



-

.

μ

μ μ

μ

μ

μ

μ

μ μ

2013

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

μ μ μ μ μ μ  
 μ μ μ μ μ μ μ..... μ μ  
 μ μ μ μ μ μ  
 - μ : ( )  
 - μ  
 - μ μ μ μ  
 μ μ μ μ μ

**UNIVERSITY OF PIRAEUS**



**DEPARTMENT OF STATISTICS  
AND INSURANCE SCIENCE**

**POSTGRADUATE PROGRAM IN  
APPLIED STATISTICS**

**INVESTIGATION OF DEMOGRAPHIC AND  
SOCIO-ECONOMIC FACTORS AFFECTING  
THE LEVEL OF EDUCATION OF IMMIGRANTS  
IN GREECE**

y

Christina K. Panteli

MSc Dissertation

submitted to the Department of Statistics and Insurance  
Science of the University of Piraeus in partial fulfillment of  
the requirements for the degree of Master of Science in  
Applied Statistics

Piraeus, Greece

March 2013

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

# ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

μ μ ,  
μ μ μ  
μ μ , μ μ μ  
μ μ , μ μ μ  
μ μ , μ μ μ  
μ μ , μ μ μ  
μ μ ( μ μ ) μ μ  
μ μ μ , μ μ μ  
μ μ , μ μ μ  
μ μ μ .

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ





ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

## Abstract

The educational issues of immigrants, living in Greece, have been under investigation, so as to be taken into account, when formulating educational policies in the recent decades. At the same time, the change in the migration settings in the country, according to which, Greece is gradually becoming a country receiving large numbers of economic migrants and refugees with intense illegal immigration, raises the interest in the study and identification of those factors that affect the educational profile of immigrant pupils and students. The purpose of this dissertation is to investigate the demographic and socio-economic factors, affecting the level of education of immigrants in Greece, using data from the census of 2001. Immigrants, who were selected to participate in the survey, are aged from 6 to 29 years old. With respect to the countries of origin of the sample, selection was based on the preponderance of migrant population in Greece, while the grouping of these countries was based on the geopolitical location and possible similarities of their educational systems. The study of associations of gender, economic and educational level of parents, with the educational level of the respondents, was carried out, using Multinomial logistic regression. The findings indicate that gender is a statistically significant factor for migrants from Albania, the Balkans and Eastern Europe. Especially women, compared with men, have higher academic performance. The economic status of parents is a statistically significant factor for migrants from Albania and the Balkans and the educational level of parents shows statistical significance in all four population groups of immigrants. Therefore, immigrants, whose parents are highly educated, are more likely to achieve high academic performance and be introduced to higher education.

**KEYWORDS:** Immigrant's educational level, migrants, gender, parent's economical level, parent's educational level, intercultural education.

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

.....	ix
<b>Abstract</b> .....	xi
<b>μ</b> .....	xiii
.....	xv
<b>μμ</b> .....	xvii
<b>μ</b> .....	xix
<b>1:</b> <b>μ</b> .....	1
1.1 μ .....	1
1.2 μ .....	3
1.3 .....	5
<b>2:</b> <b>μ</b> - <b>μ</b> .....	7
2.1 μ .....	7
2.2 μ .....	8
2.3 μ .....	8
2.3.1 μ μ .....	9
2.3.2 μ μ .....	9
2.3.3 μ μ .....	10
2.3.4 μ .....	10
2.3.5 μ μ .....	10
2.4 μ μ .....	11
2.5 μ μ .....	14
<b>3:</b> .....	18
<b>μ</b> .....	18
3.1 μ .....	18
3.2 μ .....	20
3.3 .....	23
3.4 .....	27
μ .....	30
3.5 μ .....	30

	<b>4:</b>	–	<b>μ</b>	.....	32
4.1				.....	32
4.2	<b>μ</b>			.....	32
4.3		<b>μ</b>		.....	35
4.4		<b>μ</b>	<b>μ</b>	<b>μ</b> .....	40
	<b>5:</b>	<b>μ</b>	<b>μ</b>	.....	55
	<b>μ</b>			.....	58
	<b>μ</b>			.....	59
				.....	61

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

1.1	μ μ	.	2001	2
2.1	μ	μ	1995-1999	14
2.2	μ	μ	/ μ & / μ (2002-2003)	15
2.3	μ	μ	/ μ & / μ (2003-2004)	15
2.4	μ	μ	/ μ & / μ (2004-2005)	16
2.5	μ	μ	/ μ & / μ (2005-2006)	16
2.6	μ	μ	/ μ & / μ (2006-2007)	17
4.1	μ	μ	μ 6-29	34
4.2	μ		μ μ	35
4.3	μ		μ	38
4.4	μ	μ		41
4.5	μ	μ	μ	42
4.6	μ	μ	μ	43
4.7			μ μ	44
4.8			μ μ μ	45
4.9		μ	6-29 μ μ μ	46
4.10	μ		μ μ μ	50
4.11	μ		μ μ μ	53

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ



μμ

4.1	μμ	μ	μ	35
4.2	μμ		μ μ	36
4.3	μμ			37
4.4	μμ			39
	μ		μ	
4.5	μμ			40
	μ		μ	

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

μ

. . . . .

μ μ

. . . . .

, μ , μ μ

. . . . .

μ μ

μ μ

PISA	Programme for International Student Assessment
CRESPAR	Center for Research on the Education of Students Placed at Risk
INSEE	Institut National de la Statistique et des Études Économiques
UNESCO	United Nations Educational Scientific and Cultural Organization

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΡΑΙΩΣ

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ







μ , μ  
( μ - , 1990). ,  
μ , μ μ  
μ , , μ  
, μ  
μ μ μ , μ , μ ,  
μ μ , μ , μ ,  
μ μ μ μ , μ  
μ μ μ μ μ .  
1990-2000  
679.705 μ μ μ μ 2001 ( . , 2003).  
, μ μ , μ , , 2020, 13,3%  
μ μ μ , μ μ  
μ 1,52 μμ .  
μ μ μ  
μ μ μ (2005),  
μ ,  
μ ,  
μ , μ ,  
μ , μ μ .  
μ μ μ μ .  
μ , μ , μ ,  
μ μ μ μ μ μ μ .  
( , 2003-2004). μ  
μ μ μ , μ μ  
μ , μ μ μ .  
μ μ μ μ μ μ ,  
μ μ μ , μ μ μ ,





μ , , μ μ  
, μ μ ( , 2001).  
1991 μ 1975/91, μ μ ,  
μ μ , μ ,  
μ μ μ μ μ μ  
1990. μ μ μ  
μ , μ , , ,  
μ μ μ μ μ  
( μ , 2008).  
, μ , 2000,  
μ 2790/00,  
μ μ μ μ .  
, 2001, μ 2910/01 μ ,  
μ .  
2005 μ μ μ μ 3386/05  
3304/05, μ , μ  
μ μ μ μ . , μ μ  
μ μ μ μ μ ,  
μ , μ ( μ , 2008).



