



SSAMIS

Social Support and
Migration in Scotland

**Central and East European
migrants in Scotland:
realities of everyday life and
attitudes towards schooling**

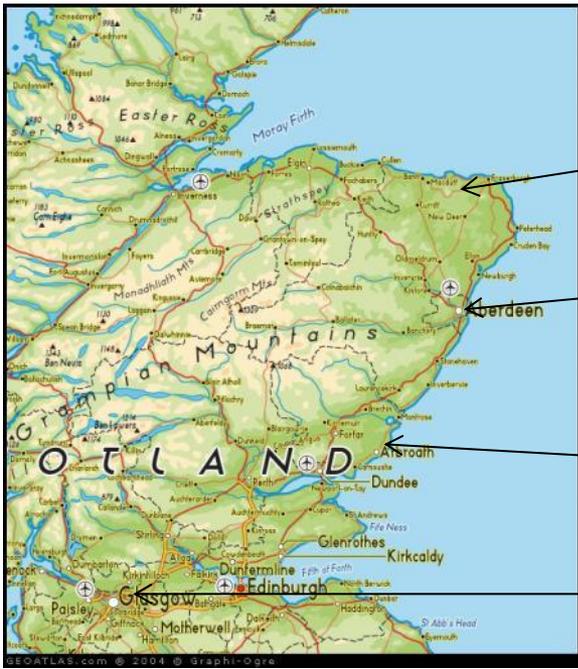
Dr Paulina Trevena, University of Glasgow

Project Overview



SSAMIS
Social Support and
Migration in Scotland

- 4-year research project (Nov 2013–Nov 2017): **‘Experiences of Social Security and Prospects for Long Term Settlement in Scotland amongst Migrants from Central Eastern Europe and Former Soviet Union’** (SSAMIS)
- Project team: Rebecca Kay, Moya Flynn, Paulina Trevena (University of Glasgow); Sergei Shubin, Holly Porteous/Claire Needler (University of Swansea)
- Methods:
 - interviews with experts (people working with/for migrants)
 - interviews with migrants in different locations across Scotland
 - observations in places where people meet, work, gather etc.
 - photo and video diaries made by study participants.

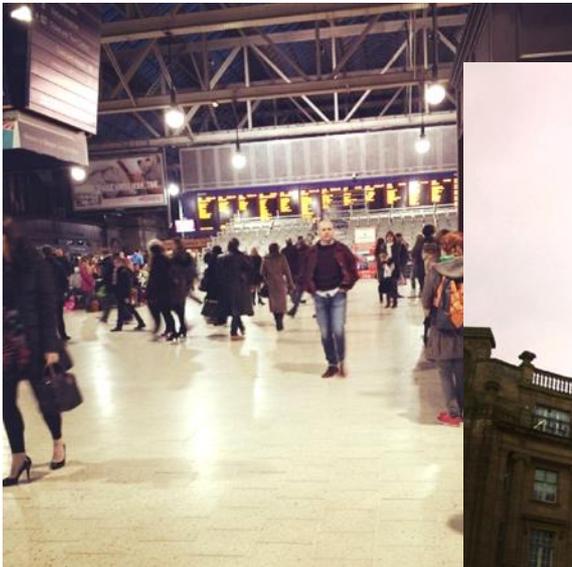


Aberdeenshire

Aberdeen

Angus

Glasgow





Overview of data collection

- Expert interviews (over 60)
- Observations & photo/video diaries
- Migrant interviews (207 in total)

Locations	Aberdeen (n27); Glasgow (n37); Peterhead (n41), Fraserburgh (n9), other rural locations in Aberdeenshire (n25); Arbroath (n39), Montrose (n12), Brechin (n9), other rural locations in Angus (n8)
Employment sectors	beauty and hairdressing; care industry; cleaning services; hospitality & catering; construction; farm work; food processing; interpreting/translation; IT; office work; oil industry; retail; third sector
Employment status	agency workers; (full time/part-time) employees; self-employed; stay-at-home parents; students; unemployed
Gender	women (n129); men (n78)
Age group	18-24 (n13); 25-34 (n66); 35-49 (n91); 50+ (n36); unknown (n1)
Country of origin	Azerbaijan (n2); Bulgaria (n8); Czech Republic (n6); Estonia (n1); Hungary (n18); Kazakhstan (n1); Kyrgyzstan (n1); Latvia (n42); Lithuania (n28); Poland (n83); Romania (n5); Russia (n5); Slovakia (n4); Ukraine (n3)

Why do CEE families come to Scotland?

- Work and employment opportunities in Scotland vs. difficult situation in CEE countries
- Family re-unification/
family break-up
- Health reasons
- Education
 - affordability of FE/HE
 - better care for SEN children



Why do CEE families stay?



SSAMIS
Social Support and
Migration in Scotland

- ‘Better future’, ‘normal life’
 - wage level → life affordable
 - state support (e.g. access to social housing; in-work benefits; free healthcare)

[H]ere I can just work and support myself and my daughter, I don't have so much worries about her education in the future, so it's like... It's more like for my daughter's future, really.

