din învățământul preuniversitar în anul școlar 2012-2013
15. United Nations World Economic Situation Prospects. Retrieved from http://www.un.org/en/development/desa/policy/wesp/wesp_current/wesp2014.pdf