μ . , μ  
μ ( , 1998).

μ Triandi (1986) ,

μ

μ , , ,

μ , μ μ μ μ

μ μ μ .

## 2.2 μ

μ μ μ μ

μ μ μ μ μ μ

μ μ , .

Essinger (1988) , , μ

μ

μ .

(2003) , μ

μ μ μ ,

μ μ μ μ

μ ,

μ .

μ μ UNESCO , 2008, μ ,

μ :

• μ μ .

• μ μ

μ .

• μ μ .

## 2.3 μ

μ

μ μ ,

μ .















2002-2003, μ μ  
 98.241, 6,7% . 2.2, , μ  
 μ μ μ .  
 , , μ μ μ μ  
 ( 8,6%), μ μ μ  
 μ μ ( 3,2%)

μ	μ	μ	%
	138.304	9.503	6,9
μ	633.235	54.570	8,6
μ	328.309	22.693	6,9
&	360.616	11.475	3,2
	1.460.464	98.241	6,7

2.2: μ μ / μ & / μ (2002-2003)  
 : & , 2004

μ , μ μ  
 μ 2003-2004, μ μ  
 2.3 .

μ	μ	μ	%
	129.712	10.424	8,0%
μ	580.032	55.026	9,5%
μ	309.851	31.832	10,3%
&	337.885	18.499	5,5%
	1.357.480	115.781	8,5%

2.3: μ μ / μ & / μ (2003-2004)

2006-2007, 2004-2005, 2005-2006

	μ	μ	μ
		138.304	11.083
μ		638.550	67.739
μ		333.989	36.387
&		338.189	22.984
		1.444.032	138.193

2.4: μ / μ & / μ (2004-2005)

	μ	μ	μ
		142.871	16.167
μ		643.413	69.992
μ		332.240	35.844
&		336.580	26.157
		1.455.104	148.160

2.5: μ / μ & / μ (2005-2006)

	μ	μ	&
		93.071	8.374
μ		586.884	61.545
μ		326.951	36.815
&		294.689	23.628
		1.301.595	130.362

2.6: μ μ / μ & / μ (2006-2007)

2007-2008 μ μ

112.211, 1.208.056 μ 9,5%.

μμ μ μ μ

5% μ μ

μ μ

(69.880),

10.292 μ μ μ μ μ

μ μ μ μ μ

15,9% μ μ μ μ μ

3% 1,4% μ μ μ

μ μ μ 122 ( μ μ μ

2004). μ μ (12,3%), μ μ

(8,9%) (10,9%) (8,7%).

μ μ μ μ μ μ μ μ

1/3 μ μ 7 μ 2/3

μ 1 6 ( , 2004).





Portes Hao (2002), μ

μ μ . , ,  
μ μ μ μ μ ,  
μ μ , μ μ .  
, Raissiguier (1994), ,  
, μ ,  
μ μ μ μ , μ  
μ μ .

### 3.2

μ . , μ  
μ , μ  
«μ », Bourdieu Passeron,  
μ μ . μ  
μ μ , , μ .  
, μ μ , μ μ , μ  
μ , μ μ , μ  
μ . μ  
μ μ μ μ ,  
μ μ ,  
μ μ ( , 1986).  
, μ μ ,  
μ μ μ μ μ  
μ μ μ μ ,  
μ μ μ Vallet Caille  
(1996), μ μ μ ,  
, μ μ μ μ μ















1.336 μμ, 22%

47%

1997).

3.4 μ

(INSEE, 1997),

64%

77%

3,1, 1,7)

Tribalat (1995), μ

36% 27%

μ 17%

baccalauréat.

μ 38%.

μ μ μ μ μ

μ 19,8

μμ , 1990, (7,9% μ ), 32,5 μμ , 2002,

11,5% μ

μ μ μ μ , 1 6 ,

μ (Schmidley, 2001).

μ

(National Center For Education Statistics),

μ μ μ , 1980 2011,

μ

μ μ μ μ

μ μ μ μ μ

μ μ 13% 19%, μ

μ 17% 26%.

μ μ 1995 2011,

μ μ

μ 4% 5% (National Center For Education Statistics, 2012).

RAND Corporation (**R**esearch **A**ND **D**evelopment),

μ μ μ μ μ μ

μ μ μ μ μ (Vernez

Abrahase, 1996; Schoeni, McCarthy Vernez, 1996).

μ μ μ μ μ



μ , μ μ μ , μ  
 , μ (Kao Tienda, 1995).  
 Rumbaut (2005), μ μ  
 18 , , ,  
 μ μ μ μ . , μ ,  
 μ μ μ μ ,  
 2009, , μ , 25-34 ,  
 μ μ μ μ μ ,  
 μ , μ μ 6% 17% (Baum  
 Flores, 2011).  
 , , ,  
 μ μ  
 μ (Kao Tienda, 1995; Schneider Lee, 1990;  
 Fuligni, 1997).  
 Bennett Lutz (2009), μ μ , μ  
 μ μ μ μ .  
 , μ , , μ ,  
 , μ , μ , μ  
 , μ μ μ  
 . μ μ μ μ μ ,  
 μ μ μ μ μ μ μ .

μ , μ (2007) ,  
μ ,  
μ μ .

### 3.5 μ

, μ  
π μ μ  
μ μ .

Anders Böhlmärk (2005),

μ μ μ μ μ  
 , μ μ μ μ  
μ . μ μ μ ,  
μ , μ μ μ ,  
μ μ μ 1988 2003.  
μ μ μ 10 .

