

# **Socio-cultural appraisals on the Greek non-compulsory secondary education: An analysis on the education provided for the immigrant foreign and the repatriated pupils**

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## **Abstract**

*On the basis of an empirical sociological research project, still in progress, we will draw on a series of critical issues raised on the promise and possibility of the cultural studies in education: to get below the surface, to enhance theory or even to contribute at the level of institutional/political interference towards the central theme concerning the ways that the social reality relates to educational inequalities.*

*The first part of the paper illustrates the parameters of the research conducted on immigrant foreign and repatriated pupils' education in the state schools of non-compulsory Secondary Comprehensive/General and Vocational Education (16 to 18 years of age) in the prefecture of Thessaloniki (the most populated region in Northern Greece). The analyses of the empirical data, poses a known but neglected argument that is that the immigrant repatriated and foreign pupils' allocation in the state schools is mainly the consequence of the prevalent social relations and prevalent hierarchies that an educational system sustains.*

*In the second part, we attempt to evaluate the possibilities to include 'cultural politics' in the curriculum for the education of immigrant repatriated and foreign students, beyond the contemporary rhetorical*

*acrobatics that accommodate the present conception of education and, hence, affirming the existing structural prearrangements. Hence, we incline to encounter a route where theoretical principles bind conscious will to transform within the reality of the industrially developed societies. Otherwise, cultural studies in education would be void reductions that merely register and postulate administrative propositions.*

*In the sphere of such a conceptual framework we underline and emphasize the need to proceed: (a). Towards in depth structural modifications, such as the unification of general and vocational education, (b). To a study of a theoretical schema that acknowledges the different cultural elements and the different experiences the immigrant foreign and expatriated pupils have, within the frame of an extensive democratic and humanitarian endeavor that recognize the class characteristics of the advanced capitalist societies, (c). Towards the refutation within the classrooms the existing social, racial, gender and ethnic discriminations.*

## **Introduction**

Greece from the mid-80s and mainly during the 1990s has switched from a country that exported immigrants (1955-1980), into a host country for a population of immigrants or many who repatriated after a long period abroad. Thousands of Greek expatriates, have repatriated from Albania and the states of the former U.S.S.R. A range of groups of foreign economic immigrants flowed in from the states of Eastern Europe (Poland, Romania, Bulgaria among others), from Asia (mainly from Pakistan, Iraq, Iran, India) and from Africa (Egypt, Zaire).

The composition of pupils' population in primary and secondary education has been altered considerably<sup>i</sup>. It was during the 2003-2004 school year, that the 9% of the whole pupils' population were either foreigners or repatriates. Large numbers of foreign and repatriate pupils have gathered in school, basically those schools situated geographically at the centre of urban or underdeveloped areas, thus, changed the

proportion with the indigenous pupils dramatically, forming a multicultural environment (Katsikas & Politou, 2005, p. 25).

The education policy implemented, for the inclusion of the repatriated and foreign pupils in the Greek society, has a twofold rationale. That is, to anticipate the educational and social deficit (hence, promoting compensatory projects) or to endorse an assimilating (instead of respecting and accommodating the ‘other/different’ or advancing cultural enrichment) course of action. Moreover, there is an imminent tendency that, supposedly, underlines the prominence of the cultural differentiation and uniqueness. This is an educational policy of inclusion consisting of:

(i) The operation of ‘reception’ (Decree 818-2/Z/4139/1980) and ‘tutorial’ classes (Decree 818/2/Z/21/3175/7-9-82) in some schools. Classes where whenever they offer a limited introductory courses in the pupils’ mother tongue has a sole aim to aid the pupils in order to acquire and learn Greek. In the absence of a pedagogic approach to teach in these particular classrooms, there are neither the appropriate curricula nor the educational materials to uphold an intra-cultural dimension in learning. Such conditions multiply the insurmountable obstacles that the foreign and repatriate pupils encounter in the educational system. There is a lack of consideration towards the particular issues (relevant to language, competence, behavior predicaments) concerning the foreign-repatriate pupils’ educational needs when the state does not recognize their entitlement to sustain or elaborate their “national identity”.

(ii) The operation of schools offering multicultural education (Act 2413/96), can only be found in the major cities of Greece. The operation of the schools presents some serious difficulties. Their role was primarily to assimilate the school’s population from the moment that the mother tongue is taught solely in the ‘reception classes’ while most of the main subjects are offered in Greek. Furthermore, the foreign and repatriated pupils are segregated from the rest of the school’s population and, thus, driving the former to adopt ghetto attitudes contributing to the direction of social fragmentation and the marginalization of the socially and culturally weak groups, reproducing, thus, numerous socio-cultural discriminations (Damanakis, 1998, pp. 52, 77-78. 85-88).

Most of the foreign and repatriated pupils attend ‘reception’ or ‘tutorial’ classes at the formal school network along with the indigenous children. Nonetheless, the foreign and repatriated pupils by accumulating negative experiences from their school’s attendance (especially in a school that encourages homogeneity, one-dimensional culture and monolingualism), next to the problems which arise from their rigorous conditions of living (i.e. difficulties in housing, work, medical care), pave the way for a problematic relationship with the school as an institution, that leads them gradually to decide that the only course ahead is to withdraw from education.

### **1. The theoretical framework.**

Though there were some studies on the effects of selectivity, discrimination and culture in terms of the social and educational inequalities in the hosting countries (Model, 1999; Kilbride & D’Arcangelo, 2002), the examples of the Greek case has been relatively enigmatic. Not in terms of rhetoric postulations and vague appeals to anti-racial interventions (Kopsida-Vrettou, 2003, pp. 183-184) or propositions indicating the amelioration of the individual capabilities or the extension of the equal opportunity rationale, in an otherwise intact/neutral education system (Drossos – Kassotaki, 2005), but in terms of an interpretation that realizes the issue examined as a social, political, economic, and subsequently, educational affair (Cole, 1986).

Moreover, the inequalities involved in the education of the immigrant foreign and repatriated pupils are amplified from the inadequacy to learn, use and gain knowledge of the Greek language. That remains their fundamental impediment during their school attendance (Krivas, 2001, p. 68). A feature that drags down their achievement in most of the subjects taught in the schools and, subsequently, having an effect on their choice to opt for the vocational and technical education (that is, the Technological and Vocational Training Schools – TEE, the non-compulsory secondary education – 16 to 18 years of age) instead of place in non-compulsory general/common education (that is, the General/Common Lyceums)<sup>ii</sup>.

The predisposition of the Albanian pupils to attend the TEE has been recorded into their choices over their vocational or professional career during their compulsory secondary school years (13 to 16 years of age), affirming in the most overt way the

internalization of the social stereotype, that as an ethnic group they should exercise those jobs with the lower social status<sup>iii</sup>. Although, they did not prefer initially to attend the TEE, it is their 'ultimate' solution since they cannot correspond adequately to the academic standards of the general education secondary schools, the General/Common Lyceums (Drossos – Kassotaki, 2005, pp. 53-55).

## **2. Data and method.**

The main aim of our research is to study the school career of pupils in the prefecture of Thessaloniki by examining the career of pupils of a school series (2003 – 2006) who have registered and attend the first year of the non-compulsory secondary education (1<sup>st</sup> Grade of the General/Common Lyceum or 1<sup>st</sup> Grade of the TEE) and the third year of the non-compulsory secondary education (either 3<sup>rd</sup> Grade of the General/Common Lyceums or the 3<sup>rd</sup> Grade of the TEE). We intend to demonstrate and present the diverse ways that the two types of post-compulsory secondary institutions operate and the ways they bring out the educational dynamism of their pupils.

