

## **THE PARTNERSHIP WITH THE POLICE – “INCUBATOR” OF BEST PRACTICE**

**ELENA SIMONA MARIN**

*Motto: “A warned child is a saved child”.*

Education represents the fundamental social phenomenon emerged once with the human society, specific to each social organization, fulfilling functions of informing and training the individual from an intellectual, moral, artistic and physical point of view.

In the contemporary society, the education topic has developed new connotations caused by changes which occur in all fields of the social life. Education overcomes the limits of exigencies and national values and tends to universality, towards the common value heritage of humanity. Due to this reason a unitary curriculum cannot answer alone to human diversity, while the permanent education desideratum tends to become an undoubted reality.

The educational projects, generally speaking, have the largest interdisciplinary character, and offer the most efficient modalities of forming the children’s character ever since primary school-years, because the educational factors are those most appreciated and accessible to their hearts.

It is known that ever since the most young age children accumulate an array of knowledge if they are brought into contact with objects and natural phenomena.

Children need to come into contact with actions meant to enlarge their spiritual world, to quench their cognitive thirst, to create for them opportunities in order to be able to feel strong emotions, to be able to nose around so that they would form durable convictions. These premises have been the foundation of this partnership with the police which I have set into motion throughout the 2014–2015 school year.

Through this setting in motion of the educational project in partnership “The Street – a friend or a foe” I have intended to teach the pupils how to avoid, or at least to reduce to a minimum, accidents in which the “little pedestrians” might get involved.

The project is a proof of the stimulating wish, development and perfection of those habits of the pupils needed to self-protection and increasing of care towards their own self and of those surrounding them.

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The activities proposed to be set in motion throughout the project have had as a specific form of development the direct meetings between children and the police officers, activities meant to impulse pupils to learn, to learn and to always respect the traffic rules on the public way, in their role of direct traffic participants, as well as the behaviour rules in the public transportation. The meetings with these specialized professionals have taken place both at school, where different traffic situations have been exemplified to the pupils, spoken as well as by images, (both at school and away right on the traffic ways), where pupils had to face specific situations and apply the newly formed habits as to the following of the traffic rules.

#### **A. GOAL AND OBJECTIVES**

To know and follow the traffic rules and the guidelines of social conduct.

To increase the adaptation skill of the pupils to the traffic factors and conditions.

To develop those necessary attitudes regarding the correct decision making, in order to achieve the self-protection.

#### **B. BENEFICIARIES: PUPILS**

#### **C. EXPECTED OUTCOMES:**

❖ To form real and correct traffic participants;

❖ To realize own portfolios, posters and expositions that include individual products of pupils regarding traffic on the public ways, with the corresponding characteristics.

#### **D. DURATION: JANUARY – APRIL 2015**

#### **E. PROJECT ORGANIZATION**

1. The Project Team.

2. The Activity Programme:

❖ Preparation of the Activity.

❖ Setting Responsibilities: method and theme.

❖ Development of the Activity.

❖ Evaluating the Activity: monitoring, centralizing, appreciation, measurement.

3. Identifying the Resources: human, material, financial.

#### **F. THE PROJECT DISTRIBUTION: LOCAL COMMUNITY**

The activity preparation consists of disseminating the project and its importance by launching the offer to the pupils and parents followed by the project promotion to the local community and the project participating institutions.

The development itself has been structured around four main themes:

1. “**Do you know traffic?**” – the initial pupil testing through a questionnaire by choosing the correct answer.

Example of questionnaire:

Choose the correct answer:

a) A pedestrian is:

someone who is walking.

someone who is driving.

someone who is riding a bike.

b) I always walk on the sidewalk or side of the road facing traffic.

Yes

No

c) I follow traffic signs and signals while walking.

Yes

No

d) I cross the street only at corners or crosswalks.

Yes

No

e) I do not use electronics such as games and cell phones while walking.

Yes

No

f) I wear clothing that allow me to be seen by others. I wear bright colors during the day and reflective materials at night.