μ 10 , μ μ μ .  
2003, μ , μ 91% μ  
 , μ μ ,  
μ , μ , 64% μ  
μ , μ

, μ  
μ – μ , μ  
μ ,  
μ μ μ μ  
μ , μ μ μ μ  
μ , μ μ μ μ  
4 , μ  
μ ,

μ μ , μ  
μ μ . μ , ,  
μ μ , μ μ μ , μ  
μ μ , μ μ , μ  
 ,  
 μ .  
 μ  
μ , , , μ ,  
 , μ  
 – ,  
 .  
 μ , μ  
μ , μ  
Schwartz (1997).  
 , μ ,  
 μ 15 ,  
 μ μ  
 , μ μ μ μ  
 .  
 Baum Flores (2011), μ μ  
μ , μ , μ  
 μ , , μ  
 μ , μ  
μ μ μ . μ μ μ  
13 19 , μ . , 2005, μ  
26% μ , 18-24 , 13-19  
 , , μ 42% μ μ  
13 .

4.1

μ  
· μ  
- μ  
μ - μ μ ,  
, : μ , , μ  
, μ μ  
· μ μ  
μ μ  
μ , μ μ  
μ μ  
μ μ , μ μ  
μ μ , μ μ  
μ μ μ μ , μ  
μ μ μ μ μ

4.2

μ  
μ 2001. μ μ μ μ μ  
μ μ μ μ μ  
μ 1951, μ μ μ μ μ  
μ μ μ μ μ μ μ μ μ  
μ 1961-2001 μ μ μ μ μ  
μ μ μ μ μ μ μ μ μ  
μ μ μ μ μ μ μ μ μ  
10% μ μ 2001. μ μ μ μ μ  
μμ 1.108.144 μ , 80.347, 7,3%,



		%
μ	21.809	73,9%
	1.262	4,3%
	1.152	3,9%
	160	0,5%
	704	2,4%
	895	3%
	475	1,6%
	251	0,9%
	496	1,7%
	306	1%
μ	147	0,5%
	409	1,4%
	214	0,7%
	258	0,9%
	539	1,8%
	336	1,1%
	115	0,4%

4.1: μ μ μ 6-29

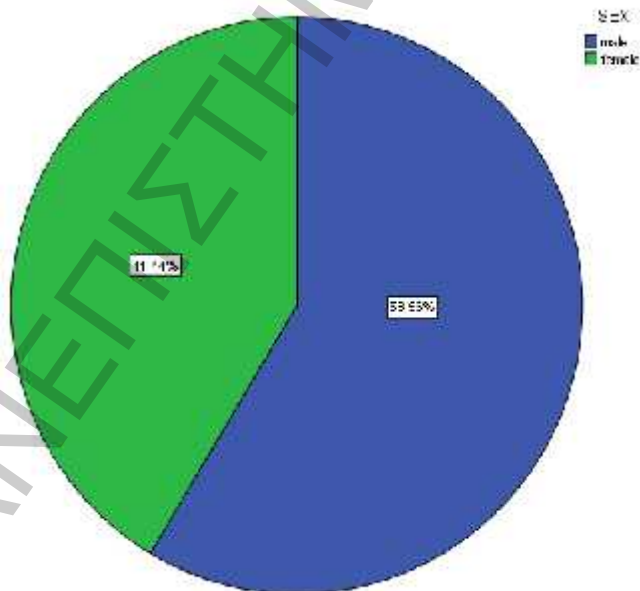
4.2, μ , μ μ 17  
μ , μ μ  
μ μ 73,9% μ , μ μ  
μ , μ  
μ μ , μ μ  
μ μ μ .

μ	μ		%
		21.809	73,9%
		2.574	8,7%
		3.127	10,6%
		2.018	6,8%
		29.528	100%

4.2: μ μ μ .

4.3 μ

μ 29.528 μ , 6 29 .  
, 58,56% 41,44% . μμ ,  
, μ .

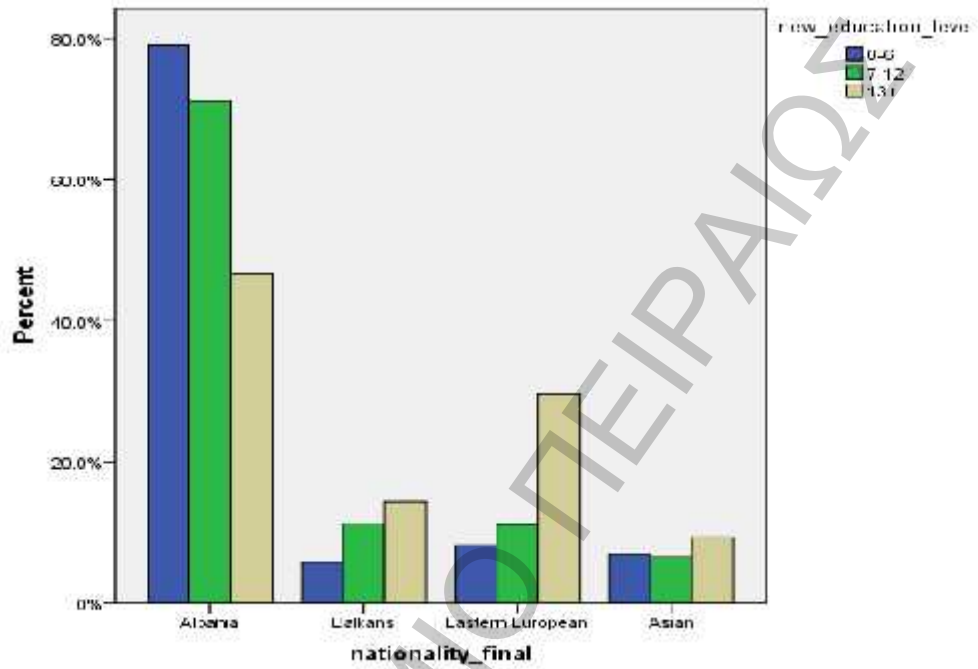


μ 4.1: μμ μ μ .





μ , μ μ , μ  
 6 29 , μ , μ  
 μ .



μ 4.3: μ μ

, μ ,  
 52,5% , 32,5% μ  
 , 38% μ 49,4%  
 μ 0-6 . 7-12  
 44,5% , 59,6% , 48,7%  
 μ 44,1% . μ -  
 , 13 , μ 3% , 7,8%  
 , 13,3%  
 6,5% μ  
 , μ , μ  
 μ , μ  
 . μ , μ  
 μ μ  
 μ 2001.