This is the reason that prompted us to consider and probe to research:

- (a) In the manners the male and the female pupils make use of their free time (activities related to sports and physical exercise, reading, resting etc.) in both types of schools;
- (b) The differences that existed at the educational level and the socioeconomic status among the pupils' families (i.e. parents' profession and data on the parents' education history);
- (c) The diversity of the pupils' cultural capital that has been passed on from their families (that is, attending theatre and music performances, appreciation and study of literature texts, etc.); and
- (d) The pupils' leisure activities and pastimes they have been involved in their own education and paedia (namely, their participation in tutorial or supportive learning classes, formation of study groups).

The above mentioned information was collected on the basis of a questionnaire, where the appropriate variables have been included. In addition, we have appraised the pupils' achievements that portrayed a representative sample of their school performance (i.e. grades in the main subjects taught --Mathematics, Ancient Greek, Modern Greek Language, the overall grade at the end of each school year, the grades upon graduation from the last year of pupils' compulsory education). Finally, variables related to the pupils' school records were added in the bulk of information collected for our research, such as cases where a pupil had to repeat a school year, suspensions of study, and transfers to other schools.

The research's data has been collected on the basis of two essential tools in assembling research data. The qualitative data and information have been elicited from the pupils who had to complete a comprehensive questionnaire that it was given to them. The quantitative data have been accumulated from a transcript of the school's records and inventories (that is, matriculation numbers, graduate certifications, grades) and the completion of an improvised mean of data collection, where all the data for each pupil examined was compiled (in a form of a personal record card). The record card has been standardized and reviewed<sup>iv</sup> so that their final version could meet the aims and objectives stated in the first phases of our research, ensuring at the same time, the reliability and the validity of the research's results and conclusions.

The research sample includes 20 General/Common Lyceums and 20 TEE, that is a stratified sampling with random sampling between the stages, across the various Offices of Secondary Education, allocated in both Directorates of Secondary Education at the Prefecture (Eastern and Western) of Thessaloniki. The selection of both types of non-compulsory secondary education Schools contributed to ensure a kind of comparative sample so that it could be feasible to associate the research's outcomes. That led us to equate in pairs, a General/Common Lyceum and a TEE, in every area of the Prefecture. In our research 1287 male and female indigenous pupils were involved along with 279 male and female foreign and repatriated pupils. The selection of pupils' classes was sampled randomly from the 1st Grade of the Lyceum-TEE and the 3rd Grade of the Lyceum-TEE. The sampling method decided has secured the necessary cross-section representative of the research sample, in order to be in a position to generalize the research's assumptions and conclusions. The

research assistants, who collected and filled the pupils' record files, in order to assure the objectivity, reliability and validity of the research conclusions, have implemented a similar procedure rigorously.

The current research integrates a combination of research techniques in data collection, in accord with the principles and canon of triangulation that guarantees exhaustive and polyhedral analysis of the research hypothesis, reaching hence, an appropriate level of reliability and authenticity of the results presented.

The data were coded and categorized in accordance to the standard qualitative and quantitative processing techniques and subsequently imported into the SPSS database, where further statistical analyses were carried out. Many Descriptive Statistic techniques were employed (such as absolute, cumulative and relative frequency distributions, typical/normal deviations), along with techniques used in Inferential Statistics (i.e. statistic criterion  $\chi^2$ ), so that we would proceed to an in-depth examination between the variables that could enlighten the discussions on the diversity of the General/Common Lyceums and the TEE.

### **3. Research conclusions.**

*3.1. The number of the foreign and repatriated pupils who attend the TEE is double in comparison to the number of the indigenous pupils who attend the General/Common Lyceums at the Prefecture of Thessaloniki (including the Multicultural Schools).*

During the last census (2005-2006) of the pupils attending the TEE and the General/Common Lyceums in the Prefecture of Thessaloniki, the 19.65% of pupils of the TEE at the Directorate of Eastern Thessaloniki, were foreign and repatriated. Moreover, they represent the 15.32% of the total pupils' population at the Lyceums allocated at Office of Secondary Education at the center of the city of Thessaloniki, while they constitute just the 4.6% and 6.22% at the Lyceums allocated at the two Offices of Secondary Education operating in the areas at the east of the city. In those TEE at the Directorate of Western Thessaloniki 19.44% of the total population were foreign and expatriated pupils, distributed among the three Offices of Secondary Education at 7.27%, 8.13% and 8.52% respectively (Tables 2 & 3).

Furthermore, we have noted that more foreign and repatriated pupils attend the 10 TEE of the east side, in respect, to those attending the 10 TEE at the western side of the city. On the contrary, less foreign and repatriated pupils attend the 10 General/Common Lyceums in the eastern areas of Thessaloniki, in respect, to those in the western areas of the city (Table 4).

The indigenous pupils do not seem to present different percentages of attendance at the TEE in both sides of the urban area, though more go to the General/Common Lyceums in the west side of the city in comparison to those attending the Lyceums on the eastern side of Thessaloniki (Table 4).

Finally, there are 10 foreign and repatriated pupils studying at the Multicultural School in the west of Thessaloniki, compared to the 39 indigenous, while there are 17 foreign and repatriated pupils studying at the Multicultural School in the eastern of Thessaloniki, compared to the 2 indigenous pupils attending the same school (Table 4).

### *3.2. The pupils' families educational level<sup>v</sup>.*

The foreign and repatriated male and female pupils, who attend either a General/Common Lyceum or a TEE, come from families who hold, to certain percentage, college or university education degrees. The specific percentage is even higher for those who attend the General/Common Lyceums (Tables 5 & 6).

The particular variables, i.e. the family educational level and the type of school the pupils are registered, have been further analyzed using the statistical type  $\chi^2$  in the form of cross tabulation ( $\chi^2$  contingency tables tests), suggesting a statistical correlation among them. It seems that the attendance of either at the General/Common Lyceums or at the TEE, is firmly related to the pupils' family educational level. The foreign and repatriated male and female pupils' family education level attending the General/Common Lyceums is higher than the level of those attending the TEE. Such an association is confirmed as statistically significant from the value of the  $\chi^2(2)=13.476$ ,  $p<0.05$ , as one can read from table I.



### *3.3. The district of the pupils' residence.*

The families of the foreign and repatriated pupils attending either the TEE or the General/Common Lyceums, mainly have their home in the areas located predominantly in the west of the city or in the provinces situated in the west of the Prefecture of Thessaloniki (Tables 7 & 8).

### *3.4. Pupils being employed after the school.*

The number of the foreign and repatriated male and female pupils who attend the TEE work after they have attended their school timetable, is double than those registered at the General/Common Lyceums (Tables 9 & 10)

The particular variables, i.e. the employment after the school's timetable and the types of school the pupils are registered, have been further analyzed using the statistical type  $\chi^2$  in the form of cross tabulation ( $\chi^2$  contingency tables tests), suggesting a statistical correlation among them. It seems that the attendance of either at the General/Common Lyceums or at the TEE, is firmly related to the pupils' employment after their school's timetable. The percentage of the foreign and repatriated male and female pupils attending the TEE employed beyond their school hours is higher than those attending the General/Common Lyceums. Such an association is confirmed as statistically significant from the value of the  $\chi^2(1)=9.683$ ,  $p<0.05$ , as one can read from table II.