Yes

No

Short evaluation:

– 47 pupils ( from 100) did not know traffic signs.

– just 32 pupils (from 100) did not use electronics while walking.

– 63 pupils (from 100) did not cross the street properly.

2. “**The black street chronicle**” – a meeting with traffic police officers in order to present some materials about accidents in which little pedestrians were involved due to their lack of attention:

– Around 300 children under the age of 14 die or are seriously injured on Prahova’s roads each year;

– nearly two in three road accident happen when children are walking or playing;

– almost two-thirds of child accident victims are boys;

– as a child gets older the risk of a road accident increases;

- the risk of being involved in a road accident when walking or playing is more than 10 times greater for a child with hearing difficulties;
- in the village area pupils walk or cycle to school with friends rather than with parents, the school journey is longer and they have greater freedom to be outside and to visit friend on their own.

3. “**The little pedestrian**” – simulating the traffic participation by knowing and following the traffic rules during a gathering of pupils from the other grades.

- o **Step 1:** Use sidewalks and crosswalks, pedestrian bridges or tunnels whenever possible.

- o **Step 2:** The old rules apply: Stop, look and listen. Do not enter a crosswalk while looking down at your phone or listening to loud music with headphones.

- o **Step 3:** Obey official traffic control devices such as road signs, traffic lights and street markings. Wait for the right of way, and even then, proceed cautiously.

- o **Step 4:** If you exercise outside, wear lightcolored clothing and invest in workout gear with reflective strips. Be extra cautious when exercising with headphones.

- o **Step 5:** Walk on the right-hand side of the crosswalk whenever practical.

- o **Step 6:** Walk on the left-hand side of the street facing traffic if no sidewalk is available.

- o **Step 7:** Do not cross an intersection diagonally.

- o **Step 8:** Make eye contact with drivers. When crossing the street, wait until you’re sure each driver sees you.

4. “**It is good to know how to react to any situation!**” – a concrete activity of going on the public ways; recognizing the traffic signs; following the traffic rules and civic manners in the public transport. The following interventions and countermeasures relating to the pedestrian environment were identified:

- o Road safety education can be delivered via a variety of methods which aim to promote safe behaviour. For example pedestrians could be educated to improve awareness of other users’ needs, to develop strategies to minimize the risk of being involve in a collision or to increase general road safety knowledge. Young pedestrians are generally easier to influence than older pedestrians.

- o Carriageway narrowing has also been shown to reduce average driving speeds and thus improve pedestrian safety.

- o Removal of on-street parking can help to improve pedestrian safety as collisions often occur when pedestrians are crossing between parked cars (although the presence of parked cars on the street is also associated with a reduction in travelling speed).

- o The use of stop lines at crossings can encourage drivers to stop further back from the crossing and therefore reduce the risk of drivers running red lights or edging onto the pedestrian crossing before the green lights. This has been shown to reduce pedestrian conflicts.

- o Raised zebra or signal-controlled crossing can help to reduce vehicle speed on the approach to the crossing and encourage vehicles to give way to pedestrians.
- o A central refuge can improve safety by providing pedestrians with a safe place to stop while crossing a busy road
- o Improved lighting can improve pedestrian safety at night.

The last stage of the project consisted of the evaluation of the activity through organizing a round-table discussion with the participation of collaborators and beneficiaries, having the goal of appreciating and measuring the concrete educational value of all activities, which have been developing throughout this action. There have also been proposed retrievable measures in case of gaps discovery of the cognitive level and the application of the adequate manners in traffic.

#### HOW WE CAN KEEP CHILDREN SAFE?

As parents and teachers:

- we can set a good example and supervise them well;
- we can teach them and talk to them about roads and safety;
- we can make sure they use the right safety equipment – reins, child seats and cycle helmets.