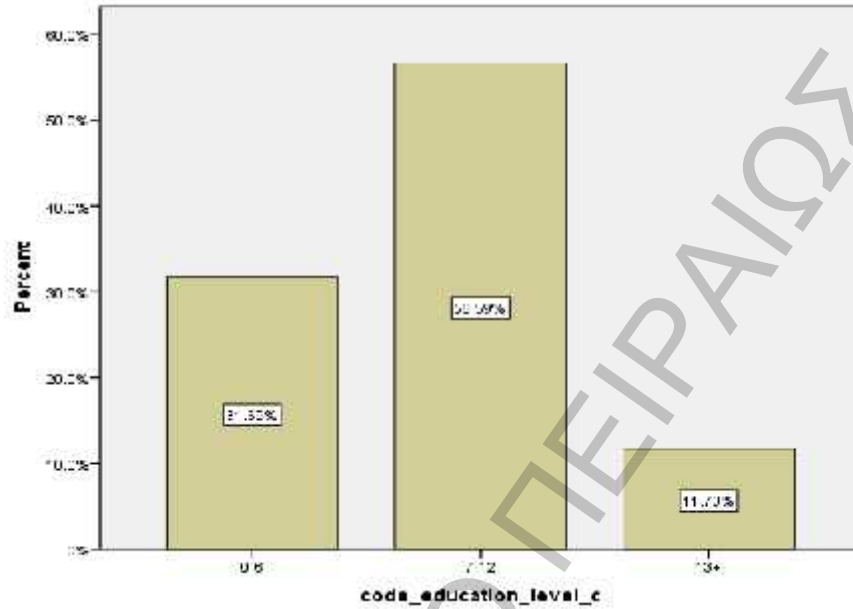
μ , μ μ μ μ .  
 , μ « μ », μ  
 , μ , μ , μ ,  
 μ , , μ  
 . «  
 μ », μ  
 .  
 μ μ μ , 6-29 , 87,2%  
 , μ μ μ , μ , μ ,  
 12,8% , μ .  
 , μ « μ » μ «  
 μ » , μ ,

μ	88,7%	86,4%	83,6%	78,3%
μ	11,3%	13,6%	16,4%	21,7%

4.3: μ μ μ

μ , μ μ  
 , μ , μ  
 μ . , μ ,  
 μ , , μ  
 .  
 , μ  
 « » ,

μ , μ . μ μ .

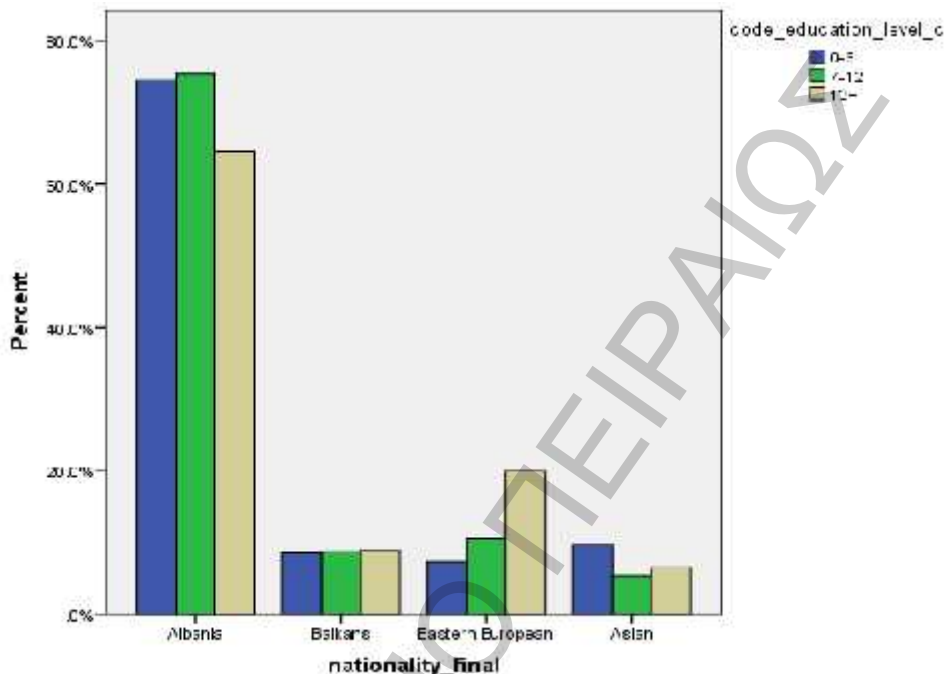


μ 4.4: μ μ μ

6 μ , μ μ μ 0  
μ μ μ  
31,69% μ μ  
7 12  
μ μ  
56,59% μ  
μ μ μ  
μ μ μ  
13 μ μ  
11,73% μ μ

μ μ , μ μ , μ « μ » μ

μ



μ 4.5: μμ μ

#### 4.4

- 0-6 ( - )
- 7-12 ( μ )
- 13 ( μ - μ - )

μ

μ μ , , 0-6 .  
 μ μ  
 . μ μ ,  
 μ , μ . μ  
 μ μ μ μ μ μ  
 SPSS 19.  
 μ μ μ μ μ μ  
 μ μ μ , μ ,  
 , μ , μ  
 μ μ μ μ  
 μ μ μ μ μ  
 , , μ μ  
 .

<i>Model Fitting Information</i>				
<i>Model</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>
μ	0,000	0,000	0,000	0,000

4.4: μ  
 , μ p-value,  
 μ , μ 0,05,  
 μ μ μ μ  
 μ μ μ  
 (Goodness\_of\_Fit),  
 μ , μ . μ  
 μ μ (

Pearson , ) μ p-value μ 0,05. μ ,  
 μ , μ με τη , μ  
 μ .  
 , μ Nagelkerke  $R^2$  , μ ,  
 0,278, , 27,8% μ ,  
 μ , 6-29 , μ  
 μ μ μ ου ( .  
 μ , μ Nagelkerke  $R^2 = 0,399$ ,  
 , 39,9% μ ,  
 μ , μηνεύ μ μ .  
 μ , οντα ,  
 ,  $R^2 = 0,275$  , 27,5% μ ,  
 ιέδοι μ , μ μ .  
 ος, γ μ μ , ,  
 $R^2 = 0,301$  , 30,1% μ , ,  
 μ μ μ μ .  
 μ μ μ μ μ μ

---

*Likelihood Ratio Test*

---

	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>
	0,000	0,000	0,000	0,107
μ	0,000	0,001	0,536	0,834
	0,000	0,000	0,000	0,000

---

4.5: μ μ μ

μ , , μ , μ  
 μ (p-value < 0,05).  
 μ , ,  
 , μ , μ , μ  
 , μ , μ μ  
 μ μ μ .  
 , , μ  
 μ , μ μ μ μ μ ,  
 μ .

