

# **Study of the Migratory Return: Analysis to the Condition of the Returned Migrant in the Educational and Labor Reintegration and the Entrepreneurship as an Area of Opportunity**

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## **Abstract**

Studies on the educational and labor reintegration of migrants returned to Latin American countries have gained importance due to the economic and social implications of rehabilitation. In this article, the return of the migrant was considered part of the migration process. An exploratory research of publications in different international journals was carried out; when consulting the referenced articles, it was identified that at the time of return the migrant presents and perceives a moral, social, educational and work imbalance. From the deficiencies found in the theoretical lines studied - Educational reinsertion, Labor reintegration - the third theoretical line was included the importance of relating the concept of entrepreneurship as an area of opportunity for returned migrants. The results of the analysis of the studies and theoretical frameworks of international migration, showed great similarities of the phenomenon in different geographical spaces, being an indispensable tool to understand their different forms, evolution and development both in the countries of origin and destination.

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**Keywords:** Returned migrants, Educational insertion, Labor insertion, Entrepreneurship

## **Introduction**

International migration, whether forced or voluntary, is a historical phenomenon that entails multiple reasons of an economic, political, social and cultural nature. Border population movements are common and, in times of peace and outside of climatic catastrophes, they have to do with the demand and supply of productive factors, border control strategies and the modalities of economic integration between the countries involved (Castles, cited in

Delgado and Mañan, 2005). The migratory phenomenon has been of great importance due to its magnitude and permanence (Contreras, 2016).

During the last 15 years, international population movements have undergone significant changes in volume, trends, modalities and socio-demographic characteristics. Return migration is not a new phenomenon, it has traits that distinguish it from the migratory flows of the past; the economic crisis and the implementation of restrictive migration policies are some of the factors that have encouraged return flows in recent years (Ramírez and Aguado, 2013).

This is a moment of great changes in migration policy, not only in the normative terrain (new unilateral rules), but also in the creation of a new bureaucratic-administrative apparatus that has modified the migratory dynamics (Gandini, Lozano and Gaspar, 2015).

From the above, it constitutes a return that incorporates a high dose of vulnerability: these are migrants who have remained for long periods abroad; this vulnerability expresses to a large extent the fear of being deported due to an accumulation of economic, social and political factors (Mestries, 2013).

In this sense, the concern that within the report on Human Development, sustains human progress, by reducing vulnerabilities and building resilience (UNDP, 2014); is that although most countries have made consistent progress in this area, there is still a precarious feeling to the extent that achievements in fundamental aspects of development can be broken very quickly in the face of certain events, such as economic crises and natural disasters (Idem). This situation of vulnerability is the one that faces, to a great extent, the population of the returned migrants in their processes of educational and labor reintegration.

The return must be thought of as a constituent element of the migrant condition, a complex element that contains in itself the process, the desire and the life project of those who undertake the return home: one more element of the migratory cycle (Fabre, 2016).

In this way, the study of the migratory return currently acquires a different aspect and can be recognized as the main manifestation and effect of this new migratory phase (Durand, 2013, Canales, 2012). Until now, specialists have ruled out analyzing with the required force, the causes of and effects on those who return. It is necessary to investigate about the historical, sociological, psychological, economic, and political dimension that this movement brings with it (Fabre, 2016).

The objective of the research is to analyze, from the perspective of the different theorists, the condition of the returned migrant in the educational and labor reintegration and the link that exists between them and entrepreneurship.

## **Educational reinsertion**

Beyond the national and international regulations that guarantee the rights of migrants, it is possible to identify the existence of different types of educational barriers that impede the enjoyment of immigrants' right to education.

The education is one of the main pillars in the economic development of a country, and a relevant factor in the growth projects as migratory support; which can provide security and positive experiences of inclusion of migrants returned to society (Sánchez, 2014). Therefore, if these migrants decide to relocate, they must integrate into this new society where they will find educational and work conditions different from those acquired in their previous place of residence; that's why, it will be necessary to weave new networks and, possibly, face situations of rejection or discrimination (Cobo, 2008).

