Educational attainments of the Italian second generations in France.

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Abstract

During more than one century consistent flows of migrants left Italy with destination France. In the 1999 the Italian second generations is still the largest group among all the children of immigrants in France. In the socio-demographic literature, Italians migrants are widely studied but rarely the interest has been devoted to the second generations. The survey called "Étude de l'histoire familiale" (EHF) represents an important occasion in order to study this group. In particular, we can investigate on differences between autochthones and children of Italian immigrants in terms of educational attainments. Taking into account the different family resources, crucial differences emerge between cohorts, indicating radical changes occurred in the integration process lived by Italians immigrants in France before and after the Second World War. The former cohorts show a substantial disadvantage in school and university compared to the autochthones, whereas the situation is the opposite for the latter cohorts. Other important factor emerge from the analysis indicating the importance of the different categories of second generations (with one or both immigrant parents and, within this last group, born in France or arrived during childhood), geographical area within the French territory and socio-economic class.

1. Introduction

During more than one century consistent flows of migrants left Italy with destination France. Many Italians decided to remain in this country, some of them arrived with the family, others formed a new one. As a result, today France is characterized by a wide presence of people with Italian origins: in the 1999 the Italian second generation has the largest size, closely followed by Algerian (Simon, 2003).

What can we say about their assimilation process? Did they succeed? In order to give some evidence in this sense, an important source of information is available for France: the survey "Étude de l'histoire familiale (EHF)". In the 1999, together with the population census, 380,000 men and women living in private dwellings filled out an additional schedule on the subject of their "family history," including questions about children, partnerships, parents and the languages (both national and regional) customarily spoken with parents during childhood. All the information contained in the census questionnaire, as level of education, date and place of birth, are available together with dates of occurrence for the most important events concerning the transition into the adulthood. Through the parents' place of birth and time of arrival in France (if born abroad), we have all the information to distinguish the subgroups of interest.

With the term "second generation" we identify all the individuals born in the France with at least one immigrant parent. Within this group we can distinguish between people with only one immigrant parent and people with both parents arrived from a foreign country. Besides, following the definition proposed by Warner and Srole (1945), we can also consider individuals born abroad and arrived in France during childhood. Focusing on people with Italian origin, in this analysis we will use the following definitions:

- *mixed second generation* (G2mix Italy): born in France with intermarried parents (one parent born in France and one born in Italy);
- *second generation* (G2 Italy): born in France with both parents born in Italy.
- *generations 1.5* (G1.5 Italy): arrived in France before the 10th birthday, with both parents born in Italy[1].
- *generation 1* (G1 Italy): arrived in France after the 10th birthday. In this case the individual is considered as a direct immigrant.

All these categories will be compared with the reference group given by the *autochthones*: all the individuals born in France with both parents born in France.

As a further comparison term, we will consider the same categories for people with Spanish origins (G2mix Spa, G2 Spa, G1.5 Spa). Migration flows from Spain and Italy show several similarities. Firstly, even if immigrants from Spain were less numerous, timings of migrations are similar: they both started at the end of XIX century, they followed parallel patterns and both reduced between the end of sixties and the beginning of the seventies. Secondly, educational level and incidence of skilled worked were low for both countries with increasing values for the decades after the Second World War.

In any case, if it not specified otherwise, we consider as G2mix, G2 or G1.5 people with an Italian origin.

In table 1 we see a first description of the sample considering all the possible groups defined by family migration history (FMH from now on) [2]. In the sample there are 11315 individuals with at least one parent

[1] We do not know if the G1.5 migrated together with their parents but, given the very young age at migration, we can suppose that he/she arrived in France with his/her family.

[2] The category "other or missing" refers to:

born in Italy and, within this group, nine thousand individuals can be considered as children of Italian immigrants. This is the larger group among all the children of immigrants in France. The biggest subgroup is G2mix Italy whereas the G1.5 Italy is not very large, especially among the younger cohorts, because of the diminishing migrant flows from Italy since 1960. It is clear, looking at this table, the ancient and stable presence of Italians.

The aim of this analysis is to evaluate the links between educational attainment and ethnic origin comparing autochthones and children of Italian immigrants. How advanced is the assimilation process within Italian 2nd generation in terms of education? Do they have the same possibilities of the autochthones in the French society? We could say that assimilation can be considered as completed only when the descendants of immigrants have the same opportunities of the whole population. Controlling for the social class and some other features concerning the family of origin, we will try to give a partial answer to those questions by using multivariate analysis and, in particular, logistic models. Besides, since the EHF survey contains the language spoken by parents during childhood, we will also try to check if this aspect is linked to the educational attainments.

2. Second generations and educational attainments in the literature

The assimilation/integration is a multifaceted phenomenon, but level of education represents one of the most important dimensions. In all developed societies, education plays a crucial role in order to reach a particular status: an higher level does not assure the access to the privileged social positions but gives higher probabilities and, in the same way, the risks of a disadvantaged position in the labour market fall down sharply (Ballarino and Cobalti, 2003; Pisati, 2002; Shavit and Blossfled, 1993; Shavit and Muller, 1998).

It must be underlined that despite the diffusion of universalistic principles based on merits, educational opportunities remain strongly influenced by the resources offered by the family of origin. In this sense, socio-economic position and the level of education owned by parents are commonly indicate in the socio-economic literature as crucial factors in order to define the investment in education and, then, the educational attainments[3]. Within this mechanism, the migration status owned by the family of origin (or in other words the family migration history) could be considered an additional factor: *ceteris paribus* to be a child of immigrants could represent a further condition able to influence the achievement of high levels of education.

For the first generation of migrants, the success or failure of the migration process is strongly determined by the results obtained in the labour market. For the second generations, born and grown in the country of arrival, the social selection starts from education. Very often immigrants accept working conditions that are not welcomed by the local population. Their possibilities for a personal social mobility are often limited but they faced the difficulties in the adaptation process with the ambition to give their children all the

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1) people born or arrived in France before the 10th birthday with at least one parents born in a country other than France, Italy, Spain (for example, who has at least one parent born in Algeria or Germany);
2) people born or arrived in France before the 10th birthday with parents born in two different foreign countries (for example, who has the father born in Italy and the mother born in Spain or Tunisia);
3) missing values for the country of birth for at least one parents.