Elizabete, Latvian, Angus

- Children
 - integrated, belong in Scotland
 - schooling/education
- Barriers to return

Characteristics of CEE migrants



- Highly heterogeneous and dispersed; largest community-Polish
- Typically clustered in low-skilled, low-paid employment
 - often precarious employment and/or difficult work conditions
 - high levels of workplace segregation
 - lack of opportunity for career development, esp. in rural areas



“...unless you want to work on the farms in sometimes not very nice conditions, then... what else is there in the area?”

Expert interview, Arbroath



Challenges...



*English, that's the basic one. If they don't know the language, they can't find things out on their own, they can't get access to information (...). The next challenge is lack of work, probably. But I think this may also result from the lack of language skills because you have to be able to communicate... (...) These are the two main challenges. **Communicating with schools** might also be another challenge because if something happens to the child, how is the school going to communicate with the parents?*

Expert interview Angus Council staff member (CEE national)

Learn English?

- difficulties in accessing language provision
- limited opportunities for language learning outside formal settings
 - often non-English speaking working environments
 - living with co-nationals and/or other migrants
 - limited contacts with native English speakers
 - lack of public spaces where migrants could meet and get to know local people
- mental barrier
- lack of motivation, time, energy
 - little need to use English in everyday life (self-service checkouts etc.)

	ВОПРОС	УТВЕРЖДЕНИЕ	ОТВЕЧАНИЕ	
WILL →	I YOU WE THEY HE SHE	WORK?	I YOU WE THEY HE SHE	WILL WORK
DO →	I YOU WE THEY HE SHE	WORK?	I YOU WE THEY HE SHE	WORK
DOES →	I YOU WE THEY HE SHE	WORK?	I YOU WE THEY HE SHE	WORKS
DID →	I YOU WE THEY HE SHE	WORK?	I YOU WE THEY HE SHE	WORKED
				WILL NOT WORK
				DON'T WORK
				DOESN'T WORK
				DID NOT (DIDN'T) WORK



The number of Polish people has reached the point where they can be, sort of, linguistically self-sufficient that the need to learn English is diminished. (...) Poles can speak to one another so that their learning of English may be slightly impeded. Whereas, Latvians, Lithuanians etc. they learn fairly rapidly because there is only a small number.

Expert interview, Aberdeen

Attitudes towards Scottish schooling



When I brought my daughter over here ten years ago, obviously that was a cultural, educational shock for us. (...) I was at the school door basically every week, complaining about everything.

Where is the homework, why isn't my daughter doing any homework, why's she drawing something... she's eleven years old, she's drawing constantly! Posters, why... it should be proper homework! And they said that's how the system works here. I wasn't happy at all.

Ailsa, Russia, Aberdeenshire

	Poland	UK
Streaming	No streaming; each pupil required to reach general standards*	Streaming according to ability from an early age
Promotion	Each pupil expected to achieve minimum required*; promotion dependant on performance	Unconditional promotion
Homework	Heavy load from early stages; typically assigned on a daily basis	Considerably less homework, especially at primary level
Monitoring performance	On-going summative assessment: regular tests, oral and written; homework marked	More emphasis on formative assessment during the school year (also summative for key stages, e.g. SAT tests & GCSE in England)
Discipline	Heavily emphasised; is marked and has bearing on GPA	Less emphasised

*With the exception of Special Education Needs pupils

She's really happy with her school, she goes to school with a smile on her face and comes back with a smile. (...) I'd heard a lot of opinions that the level of teaching is much lower than in Poland. I'm aware of that. But sometimes also... for me, personally, it is important that she likes going to school. I know from my own experience in Poland that sometimes they'd teach us such things that I don't remember them now anyway, or memorising poems by heart or small children carrying huge schoolbags, so heavy they can hardly carry them. So I am happy.

Iza, Polish, Angus

Conclusions



- Most CEE families here to stay
 - children often key reason behind settlement
- Children’s education very important, parents want them to achieve
 - but often struggle with language issues/time and unable to support children in their learning
- Attitudes towards the Scottish education system vary but its friendliness highly valued
 - perceptions often become more positive over time
- Generally little involvement of CEE parents in school life

Resources

- **BEMIS ‘Gathered Together’ project**

<http://gatheredtogether.bemis.org.uk/>

- Paulina Trevena, Derek McGhee, Sue Heath

**Parental Capital and Strategies for School
Choice Making: Polish Parents in England and
Scotland**

Central and Eastern European Migration Review
November 2015, pp. 1–23

<http://www.ceemr.uw.edu.pl/>



SSAMIS

Social Support and
Migration in Scotland

Twitter: @ssamisproject

FB: SSAMIS Project

Web:

[http://www.gla.ac.uk/research/az/gramnet/
research/ssamis/](http://www.gla.ac.uk/research/az/gramnet/research/ssamis/)

Paulina.Trevena@glasgow.ac.uk