We examined the possibility to correlate the pupils' family education level to the pupils' employment after school, in any of the non-compulsory secondary school types examined in our research but there was not statistically significant associations since the pupils who are employed come from families with different education level.

### *3.5 Attendance of tutorial classes or private tutorials outside the school. Attendance of the supportive learning classes at school.*

Most of the foreign and repatriated pupils at the TEE do not attend neither tutorial classes outside the school nor the supportive learning classes in their schools (Tables 11 & 12).

On the contrary, many foreign and repatriated pupils at the General/Common Lyceums participate either in private tutorials or tutorial classes outside their schools and attend supportive learning classes in their schools (Tables 13 & 14).

According to a statistical analysis using the statistical type  $\chi^2$  in the form of cross tabulation ( $\chi^2$  contingency tables tests), there is a statistical correlation between the types of schools attended and the participation of the pupils in tutorial classes or private tutorials outside their schools. It seems that the attendance either at the General/Common Lyceums or at the TEE, is firmly related to the pupils' participation in tutorial classes or private tutorials outside their schools. The foreign and repatriated male and female pupils attending the General/Common Lyceum tend to attend in tutorial classes or private tutorials outside their schools and the supportive learning classes in their schools in greater numbers than those pupils at the TEE. Such an association is confirmed as statistically significant from the value of the  $\chi^2(1)=48.062$ ,  $p<0.05$ , as one can read from table III.

Though, we used a similar statistical technique, in order to correlate the types of schools attended along with the participation of the pupils in the supportive classes offered in their schools we could not find a significant statistical association. It seems that the pupils' choice to attend the supportive classes offered in their schools or not is irrelevant to the type of school they attend.

Furthermore, we have examined the possibility to correlate the pupils' family educational level with the pupils' choice to be involved in preparatory classes outside their schools or supportive learning classes inside the school, either in the Lyceums or the TEE, selected for our research. Nevertheless, there was not a statistically significant association between those variables neither in the General/Common Lyceums nor in the TEE. It seems that the pupils, who prefer to undertake further preparatory classes outside their school, belong to families from all educational levels,

without any additional indications that such a relationship could be feasible to be established.

### *3.6. Nationality and the country of origin.*

Most of the foreign and repatriated pupils who study at the General/Common Lyceums have Hellenic/Greek nationality (that is, at least one of their parents has the Hellenic/Greek nationality). On the contrary, the numbers of the foreign and repatriated pupils who attend the TEE with Hellenic/Greek nationality are merely equal to those pupils from Albania and Georgia (Tables 15 & 16).

One can notice that the foreign and repatriated male and female pupils from Georgia and Russia prefer to register and attend the General/Common Lyceums instead of the TEE, while those pupils from Albania prefer the TEE instead (Tables 17 & 18).

### *3.7. Pupils' age of transfer and entrance in Greece, and, their enrollment at the Greek educational system.*

In their majority the foreign and the repatriated pupils who attend the General/Common and the TEE arrive in Greece at an age that enables them to register at Primary Schools or at earlier ages suitable to attend pre-school education. Half of the foreign and the repatriated pupils who attend the General/Common and the TEE have attended the educational system of Greece from the 1<sup>st</sup> grade of primary school, while the rest have attended the last grades of the primary school. There is a small number of pupils who attend classes ranked below the class equivalent to their age (Tables 19 & 20).

### *3.8. The linguistic setting.*

The family environment of the foreign and repatriated pupils attending the General/Common Lyceums or the TEE, prefer to communicate in Greek along with the pontian dialect, though there are those (in lower percentages) who prefer to communicate in Russian or in Albanian. All the other languages are underrepresented (Tables 21 & 22).

We have examined the possibility to correlate the pupils' family educational level with the pupils' bilingualism. We did not get a statistically significant association

between the above mentioned variables. There were bilingual children with parents from all the educational levels in both school types. Moreover, there was not a statistically significant association between the use of the Greek language and the types of schools they attended. It seems that the children who use the Greek language as a primary language to communicate in their homes study equally in both school types, without any significant correlation.

### *3.9. The parent's professions in Greece.*

Most of the fathers' professions of the foreign and repatriated pupils who attended the TEE, belong either to categories 6 or 7. That is jobs of low socioeconomic status, such as manual workers, technicians and construction workers. The same appears to be true in the General/Common Lyceums as far as the low socioeconomic jobs are concerned, but we have a substantial representation of the professions belonging to the middle range categories (i.e. 3 and 4) and a higher representation in the professions of the highest category 1 (Tables 23 & 24).

Most of the mothers' professions of the foreign and repatriated pupils who attended the TEE, belong to category 7 (such as housecleaners or housewives). The same appears to be the condition for the General/Common Lyceums, but we have noticed an increase in the percentage of those mothers who are occupied in jobs of middle socioeconomic status, category 3 (Tables 25 & 26).

### *3.10. The parents' profession in the countries of origin.*

It is obvious that the pupils' fathers, of those who have attended either the General/Common Lyceums or the TEE, used to be employed in jobs with a better socioeconomic status in the countries of origin. The fathers of the pupils attending the General/Common Lyceums show a higher percentage of jobs with better socioeconomic status than those fathers of pupils in the TEE. Finally, in both school types, we found fathers who used to be employed in jobs with lower socioeconomic status in the countries of origin with higher percentages of fathers of the TEE pupils (Tables 27 & 28).

The same conclusions apply to the pupils' mothers, irrespectively of the school type that the pupils attend. Nonetheless, one could note that the mothers of the pupils attending the General/Common Lyceums display a notable increase in the percentages in category 3 (Tables 29 & 30).

### *3.11. The jobs that are held by the foreign and repatriated pupils after their school timetable.*

It appears that the foreign and repatriated pupils at the TEE tend to be employed in jobs with low socioeconomic status in comparison to the pupils at the General/Common Lyceums (Tables 31 & 32).

## **4. Discussion.**

It is evident from the research data examined that the national origin of the majority of the foreign and repatriated pupils attending the non-compulsory secondary schools, are either from the states of the former USSR or Albania. Most of the foreign and repatriated pupils attending the non-compulsory secondary schools prefer to study at the technical and vocational schools of education (TEE) instead of the General/Common Lyceums. The foreign and repatriated pupils who belong in the middle and upper socioeconomic strata choose to study at the General/Common Lyceums, while those who belong to the low socioeconomic strata have a tendency to study at the TEE. The pupils' family educational level seems to be higher in those who attend the General/Common Lyceums, whilst they use the Greek language as the primary language to communicate in their family environment.

The majority of the foreign and repatriated pupils attending the TEE, which are institutions that provide degraded and low quality education in comparison to the education offered at the General/Common Lyceums.

The TEE are likely to encounter major difficulties to operate due to huge problems in their organization, the lack of funding by the state's financial resources and a number of institutional inadequacies and shortcomings, such as:

- (a). The incomplete curriculum (to be exact, 20% of the textbooks have not been written yet) without substantial references towards the general educational perspectives, restrained because of a trend to offer specialized subjects at the earliest phase of pupils education/training.
- (b). The financial shortcomings have a direct effect on a deficient infrastructure in the TEE. Many buildings, where the TEE schools operate, are either obsolete or with extensive damage, sustaining ill equipped laboratories.
- (c). The uncertain labor conditions of the teachers employed at the TEE. A considerable number of the teachers at the TEE are either substitute teachers or paid by the hours they teach. In addition, the reduction of the pupils enrolled at the TEE results in further cutbacks in the personnel in employment.
- (d). The TEE graduates experience even more impediments to gain access to a tertiary higher institution. The quota of entrance comes up to 15% of the places offered by the tertiary higher institutions, expecting the pupils to have at least 10 out of 20 points.
- (e). The teachers pedagogic and educational work/practice lacks any support mechanisms by the state (absence of substantive in-service training and teachers' reference books) (Damaskinos, 2006, pp. 34-36).