	μ	μ		
	μ	62,2%	67,4%	55,6%
	μ			67,7%
	μ μ μ			

4.6: μ μ μ  
 , 4.6, μ ,  
 μ μ μ μ μ  
 67,7% μ , 67,4% μ  
 μ , 62,2% μ  
 55,6% μ μ  
 .  
 μ , μ , μ  
 μ «7-12» »  
 μ μ , μ . μ

« 13+

», ,

μ ,

μ .

	<i>μ</i>	<i>μ</i>	
	<i>0-6</i>	<i>7-12</i>	<i>13+</i>
	32%	68%	0%
	31,1%	62%	7%
	21,8%	65%	13,2%
	44,7%	52,2%	3,1%

**4.7:**

μ μ .

μ

, , μ μ ,

μ μ ,

». μ , «7-12» «0-6

» μ μ μ «13+

μ μ , μ

μ 5%. μ , μ



		<i>p-value</i>	<i>Exp(B)</i>
: 0-6			
7-12			
		0,08	1,008
		0	
<b>0-6</b>		<b>-1,331</b>	<b>0,264</b>
<b>7-12</b>		<b>0,276</b>	<b>1,318</b>
13+		0	
$\mu$		<b>-0,205</b>	<b>0,815</b>
	$\mu$	0	
13+			
		<b>-0,480</b>	<b>0,619</b>
		0	
<b>0-6</b>		<b>-3,308</b>	<b>0,037</b>
<b>7-12</b>		<b>-2,100</b>	<b>0,122</b>
13+		0	
$\mu$		-0,216	0,806
	$\mu$	0	

4.8:  $\mu$   $\mu$   $\mu$   $\mu$   
 $\mu$  6-29 .

		<i>p-value</i>	<i>Exp(B)</i>
: 0-6			
7-12			
		-0,234	0,791
		0	
0-6		-1,247	0,287
7-12		0,764	2,147
13+		0	
	μ	-0,246	0,782
	μ	0	
13+			
		-0,943	0,390
		0	
0-6		-3,505	0,030
7-12		-1,928	0,145
13+		0	
	μ	-0,840	0,432
	μ	0	

4.9:

μ

μ μ

μ

μ 6-29 , , μ  
 μ , μ , «13+  
 ». «13+ », μ  
 «0-6 » μ μ , , (13+  
 μ , (13+  
 ). μ  
 6-29 , , μ  
 , μ , 38,1% μ  
 μ μ μ  
 μ μ  
 «7-12 », μ «0-6 »  
 μ μ , , μ , μ  
 , μ μ  
 (7-12 ), μ , μ , μ  
 , 73,6% μ μ  
 , 13 .  
 μ , , μ μ μ ,  
 μ (7-12 ), μ  
 , μ , 31,8% μ ,  
 μ , 13  
 .  
 «13+ », μ «0-6  
 » μ μ , , ,  
 μ , ,  
 (13+ ), μ ,  
 μ , 96,3% μ ,  
 μ , 13 .  
 , μ μ μ ,  
 μ (13+ ), μ ,  
 μ , 87,8% μ ,  
 μ , 13 .

, μ , μ , μ ,  
 μ (13+ ), μ  
 μ μ , μ ,  
 . μ μ μ  
 (7-12 ), μ , μ  
 , μ 7-12 .  
 μ μ , μ «7-  
 12 » μ μ . , μ  
 μ , μ , μ  
 (7-12 ), μ , μ ,  
 , 18,5% μ ,  
 μ , μ .  
 4,9, ,  
 μ , μ , μ  
 , μ (7-12 ).  
 6-29 , μ (7-12 ), μ  
 , μ , 20,9% μ  
 μ .  
 μ , «13+ » μ «0-6  
 » μ μ , μ  
 , (13+ ).  
 , μ μ ,  
 61% μ μ μ  
 . μ ,  
 μ «7-12 » μ «0-6 »  
 μ μ , μ μ ,  
 (7-12 ), μ , μ ,

, 71,3% μ , μ ,  
 13 .  
 μ , , μ μ μ ,  
 μ (7-12 ), μ ,  
 , μ , , 114,7% μ ,  
 μ , 13 .  
 «13+ », μ «0-6  
 » μ μ , , μ ,  
 (13+ ), μ , μ ,  
 , 97% μ ,  
 μ , 13 . ,  
 , μ μ μ , μ  
 (13+ ), μ , μ ,  
 , 85,5% μ , μ  
 , 13 .  
 μ , μ ,  
 μ (13+ ), μ μ  
 μ , μ ,  
 μ μ μ (7-12 ), ,  
 μ , μ μ  
 7-12 .  
 , μ «13+ » μ μ .  
 , μ , (13+ ), μ  
 , μ , 56,8% μ ,  
 μ ,  
 μ .

		<i>p-value</i>	<i>Exp(B)</i>
: 0-6			
7-12			
		<b>-0,194</b>	<b>0,016</b>
		0	<b>0,823</b>
<b>0-6</b>		<b>-0,839</b>	<b>0,000</b>
<b>7-12</b>		<b>0,543</b>	<b>0,000</b>
13+		0	<b>1,722</b>
	$\mu$	-0,101	0,353
	$\mu$	0	0,904
13+			
		<b>-1,453</b>	<b>0,000</b>
		0	<b>0,234</b>
<b>0-6</b>		<b>-2,091</b>	<b>0,000</b>
<b>7-12</b>		<b>-1,177</b>	<b>0,000</b>
13+		0	<b>0,308</b>
	$\mu$	0,037	0,824
	$\mu$	0	1,038
<b>4.10:</b>			
	$\mu$	$\mu$	$\mu$



(13+ ), μ , μ ,  
 , 69,2% μ , μ  
 , 13 .  
 μ , μ ,  
 μ , μ ,  
(13+ ), μ μ  
 μ , μ , μ .  
 μ μ μ (7-12 ) ,  
 μ , μ μ  
 7-12 .  
 μ , μ μ .  
 4.11, , μ  
 μ μ , μ 6-29 ,  
 .