[3] Today as yesterday the educational opportunities are strongly heterogeneous among different social categories with an increasing incidence of high levels of education within the more prestigious ones, in Italy (Ballarino and Cobalti, 2003) as in the other Western countries, justifying the presence of a "*persistent inequality*" (Shavit and Blossfeld, 1993). The importance of parental characteristics is also stressed by Belzil and Hansen (2003) who find that family background variables account or up to 85% in the explainable variation in child school attainment.

possibilities needed for their upward social mobility, first of all an high education. In other words, they probably intend social mobility in a multi-generational perspective: even if immigrant parents have reached a good socio-economic position in the new country, they can perceive their assimilation process as completed only when their children has the same opportunities in the social mobility owned by the autochthones. In this sense the children education could assume a very important role and a particular meaning (Miller and Volker, 1989). When discriminations are controlled, the laws and the context are favourable, the voice of parents could be listened and their desires of high education for their children can be satisfied (Portes e Rumbaut, 2001).

In the Canadian context, second generations can reach better results than children of natives (Boyd e Grieco, 1998) and that the good trend is not confirmed for the third generations (Boyd, 2002). In the same country, Schaafsma and Sweetman (1999) found that educational attainments varies systematically by age at immigration with a substantial advantage for who arrived early in life (generation 1.5) compared to who arrived later. Chiswick and Deburmann (2003) found that second generation American adults have the highest level of schooling, exceeding that of autochthones and foreign born. Even the generation 1.5 acquires more education than autochthones but with a decreasing advantage in correspondence of older ages of arrival and with the reversal of the relation if this age is older than 12 years[4].

Chiswick (1999) propose the hypothesis that second generations immigrants may out-achieve native-parents education attainments due to the positive influence of foreign-born parents arising from the selectivity bias in migration, which implies that immigrants tend to be disproportionately high ability or highly motivated people. This approach starts from common propositions in the literature that migration process (and the permanence in the territory of arrival) is strongly selective and that economic migrants tend to be favourably self-selected for labour market success. These migrants tend, on average, to be more able, ambitious, aggressive and entrepreneurial than similar individuals who choose to remain in (or to return to) their place of origin (Chiswick, 1999)[5].

However, having parents foreign-born does not always mean a positive effect on the educational attainments. In the U.S.A, the Asian-origin second generations precede autochthones in terms of educational attainments whereas children of Mexican and other Hispanic-language immigrants do not show such a positive results (Farley e Alba, 2002; Hirschman, 2001; McPartland, 1998; Rumbaut, 1997). In some critical contexts, it may appear a *downward assimilation* where a longer staying is associated with worst levels of education (Portes e Rumbaut, 2001). Differences between autochthones and second generations in the school system could be due to discriminations or preferences in treatment according to the origin of students. It is very hard to test this hypothesis, but the persistence of inequalities among groups even after having controlled for other possible factors, do not favour its refutation. In the educational system may arise some disadvantaged pathways occupied by children of immigrants where the ethnic discrimination, more widespread during periods of high immigration, is able to influence educational attainments in a significant

[4] Both Schaafsma and Sweetman (1999) and Chiswick and Deburmann (2003) noted a negative relation between age at immigration and educational attainments but immigrationg in the years associated with secondary schooling conveys a greater disadvantage that does not arise if the immigration took place few years earlier or later.

[5] According to the author, the overall favourable selectivity of immigrants depends on the favourable selectivity of the supply of immigrants and the criteria used to ration admissions. Selection criteria can ration visas on one or more characteristics that enhance labour market earning, such as schooling level, professional qualifications, age, and destination language proficiency. Alternatively, criteria may be based on characteristics that are seemingly independent of skill level, such as kinship ties, lotteries, etc. Even if in both cases there is a selection, the former are likely to select, on average, a higher ability subset among those who would supply themselves as immigrants than would the latter criteria. In the same way, favourable selectivity for labour market success can be expected to be less intense for non-economic migrants (refugees, sojourners, ideological migrants).

way (Voenders and Scheepers, 1998). This is the case of *ad hoc* schools for the children of immigrants as it happened in Bavaria (Thränhardt, 2004), or situations characterized by the association of school and territorial segregation (Rosenbaum e Friedman, 2001; Simon, 2003).

What we expect for the children of Italian immigrants in France? During the major migrant flows, Italian immigrant in France were characterized by the predominance of low qualified workers without high level of education and few possibilities for a personal social mobility but, probably, with big expectations for their children. This could have lead to higher investments in their education in a positive context and when they believe that school generally increase the social mobility opportunities. After the second world war, when big transformations occurred in Italy (rural economic organisation, widespread poverty, fascism and political exiles before the Second World War; rapid economic growth in the North, industrialization and internal migration since Fifties), France-Italy relations in terms of migrations and the acceptance of Italian immigrants by French people, changed substantially. Italians were the desired immigrants in France (Bechelloni *et al,* 1995). French government expressed the intention to recruit Italian immigrants by installing the National immigration office (ONI) in Turin and then in Milan. Italians are no more seen with hostility and distrust and they become the favourite immigrants (Vial, 2002).

The favourable conditions could have given good chances to the Italian second generations, similar to the ones offered to the autochthones, taking into account all the other factors of social stratification. This let us think that in the decades after the Second World War the assimilation process of the Italian emigrants in France was not very critical. Nevertheless, considering that migrations from Italy to France lasted for more than one century, the situation could have changed over time. In the EHF survey, the big sample interviewed contains people born at the beginning of the XX century and this permits us to evaluate the changes occurred during this century.

Finally, it is important to underline that we cannot consider all the children of Italian immigrants as a unique group. Generations 1.5 live directly the disadvantages of the migration process: a child who migrates during his/her first years of life must face a second socialization process in the country of arrival and, if he/she has already started school, he/she is forced to stop education and start it again in another country, with a different school system and a different language. This is not the case of G2mix and G2 that, for definition, are born in France.

3. The French educational system

In order to better understand the meaning of different levels of education, we give a brief description of the French educational system. The most part of the schools are public and free[6]. Starting from 1967, the school is mandatory up to 16 years old. The primary level (*école primaire*) starts at age 6 and last for five years. At the age of 11 on average, children begin the lower secondary French school (*collège d'enseignement secondaire*) which usually lasts for 4 years. Students take the 6th to the 3rd course here.

The upper secondary education, starting at 15 years old, is composed of two kind of education

[6] Private schools, generally Catholic institutions which have forged agreements with the State, account for 17% of students (Eurybase, 2002). Some private schools charge for tuition however, for schools who have received some financial aid, these fees are not very high. Private schools are mandated to follow the public education curriculum, programmes and schedules, all under the guidance of the State.