In the international context, there is overcrowding in institutions, which leads to the return of migrants to the degrees according to the availability of seats. Despite the classification exams, in cases where they do not have their academic record, these immigrants are sometimes assigned to lower levels that do not correspond to their age or knowledge, which influences their self-esteem and motivation. To continue studying since they do not find challenges to overcome (Sánchez, 2014).

International return migration is negatively linked to the educational trajectory of children who participate in this type of mobility. An investigation carried out showed that recent immigrant children in the United States have greater non-attendance and lag than their non-immigrant counterparts, even after taking into account the cultural and social human capital of their families and the context of the place of reception (Vargas, 2015).

Studies conducted regarding Latin American migrants-especially the Peruvian community- indicates that they are visualized based on stereotypes - associated with race, poverty, and delinquency, among others - that operate as a source of discrimination (Tijoux, 2013). In this way, being a migrant's child is considered different from the local, which leads to stigmas when being identified as an *other/ migrant different from us / national /* even in the case of children who have never migrated spatially or who are not foreigners in legal terms (Salas, Kong, Gazmuri, 2017).

About it, the Mexican environment, Pederzini, Riosmena, Masferrer and Molina (cited by Jensen, 2017) explain that return flows have provoked new questions and considerations about opportunities and integration for migrants; concerns about integration have been reversed; the new questions address how Mexican institutions should incorporate migrants.

When evaluating the differences in the risks of absenteeism and school lag, it was found that immigrants born in Mexico had greater disadvantages

than those born in the United States, compared to non-immigrants. This is consistent with previous research that found that birth in the United States is a protective factor for the schooling of adolescents (Giorguli and Gutiérrez, 2011).

Based on the educational welfare approach of the returnees Zúñiga, Hamann (et al., 2013) found results on the school trajectories of these children, integration processes or school exclusion and the formation of transnational identities. His team has carried out about 54,000 surveys in primary and secondary schools in the states of Nuevo León (2004), Zacatecas (2005), Puebla (2009) and Jalisco (2010). They conducted follow-up interviews with selected students and teachers. They found that between two and three percent of the students surveyed were transnational, that is, they had lived at some time in the US; most of them -about two thirds- were born in Mexico (Zúñiga and Hamann, 2009), although these returned migrants continued to identify with their American affiliation (Hamann and Zúñiga, 2011). Returned students said they felt out of place in Mexican schools (Zúñiga, Hamann and Sánchez, 2008), and had to struggle with the formation of their identity in a new environment (Zúñiga and Hamann, 2009). They reported difficulties in speaking Spanish and uncertainty about their future in relation to work and place of residence (Hamann, Zúñiga and Sánchez, 2010).

In Mexico, research highlights psychosocial factors that are experienced in migration and return as well as the school processes of the children of those who leave the country; they propose to problematize the lack of research and documentation on the return of Mexican migrants in a country that, historically, has had high numbers of population mobility (Ocampo, 2014).

The Mexican school system is designed for students who do not migrate to the United States, who have not been born in that country, who do not have their parents living and working there. These binational children and adolescents, these transnational students, these children separated from their parents by migration do not exist in the teacher training programs, nor in the plans to update the teaching profession, nor in the curricular designs, nor in the content, nor in the narratives, neither in the evaluations, nor in the policy discourse (Zuñiga, 2013).

About it, in the Chilean context during the last 10 years a group of studies has focused on the influences that occur between students, teachers and other members of the educational community regarding migration. For example, the studies by Tijoux (2013) have emphasized the need to have anti-racist education, given the situations of discrimination faced by migrants in school contexts in Chile (Joiko and Vázquez, 2016).

The studies carried out in Chile, regarding migration and school, present two approaches: 1) Public policies regarding the migrant phenomenon,

from the perspective of human rights; resulting in difficulties for the integration of returned students, mainly due to lack of resources, training in education and the absence of guidelines; consequence of a deficit migration law (Berrios and Palou, 2014). 2) The perspective of migrant schoolchildren, their teachers and their families from the concepts of identity and discrimination, especially in childhood. The results of these investigations show processes of change that schools make to create inclusive practices adapting their own integration projects (Salas, Kong, Gazmuri, 2017).

Despite the aforementioned studies, up to now there is not enough evidence on the characteristics, profiles and form in which migrant children and adolescents live their school processes; it turns out to be a complex issue to address, both in terms of reintegration and inclusion.