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ



		<i>p-value</i>	<i>Exp(B)</i>
: 0-6			
7-12			
		<b>0,045</b>	<b>0,748</b>
		0	<b>1,046</b>
<b>0-6</b>		<b>-1,510</b>	<b>0,000</b>
<b>7-12</b>		<b>0,603</b>	<b>0,001</b>
13+		0	<b>1,828</b>
$\mu$		0,064	0,613
	$\mu$	0	1,066
13+			
		-0,444	0,057
		0	0,642
<b>0-6</b>		<b>-3,345</b>	<b>0,000</b>
<b>7-12</b>		<b>-1,682</b>	<b>0,000</b>
13+		0	<b>0,035</b>
$\mu$		-0,044	0,859
	$\mu$	0	0,957

4.11:

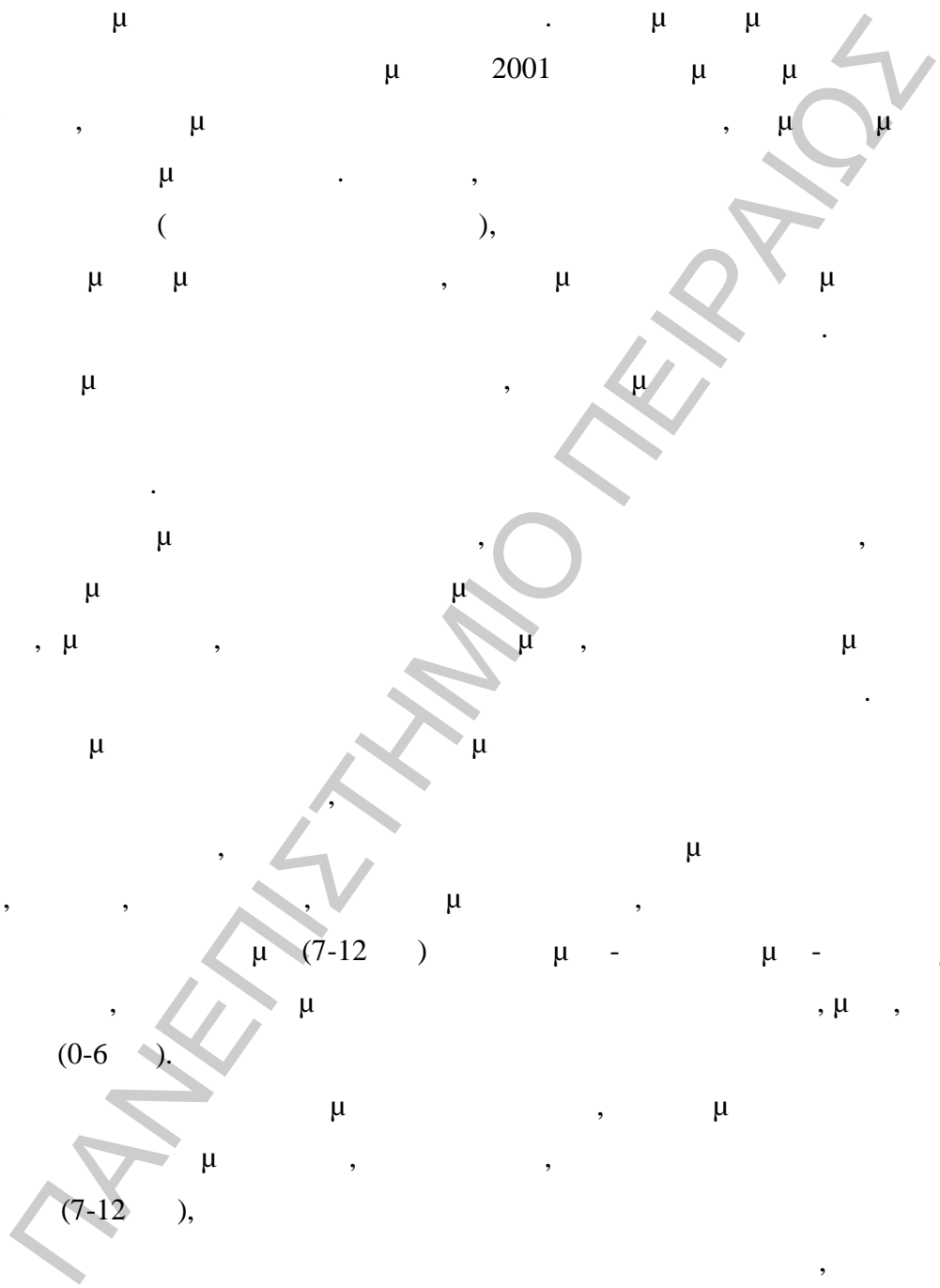
$\mu$

$\mu$   $\mu$

$\mu$

μ , μ μ  
 , μ μ , μ  
 μ , «7-12 », μ «0-6  
 » μ μ , , μ  
 , μ (7-12 ), μ  
 , μ , 77,9% μ  
 μ , 13 .  
 μ , μ μ μ ,  
 μ (7-12 ), μ  
 , μ , 82,8% μ  
 , μ , 13 .  
 «13+ », μ «0-6  
 » μ μ , , μ ,  
 (13+ ), μ , μ ,  
 , 96,5% μ ,  
 μ , 13 ,  
 , μ μ μ , μ  
 (13+ ), μ , μ ,  
 , 81,4% μ , μ  
 , 13 .  
 μ , μ ,  
 μ (13+ ), μ , μ  
 μ , μ , μ ,  
 μ μ μ (7-12 ),  
 , μ μ μ , μ  
 , 7-12 , μ  
 , μ , .