- *academically oriented upper secondary education*: the *Lycée* education usually lasts for three years (2nd, 1st and terminal courses) and makes a student eligible for the general *Baccalauréat*, the technological *Baccalauréat* and the Diploma of Technician, depending on the option chosen. The *Lycée* also offers preparatory courses for the *Grandes Écoles,* as well as preparatory courses for the higher level technicians. After finishing the 2nd course, students have the opportunity to prepare for Technician's Diploma (*Brevet de technicien*) that gives direct access to the labour market or enter at the IUT's (University technological institutes).
- *vocationally oriented education*: this education is taken at the *Lycée d'enseignement professionnel* and prepares students over a period of two years to take the CAP (Certificate of professional aptitude) that qualifies a student to exercise a trade of a job of vocational character, or the BEP (Brevet in vocational studies) that grants the rank of skilled worker or qualified employee to the student. After the BEP, students may continue for another two years reaching the *Baccalauréat professionnel.*

Tertiary education in France continues in the universities, *Grand Écoles* and the IUT. Short studies usually last two years after the *Bac* and they are popularly known as *Bac+2* whereas long run studies are commonly known as *Bac+3* and so on, depending on the number of years they take after the *Bac*. Students who have passed the Bac (general, technical or vocational) are eligible to enter any university, generally without having to take an entrance exam. The first cycle of the university usually lasts two years, it provides the students with a basic university education and leads to a diploma in general university studies (DEUG). The second cycle, aims to deepen the level of general, scientific and technical education of the student. Studies which last for more than one year after the DEUG, lead to a *License* diploma. Who opt to continue for one more year can obtain the Master's degree (*Maîtrise*). Third cycle higher education studies are often intended for people wanting to enter the fields of research.

Technological studies at IUT usually last for two years in order to obtain the *diplôme universitaire de technologie (DUT)*, a halfway between the higher level vocational education and higher engineering studies. Non-university higher education institutions called *Grand Écoles*, the more prestigious education institution in France with a very selective admission procedure.

School drop out is mainly observed at the end of the college and during the *Lycée* and vocational studies (Simon, 2003). Therefore, at least for the younger cohorts, the first source of selection in terms of education can be observed in the upper secondary school: completing this level of education involves a choice that has a higher opportunity costs, making an important investment on education at the expense of immediate income (Valverde and Vila, 2003). An additional factor of differentiation could be done by the typology of the upper secondary level (general *vs* vocational): some subgroups of population may have a lower propensity toward investment in education by showing a higher probability to be involved in vocational than general schools. Unfortunately, in the EHF survey no detailed information about educational career is reported: we know only the highest level reached and it is impossible to distinguish between kinds of school attended for individuals that have reached a tertiary level of education. However, considering the probability to obtain the tertiary level among subgroups of population, we implicitly take into account the previous differentiation.

4. Model and variables

In the analysis we use logistic models with dichotomous dependent variable (have/not have a specific condition) known as "binomial logistic models" that fits particularly well because they permit to estimate the differences among groups in the probability to reach a particular level of education.

Our attention will be focused on the highest level of education specified in the models as the probability to reach respectively the:

1- upper secondary level (classes de seconde, première ou terminale);
2- tertiary level (études supérieures, facultés, IUT, Grandes Écoles, etc.).

The underlining hypothesis is that the higher the level of education the stronger the selection effect among students. The results are presented as *odds ratios* and represent the multiplicative change in the odds of having at least the level of education specified for those individuals in a specific category in comparison with those in the reference category. The odds ratios, called *relative risks* as well, are determined as the exponential of the logistic regression coefficients estimations. Since the reference category (highlighted in italics in the tables) has value 1, a relative risk bigger (lower) than one express a bigger (lower) probability to reach the specified level of education for the category considered.

All the cohorts born up to 1979 will be considered in the analyses. However, for the model estimation relating to tertiary level of education, the sample will be limited to cohorts born up to 1974.

The independent variable of interest is the family migration history (FMH) containing the modalities already mentioned in paragraph 1 (the reference category is *autochthones*). The other variables, introduced in the analysis as other factors able to influence the educational attainments, are listed later on accompanied by the expected effects:

a) Birth cohorts of the respondent (coded as 5 years intervals).

The increasing enrolment in the school system during the last century has change drastically the probability to reach a higher level of education and we expect that this probability is greater within younger cohorts.

b) Gender.

In the first half of the XX century, education was a men domain, however, in the last decades women lived a big growth in the education enrolment surpassing men in the attainments.

c) Social class of origin.

We have already underlined that the access to the highest level of education is strongly related to the social origin: when the socio-economic position of parents is higher, the possibilities grow. In order to identify this variable, we use the last job carried out by parents at (or before, in case or retired people) the interview[7].

The scheme used in this analysis is based on the 11-positions socio-economic classification proposed by Erikson and Goldthorpe (1992), although some modalities are grouped together when there are little

[7] Usually, for this purpose is used the parent's job when the child was 14. This information is not available in the EHF survey. However, the little incidence of "intra-generation" social mobility (within the career of the individual) compared with the "inter-generation" social mobility (parent-child difference) and the problems about "memory effect" concerning the question on the job carried out in a particular moment in the past, gives no big differences in the use of the two variables.

groups and when the distinction is problematic with the available data. For each parent we consider the following position (in brackets the French definition):

1) *upper middle class* (Chefs d'enterprise de 10 salariés ou plus ; professions libérales; cadres de la fonction publique, professions intellectuelles et artistiques, cadres d'enterprise);
2) *lower middle class* (professions intermédiaires de l'enseignement, de la santé et de la fonction publique et assimilés, professions intermédiaires administratives et commerciales des enterprises, techniciens, contremaîtres, agents de maîtrise);
3) *employees* (employés de la fonction publique, employés administratifs d'entreprises, employés de commerce, personnels des services directs aux particuliers);
4) *craftsmen, dealers and traders* (artisans, commerçants et assimilés);
5) *farmers* (agriculteurs exploitants);
6) *skilled workers* (ouvriers qualifiés);
7) *unskilled workers* (ouvriers non qualifiés, ouvriers agricoles).