### **Labor Reintegration**

There are several international studies (Table 1) that contribute to the knowledge of the labor reinsertion of returnees quantitative approaches, based on the use of censuses or household surveys. The development of efficient institutional mechanisms of labor reintegration begins with knowing the labor profile of these migrants (Peña, 2015).

Returnees face additional challenges; they face contexts other than those of their departure, with limited information on the jobs available, with difficulties in checking their work experience abroad and revalidating studies and certifications. At the same time, the social networks of the returnees can not necessarily facilitate their reintegration if the stay abroad was long and run the risk of being stigmatized by the conception of crime associated with deportation (Masferrer, Sánchez, Rodríguez, 2017).

Table 1 Contributions of authors who have studied related to the returned migrant and labor reintegration

Author	Variables and / or contributions
Koolhaas, 2016	The differences in the unemployment tendency of the returnees are located according to the residence time in Uruguay. Finding that, the shorter the time of residence in the country, the greater the propensity to be unemployed. The highest level of education attained is another attribute that affects the access to employment of Uruguayan returnees with respect to non-migrants. According to the results of the logistic models, the disadvantaged situation of the returnees compared to the people without migratory experience seems to be accentuated as the educational level of the individuals increases.
Montoya y González, 2015	It has analyzed the social, political, economic and labor character that will be plated to the returnees for their reinsertion and in which way they will take advantage of the labor skills that they acquired during their stay in the United States or the social benefits that the migratory experience can bring.

Rivera, 2015	He studied the effects on the probability of getting a job in the labor market; it was explored if the accumulated human capital has a relevant role in the process of labor reintegration and perception of the returnee and those who receive it. This research offered evidence that the experience of living in a place different from the place of origin, and contact with other people with different cultural contexts, are factors that contribute to the positioning of returnees in the labor market.
Rivera, 2013	In the Mexican environment, the accumulated human capital is tested by observing the role it plays in the process of labor reintegration.
Anguiano, Cruz y Garbey 2013	The successful labor reinsertion of returning migrants from the United States was emphasized in that it will depend on the human capital and the monetary resources acquired, as well as on the employment and investment opportunities existing in the communities of origin in Mexico and on the imagination and inventiveness of migrants.

Source: own elaboration, various sources; 2017

### Entrepreneurship of Migrants

With the above, it is attributed that returned migrants find it difficult to find stable and remunerative jobs, because half of those who manage to get work on their return -70% of the total- do so in the informal sector and earn up to a minimum wage, and of these, 80% do not have social security (Mestries, 2013).

It is necessary to understand the concept of entrepreneurship (Table 2) in order to analyze it from an economic and social point of view, and then, later, to understand it as an area of opportunity in the educational and labor reintegration of returned migrants.

Table 2 Some definitions of entrepreneurship

Author	Definition
Pontón y Márquez, 2016, P.4	It is a social perception of success, is determined by perseverance and the use of opportunities presented by the society that surrounds the individual. It consists of relating the entrepreneur with the concepts of innovation, development, change, motivation, among others; It is a necessity for Millennials, they see it related from the base of the entrepreneur spirit, which is related to the attributes of the person.
Serrano, Pérez, Palma, López, 2016, P.13	From a qualitative point of view, it can be said that in entrepreneurship a highly diversified field is observed, with a wide variety of topics that are being analyzed, which indicates an advance in the process of consolidating entrepreneurship as a scientific discipline.
Druker y Steveson; citado en Bucardo,	It is the search for an opportunity, leaving aside the resources that are available; it is not a purely intuitive behavior, of character, it has a theoretical, conceptual basis; economic and social basis, to do something different. It is the ability of