μ ,  
 μ . μ μ  
 μ 2001 μ μ 6  
 29 , μ , μ μ  
 μ . , μ  
 ( ), ,  
 μ μ , μ μ ,  
 μ μ . μ  
 μ μ , μ μ  
 μ μ  
 μ , μ ,  
 , μ , μ μ , μ  
 μ μ  
 . μ μ  
 , μ μ  
 μ (7-12 ) μ - μ - μ (13+ )  
 ) , μ , μ ,  
 (0-6 ).  
 μ , μ  
 μ , μ μ  
 (7-12 ), ,  
 , ,  
 μ μ  
 , μ μ (13+ ),  
 , μ , μ





(13+),  
 (0-6).  
 Freire (1999)  
 Mushi (2000)  
 Antunez (2000),  
 Garcia . (2002),  
 Bernhardt &  
 Schwartz (1997), Coleman (1987)  
 (1986)

μ . μ , ,  
μ μ μ .  
, , μ μ ,  
, μ , (0-6 ), μ  
μ , μ ,  
μ μ μ , 13  
. , μ μ ,  
μ (7-12 ), μ μ  
, μ , μ ,  
, μ μ μ μ μ ,  
μ - μ μ μ μ μ μ  
, μ , μ μ μ  
,  
μ μ μ μ μ μ μ  
Schwartz (1997), Haveman & Wolfe (1995), Veenman (1996), μ &  
(2006) (1986), μ μ , μ ,  
μ ,  
μ . , μ , μ -  
μ μ μ μ , μ , μ ,  
μ «μ », μ ,  
μ μ .  
Η μ μ 10% μ ,  
, μ 2001. μ , ,  
μμ , 6 29 , , ,  
μ , μ , μ ,  
μ . μ



, , μ ,  
μ , μ , μ  
, μ , μ  
, , μ ,  
μ , μ . μ , μ  
μ , , μ μ , μ  
, μ , μ  
μ , μ μ μ  
μ μ μ . , μ  
μ μ , μ μ μ  
μ .

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ



Baker, C. (2001). ( μ.: .  
 μ ), , Gutenberg.  
 , . (1997). μ  
 μ μ .  
 - μ , *I* , 3-5  
*1996*, 125-135, , Gutenberg.  
 , . (1999). μ μ  
 - μ , Gutenberg.  
 , ., & , . (2003-2004).  
 . , .  
 Cummins, J. (1999). μ , μ  
 μ μ : Gutenberg.  
 μ , . (1997).  
 . μ : Gutenberg.  
 , ,, , ,, , . (2001): /  
 - , μ . :  
 μ .  
 , . (2001). 5% μ μ  
 . , .119, (38-43).  
 μ - , . (1990). 1970 – 1990.  
 μ , . 6-79.  
 . (2003). μ 2001 (<http://www.statistics.gr>).  
 μ , ., & , . (2006). μ  
 μ μ μ .  
 μ .

, . (1981). μ  
 μ μ . : ,  
 μ , 1981, 176-193.

, . (1997). μ . μ . : .

, . (2000). μ μ  
 , μ μ . : μ  
 μμ .

, . (2003). μμ : μ  
 μ μ μ μ μ μ 2003,  
 2 (65-78).

, . (2010). μ . - ,  
 , μμ .

- , . (2004). :  
 μ . μ , 4/2004, 21-33.

, . (2003). μ μ  
 . μ , 8, 97-112.

, ., & , . (1997). μ  
 μ μ ( μ μ μ ), :  
 μ , . & , . ( . ) μ  
 : , ,  
 , μ , , μμ , . 384-396.

, . (1998). μ . μ . :

μ , . (2010). μ . ,

, . (1986). *P. Bourdieu J. Passeron.* ,

, H. (2001). μ , :

, „ , „& , . , , μμ , .31-56.

Reich, H. H. (1997). , : , .( μ.) μ , , .

, .(2007). μ μ μμ μ

, „ , „ , .(2004). : μ , , μ , .(2008). μ μ 2008/ 19, , . <http://www.minedu.gov.gr/> , .(2005). μ . . : μ , .(2000). μ : , , . μ μ μ μ μ μ

Antunez, B. (2000). When everyone is involved: Parents and communities in school. *Framing Effective Practices: Topics and Issues in the Education of English Learners.* (<http://ncela.gwu.edu>).

Baum, S. & Flores, S. (2011). Higher Education and Children in Immigrant Families. *Spring*, vol. 21, No.1, pp.171-193.

- Bennett, P. & Lutz, A. (2009). How African American Is the Net Black Advantage? Differences in College Attendance among Immigrant Blacks, Native Blacks, and Whites. *Sociology of Education* 83, pp. 70–100.
- Bernhard, J. K. & Freire, M. (1999). What is my child learning at elementary school? Culturally contested issues between teachers and Latin American families. *Canadian Ethnic Studies*, 31 (3), 72-95.
- Board of Education of the City of New York. (1996, March). Emergency Immigrant Education Census. Brooklyn, NY: Author.
- Böhlmark, A. (2005). Age at Immigration and School Performance: A Siblings Analysis Using Swedish Register Data. *Swedish Institute for Social Research, Stockholm University*.
- Bolton, E.J. (1979). Education in a Multi-racial Society. *Trends in Education*.
- Brandt, G. (1986). *The realization of Anti-racist Teaching*. London, The Palmer Press.
- Coleman, J. S. (1987). Families and schools. *Educational Researcher*, 16(6), 32-38.
- Council of Europe (1986). The CDCC's Project No 7: The Education and Cultural Development of Migrants (Final Report), Strasbourg.
- CRESPAR: August, D. et al. (2003). Supporting the Development of English Literacy in English Language Learners – Key Issues and promising Practices, Baltimore: John Hopkins University / Center for Research on the Education of Students Placed at Risk [www.csos.jhu.edu](http://www.csos.jhu.edu)
- Daly, B. (2005). Color and gender based differences in the sources of influence attributed to the choice of college major. *Critical perspectives on accounting*, 16, 27-45.
- Dustmann, C. (1996). Return migration: the European experience. *Economic Policy*, vol. 22, pp. 215-250.
- Essinger, H. (1988). Interkultureller Erziehung als antirassistische Erziehung, In: *Und im Ausland sind die Deutsche aus Fremde*, Frankfurt, 58-72.