The social class for the whole family is obtained following the "dominance principle" (Erikson, 1984). Considering the three social groups ordered according to the hierarchical relations among them:

- *service classes* (upper middle class);
- *medium classes* (lower middle class, employees, craftsmen, dealers and traders, farmers);
- *worker classes* (skilled and unskilled workers);

if the social class of the two parents belongs to different groups, we consider, as family class, the higher between them; if they belong to the same group, we always consider the father's job. The idea is that men occupation is still more important than woman position in order to asses the socio-economic position occupied by the family as a unit.

d) family composition.

A large family of origin means fewer resources to invest for a longer education (Blake, 1989). Where economic resources are limited, further difficulties could arise for children with older brothers and sisters: in a big family who comes first could use the few resources available and the other children could find more difficulties to continue their education. The inclusion of the two variables "birth order" and "number of siblings" means the presence of a structural zero. In order to avoid that problem, we will consider an interaction between the two variables obtaining 10 modalities: no siblings, one sibling first child, one sibling second child, two sibling first child, two siblings second child, etc.

e) living with both parents at 14 years of age.

Children who live with biological two-parents families have better schooling outcomes than do their counterparts who live in one-parent families or without parents (Astone and Mclanahan, 1991; Rumbaut, 1994). Under the hypothesis that two parents provide more quality time for children with regard to parental involvement, supervision and support than do one or no-parents families, we expect a positive effect on the educational attainment given by living with both parents at 14 years.

f) area of residence.

This variable tries to take into account the differences in terms of educational attainment among different areas within French territory. It must be underlined that the value given to education is not the same in

the different regions. In the regions along the Mediterranean, the school participation has grown very quickly in the last decades surpassing the regions of the wealthier North and, nowadays, education plays the most important role as regard the other regions (Le Bras, 1986). In general, in the South, lawyers and medics are in the higher social positions whereas in the North and in the East of the country it is the industrialist that has more prestige (Le Bras, 1986).

Therefore, we can hypothesize the presence of different probabilities to reach a specific level of education among areas. Since, presence of people with Italian origin is not uniformly spread over the France territory[8], if we do not take into account of this aspect, could bias the results.

In order to introduce in the analysis a variable that considers the geographical area, the best solution would have been the region of residence during childhood, but the sole available information is the region of residence at the interview, an aspect that could be fixed after the end of education.

This implies a potential reversal in the causal relation if the internal migrations flows are particularly widespread. For example: one region could show a high percentage of high levels of education because there are universities and activities able to attract high educated people from other regions (this is the case of Ile de France). This bias can be limited considering few areas (in the case we will divide the French territory in 3 areas) chosen with the aim to maximize the incidence of high levels of educations, minimize the migratory exchange as well as taking into account the history of Italian immigration in the different regions. As a result we divided the French territory as follow[9]:

-*North-East*: Ile de France, Champagne-Ardenne, Picardie, Bourgogne, Nord-Pas-de-Calais; Lorraine, Alsace, France-Comté, Haute-Normandie, Basse-Normandie, Centre, Pays-de-la-Loire, Bretagne,Poitou-Charentes

- *South-West*: Aquitaine, Midi-Pyrénées, Limousin, Auvergne, Languedoc-Rouss.,

- *South-East* : Rhône-Alpes, Provence-Alpes-Cote d'Azur, Corse;

The sample numerosity within each area according to the family migration history is shown in table 2. We can observe how South East continues to show the higher Italian immigrants presence.

[FIGURE 1 approximately here]

[TABLE 2 approximately here]

In table 3 we have all the independent variables considered in the analysis. For each of them, we report the percentage distribution in the total sample (column 1), the success in the educational system in terms of

[8] The flows before the Second World War started from North and Centre Italy and were directed initially to the nearest French regions (Provence-Alpes-Côte d'Azur, Rhône-Alpes and Corse) and Paris, and in a second time to the North-East (Nord-Pas-de-Calais, Alsace, Lorraine), where the lack of labour force needed for the post-war rebuilding was associated with a high demand of miners and workers in the chemical, ironic and steel industry, and to the west-southern regions (Acquitaine, Midi-Pyrénees, Languedoc-Roussillon), where they went to populate vast agricultural areas (Corti, 2003). After the Second World War, Italian immigrants were more dispersed in the French territory compared to the past but it remains a strong prevalence for eastern regions and Ile de France.

[9] The incidence of high educated people, higher in the South regions of France (as we will observe in the following pages), justifies the distinction between North and South. Ile-de-France is the region with the highest presence of highly educated people and it could be considered as a separate area. However, this region is included in the North because of the strong exchange of population between Ile-de-France and adjacent regions, yesterday as today (Baccaïni, 2001). The distinction between South-East and South-West is mainly due to the different characterization and timing of Italian immigration in these two areas.

percentage of people having at least a lower secondary level, a upper secondary level and a university level of education (columns 2, 3 and 4) and the percentage distributions in the subgroups autochthones, G2mix Italy, G2 Italy and G1.5 Italy (columns 5-8). We observe the low incidence of high educated among individuals with Italy-born parents, in particular among G1.5 and G1. Individuals with Spanish origins have higher percentages. Looking at the percentages according to the birth cohort, we see that lower secondary level became quasi-universal in the cohorts born since sixties and the growth of upper and tertiary education makes evident the increasing of school enrolment over the last century.

In general, all the aspects concerning the family background are important in order to predict the level of education of the descendants: it is easier to prolong education if the socioeconomic class is higher, if the family is smaller, if the birth order is lower, if the individual lived together with both parents during his childhood (table 2). The influence of several covariates on the educational attainment indicates that a multivariate analysis is required with the aim to evaluate the differences between subgroups defined on the basis of the family migration history, taking constant the family background characteristics.

[TABLE 3 approximately here]

The cohort distribution within FMH categories reveals the concentration of G1.5 births before 1930 and in the years after the Second World War, according to the major flows of immigrants from Italy, whereas G2 births are more spread following a distribution not very different from the autochthones. However, G2, but especially G1.5, drastically reduce during Seventies.