The TEE are schools with many problems in their operation, offering study courses that are of lower standards; they are schools that 'accommodate' underachieved pupils from families with low economic and cultural level (Karafilli, 2002, pp. 48-51, 56-57, 69-70, Zaga, 2003, pp. 184-189)<sup>vi</sup>.

Besides the lack of respect for the TEE, which is mirrored in the state's educational policies for the public technical and vocational education, one can detect the mentality of the Greek society to affirm the inferiority of the technical compared to the general education. «The TEE from their early steps were discredited and associated with misery, desolation and soot while at the same time general education has been acknowledged as the main social institution that generates and reproduces the social symbols» (Iakovidis, 1998, p. 236). The foreign and repatriated pupils adhere to a similar attitude from the moment that those who hold the Greek nationality are

registered mainly at the General/Common Lyceums, thus degrading the TEE where they will be in equal numbers with pupils from Albania and Georgia.

The foreign and the repatriated pupils who are taught at the TEE entrenched in their families' low socioeconomic status do not simply affirm but reproduce the norm by studying second-rated vocations in mediocre educational institutions. For the foreign and the repatriated pupils, attending the TEE emerges as the immediate appropriate option to follow, considering that they have escaped the danger to be excluded completely from the school system of the reception country. The danger of exclusion from the Greek school is not an impossible incident to occur, especially when the education offered echoes persistently the monolingual, unify-cultural pedagogic and ideological positions that lied at the core of the educational system. A school that upholds the manifestation and the advancement of the 'different' or the culture of the 'other' and the same time dismissing any possibility to sustain a communicative dexterity to develop mutual appreciation and understanding cannot but reproduce the existing disparities and exclusions. An exclusion that is contingent to become apparent due to the needs to work for subsistence (Katsikas, 2006, p. 147); needs, that when they are inextricably related to the ethos of the schools, they replicate the TEE's predetermined social role and status.

The foreign and the repatriated pupils who study at the Multicultural Lyceums come from the deprived socioeconomic strata. They arrive in Greece at an older age and it seems that they have a preference to attend the Multicultural Lyceums since they seek a smoother social inclusion due to the extra-curricular benefits provided by these types of schools. Nevertheless, as it has been mentioned above, the actual curriculum and the synthesis of the pupils' population do not promote such a 'smooth procedure of socialization'. The main subjects at the Multicultural Lyceums are taught in Greek using the same textbooks used in the General/Common Lyceums. Furthermore, the fact that most<sup>vii</sup> of the pupils are foreign and repatriated attending the Multicultural Lyceums, they are burdened with the danger of becoming a ghetto for the foreign and repatriated children.

The families of the foreign and repatriated pupils are housed on rent (Chatzivarnava, 2001, p. 39) mainly in the western side of the urban zone. The western districts of

Thessaloniki face unemployment and poverty (Chatzivarnava, 2001, p. 34), they are the areas of residence of workers and low paid employees (clerks, assistant attendants, secretaries, shop assistants, cleaning people crew etc.) (Mbaludros et al, 1981). Those of the foreign and repatriated pupils who have to attend the TEE in the eastern part of the city (the TEE are far less than the General/Common Lyceums) are subjected to endure traveling over long distances on a daily basis. On the contrary, the foreign and repatriated pupils who attend the General/Common Lyceums have an unproblematic access to their schools, due to the abundance of the specific schools types.

The families' low socioeconomic status has compelled the foreign and repatriated pupils to seek employment after school in order to contribute towards their families' budget or pay for their own personal expenses. It is not an unusual situation for the foreign and repatriated pupils, especially those who attend the TEE, to devote a significant portion of their free time after school, working in jobs that have nothing in common with the very nature of the subjects they specialized in and studied at their schools.

As we have mentioned earlier the foreign and repatriated pupils who study at the General/Common Lyceums tend to join either the supportive learning classes in their schools or join private preparatory classes. That is a sign where the children actually embrace and adopt the existing ethos of the indigenous pupils for the current examination system, thus increasing their possibilities to get a place in the tertiary educational institutions (universities or technical colleges).

On the contrary, the TEE pupils (indigenous, repatriated and foreign) are 'conditioned' to participate in and pursue their school career according to their families' economic capabilities, their 'alternatives' have been 'prearranged' by iron frameworks that assign their families and their own preferences, «generated by structural inequities in society, ..., the unequal distribution of economic resources» (Gale & Densmore, p. 123).

Unless we incline to argue that today's capitalist social relations are the most assimilatory cultural force ever (Gale & Densmore, 2000), we can claim for the introduction of a common/general/comprehensive 12-year compulsory, public



educational structure, that would not be discredited either from the state or the society, to advance and encourage the foreign and repatriated pupils participation in the Greek society. A novel educational configuration, which would replace the present distinctions between technical and general education at the non-compulsory secondary education level, and subsequently, cease the enhancement of the inequalities anticipated from differences in the countries of origin, or differences in ethnic and socioeconomic status (differences that originally reflect different positions in the realm of the social relation within the contemporary advanced capitalism)<sup>viii</sup>. An educational structure that would absorb or even better refute the discrepancies and promote mutual respect by exposing and developing the elements that compose the cultures at hand, on an equal basis. A structure that would unveil the prospect to articulate and reassemble general and technical knowledge where all the pupils, through an enriched curriculum, could converge and place the issue of the content of education as a theoretical – practical instance.

In terms of the practical discourse suggested, the indigenous along with the foreign and repatriated pupils could share and contribute towards an extended school life (Damanakis, 1998). That would disperse and disseminate the meaning they deliver, holding them in a setting where they could re-apprehend / reflect on a common cultural arrangement which shall facilitate in the realization that we coexist in common social territories.

The theoretical element would be implemented from the moment we consider, in a holistic approach, the spiritual and the material innovations of the civilizations and cultures. The pupils then could be aware of the evolution principles explaining the natural and the social edifices<sup>ix</sup>, comprehending, hence, the role of man in history, the purpose of technical and scientific knowledge in everyday life. Thus, the pupils could recognize that by being in a position to make use of knowledge they could reflect on their own subjectivities and pose critical questions upon the society's contradictions, and, society's prospects to progress democratically.

These perceptions could 'persuade' the pupils that neither the low level and premature specializations (offered at the TEE) nor the sterile theorizations and vagueness (offered in the General/Common Lyceums) could lead them towards a definite and

abundant set of skills, knowledge and abilities to democratize the prevailing social relationships. Cultural pluralism and the dialectical association of the theoretic-practical features of human activities could allow them to imagine and thrive for a school that shall include and educate everyone, a school that would be for a just, socially equal and in solidarity society.

The research's conclusion affirmed that school choice is conditioned systematically by economic, social and cultural norms suggesting, thus, that unless the education system proceeds to concrete political reform, the optimism adopted by those who endorse multicultural approaches or the strengthening of the cultural studies on education shall remain void statements of noble intentions. If educational inequalities echo social inequalities, then to achieve consensus on cultural pragmatics instead on political projects, treats the critique towards the constitution of society a marginal technicality. Even if rudimentary empirical sociology cannot provide the ground to advance the theoretical complexity and density that would deliver the content of what the societal would be, it is important to shed light on the possibility that 'rigid' sociological statements appeal to schools of thoughts that have disappeared under the current submergence of postmodern and neo-liberal theoretical configurations.