Through the four organized meetings of this project, the pupils have discovered that the police officer is a person that watches for our safety, a friend of those who follow the rules of this game called “traffic”. The organized roll-plays have determined the pupils to discover the street from the perspective of the little police officer as part of the traffic patrol. Therefore both the adult and the young police officer shook hands with each other and worked shoulder to shoulder together to solve difficult situations emerged during the organized walks and the watched videos.

The teacher received the paper of the artful “magician” who had made possible this force deployment, closely supervised the dialogue between participants, followed the reactions of the pupils and offered them the moral support if required, created the proper conditions of an honest dialogue and intervened in the crisis situations to diminish and solve small misunderstandings occurred along the way.

In the end, we all have realized that the street becomes a friend or foe depending on our behavior, and a warned child about the hidden perils is a saved child from the traffic accidents.

By the means of the dynamic and attractive character of the project themes, as well as its educational idiosyncrasy it has permanently been ensured the pupils cultivation of moral qualities, the education of the will power, the self-control, the development of visual and acoustic acuity, of being observant.

The presented educational project was a likeable activity for the primary school pupils, through which many communication bridges have been set, preconceived ideas, previously gained in the family environment, regarding traffic police officers have also been erased and substituted with seeds of respect towards the law and order institutions in the hearts of the little traffic participants.

**ESA RN35 MIDTERM CONFERENCE “SOCIOLOGY  
OF MIGRATION” BUCHAREST, 1–2 SEPTEMBER 2016**

**ALEXANDRA DELIU  
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On 1–2 September, Bucharest hosted the International Conference *Facing a New “Age of Migration?” Methodological Challenges, Conceptual Questions, Political Entanglements*, which was organized by ESA RN 35 “Sociology of Migration”, The Research Institute for Quality of Life, Romanian Academy (ICCV), The Faculty of Sociology and Social Work, University of Bucharest (FSAS), and The Research Institute of the University of Bucharest (ICUB). The conference created the space for discussions attended by 107 registered participants from universities and research centres from Germany, Italy, France, Spain, UK, Norway, Slovakia, Latvia, Switzerland, Ireland, Austria, Sweden, Hungary, Luxembourg, Netherlands, Croatia and Romania. The two days of the conference were opened by two keynote speeches given by Bridget Anderson and Michael Collyer, and followed by seven sections of papers, a book presentation and Raffaella Greco Tonegutti’s review of EU financed migration programme. The event was put in place by the organizers as a response to the current visibility of various types of migration (refugees, highly skilled, contract workers, etc.), and it was meant to be open to the academic public, to all those interested in mobility across borders, regardless of their formal statute as presenters or members in the aforementioned institutions.

**Keynote speeches: from epistemology and migrant subjectivities to the politics of mobility**

The plenary speeches that opened the two conference days were held by prestigious researchers in the field of migration studies, Bridget Anderson, Professor of Migration and Citizenship, as well as Research Director of the Centre on Migration, Policy and Society (COMPAS), University of Oxford, and Michael Collyer, Reader in Geography at the University of Sussex, and recipient of numerous research grants from international institutions.

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Both speeches focused on contrasts and inequality connected to migration, and on methodological issues in making migrants the subjects of research/ policies, by drawing on examples from contemporary migration, such as the refugee crisis.

The first conference day began with Michael Collyer's presentation, *No Foreign Land. Border Politics, Migrant Subjectivities, Research Epistemologies*. The speaker used as conceptual tools the border and political subjectivity to look into the 2013 regularisation of refugees in Morocco, arguing for the recognitions of migrants as autonomous subjects which can and should inform policies.

The activities of the second day of the conference were prefaced by another thoughtful presentation, *How Fragile is the World: migration and the politics of mobility*, delivered by Bridget Anderson. Some of the key topics that were touched upon in the speech were: questioning the 'migrant' concept, the connection between migration and citizenship, with a special emphasis on the statuses of migrants and differentiated citizens, and also the future of the migration scholarship.

### **Session 1: Borders, refugee crisis and migration policies**

In the social and political context of the discussions about the "refugee crisis", the conference's longest session was the first one, which was focused on *Borders, refugee crisis and migration policies* and comprised of 17 papers.