Considering the social class, it appear clear that a century of migration flows from Italy, composed primarily by workers, gives as a result the considerably under-representation of the middle class and the prevalence of workers among immigrant families. Native-parents children occupy medium and upper social positions more often than immigrants; G2mix Italy has the most similar distribution as to autochthones whereas G2 Italy, and especially G1.5 Italy, has the most disadvantaged social class distribution. We can better evaluate the changes occurred over time looking at table 4, where the distributions of social classes among FMH groups are presented according to two big groups of cohorts: born before and after 1950. The percentage of farmers is clearly diminished over time as well as the proportion of craftsmen, dealers and traders. This is true for the whole sample but especially for G2 and G1.5 families. Within these two subgroups, at the same time, the worker class experienced a significant growth: in the cohorts born after 1950 about two in every three children with both Italian parents belong to the worker class compared to one every four within autochthones. But, if the social class of immigrant families are more worker oriented than in the past, it must be underlined that the weight of the skilled component has grown, confirming what has already said elsewhere (Milza, 1993; Bacchetta and de Azavedo, 1990), and it remains in line with the autochthones (56% of skilled among workers).

Family size is larger within G2 Ita and G1.5. Percentages of individuals with three or more siblings are higher for this groups showing the higher fertility of Italians women immigrated in France in the past. Finally, the table shows the over-representation of Italians immigrants in the South-East area.

[TABLE 4 approximately here]

5. Multivariate analysis.

In table 5 are shown the odds ratios concerning the probability to reach an upper secondary (Classes de seconde, première ou terminale) or higher level of education. The large sample numerosity permits to calculate four models, separately for two big groups of cohorts (born before and after 1950) and for each gender. Each model is presented twice: one with only two covariates (family migration history and birth cohort); one with all the variables presented in the previous paragraph.

The estimates concerning FMH are presented taking autochthones as the reference category. The odds ratios express the propensity to reach a high level of education as to the autochthones.

[TABLE 5 approximately here]

Looking at the partial models (table 5; columns M1.1, F1.1, M2.1 and F2.1) we observe systematic disadvantage for the children of Italian immigrants in the educational achievement in comparison with the autochthones. This is true for each period and gender. Differences grow passing from G2Mix Italy to G2 Italy and the worst situation is occupied by G1.5: an individual born in Italy and arrived in France during the childhood with their Italian parents, has one half of the possibilities to reach an higher level of education as to an autochthones in the cohorts born after 1950, and one third in the older cohorts. No big differences appear for the two genders.

For the Spanish groups the results are similar, except for G2mix Spain, which does not show significant disadvantages, and G1 Spain, that continue to show lower levels of education even for the younger group of cohorts.

For the older cohorts (table 5; models M1.2 and F1.2), the lower propensity to reach the upper secondary level, noted in partial models, is confirmed, even if reduced, after the introduction of all covariates. Among women, children of Italians immigrants have a negative gap of about 25% (G2) and 37% (G1.5 and G2mix); among men the gap is similar for G2 and G2mix but increase up to 120% for G1.5[10].

The estimates in the complete models relating to the cohorts born after 1950 go in the opposite direction: controlling for family background and the other aspects mentioned before, children of Italian immigrant does not still show a lower success in the educational system. Besides, they tend to overcome the results of the autochthones, excepted for men of G2mix that confirm some difficulties. Within G2, men have 25% and women 14% more probability to reach the upper secondary level than autochthones. For G1.5, it appears a gender differences: men are in line with the autochthones and women have lower performances. However, the relative risks for these subgroups are not significant and we cannot reject the hypothesis of a substantial equality with autochthones.

Briefly, a strong cohort effect emerges from the analysis. The children of the first waves of Italian immigrants in France show difficulties that are not strictly dependent on the different socio-economic composition between immigrant and autochthones families. These results are in line with the indication given in literature relating to the history of Italian immigration in France. The older immigrants, arrived in France in the first half of the XX century, faced discrimination and difficulties that, hindering their integration in the French society, are transmitted to children influencing their educational attainments (Tosi, 1988). On the contrary, last big waves of migrants from Italy lived better conditions and their integration

[10] These percentages are obtained as 1/Exp(B).

process was more rapid. In a good environment, children of immigrants born and lived in France reach even better results than autochthones.

Spanish G2 reveal similar behaviours showing some disadvantages for the older ones but very high performance for the younger cohorts compared to autochthones especially among women, as it has already highlighted by Tribalat (1995).

An unexpected result is the systematic better performance of G2 in comparison with G2mix both for Italian and Spanish origin groups among cohorts born after 1950. The major proximity to the cultural mainstream given by the fact that one parent is born in France, does not mean a particular advantage compared to the other groups of children of immigrants[11]. The odds ratios for Immigrants from Italy (i.e. Generation 1) highlights the changes occurs over time in typology of migrants and the increase of education owned for the more recent waves of immigrants.

The relative risks for the other covariates included in the models, are in line with expectations. The cohort effect shows the favourable trend occurring over the whole century in terms of school enrolment, particularly for women. Socio-economic position is always determinant in the school career both for men and women. Considering upper middle class as reference, the probability for the other classes are hugely lower, even if in the near past the effect has become less strong: for cohorts born after 1950, children belonging to upper middle class show 14 times more probability to continue their education at least since the end of upper secondary school in comparison with children of unskilled workers; for the earlier cohorts the same quotient grows up to 30 times. Family composition, in terms of number of siblings and birth order of the respondent, reveals another interesting result: the two dimensions are both important and the strong statistical significance supports the negative effect given by a large number of siblings and by brothers/sisters. The importance of living with both parents during childhood is confirmed by models and it is constant through gender and cohorts. As we expected, in the North area the probability to reach upper secondary level is lower than the rest of the country but, taking constant the other effect, differences among areas are higher for the older cohorts.

All the covariates considered have a significant effect on the dependent variable. Therefore, all of them constitute a statistical control for the differences between autochthones and second generations.

Focusing on the probability to reach the tertiary level of education (table 6), the results do not change the picture. Comparing with table 5, the results are similar with the confirmation of big change occurred between older and younger cohorts. However, the probability to reach a tertiary level highlights the difficulties within the older cohorts, for men of G1.5 and women with immigrant parents (see M1.2, F1.2 in table 6). Besides, within cohorts born between 1950 and 1979, women belonging to G2 Italy have not yet an advantage but they are in line with the autochthones. The effects given by the other covariate remains very similar to the ones reported in table 5.

[table 6 approximately here]

[11] We do not find specific explication for this result. However, we could advance some hypotheses. Firstly, French men and women who decide to marry an Italian or Spanish immigrant could be a selected sample with some peculiarities. For example, they could be less oriented toward the education of their children. Secondly, we can refer to the American literature and in particular to the positive effect given by the *social capital* (Portes and Rumbaut, 2001): people with strong ties in the ethnic community could face the lack of resources for their social affirmation using the support of community. It seems acceptable that in these communities was more frequent to meet family with both parents from Italy than mixed couple. In this sense, we can hypothesize that G2mix have had a lower social capital then G2.