Saavedra y Camarena, 2015, P.3	entrepreneurs not only to take advantage of opportunities, but also to face the challenges entailed by the lack of resources to carry them out.
García, 2015, P.9	Formal and legal process that is carried out by young subjects, oriented to satisfy a specific need in the market, contributing with this to strengthen the labor market, of goods, techniques and / or services, by taking advantage of the structural opportunities that exist.
García, Deniz, Cuellar, 2015, P.25	Entrepreneurship can be analyzed from the angle of the individual, and according to their attitude, intention and / or entrepreneurial behavior, inside or outside the company, but also referred to the performance of the whole company.
Messina y Hochsztain, 2015,P.2	Entrepreneurship is considered to be an increasingly important factor in contributing to economic development, the generation of jobs, social inclusion, poverty reduction and the development of innovation.
Nicolaou y Shane, 2014,P.1	Entrepreneurship represents a social phenomenon that has tried to be explained from the perspective of Biology or Neuroscience, since Neuroscience would complement other aspects of entrepreneurship. For example, neuroscience would complement genetic research in entrepreneurship, among others.
Newland y Tanaka, 2010; citado en Tovar y Victoria 2013, P.2	It contributes to the development of countries of origin, stimulates innovation, encourages the creation of small and medium-sized enterprises and generates employment, as well as creating social capital across borders.
Rodríguez, 2009,P.3-4	It is derived from the French term entrepreneur, which means entrepreneur, the term has evolved and characterizes the person in a state of permanent innovation, highly motivated and committed to a task, which reports planning and execution characteristics, prone to risk. It appears as a result of the ability to persist in the game of being an entrepreneur.
Shumpeter,1978; citado en Trujillo y Guzmán, 2008, P.9	Entrepreneurship is related to the Individual capable of breaking the economic equilibrium through innovation in a radical way and to focus it towards a world dominated by large corporations and where the entrepreneur is conditioned to industrial change driven by incremental innovation; Innovation is the raison of being entrepreneurship.

Source: own elaboration, various sources; 2017

There is evidence that shows that the practice of entrepreneurship is a strategy to face the difficulties of integration into the labor market of the country of return. The most optimistic views interpret that returnees are expected to be entrepreneurs and that independent work prevails, reflecting the success of a migratory experience in which human capital and savings were accumulated after years of residence abroad (Whaba and Zenou, 2012).

The entrepreneurial attitude, as a cornerstone of strategic flexibility, can be considered a key factor for the development of an entrepreneur: his

skills, knowledge, skills, experience and values are triggering agents of the business attitude that is forged at the beginning and during the development; likewise, this attitude is an initiative behavior to promote the constant development of creative ideas and generate improvements in their environment (Rodríguez, Pico, Méndez, 2013).

**Entrepreneurship linked with educational and labor reintegration of returned migrants**

With respect to the return-entrepreneurship relationship (Table 3), the factors that are frequently linked to the particularities of the migratory stay are the accumulated savings, the duration and the acquired work experience (Alarcón and Ordoñez, 2015).

Table 3 Return studies of migrants linked to: educational reinsertion, labor reintegration and entrepreneurship

Author	Variables and / or contributions
Alarcón et al. ,2012, citado en Correa y Tituaña, 2017	They explored the factors related to the decision to carry out projects in Loja (Ecuador) from a survey of returnees, finding that the variables that increase the probability of undertaking after the return are the entrepreneurial experience during the migration and the return for voluntary reasons, as well as having worked abroad in agriculture and hospitality activities.
Espinoza y González, 2016	They presented a qualitative study that aimed to establish the regularities of the return process experienced by migrants, mainly in social interaction in their place of origin, the effect of their migration experience on the accumulation of social capital, and how this change it affects their work activity and empowerment in their social environment. A study was carried out, based on the analysis of 189 interviews with returning migrants from the town of Atencingo, Puebla, Mexico, who migrated to the United States. In this study, 22 interviews considered the most significant were used.
Jáuregui y Recaño ,2014	Return migration can become a strategy to maximize income in the country of origin and take advantage of the accumulated human capital in the country of destination. Therefore, the accumulation of human capital can affect the probability of return. However, the acquired human capital - labor experience and schooling - in the country of destination can become an obstacle for the migrant to successfully insert himself into the labor market of his country of origin upon return.
Mendoza, 2013	Through a multivariate regression analysis, it shows that in Mexico, return migration tends to put pressure on the formal labor market by increasing regional differences in unemployment rates; In addition, it determines that return migration has a positive effect on the growth of GDP per capita, especially from the impact of education levels of return migrants.
Tovar y Paredes, 2013	The relationship between return migration and entrepreneurship can contribute to the development of the countries of origin, stimulate innovation, encourage the creation of small and medium enterprises and generate employment, as well as create

