

European educational migrants on the labour markets. Europeanised professionals or workers of the DDD sector?

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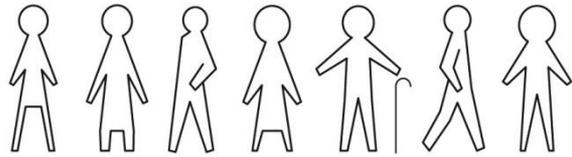
Immigrants on the labour markets. Notion of underemployment and dual labour market theory

- ▶ primary and secondary labour market theory (Doeringer and Piore 1971); „dirty, dangerous, demanding” immigrant jobs
- ▶ underemployment (Feldman 1996; Erdogan, Bauer 2009)
- ▶ European Union and free movement of persons, workers, services;
- ▶ Europeanisation as a change connected with the EU integration (Radaelli 2003; Risse, Cowles, Caporaso 2001), also observed on the level of individual attitudes, identities and practices (Marody 2003; Pötzschke 2012)
- ▶ intra-European immigrants – are their labour market behaviours different? The notion of „Eurostars” (Favell 2008)

Most popular directions of educational migration from Poland

	Country	Number of Polish students - 2007	Number of Polish students - 2011	Overall number of foreign students in the country - 2011	Percentage of Polish students (2011)
1	United Kingdom	17919	25155	979494	2.57%
2	Germany	15347	17176	449479	3.82%
3	France	3396	2650	268212	0.99%
4	Denmark	876	2098	49960	4.20%
5	Spain				1.18%
6	<i>United States</i>	<i>2872</i>	<i>1817</i>	<i>709565</i>	<i>0.26%</i>
7	Netherlands	1018	2005	170041	1.87%
8	Italy	1478	1368	73461	1.86%
9	Ireland	n.a.	1333	35999	3.70%
10	Switzerland	512	1100	100746	1.09%

(own calculation based on OECD data)



POLPAN

POLSKIE BADANIE PANELOWE
POLISH PANEL SURVEY

Studying + working abroad behaviours of POLPAN respondents

- ▶ POLPAN – panel survey conducted since 1988 in 5 year intervals. In the last 2013 edition 2196 respondents participated. Different questionnaires applied to different age groups. The sample of the young respondents (N=836) were asked about studying and working abroad:
- ▶ *In the last ten years (2004–2013), have you ever gone abroad to study? [Including language courses which last several weeks]*
- ▶ *Overall, for how long have you been abroad to study? [In months]*
- ▶ *In the last ten years (2004–2013), have you ever gone abroad to work?*
- ▶ *Overall, for how long have you been abroad to work? [In months]*
- ▶ *Was your main work performed abroad: (a) manual, (b) non-manual, (c) both manual and non-manual?*
- ▶ *Taking everything into account, do you think that Poland gained or lost as a result of the accession to the European Union? (scale from 0 – lost to 10 – gained)*
- ▶ *Taking everything into account, do you think that you gained or lost as a result of the accession of Poland to the European Union? (scale from 0 to 10)*



POLSKIE BADANIE PANELOWE
POLISH PANEL SURVEY

	WORKED ABROAD – no	WORKED ABROAD – YES	
Studied abroad – no	646	146	792
Studied abroad – yes	26	18	44
	672	164	836

Studied abroad – for how long?	n
1 – 5 months	29
6 – 11 months	9
12 months and longer (max 90 months)	6

Of those who migrated, most respondents left Poland to work and not to study.

Categories of immigrant students and immigrant workers may be overlapping, but not in all cases. Most immigrant students surveyed in POLPAN declared that they never worked abroad

Of 18 immigrant students who declared also work abroad, most performed manual jobs (12). Several others declared non-manual jobs (2) and combination of manual / non-manual work (4)

Most immigrants who study choose short-term courses (up to 5 months).

Beneficiaries of the European integration? Most respondents in the group of immigrant students evaluated that in their private lives they gained rather than lost on Poland's accession to the EU in 2004 (mean value: 7.16 within the 11 point scale, where 11 means „gained a lot”).

They also declared that Poland gained rather than lost after the accession (mean value 6.91 within the 11-point scale)

Immigrants combining work and studying – explanations and motivations

Qualitative study: in-depth interviews carried out among Polish students and graduates of British universities. Interviews conducted in Polish (2009–2010). The group examined in this research slightly different from the group questioned in POLPAN. Only university students (duration of study: at least one year) while in POLPAN: also non-university students, duration of study: min. 1 month

1. Enrolling at a university abroad as a way to improve career perspectives in the host country (well-educated immigrants who originally migrated for economic reasons and worked below their qualifications). Also – way to make up for the „lost time” of highly skilled immigrants working in the secondary segment:

„It was difficult for me. In Poland, I graduated with distinction. My friends started barrister training... while I, in London, wore my apron every day and went to do my work” (postgraduate student 1, working in a restaurant)

2. Immigration to study (strictly „educational migration”) and intention to come back to home country to develop career there. „Educational tourists”, e.g.: exchange students – Erasmus programme etc.; one year Master students. Although such immigrants may have no serious plans to work abroad, they sometimes perform casual jobs to earn for studies:

„I want to come back, I need to come back [to Poland]. I have my professional life there, I have my private life there (...). I think it was the last migration [episode] for me, something non-standard, before I really start adult life” (postgraduate student 2, working in a restaurant)

3. Immigration to study and efforts to develop professional career abroad after graduation

„I don't need to work for my living here. I would like to start intellectually demanding work, currently I am applying for internships in investment banks” (undergraduate student, scholarship holder)

Educational migrants on the labour market – results of the qualitative study (cont.)

- ▶ **Working for livelihood.** Performing casual, part-time and odd jobs („student jobs”). Most of them are manual (waiters, restaurant managers, shop assistants, flyers distributors)
- ▶ **Building professional cv.** Participation in internships and summer programmes of international companies
- ▶ **Transnational activities on labour markets of various countries.** Using job opportunities other than on the labour markets of the host and home country. Often – „third culture kids” (Useem, Downie 1976), with numerous international episodes in biographies, being a result of their parents’ migration and careers.

Conclusion

- ▶ In the case of economic migrants – taking up university education as a boost for a career in the primary sector of the labour market abroad (many of them had already acquired university education, even on the postgraduate level, in Poland)
 - ▶ Regardless of earlier work experience in the sending country and university education in the host country, first job in the host country was usually simple manual work
 - ▶ Typical secondary sector jobs are a common part of work experience of educational immigrants in the host country. But they are temporary and precede more prestigious positions in the primary sector
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