To deal with the existing reality where social inequalities and class division determine employment, and, simultaneously, overwhelm the rhetoric that conceals society's contradictions, we have to envisage refreshed theoretical notions that would enable us to shift towards a politico-ethical transcendence. The deployment of 'cultural politics' could revamp cultural studies concerning the pedagogical in terms of its socio-political significance, especially when «cultural politics in education is not only about the complex issues of what and whose cultural capital becomes official. Nor is it only about whose vision of the family, the government, identity, and the economy are to be realized in our institutions and in our daily lives. Cultural politics is also, and profoundly, about the resources we employ to challenge existing relations, to defend those counter-hegemonic forms that now exist, or to bring new forms into existence» (Apple, 1996, p. 25). Cultural studies in education could be conceived not as a disinterested contemplation (Salamini, 1981, p. 92) neither as articulations of agnosticism towards the social reality but as a conscious appreciation of the world's relationships. Cultural studies, as Michael Peters notes, depart from a point where

culture in education has been recognized as studies fixed on the differences of Otherness (a process «that has led to the reproduction of those forms of oppression they were trying to combat») to a point where «the process of identity formation is seen as a political process that takes place in complex settings» (Peters, 1995, p. 55).

A transformative educational theory, that understands the historical and sociopolitical foundations of capitalism, should be in position to explain the contemporary function of the state and power mechanisms (Apple, 1986, 1999; Darder, 1991) deployed to adopt multicultural disguises which in the end articulate ideologically an assimilating ethos that endorses the prevailing relationships. In cultural politics the perplexity of the power/knowledge/pedagogy platform is accredited without omitting class analysis as a mean of analysis, to understand the class relationships of the working class groups that sustain social discrimination (Harris, 1992). Thus, cultural studies by returning to their radical and grounded origins concerned with political economy and social movements renew the political project of a democratic cultural education that includes references to participation and struggle in the historical process (Steel, 1997).

Obviously it is not in our intentions to exhaust a complex matter on the content of the cultural studies in education within the limited scope of a paper. Rather, to point out that if a sociological research's conclusions seem to reconfirm the imperatives of the social class structure molding the ways by which the socially sensitive groups determine their course in society, then the discourse of the cultural studies in society ought to accommodate a socio-political prism of analysis in the place of elusive reference on the Otherness or constructivists accounts that promote individual competence that neglects at the same time the articulations of power relations in process.

In addition, our attempt to associate the research's data to the actual lives of the immigrant foreign and expatriated pupils was an effort to bring out the 'invisible' pupils lives and suggest a pedagogy that commences from the children's voices. An effort that interweaves teachers and intellectuals' affirmative cultural and political action, in a period where the neo-liberal ideological forces launch a political argument using the progressive terminology with a content that complies with the assimilation of education for the market. It is a prevailing ideological alliance that harmonizes the

current sociopolitical status with the dominant social, political and economic relationships. Subordinating, though, the social forces into an imagined and symbolic projection of the actual / concrete reality, where social change never becomes an issue to bring into the centre of the critique. Dismissing any critical appraisals that would correlate reality to the social, political and economic relationships; dismissing the study of the social contradictions that would advocate for a political praxis to advance democracy, justice and the suspension of the existed social class structures both in education and in the society.

## Appendix

### *3.1. The number of the foreign and repatriated pupils in the General/Common Lyceums and TEE at the Prefecture of Thessaloniki (including the Multicultural Schools) in comparison to the number of the indigenous pupils.*

FOREIGN - REPATRIATED				INDIGENOUS			
TEE	GENERAL LYCEUMS	MULTICULTURAL SCHOOLS	TOTAL	TEE	GENERAL LYCEUMS	MULTICULTURAL SCHOOLS	TOTAL
165	87	27	279	479	767	41	1287

TABLE 1. Frequency distribution of the foreign - repatriated and the indigenous pupils on the basis of the School type attending.

	TEE	1 <sup>st</sup> OFFICE		2 <sup>nd</sup> OFFICE		3 <sup>rd</sup> OFFICE	
		Gymnasiums	Lyceums	Gymnasiums	Lyceums	Gymnasiums	Lyceums
Repatriated*	625/6090=10.3%	365/2855=12.8%	227/2486=9.13%	228/6352=3.58%	98/5403=1.81%	311/5920=5.25%	141/4430=3.18%
Foreign*	570/6090=9.35%	482/2855=16.9%	154/2486=6.18%	285/6352=4.48%	151/5403=2.79%	507/5920=8.56%	135/4430=3.04%
TOTAL	1195/6090=19.65%	847/2855=29.7%	381/2486=15.32%	513/6352=8.06%	249/5403=4.6%	818/5920=13.81%	276/4430=6.22%

TABLE 2. Distribution of foreign and repatriated male and female pupils at the Offices of Secondary Education in the 1<sup>st</sup> Directorate of Secondary Education at the Prefecture of Thessaloniki (eastern).

\* The private and the public experimental schools demonstrated a mere nothing percentage of foreign and repatriated pupils.

	TEE	1 <sup>st</sup> OFFICE		2 <sup>nd</sup> OFFICE		3 <sup>rd</sup> OFFICE	
		Gymnasiums	Lyceums	Gymnasiums	Lyceums	Gymnasiums	Lyceums
<b>Repatriated*</b>	717/5385=13.31%	282/5295=5.32%	180/3667=4.9%	356/5522=6.44%	188/3118=6.02%	588/5881=9.9%	262/3741=7%
<b>Foreign*</b>	330/5385=6.13%	323/5295=6.1%	87/3667=2.37%	364/5522=6.59%	66/3118=2.11%	349/5881=5.93%	57/3741=1.52%
<b>TOTAL</b>	1047/5385=19.44%	605/5295=11.42%	267/3667=7.27%	720/5522=13.03%	254/3118=8.13%	937/5881=15.83%	319/3741=8.52%

TABLE 3. Distribution of foreign and repatriated male and female pupils at the Offices of Secondary Education in the 2<sup>nd</sup> Directorate of Secondary Education at the Prefecture of Thessaloniki (western).

\* The private and the public experimental schools demonstrated a mere nothing percentage of foreign and repatriated pupils.

FOREIGN & REPATRIATED PUPILS					INDIGENOUS PUPILS			
	TEE	GENERAL LYCEUMS	MULTICULTURAL	TOTAL	TEE	GENERAL LYCEUMS	MULTICULTURAL	TOTAL
<b>Western Thessaloniki</b>	73	50	10	133	239	405	39	683
<b>Eastern Thessaloniki</b>	92	37	17	146	240	362	2	604
	<b>GRAND TOTAL 279</b>				<b>GRAND TOTAL 1287</b>			

TABLE 4. Frequency distribution on the basis of the geographical area of the schools' attended.

### 3.2. *The pupils' families educational level.*

#### **Foreign & repatriated pupils at the General/Common Lyceums.**

Education Level*	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	2,3	2,3	2,3

3	29	33,3	33,7	36,0
4	55	63,2	64,0	100,0
<b>Partial Total</b>	<b>86</b>	<b>98,9</b>	<b>100,0</b>	
Missing System	1	1,1		
<b>General Total</b>	<b>87</b>	<b>100,0</b>		

TABLE 5. The pupils' frequency distribution in respect to the family's education level.

\* Level 2: graduates of compulsory secondary education, Level 3: graduates of non-compulsory secondary education, Level 4: graduates of college or university education.