In the previous models we put together individuals coming from different social classes and area of residence. The logistic regression permit to take under control the effects of these variables but, in the odds ratios, some compensations can hide other features. The next step of the analysis consists in the development of different logistic models for some subgroups identified on the basis of these two variables. We will concentrate only on the odds ratios for the variable family migration history, omitting the reading for the effects given by control variables when they do not show new peculiarities to the ones we have already noticed. From now on, all the estimates come from complete models (with all the covariates).

5.1 The interaction between family migration history and socio-economic class

Within individuals belonging to middle class (see table 7), Italian second generations have a significant lower access to a higher level of education compared with autochthones, even if differences, stronger for the earlier cohorts, tend to reduce in the cohorts born after 1950.

Differences among groups are lower within medium classes (employees, craftsmen, farmers, dealers and traders) and totally reverse within children of worker parents for the cohorts born after 1950: G2mix, G2 show a gain of respectively 32% and 42% in the probability to reach the upper secondary level of education compared to the autochthones. These results are statistically significant.

Looking at odds ratios for tertiary level (table 8), differences within each social segment are strengthened. On one hand, the disadvantage for the Italian second generations is particularly evident in the more prestigious classes for each cohort; on the other hand, among children of workers born before 1950 there are no significant differences (except for G1.5) whereas for the younger cohorts, all the children of Italians overcome the autochthones and the G2 show the 60% of advantage in the probability to reach a tertiary level of education.

Summarizing, differences between autochthones and children of immigrant arise in two different ways depending on the specific social segment. This is particularly evident for individuals born after 1950 that show differences with opposite sign passing from middle class to worker class. This relation is observed for Spanish origin people as well.

Given the huge differences among social classes in terms of educational career, the results obtained seem to be not pessimistic. The risk of a *downward assimilation* (Portes, 1995) is particularly high among children belonging to the less wealthy classes. The fact that in the worker class second generations perform better than autochthones let us suppose the low incidence of this kind of negative assimilation. This result may be linked to the better qualification owned by Italian immigrants in the flows started after the Second World War, even if we know that the share of skilled workers is constant between autochthones and children of immigrants. Then, we cannot exclude the presence of special efforts made by immigrant parents in order to realize their multi-generational social mobility project, given their children the possibilities for a longer education.

A further outcome that emerges from the analysis is the lower influence of social class within immigrant families. This result becomes evident considering the interaction between FMH and social class (grouped in same three modalities presented in table 7 and 8). Considering worker class as reference (odds ratio equal 1), we can draw a graphical representation for the relation among the probability to reach an upper secondary level for each class, separately for autochthones, G2mix and G2 Italy.

Among older cohorts, the probability to reach at least the upper secondary level of education is five time higher for middle class as to worker class within G2mix, seven times for G2 and twelve times for the autochthones (figure 2a). For the younger cohorts, differences among classes become lower (figure 2b) as wells as differences among FMH subgroups.

[FIGURE 2 approximately here]

5.2 Differences among areas of residence

Since the probabilities to reach high levels of education differs from one geographical area to another, we try to investigate on the relation between family migration history and educational attainments in each single area, following the definition done in paragraph 4. We present the estimations of different models for each area, preserving the usual differentiation between cohorts born before and after 1950 (see tables 9 and 10).

For the former cohorts, whatever level of education we consider, the worse attainments obtained by children of Italian immigrants are particularly evident in the South-East area. In the rest of the country, the relations are less clear and rarely the statistical significance permits to draw conclusions. But, surprisingly, in the South-East, even it the cohorts born after 1950, the children of Italian continue to show a negative difference with autochthones. The gap is positive, instead, for G2 in the North (odds ratio equal 1.46 and 1.38 in the probabilities to reach respectively the upper secondary and tertiary level of education).
In conclusion, differently from the country as a whole, in the South-East area does not emerge a clear cohort effect and the children of Italians are clearly less competitive in the education system. As Temime and Vertone (1988) claim, compared to the Italian migration in the rest of the France, the migration in the South Ease is the more ancient, the more massive and, at the same time, the more sensitive to the difficulties[12].

[table 9 and 10 approximately here]

6. Language spoken by their parents and bilingualism

The EHF survey gives us the possibility to consider the language spoken by parents to their children during their childhood.

[12] Other than region of residence (grouped in three macro areas), another possible factor of differentiation is the urban vs rural environment. As we have already noted for region of residence, the best variable would have been the urban size during childhood but we only have the urban size at the interview. It is clear that the problem of a possible reversal of causal relation on educational attainments, in the same sense of the one we have found considering region of residence at the interview, becomes now higher, because of now we must account for intra-regional movements among cities other than inter-regional migrations. However, keeping in mind all the limits of the case, we have tried to evaluate the distinction between people living in big cities (more than 200.000 inhabitants) and people living in smaller centres. The results (shown in table A.6) confirm that a birth cohort is the most important factor of differentiation. However, for cohorts born before 1950, the disadvantages reported by children of Italian immigrants is more evident in the big cities context; for cohorts born after 1950, the advantage for the same group is concentrated in little town and rural context. Therefore, in the big cities children of immigrants tend to have lower relative performance than the ones we can observe in little cities and towns. This relation is valid in the North as in the South West and South West area (table A.6cd).

French is indispensable in school and university and children of immigrant could have very different chances to succeed according to their mastery in this language. In this perspective, the language used in the family of origin, depending on the timing of migration and the level of assimilation of parents, could influence the educational career.

The language abilities, focused on the predominance of French, could be expressed along an axis that runs from the full linguistic assimilation (mastery of French only) to the total lack of assimilation (mastery of parent language only). Between these two limits, there are different degrees of bilingualism.

Up to few decades ago, in the academic circles, bilingualism was associated with a negative cognitive development. Indeed, the needing of a rapid and complete linguistic assimilation was considered a necessity for the democracies: «one state, one language» was the dominant thought. Starting from early sixties, several studies criticized this perspective highlighting how the difficulties lived by children of immigrants were related to a disadvantaged socio-economic position rather than bilingualism (see Portes and Schauffler, 1996). It seems quite obvious that the context of assimilation plays a crucial role: who grows in a context strongly characterized by a unique territorial origin will tend to preserve the language of parents. However, in the USA, where we have information on the second generations' language abilities, it is reported that English fluency is a quite universal trait among them and that English has no risks of disappearance (Portes and Rumbaut, 2001).