The first subdivision was chaired by Laura Moroşanu from the University of Sussex, UK, and gathered together presentations on discourses and images on migrants as found on the Internet, the written press or governmental campaigns with analysis on aspects such as discrimination, differences and anti-immigration discourses about immigrants and refugees. Karin Peters (Wageningen University, Netherlands) and Maria Xenitidou (University of Surrey, UK) presented their analysis on weblogs focused on the refugee crisis and Anna Amelina (Goethe University Frankfurt, Germany) continued with a discussion about regulation practices of the European mobility, and was followed by the ethnographic study of Rachel Waerniers and Lesley Hustinx from the Ghent University in Belgium. Mona Simu (RIQL) talked about the written press, Eszter Kill (Eötvös Loránd University, Hungary) made an analysis of the campaign against immigration in Hungary and Francesco Cerchiaro (University of Padova, Italy) closed the subdivision with a presentation on mixed couples.

Margit Fauser (Bielefeld University, Germany) was the chair of the second subdivision. The topics discussed covered: conceptual reflections on borders (Mădălina Manea, University of Bucharest), the role of non-state actors in constructing borders (Abby Peterson, University of Gothenburg, Sweden), official documents on the second generation in Italy (Michael Eve, Enrico Gargiulo and Maria Perino of the University of Eastern Piedmont, Italy), deportation of the Malians (Susanne Schultz, University Bielefeld, Germany) and the impact of the refugee crisis on economic immigration policies (Nella Popović, University of Zagreb, Croatia).

The last subdivision was chaired by Karin Peters (Wageningen University, Netherlands). The final papers in the session dealt with comparative studies, the key word being policies: their impact on interethnic interaction (Julia Dahlvik, the Austrian Academy of Sciences), migrant child care (Janina Glaeser, Goethe University of Frankfurt, Germany/France), political discourses (Belén Fernández-Suárez, University of Coruna, Spain), asylum seekers in Germany (Hanne Wiegel from Wageningen University, Netherlands), and demographic changes (Susanne Schultz, Goethe University Frankfurt, Germany).

### **Session 2: Highly skilled migration**

Chaired by Radu Dragoş from the Institute for East and Southeast European Studies in Germany, the second session was dedicated to "Highly skilled migration". The presentation "Romania's Medical Exodus. Evidence from LinkedIn Data" (Alina Botezat and Lucian Doru Botezat, (CIDER, Romania/Germany)) confirms the data official statistics provide on the main destinations chosen by Romanian physicians. The paper signed by Robert D. Reisz, Cristian Pânzaru and Claudiu Ciprian Dirina (West University of Timisoara, Romania) on the "Brain Drain Migration through Romanian Academics" compared data in 2000 and 2013 on the emigration intention of academics.

### **Session 3: Focus on temporary migration**

The conference included presentations on the data obtained as part of three international Horizon2020 and FP7 research projects on migration. The third session presented five papers with a "Focus on temporary migration" (RN 35 and FP7 Temper", part of them developed within the FP7 TEMPER project<sup>1</sup>).

The session opened with Michael Collyer's paper which gave insights on stakeholders' assessments of temporary migration projects employed in the European Union, in the context of the economic crisis, based on data collected through an online questionnaire conducted as part of the Temper project. Amparo González Ferrer (from CSIC, Spain), who also chaired the session, developed a theoretic assessment regarding the determinants of return migration in the case of multiple categories of migrants (economic migrants, refugees) from Europe and Africa. Tatiana Eremenko (CSIC; INED, Spain/France) provided an analysis on datasets from Morocco and different destination countries on return and current migrants that offers information on the probability to return for migrants with various demographic and socio-economic characteristics. The session also included two presentations on high skilled migration: Sorana Toma (ENSAE – CREST, France) and Maria Villares-Varela (University of Birmingham, UK) focused on Indian academics' movement and the role of policies and Hector Cebolla Boado (UNED,

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<sup>1</sup> For more information on the TEMPER project, visit <http://www.temperproject.eu/>.