### Foreign & repatriated pupils at the TEE.

Education Level*	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	.6	.6	.6
2	22	13.3	13.5	14.1
3	69	41.8	42.3	56.4
4	71	43.0	43.6	100.0
<b>Partial Total</b>	<b>163</b>	<b>98.8</b>	<b>100.0</b>	
Missing System	2	1.2		
<b>General Total</b>	<b>165</b>	<b>100,0</b>		

TABLE 6. The pupils' frequency distribution in respect to the family's education level.

\* Level 2: graduates of compulsory secondary education, Level 3: graduates of non-compulsory secondary education, Level 4: graduates of college or university education.

	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	<b>13.476</b>	<b>2</b>	<b>.001</b>
<b>Likelihood Ratio</b>	15.363	2	.000
<b>Linear-by-Linear Association</b>	13.140	1	.000
<b>N of Valid Cases</b>	<b>249</b>		

TABLE I. Chi-Square Tests between the variables family education level and type of school

\* 0 cells (.0%) have expected to count less than 5. The minimum expected count is 8.63.

### 3.3. *The district of the pupils' residence.*

#### Foreign & repatriated pupils at the TEE

Living Area	Frequency	Percent	Valid Percent	Cumulative Percent
Centre	21	12,7	12,7	12,7
Western Thessaloniki	84	50,9	50,9	63,6
Eastern Thessaloniki	25	15,2	15,2	78,8
Villages in western side	12	7,3	7,3	86,1
Villages in east side	23	13,9	13,9	100,0
<b>Total</b>	<b>165</b>	<b>100,0</b>	<b>100,0</b>	

TABLE 7 The pupils' frequency distribution in respect to the pupils' area of residence.

#### Foreign & repatriated pupils at the General/Common Lyceums.

Living Area	Frequency	Valid Percent	Cumulative Percent
Centre	11	12,6	12,6
Western Thessaloniki	47	54,0	66,7
Eastern Thessaloniki	21	24,1	90,8
Villages in western side	5	5,7	96,6
Villages in eastern side	3	3,4	100,0
<b>Total</b>	<b>87</b>	<b>100,0</b>	

TABLE 8. The pupils' frequency distribution in respect to the pupils' area of residence.

### 3.4. Pupils being employed after the school.

#### Foreign & repatriated pupils at the TEE.

Job after school	Frequency	Percent	Valid Percent	Cumulative Percent
No working	115	69.7	69.7	69.7
Working	50	30.3	30.3	100.0
<b>Total</b>	<b>165</b>	<b>100.0</b>	<b>100.0</b>	

TABLE 9 The pupils' frequency distribution in respect to their employment/work.

#### Foreign & repatriated pupils at the General/Common Lyceums.

Job after school	Frequency	Percent	Valid Percent	Cumulative Percent
No working	76	87.4	87.4	87.4
Working	11	12.6	12.6	100.0
<b>Total</b>	<b>87</b>	<b>100.0</b>	<b>100.0</b>	

TABLE 10. The pupils' frequency distribution in respect to their employment/work.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
<b>Pearson Chi-Square</b>	<b>9.683</b>	<b>1</b>	<b>.002</b>		
Continuity Correction	8.744	1	.003		
Likelihood Ratio	10.469	1	.001		
Fisher's Exact Test				.002	.001
Linear-by-Linear Association	9.644	1	.002		
<b>N of Valid Cases</b>	<b>252</b>				

TABLE II. Chi-Square Tests between the variables types of school and job/employment after school.

\* Computed only for a 2x2 table.



\*\* 0 cells (.0%) have expected to count less than 5. The minimum expected count is 21.06.

**3.5. Attendance of tutorial classes or private tutorials outside the school. Attendance of the supportive learning classes at school.**

**Foreign & repatriated pupils at the TEE.**

<b>Preparatory school attendance</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
No attendance	148	89.7	89.7	89.7
Preparatory school attendance	7	4.2	4.2	93.9
Private lessons	10	6.1	6.1	100.0
<b>Total</b>	<b>165</b>	<b>100.0</b>	<b>100.0</b>	

TABLE 11. Frequency distribution of pupils attending tutorial classes outside their schools.

**Foreign & repatriated pupils at the TEE.**

<b>Reinforcement Teaching Lessons</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
No attendance	121	73.3	73.3	73.3
Attendance	44	26.7	26.7	100.0
<b>Total</b>	<b>165</b>	<b>100.0</b>	<b>100.0</b>	

Table 12. Frequency distribution of pupils attending supportive learning classes in their schools.

**Foreign & repatriated pupils at the General/Common Lyceums.**

<b>Preparatory school attendance</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
No attendance	44	50.6	50.6
Preparatory school attendance	34	39.1	89.7

Private lessons	7	8.0	97.7
Both of them (preparatory school & private lessons)	2	2.3	100.0
<b>Total</b>	<b>87</b>	<b>100.0</b>	

TABLE 13. Frequency distribution of pupils attending tutorial classes outside their schools.

**Foreign & repatriated pupils at the General/Common Lyceums.**

<b>Reinforcement Teaching Lessons</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
No attendance	56	64.4	64.4
Attendance	31	35.6	100.0
<b>Total</b>	<b>87</b>	<b>100.0</b>	

TABLE 14. Frequency distribution of pupils attending supportive learning classes in their schools.

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Exact Sig. (2-sided)</b>	<b>Exact Sig. (1-sided)</b>
<b>Pearson Chi-Square</b>	<b>48.062</b>	<b>1</b>	<b>.000</b>		
Continuity Correction	45.929	1	.000		
Likelihood Ratio	46.579	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	47.871	1	.000		
<b>N of Valid Cases</b>	<b>252</b>				

TABLE III. Chi-Square Test between the variables, type of schools and preparatory school.

\* Computed only for a 2x2 table

\*\* 0 cells (.0%) have expected to count less than 5. The minimum expected count is 20.71.

### 3.6. Nationality and the country of origin.

#### Foreign & repatriated pupils at the General/Common Lyceums.

Student Origin*	Frequency	Percent	Valid Percent	Cumulative Percent
Greeks from one parent	15	17.2	18.1	18.1
Greeks from both parents	18	20.7	21.7	39.8
Georgians	16	18.4	19.3	59.0
Albanians	16	18.4	19.3	78.3
Russians	7	8.0	8.4	86.7
Armenians	2	2.3	2.4	89.2
Kazahistianians	2	2.3	2.4	91.6
Ukrainians	1	1.1	1.2	92.8
Double nationality	4	4.6	4.8	97.6
Bulgarians	1	1.1	1.2	98.8
Thailandians	1	1.1	1.2	100.0
<b>Partial Total</b>	<b>83</b>	<b>95.4</b>	<b>100.0</b>	
Missing System	4	4.6		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 15. Frequency distribution according to the pupils' nationality.

\*The nationality of a pupil is the result of the combination of both parents' nationality

#### Foreign & repatriated pupils at the TEE.

Student Origin*	Frequency	Percent	Valid Percent	Cumulative Percent
Greeks from one parent	20	12.1	12.7	12.7
Greeks from both parents	28	17.0	17.7	30.4
Georgians	34	20.6	21.5	51.9
Albanians	41	24.8	25.9	77.8
Russians	10	6.1	6.3	84.2
Armenians	4	2.4	2.5	86.7
Kazakistanians	7	4.2	4.4	91.1
Uzbekistanians	1	.6	.6	91.8

Ukrainians	2	1.2	1.3	93.0
Double nationality	6	3.6	3.8	96.8
Abhatzians	2	1.2	1.3	98.1
Iranians	1	.6	.6	98.7
Bulgarians	1	.6	.6	99.4
Syrians	1	.6	.6	100.0
<b>Partial Total</b>	<b>158</b>	<b>95.8</b>	<b>100.0</b>	
Missing System	7	4.2		
<b>Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 16. Frequency distribution according to the pupils' nationality.