We have no information about French fluency at the interview or at specific ages, but we can assume that the language spoken by parents during childhood promotes the rapid acquisition of the French fluency. We exploit the possibility to put individuals on an axis similar to the one we presented above. Referring to the predominance of French in the language spoken by parents according to the EHF data, we can categorize this axis as follow:

1. *Only French*: full linguistic assimilation. For both parents French is predominant in the communication with the child. The contact with the language of parents is absent or marginal.
2. *French predominant*. This is the first modality of bilingualism: the preference towards French does not hinder the transmission of the second language, spoken habitually or occasionally by parents.
3. *French occasionally.* The second modality of bilingualism considers the prevalence of foreign language in the intergenerational communication accompanied by the occasionally use of French.
4. *No French at all*: total lack of linguistic assimilation.

As a first step, we take a look on the degree of diffusion of French in the immigrant families for every origin. In table 11 we see that, compared to the previous, in the cohorts born after 1950 the total lack of French is less common. At the same time, for cohorts 1950-79 is higher the use of two languages (from 46.6% in the older cohorts to 62.9%). As a result, among children with both immigrant parents, the preservation of the parents' language is increased. When one parent is French, the foreign language is almost never the principal language.

The indications just given remain valid when we focus on the children of Italians (table 11).

[Table 11 approximately here]

Since children who growth in contact with French most probably will develop a better knowledge of the language, and given the importance of French in the school, we expect that children whose parents spoke French have the best performances. Our expectations are strengthened by the fact that the use of French

plays a central role in the acculturation process: speaking French to children, even if with difficulties and mixed with another language, has a symbolic value and shows the will to be part of the French society (Tribalat, 1995). However, the ability to speak a foreign language can be considered an additional factor of advantage for the success (Figueroa and Garcia, 1994). In the USA, who speaks well English is advantaged at school but, within this group, who have also the mastery in the language of parents, performs even better (Portes and Rumbaut, 2001). Fluent bilingualism is an advantage for immigrant youth since it is associated with both higher current achievement and more ambitious plans for the future (Portes and Shauffler, 1996). The positive effect of bilingualism is reported for France as well (Tribalat, 1995). A possible explanation for this feature is that the preservation of the parents' language improves the communication with parents and ethnic peers: intergenerational tensions are loosened and ties with ethnic community are strengthened. This means that linguistic and cultural learning and, in general, all process of assimilation/integration in the host country, does not imply the abandon of the parental language and their positive cultural traits (Portes and Hao, 2002).

Given these indications, we do not expect a linear and inverse relation between presence of Italian (or another language) and educational outcome: given the indication in the literature, we expect that in France, among who speak French in the family, to be bilingual is an additional factor of advantage. Moreover, language difficulties experienced by children of immigrants could be explicative for the disadvantage shown by the G2 Italy born before 1950 and by G1.5 Italy in general, relating to the educational attainment in comparison with autochthones.

Adding the variable "predominance of French in the languages spoken by parents during childhood", we can control these two effects. In table 12 it is possible to compare the estimations concerning the odds ratio to reach the lower secondary level (or higher), the upper secondary level (or higher) and the tertiary level with and without this variable.

Firstly, for the less young cohorts, we see a decreasing importance of language spoken by parents over time because odds ratios for FMH categories tend to change only in the lower level of education after the inclusion of this covariate, whereas there are no important changes for upper secondary and tertiary level. For example, the odds ratio for the lower secondary level is 0.69 (sign.>99%) when we do not consider the language but there are no important differences when we put the variable in the model. Therefore, only for the lower level considered, the lack of a full linguistic assimilation due to the preservation of parent's language is able to explain the difficulties experienced by G2 and G1.5 from Italy and Spain in the older cohorts. On the other side, among those who were born after 1950, the inclusion of language emphasize the better results reached by these two subgroups of population. The same conclusion can be traced for the children of immigrants from Spain.

In the table 12 we can also see the effect given by language spoken by parents. As we hypothesized, keep in touch with French during childhood is important and always positive relating to the future educational career. Parents that did not speak French at all give to their children fewer probabilities to reach a high level of education, especially for older cohorts. However, speaking a second language, even if occasionally, does not represent a limit but rather an advantage for every level of education, in particular for the cohorts born in the second half of the XX century that show plus 13%, 12% and 6% in the probabilities to reach respectively at least a lower, upper and tertiary level than who grew up speaking only French in the family. In accordance with the literature, given the knowledge of French, bilingualism seems to be a benefit. Nevertheless, it must be remarked that considering the whole sample, and then including autochthones as well, the effects of the variable concerning the language take into account not only foreign language, but also

dialects or “patois”. It means that the result is not proper of second generations (for every origin), as it appears in the cited literature. When logistic models are estimated only for the subpopulation of children of Italian immigrants (G2, G1.5 and G2mix) from every origin (table 13a), evidences for the advantages of bilingualism during childhood are not yet visible and, generally, relative risks are higher when French is the sole language transmitted. If we limit our sub-sample to the children of Italian immigrants (table 13b), the effects are almost never statistically significant and no particular conclusion can be made. The only exception concerns the probability to reach at least a lower secondary level for the cohorts born before 1950 where bilingualism (with the prevalence of French) is confirmed as an advantage.

7. Conclusions

Educational achievement is mainly a predictable process governed by family influences. The success in education is strictly and positive linked with social class (the higher the socio-economic status the higher the probability to reach a high level) and with family composition (possibilities are lower for members of larger family and for children with a higher birth order). These aspects represent the major dimension of inequalities in the school system and, in general, the structural trends that reproduce existing social positions still predominate (Simon, 2003). The differences between autochthones and children of Italian immigrant in France are strongly influenced by this mechanism, in the sense that they can be explained by the dissimilar composition of the groups put in comparison. However, even after have taken into account these effects, there are some circumstances where differences arise.

First of all we must remark the cohort effect: second generations born before 1950, and then belonging to the more ancient migration flows, show a systematic disadvantage in the educational attainment. The scenario changes and become more various for the cohorts born after 1950 whose educational attainment evolve toward general better performances, surpassing, in many cases, the autochthones. This result reflect the evolution of the characteristics of migration flows from Italy before and after the second world war and the changes in the integration process of Italian immigrants and their relations with French people. Besides, the increased faith in education as mean of social mobility among Italians during the economic development in the fifties and sixties could be considered as an additional cause. In other words, the importance of education could have changed in immigrants parents arrived before or after the Second World War and, in this sense, the big economic and cultural transformations experienced in Italy after the Second World War could have played some roles.