Spain) discussed the factors that shape policies in four countries (France, Italy, Spain and the UK), by using data from Eurostat, OECD and Temper research.

#### **Session 4: Quantitative data and their use**

The fourth session of the conference brought together papers in which the analyses were based on quantitative methodologies. *Quantitative data and their use* comprised six presentations chaired by Paula Tufiş (University of Bucharest, Romania), and took place in the first day of the conference.

In the first presentation, *Political Integration of Immigrants: Insights from Comparing to Stayers, Not Only to Natives*, David Bartram used European Social Survey data and focused on the political integration of migrants, with a comparative perspective. The labour market integration of migrants and its contextual specificities was discussed by Wouter Zwysen and Neli Demireva, both from the University of Essex, UK. The effects of ageing on the migration sentiments in Europe (Justyna Salamońska, European University Institute), the determinants of anti-immigrant sentiments at the individual level in Romania (Ionela Vlase, Lucian Blaga University, and Ana Maria Preoteasa, RIQL), methodological aspects related to the census and labour force surveys and the comparability of the resulting types of data (Georgiana Ivan, Eurostat/European Commission), and the Deaths at the borders Database (Tamara Last, Vrije Universiteit Amsterdam, and Ignacio Urquijo, MATIP network; NGO Karibu; CDCDI, Spain/Romania) were among the topics under discussion.

#### **Session 5: Unobserved Flows**

Mihaela Nedelcu (Institute of Sociology, University of Neuchâtel) was chair for the fifth session, dedicated to the study of *Unobserved Flows* and programmed in the event's first day. The debates were catalysed by two presentations in which topics such as the European migration, German citizens' migration to Turkey, social identification, mobility, privilege and power were invoked and analysed.

In the first presentation, *Migrants of privilege in reverse geographies of power: Germans in Turkey*, Margit Fauser (Bielefeld University) brings forward the matter of "reversed geographies of power" when analysing the re-settlement of former Turkish immigrants to Germany in their origin country. Going further, Claire Cosquer (Sciences Po/Observatoire Sociologique du Changement) shifts the discussion towards European migration, analysing French expats in Abu Dhabi, framing it in reference to the majority of migration studies focused on immigration in Europe.

#### **Session 6: Origin country, migration and transnationalism**

The sixth and last general session of the conference, *Origin country, migration and transnationalism*, chaired by Monica Roman (The Bucharest University of Economic Studies) took place in the afternoon of September 2<sup>nd</sup>, and consisted of six

presentations constituted around concepts such as transnationalism/transnational networks, resources for migration, civic participation or entrepreneurship at the origin.

The first presenter, Mihaela Nedelcu, discussed copresence practices and transnational orientations of migrants in a digitalized context, invoking perspectives centred on cosmopolitanism (*Studying Migration through a Cosmopolitanism Lens: Copresence and Migrant Transnationalism in the Digital Age*). The bivalent space, across national borders, is replaced by a focus on the origin, brought by the second presentation, *Migration and entrepreneurship in the origin countries*. The case of Romania, delivered by Anatolie Coşciug (University of Bielefeld; Babeş-Bolyai University), and Remus Anghel (Romanian Institute for Research on National Minorities; Babeş-Bolyai University). In the third presentation, using qualitative data from a multi-ethnic community, Ovidiu Oltean (Babeş-Bolyai University) discusses the concept of Saxonness as a resource for upgrading one's personal status. The fourth paper employs quantitative analysis in order to explain voter turnout among emigrants and is authored by Irina Ciornei (University of Bern) and Eva Østergaard-Nielsen (Autonomous University of Barcelona). The following presentation explores the linkages between the characteristics of Romanian emigration and the profiles of migrant associations by destination (Alexandra Deliu and Elena Tudor, RIQL). In the last discussion of this session, Ana Bleahu (University of Bucharest) examines the characteristics of the transnational network of Gypsies and the resources and mechanisms used for its perpetuation and growth.