- Fuligni, A. J. (1997). The Academic Achievement of Adolescents from Immigrant Families: The Roles of Family Background, Attitudes, and Behavior. *Child Development* 68, pp. 351–63.
- Fuller, M. (1983). Qualified criticism, critical qualifications. In: L. Barton & S. Walker (eds), *Race, Class and Education*. Beckenham: Groom Helm.
- Garcia Coll, C., Akiba, D., Palacios, N., Bailey, B., Silver, R., DiMartino, L., & Chin, C. (2002). Parental involvement in children's education: lessons from three immigrant groups. *Parenting: Science and Practice*, 2 (3), 303-324.
- Ghuman, P. (1999). Racism, ethnic identity and education of South Asian adolescents. In: D. Harry and P. Garner (eds), *Inclusive education: supporting inclusion in education systems*. London: Kogan Page.
- Giavrimis, P., Konstantinou E., & Hatzichristou, C. (2003). Dimensions of immigrant students' adaptation in the Greek schools: self-concept and coping strategies. *Intercultural Education*, 14(4), 423-434.
- Glytsos, N. (1995). Problems and policies regarding the socioeconomic integration of returnees and foreign workers in Greece. *International Migration*, vol. XXXIII-2, pp. 155-172.
- Glytsos, N. P. & Katseli, L. (2002). Greek Migration: The Two Faces of Janus. Revised version of a paper presented at the CEPR Conference on European Migration: What do we know?, Munich, 1997.
- Grant, C., Sleeter, C., & Anderson, J. E. (1993). The Literature of Multicultural Education: Review and Analysis. Part II. *Educational Studies*, 13, pp. 47-71.
- Hanf, . (2001). Education in a cultural lag: the case of Germany. *International Journal of Educational Research*, 35, pp. 255-268.
- Haveman, R., & Wolfe, B. (1995). The determinants of children's attainments: A review of methods and findings. *Journal of Economic Literature*, 33, 1829–1878.
- IGLU: Bos., W., Lankes, E. M., Prenzel, M., Schwippert, K., Walther, G. & Valtin, R. (Hrsgb) (2003). Erste Ergebnisse aus IGLU. Schuelerleistungen am Ende der vierten Jahrgangstufe im internationalen Vergleich, Muenster: Waxmann

- INSEE : Institut National de la Statistique et des Études Économiques (1997). *Les Immigrés en France*. Paris : INSEE.
- Kao, G. & Tienda, M. (1995). Optimism and Achievement: The Educational Performance of Immigrant Youth,” *Social Science Quarterly* 76(1), pp. 1–19.
- Kasimis, C., Papadopoulos, A., & Zacoboulou, E. (2003). Migrants in Rural Greece. *Sociologia Ruralis*. vol. 43, No 2, pp. 167-184.
- Katz, J. (1982). Multicultural education: Games educators play. *Multiracial Education*, 10, 2, pp. 11-18.
- Lianos, T. P. (1980). Movement of Greek Labour to Germany and Return. *Greek Economic Review*, vol. 2, No.1, pp.71-77.
- Lynch, J. (1986). *Multicultural Education, Principles and Practices*, London, Routledge and Kegan Paul.
- Mignione, E. (1995). Labour Market Segmentation and Informal Work in Southern Europe, *European Urban and Regional Studies*, 2, pp. 121-143.
- Mushi, S.L.P. (2002). Acquisition of multiple languages among children of immigrant families: parents’ role in the home-school language pendulum. *Early Child Development and Care*, 172, 517-530.
- National Center for Education Statistics, U.S. Department of Education (2012). *The Condition of Education 2012* (NCES 2012-045), Indicator 48.
- PISA: Knowledge and Skills for Life – First Results from the OECD Programme for International Student Assessment, 2000
- Portes, A., & Hao, L. (2002). The price of uniformity: language, family and personality adjustment in the immigrant second generation. *Ethnic and Racial Studies*, 25(6), 889-912.
- Raissiguier, C. (1994). *Becoming Women, Becoming Workers: identity formation in a French vocational school*. Albany. State University of New York Press.
- Ribas-Mateos, N. (2004). How Can we Understand Immigration in Southern Europe? *Journal of Ethnic Migration Studies*, vol. 30, No 6, pp. 1045-1063.

- Rivera-Batiz, F. (1997). The Education of Immigrant Children in New York City. *ERIC Digest*.
- Rumbaut, R. (2005). Turning Points in the Transition to Adulthood: Determinants of Educational Attainment, Incarceration, and Early Childbearing among Children of Immigrants. *Ethnic and Racial Studies* 28, pp. 1041–86.
- Schneider, B. & Lee, Y. (1990). A Model for Academic Success: The School and Home Environment of Eastern Asian Students. *Anthropology and Education Quarterly* 2, pp. 358–77.
- Schwartz, W. (1997). Immigrants and Their Educational Attainment: Some Facts and Findings. *ERIC Digest*.
- Schmidley, A. D. (2001). U.S. Census Bureau, Current population report, Series P23. *Profile of the foreign-born population in the United State: 2000*. U.S. Washington, DC: Government Printing Office.
- Schoeni, R. F., McCarthy, K. F., & Vernez, G. (1996). The mixed educational progress of immigrants. *Santa Monica, CA: RAND*.
- Torres-Guzman, M. (1995). Recasting frames: Latino parent involvement. In: Garcia, O. & Baker, C. (eds) *Policy and Practice in Bilingual Education* (pp. 259-272). Clevedon, Multilingual Matters.
- Triandis, C. H. (1986). Towards pluralism in education. In S. Modgil, G. Verma, K. Mallick, & C. Modgil (Eds.) *Multicultural Education, The interminable debate*, pp.130-166.
- Tribalat, M. (1995). *Faire Franc.*, Une enquête sur les immigrés et leurs enfants, Paris: Découverte.
- Vallet, L., & Caille, J. P. (1996). *Les Elèves Etrangers ou Issus de l'Immigration dans l'Ecole et le Collège Français*. Paris : Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche.
- Veenman, J. (1996) . *Keren de Kansen? De tweede-generatie allochtonen in Nederland*. Assen, Van Gorcum.

- Verma, G.K. (1983). *The Democratization of Test Construction: A Response to the Problems of Measurement in a Multi-ethnic Society*. University of Bradford, International Center of Intercultural Studies.
- Vernez, G., & Abrahamse, A. (1996). How immigrants fare in U.S. education. *Santa Monica, CA: RAND. (ERIC Document Reproduction Service No. ED 399 320)*.
- Vespia, K., Stone, G. & Kanz, J. (2001). The relevance of vocational psychology in a multicultural workplace. Exploring issues of race/ethnicity and social class. In: D. Pope-Davis and H. Coleman (eds), *The intersection of Race, Class and Gender in multicultural counseling*. Thousand Oaks, London: Sage Publications, Inc.
- Zimmerman, B. J. (1995). *Self-efficacy and educational development*. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202–231). New York: Cambridge Univ. Press.