	social capital across borders. Some emitting and receiving countries of development, among them Colombia, Bolivia and Peru, have adopted measures to promote return and facilitate the incorporation of migrants in the local labor market, through programs of employment or support for entrepreneurship; since these countries face problems of capital restrictions.
Medina y Posso, 2011	They studied the relationship of education, qualification for employment and entrepreneurship as a basis for making the decision to return to the place of origin of these Colombian and South American immigrants in the United States. They suggest that, during the migration period, returnees acquire experience and general and specific skills that can contribute to the development of the countries of origin if they are empowered and take advantage of self-employment and entrepreneurship activities.
Montoya, Salas y Soberón, 2011	They emphasize the fact that the returnees: they have maintained the same job they did abroad, they have acquired new skills that allow them to integrate into different labor markets, and have dedicated themselves to their own businesses; that is, migration to the United States of America served as a means of capitalization and business creation.
Démurger y Xu, 2011	In their study Return Migrants in Anhui Province (China), returnees are more likely to be entrepreneurs than non-migrants, and both savings and job change in the country of destination increase this probability.

Source: own elaboration, various sources; 2017

In order to analyze the phenomenon of return migration it is important not to lose sight of the individual factors of each returnee, adding the conditions of each country -origin and recipient-, their support networks and, mainly, how the motive for migration can reach give an account of the situations that will affect the return (Pérez et al., 2013 cited in Cataño 2015).

## Methodology

For the present article, an exploratory research was carried out on returned migration, educational reintegration, labor reintegration and entrepreneurship; where the social and economic implications of returning migrants at the time of their arrival were made known; the information collected derives from the analysis of publications in different international journals.

To enter and analyze the information, a categorical matrix was elaborated in which data were assigned such as: name of the journal, author, year and central theme of the publication -What was done, how was it done and what were its results-, in total, 52 articles were analyzed, which are the ones that allow us to give an account of the state of the findings in the period 2012-2017 against migration, especially return.

In relation to the search conditions, it was found that of the total of the articles consulted, 58% were related to North American countries and 34%

corresponding to South American countries (Table 4), this allows to affirm that migration of return and entrepreneurship is a key issue for study, especially for Latin American countries.

Table 4 Total items consulted and segmented by continent

Country	Continent	Contribution by continent
México(29)	North America	0.58
Pennsylvania (1)		
Colombia(8)	South America	0.34
Chile (3)		
Ecuador(2)		
Argentina (1)		
Uruguay (2)		
Perú (1)		
Spain (3)	Europe	0.06
Egypt (1)	África	0.02
China (1)	Asia	0.02
Total Magazines 52		0.1

The review process ends with analysis of the information to eliminate possible errors in the database, that is, documents that did not match the search conditions specified above.

## Conclusion

From the review of the referenced literature, it was identified that the processes of readaptation of the migrant in his country of origin directly influence the human and monetary capital acquired during the migratory experience. One of the main conditions that occurred in the migrants returning to their country of origin was the *readjustment or clash of values*, beliefs and perceptions acquired abroad, generating that when returning, the returned migrant lived a process of readaptation of said values. The next condition found was that the process of readaptation is easier for returned migrants as their acquired experiences and the use of their knowledge obtained in the destination country were useful and applied in their daily life in the country of origin

The publications about return migration have focused on quantifying the phenomenon, describing it and achieving a conceptualization about the types and ways of returning; nevertheless, it is necessary to begin to deepen in topics such as the migratory experience seen from the experiences and insertion of the migrant to educational and work contexts; the return policies as guarantors for the insertion in the country of origin and entrepreneurship as

a means of insertion into the working life of those who have returned with a qualified experience.

Finally, the return of the migrant has implications in all areas of society. The realization of this article focused on the educational and labor context and how this, when taken advantage of and linked to entrepreneurship, can be considered, first, as an independence in the economic sustenance and secondly as engines of development in their areas of origin; However, this does not guarantee business success, for this it is necessary to have an adequate economic, social, political and institutional environment and that the returned migrant has constant support and training at all times, so that their enterprises can remain in business. Over time; The conditions for returning vary in each country in accordance with migratory policies and migrant quality; it is required then, more investigations are carried out that deepen in the subject.

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