### **Session 7: Youth migration**

One of the key challenges in the new age of migration is youth migration, its incentives, ways of unfolding and consequences. This context prompted the organizers to allocate a section to the presentation of research results in the area of young people's migration. The participants to this section were researchers in YMOBILITY and MOVE projects. Both projects are focused on youth migration and are funded under the HORIZON 2020 programme framework.

YMOBILITY – *Maximising opportunities for individuals, labour markets and regions in Europe* aims at identifying and analysing a typology of youth mobility, determinants of migration and of non-migration, the way in which migration goes about (motives, channels and sources of information), potential consequences for individuals and regions, implications for policies in migration and other policy areas. Studies are carried out in nine countries (Romania, Slovakia, Latvia, Italy, Ireland, Spain, Germany, the UK, and Sweden) which form three categories, based on their similarities and differences regarding the characteristics of youth migration flows departing from or arriving in those countries, and their economic contexts<sup>2</sup>.

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<sup>2</sup> For more information on the YMOBILITY project, visit <http://www.ymobility.eu>.

MOVE – *Mapping mobility – pathways, institutions and structural effects of youth mobility in Europe* inquires about the benefits of youth migration for socio-economic development, as well as development of individual migrants. More specifically, the project is interested in mobility patterns and their relation to different forms of mobility, the interplay between structure and agency in migration experiences, consequences of the migration experience for the individual's life and position on the labour market and for national economies<sup>3</sup>.

Being a joint section dedicated to the two projects, it offered not only a chance for the dissemination of preliminary results of the projects, but also a comparative context in which researchers which work on youth mobility in Europe with the aim of making policy recommendations met and could discuss challenges and opportunities pertaining to data, methodology of research and potential use of results.

The topics of presentations were circumscribed to the area of mobility of young people for studies and/or employment, with the papers investigating, among other things, migration intentions and its determinants (Allan Williams et al. – YMOBILITY), the process of taking the decision to migrate (Allan Williams and Vladimir Balaz – YMOBILITY), migration behaviour with its macro-level determinants (Dabasi-Halász et al. – MOVE), ways of getting into employment as a migrant (Ardic et al. – MOVE) and narratives of young migrants which show how migration is combining with the transition to adulthood (Laura Moroşanu and Alexandra Bulat – YMOBILITY).

### **Thematic Programme financed by the European Commission**

Raffaella Greco Tonegutti from the European Commission made a presentation on the *Migration Research in the EU Framework Programme – Research into Migration and Mobility*. Emphasising the importance of the relationship between research and policy making, she talked about the thematic lines financed by the European Commission which are relevant for the field of migration studies and how these programmes can be accessed by institutions and researchers. On the backdrop of concerns about the current migration crisis and related issues, migration became a more prominent topic on the agenda of the Commission's DG Research and Innovation.

### **Book Presentation**

The first day of the conference concluded with the presentation of the book *Romanians in Western Europe. Migration, Status Dilemmas, and Transnational Connections* authored by Remus Gabriel Anghel. The author's study, concerned with social prestige of migrants abroad was discussed by invited guests Irina Ciornei and Laura Moroşanu.

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<sup>3</sup> For more information on the MOVE project, visit <http://move-project.eu>.

### **ESA RN 35 "Sociology of Migration" – Midterm Conference: an Invitation to Dialogue**

The variety of perspectives in analysing migration, brought together in this conference, made it a valuable resource for those interested in this phenomenon, scholars, decision makers and students alike. The topics, ranging from methodological issues, broad quantitative inquiries to very specific case studies provided places of discussion suited for the complexities and challenges of nowadays mobility. The organizers were very happy to welcome speakers from diverse backgrounds. The more experienced researchers, with clearly defined research areas, some of whom had previously met on different occasions, could give a sense of continuity to discussions. At the same time, the event was open for young researchers interested in migration topics, who could benefit from the interactions during the sessions, as well as at the informal meetings.