\*The nationality of a pupil is the result of the combination of both parents' nationality

#### Foreign & repatriated pupils at the General/Common Lyceums.

Country Origin	Frequency	Percent	Valid Percent	Cumulative Percent
Georgia	24	27.6	28.2	28.2
Albania	19	21.8	22.4	50.6
Russia	26	29.9	30.6	81.2
Armenia	1	1.1	1.2	82.4
Kazakhstan	4	4.6	4.7	87.1
Ukrania	1	1.1	1.2	88.2
Germany	3	3.4	3.5	91.8
Bulgaria	2	2.3	2.4	94.1
Australia	2	2.3	2.4	96.5
Thailand	1	1.1	1.2	97.6
France	1	1.1	1.2	98.8
Rumania	1	1.1	1.2	100.0
<b>Partial Total</b>	<b>85</b>	<b>97.7</b>	<b>100.0</b>	
Missing System	2	2.3		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 17. Frequency distribution of the pupils according to their country of origin.

**Foreign & repatriated pupils at the TEE.**

<b>Country Origin</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Georgia	38	23.0	23.2	23.2
Albania	47	28.5	28.7	51.8
Russia	39	23.6	23.8	75.6
Armenia	9	5.5	5.5	81.1
Kazakhstan	9	5.5	5.5	86.6
Uzbekistan	2	1.2	1.2	87.8
Ukrania	1	.6	.6	88.4
Germany	9	5.5	5.5	93.9
Abhazia	2	1.2	1.2	95.1
Iran	1	.6	.6	95.7
Sweden	1	.6	.6	96.3
Bulgaria	3	1.8	1.8	98.2
Moldavia	1	.6	.6	98.8
Syria	1	.6	.6	99.4
Lithuania	1	.6	.6	100.0
<b>Partial Total</b>	<b>164</b>	<b>99.4</b>	<b>100.0</b>	
Missing System	1	.6		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 18. Frequency distribution of the pupils according to their country of origin.

**3.7. Pupils' age of transfer and entrance in Greece, and, their enrollment at the Greek educational system.****Foreign & repatriated pupils at the TEE.**

<b>School Enrollment</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Older children in lower classes	23	13.9	14.2	14.2
Normal classification	56	33.9	34.6	48.8

From the beginning in the Greek education	75	45.5	46.3	95.1
Younger children in superior classes	8	4.8	4.9	100.0
<b>Partial Total</b>	<b>162</b>	<b>98.2</b>	<b>100.0</b>	
Missing System	3	1.8		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 19. Frequency distribution according to the pupils age of entrance into Greece and the Grade of his/hers enrollment in a Greek school.

### Foreign & repatriated pupils at the General/Common Lyceums.

School Enrollment	Frequency	Percent	Valid Percent	Cumulative Percent
Older children in lower classes	14	16.1	16.3	16.3
Normal classification	20	23.0	23.3	39.5
From the beginning in the Greek education	50	57.5	58.1	97.7
Younger children in superior classes	2	2.3	2.3	100.0
<b>Partial Total</b>	<b>86</b>	<b>98.9</b>	<b>100.0</b>	
Missing System	1	1.1		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 20 Frequency distribution according to the pupils age of entrance into Greece and the Grade of his/hers enrollment in a Greek school.

### 3.8. *The linguistic setting.*

#### Foreign & repatriated pupils at the General/Common Lyceums.

Language	Frequency	Percent	Valid Percent	Cumulative Percent
Pontian dialect	6	6.9	6.9	6.9
Greek	50	57.5	57.5	64.4
Georgian	1	1.1	1.1	65.5
Albanian	8	9.2	9.2	74.7

Russian	16	18.4	18.4	93.1
English	1	1.1	1.1	94.3
Bulgarian	1	1.1	1.1	95.4
Turkish	1	1.1	1.1	96.6
Chechen	1	1.1	1.1	97.7
Thailandian	1	1.1	1.1	98.9
Missing System	1	1.1		
<b>Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 21. Frequency distribution according to the prime language spoken in the pupils' family.

**Foreign & repatriated pupils at the TEE.**

Language	Frequency	Percent	Valid Percent	Cumulative Percent
Pontian dialect	16	9.7	9.8	9.8
Greek	82	49.7	50.3	60.1
Georgian	2	1.2	1.2	61.3
Albanian	31	18.8	19.0	80.4
Russian	23	13.9	14.1	94.5
Armenian	3	1.8	1.8	96.3
English	1	.6	.6	96.9
Iranian	1	.6	.6	97.5
Turkish	4	2.4	2.5	100.0
<b>Partial Total</b>	<b>163</b>	<b>98.8</b>	<b>100.0</b>	
Missing System	2	1.2		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 22. Frequency distribution according to the prime language spoken in the pupils' family.

**3.9. The parent's professions in Greece.****Foreign & repatriated pupils at the TEE.**

Father's Profession*	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	8.5	9.4	9.4

2	2	1.2	1.3	10.7
3	8	4.8	5.4	16.1
4	13	7.9	8.7	24.8
5	11	6.7	7.4	32.2
6	32	19.4	21.5	53.7
7	4	2.4	2.7	56.4
8	2	1.2	1.3	57.7
9	57	34.5	38.3	96.0
11	5	3.0	3.4	99.3
12	1	.6	.7	100.0
<b>Partial Total</b>	<b>149</b>	<b>90.3</b>	<b>100.0</b>	
Missing System	16	9.7		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

✱The professions have been grouped according to the following taxonomy:

Category 1: includes scientists, professionals, higher administrative executives, academics, politicians, industrialists, bank managers, doctors, lawyers, engineers, high ranked police and army officers.

Category 2: includes the teachers.

Category 3: includes middle administrative staff, civil servants, low rank police and army officers, programmers, secretaries, assistances to professionals.

Category 4: includes merchants, small industry entrepreneurs.

Category 5: includes low ranked civil servants and low rank employees at the private sector.

Category 6: includes technicians and skilled workers.

Category 7: includes those employed at the services section, cooks, cleaners, gatekeepers, shop assistances, clerks.

Category 8: includes those occupied in the agricultural economy, stockbreeding and fishery.

Category 9: includes the unskilled workers and builders.

Category 10: includes the housewives.

Category 11: includes the unemployed men and women.

Category 12: includes the remaining occupations, students etc.

TABLE 23. Frequency distribution according to the father's profession.



**Foreign & repatriated pupils at the General/Common Lyceums.**

<b>Father's Profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1	10	11.5	12.0	12.0
2	1	1.1	1.2	13.3
3	18	20.7	21.7	34.9
4	11	12.6	13.3	48.2
5	2	2.3	2.4	50.6
6	19	21.8	22.9	73.5
7	2	2.3	2.4	75.9
8	1	1.1	1.2	77.1
9	17	19.5	20.5	97.6
11	2	2.3	2.4	100.0
<b>Partial Total</b>	<b>83</b>	<b>95.4</b>	<b>100.0</b>	
Missing System	4	4.6		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 24. Frequency distribution according to the father's profession.

**Foreign & repatriated pupils at the TEE.**

<b>Mother's profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
0	1	.6	.6	.6
1	6	3.6	3.7	4.3
2	3	1.8	1.9	6.2
3	10	6.1	6.2	12.3
4	6	3.6	3.7	16.0
5	10	6.1	6.2	22.2
6	10	6.1	6.2	28.4
7	51	30.9	31.5	59.9
9	10	6.1	6.2	66.0
10	51	30.9	31.5	97.5
11	4	2.4	2.5	100.0

<b>Partial Total</b>	<b>162</b>	<b>98.2</b>	<b>100.0</b>	
Missing System	3	1.8		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 25. Frequency distribution according to the mother's profession.

**Foreign & repatriated pupils at the General/Common Lyceums.**

<b>Mother's Profession*</b>	<b>Frequenc y</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1	5	5.7	5.8	5.8
2	1	1.1	1.2	7.0
3	12	13.8	14.0	20.9
4	1	1.1	1.2	22.1
5	1	1.1	1.2	23.3
6	7	8.0	8.1	31.4
7	18	20.7	20.9	52.3
8	1	1.1	1.2	53.5
9	4	4.6	4.7	58.1
10	32	36.8	37.2	95.3
11	4	4.6	4.7	100.0
<b>Partial Total</b>	<b>86</b>	<b>98.9</b>	<b>100.0</b>	
Missing System	1	1.1		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 26. Frequency distribution according to the mother's profession.

**3.10. The parents' profession in the countries of origin.****Foreign & repatriated pupils at the General/Common Lyceums.**

<b>Father's profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1	26	29.9	32.5	32.5
2	3	3.4	3.8	36.3
3	14	16.1	17.5	53.8

4	8	9.2	10.0	63.8
6	13	14.9	16.3	80.0
7	1	1.1	1.3	81.3
8	1	1.1	1.3	82.5
9	9	10.3	11.3	93.8
11	1	1.1	1.3	95.0
12	4	4.6	5.0	100.0
<b>Partial Total</b>	<b>80</b>	<b>92.0</b>	<b>100.0</b>	
Missing System	7	8.0		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 27. Frequency distribution according to the pupils' father profession at their countries of origin.

#### Foreign & repatriated pupils at the TEE.

<b>Father's Profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1	24	14.5	18.5	18.5
2	4	2.4	3.1	21.5
3	15	9.1	11.5	33.1
4	15	9.1	11.5	44.6
5	3	1.8	2.3	46.9
6	35	21.2	26.9	73.8
7	2	1.2	1.5	75.4
8	6	3.6	4.6	80.0
9	25	15.2	19.2	99.2
12	1	.6	.8	100.0
<b>Partial Total</b>	<b>130</b>	<b>78.8</b>	<b>100.0</b>	
Missing System	35	21.2		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 28. Frequency distribution according to the pupils' father profession at their countries of origin.

**Foreign & repatriated pupils at the General/Common Lyceums.**

<b>Mother's profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1	16	18.4	19.8	19.8
2	9	10.3	11.1	30.9
3	24	27.6	29.6	60.5
4	2	2.3	2.5	63.0
5	2	2.3	2.5	65.4
6	4	4.6	4.9	70.4
7	2	2.3	2.5	72.8
8	1	1.1	1.2	74.1
9	6	6.9	7.4	81.5
10	11	12.6	13.6	95.1
11	2	2.3	2.5	97.5
12	2	2.3	2.5	100.0
<b>Partial Total</b>	<b>81</b>	<b>93.1</b>	<b>100.0</b>	
Missing System	6	6.9		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 29. Frequency distribution according to the pupils' mother profession at their countries of origin.

**Foreign & repatriated pupils at the TEE.**

<b>Mother's Profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1	12	7.3	9.2	9.2
2	7	4.2	5.3	14.5
3	36	21.8	27.5	42.0
4	5	3.0	3.8	45.8
5	3	1.8	2.3	48.1
6	8	4.8	6.1	54.2
7	3	1.8	2.3	56.5

8	4	2.4	3.1	59.5
9	14	8.5	10.7	70.2
10	33	20.0	25.2	95.4
11	5	3.0	3.8	99.2
12	1	.6	.8	100.0
<b>Partial Total</b>	<b>131</b>	<b>79.4</b>	<b>100.0</b>	
Missing System	34	20.6		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 30. Frequency distribution according to the pupils' father profession at their countries of origin.

*3.11. The jobs that are held by the foreign and repatriated pupils after their school timetable.*

**Foreign & repatriated pupils at the TEE.**

<b>Student's profession*</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
3	1	.6	2.1	2.1
4	1	.6	2.1	4.3
5	3	1.8	6.4	10.6
6	6	3.6	12.8	23.4
7	33	20.0	70.2	93.6
9	3	1.8	6.4	100.0
<b>Partial Total</b>	<b>47</b>	<b>28.5</b>	<b>100.0</b>	
Missing System	118	71.5		
<b>General Total</b>	<b>165</b>	<b>100.0</b>		

TABLE 31. Frequency distribution according to the pupils' jobs employed after their school's timetable.

### Foreign & repatriated pupils at the General/Common Lyceums.

Student's profession*	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	1.1	9.1	9.1
5	1	1.1	9.1	18.2
7	8	9.2	72.7	90.9
12	1	1.1	9.1	100.0
<b>Partial Total</b>	<b>11</b>	<b>12.6</b>	<b>100.0</b>	
Missing System	76	87.4		
<b>General Total</b>	<b>87</b>	<b>100.0</b>		

TABLE 32. Frequency distribution according to the pupils' jobs employed after their school's timetable.

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## Notes

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<sup>i</sup> The number of foreign and repatriates children attending primary and secondary schools has increased rapidly from 41.176 during the 1995-1996 school year, to 93.650 and 130.114 during the 2001-2002 and 2003-2004 school years respectively.

<sup>ii</sup> Most of the foreign and repatriated pupils prefer to attend the technical and vocational schools, a compelling tendency among the children who have not been born in Greece.

<sup>iii</sup> That is a prevalent inclination among the Albanians who have not been born in Greece in comparison to the Albanians who have been born in Greece or the rest of the indigenous school population.

<sup>iv</sup> We have conducted pilot studies in two different time periods, at the 2<sup>nd</sup> General Lyceum of Polichni and the 1<sup>st</sup> TEE of Pilea, in order to appraise, evaluate our questionnaire and reconsider the function of the record card planned.

<sup>v</sup> The family educational level is resolved as the effect of either the father's or mother's educational level, taking in account the highest in each case.

<sup>vi</sup> The critiques against the TEE are focused on the failure of the policies for the TEE to attract children from the middle and upper socioeconomic strata, a failure attached with the TEE incompatibility to the actual requirements of the labor market (Zaga, 2003, p. 184-186).

<sup>vii</sup> A clear paradigm of the above comprises the case at the Multicultural Lyceum in the east of Thessaloniki.

<sup>viii</sup> As Trevor Gale and Kathleen Densmore have argued, «in the modern societies, the socio-cultural differences are mediated by social relations largely based upon exploitation. This particular understanding can help us to construct more emancipatory pedagogical practices; important works as our social institutions become increasingly imbued with the values of the market» (Gale & Densmore, 2000, p. 125).

<sup>ix</sup> Hence, the pupils would ‘recognize’ the unequal socioeconomic conditions underpinning their cultural capital or their life arrangements. Being reluctant, at the same time, to perceive the function of the school mechanism, as the “natural” annex to the prevailing school values (Bourdieu & Passeron, 1993; Bourdieu, 2007).

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