Among cohorts born after 1950 differences emerge in relation with socio-economic segmentation and area of residence. In the workers class, second generations perform better than autochthones whereas in the middle class the relation is the opposite. In the South-East, the area with the largest presence of Italian origin people, second generations show difficulties, even in the most recent cohorts. On the contrary, the educational attainments are in line with the autochthones or even better in the other areas of France.

The efforts to keep separated the children of immigrants into three subgroups showed that, as a general rule, children of both Italian immigrants (G2) are the first group in terms of educational attainment. The particular difficulties owned by G1.5 rose, even if the low number of cases was often an obstacle in order to give significance to the results obtained. In general, we could say that where G2 show a negative gap with autochthones, G1.5 are particularly disadvantaged. The interruption in the educational and socialization process lived by G1.5 has an effect on their educational attainment At least, not without surprise, the G2mix,

that we expected as a group in the middle between autochthones and second generations, show lower performance than G2.

The language used by parents during childhood reveal its importance, as a potential factor of influence on the education, only in the lower level of education, i.e. in the first stages of life, and becomes less relevant going through higher levels of education.

In conclusion, the strong cohort effect that emerges from the analysis is in line with the literature concerning the migration and the integration of the Italians in France. The changes occurred after the Second World War, relating to the entrance conditions and integration policies adopted by the French Government, has modified radically the situation. From Sixties, Italians were not yet foreigners: with the spreading of new form of immigration, the perceived cultural distance between French and Italian has reduced significantly and the educational careers of the children of Italian immigrants converge to those of autochthones (Vial, 2002). As a result, the Italian immigration in France is reported as the more assimilated to the French society (Blanc-Chaléard e Bechelloni, 2002). The constant turnover between the two countries represented a favourable factor for the integration process for the last migration flows (Milza, 1993). The adaptation process lived by the former migrants, their access to the French language, the possibility to share social spaces with the autochthones had given the possibility to a less traumatic integration for the more recent immigration and their families.

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Table 1. Sample distribution according to family migration history and birth cohort (weighted data). EHF survey, 1999.

	up to 1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	Tot
Autochthones	39188	31194	37315	47247	47687	42544	245175
G2 mix Ita	462	547	832	984	898	712	4435
G2 Ita	618	581	407	680	805	315	3406
G1.5 Ita	374	62	261	334	61	14	1106
G1 Ita	878	661	403	195	127	44	2308
G2mix Spa	180	201	420	489	509	444	2243
G2 Spa	286	258	236	269	490	271	1810
Spa	103	87	53	241	147	18	649
G1 Spa	633	500	427	187	79	44	1870
Other or Missing	13152	10866	14980	18910	19624	18256	95788
Tot	55874	44957	55334	69536	70427	62662	358790

Table 2 Sample distribution according to family migration history and area of residence (weighted data). EHF survey, 1999.

	North	South-West	South-East
Aut.Fra.	166695	43251	39548
G2 mix Ita	2082	619	1781
G2 Ita	1603	401	1413
G1.5 Ita	540	116	449
G1 Italy	1141	219	948

Table 3 Sample characteristics (weighted data). EHF survey, 1999.

	Total sample				% distribution in the subgroups:			
	% distribution	% lower secondary school level or higher	%upper secondary school level or higher	% tertiary level	Aut. Fra.	G2mix	G2 Ita	G1.5 Ita
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Family Migration history								
Autochthones	68.3	75.0	39.8	23.2				
G2 mix Ita	1.2	78.2	37.3	19.6				
G2 Ita	0.9	69.3	27.5	13.7				
G1.5 Ita	0.3	54.5	17.0	6.5				
G1 Ita	0.6	31.6	12.2	7.6				
G2 mix Spa	0.6	82.6	43.8	23.6				
G2 Spa	0.5	72.9	33.2	18.3				
G1.5 Spa	0.2	68.5	21.7	9.6				
G1 Spa	0.5	31.8	11.9	7.7				
Other or missing	26.7	72.1	38.6	22.9				
	100.0							
Birth cohort								
up tol 1929	15.6	32.7	14.1	6.0	16.0	10.4	18.1	33.8
1930-1934	6.4	41.3	16.2	6.8	6.5	5.9	9.7	2.9
1935-1939	6.2	50.2	21.9	9.9	6.2	6.5	7.3	2.7
1940-1944	6.3	61.7	30.3	15.2	6.0	8.3	5.7	8.7
1945-1949	9.1	70.2	35.9	18.6	9.2	10.5	6.2	14.9
1950-1954	9.7	78.4	38.1	20.4	9.6	12.0	9.7	16.8
1955-1959	9.7	90.5	42.6	22.8	9.6	10.2	10.3	13.5
1960-1964	10.1	95.3	46.6	26.3	10.0	10.8	13.9	4.0
1965-1969	9.6	96.5	50.1	32.7	9.5	9.4	9.7	1.4
1970-1974	9.6	97.7	62.8	44.2	9.5	9.1	6.4	0.9
1975-1979	7.9	98.4	70.6	46.8	7.8	7.0	2.9	0.5
	100.0				100.0	100.0	100.0	100.0
Gender								
Men	38.0	77.4	38.8	23.6	37.7	37.7	38.1	40.4
Women	62.0	71.5	39.0	22.1	62.3	62.3	61.9	59.6
	100.0				100.0	100.0	100.0	100.0
Socio-economic class								
Upper middle class	8.7	97.1	84.4	64.2	9.0	5.4	1.4	1.0
Lower middle class	9.8	93.1	66.0	43.6	10.9	10.2	4.4	2.9
Employees	20.9	84.0	43.1	22.9	22.7	20.8	10.7	6.7
Craftsmen,dealers,traders	12.0	79.3	44.6	24.7	12.6	18.0	11.5	9.6
Farmers	14.3	48.7	20.9	10.4	17.2	6.0	7.1	8.4
Skilled workers	12.8	72.2	24.4	10.8	12.5	20.8	31.9	34.2
Unskilled workers	12.2	59.0	18.5	8.0	11.4	15.4	27.9	30.5
missing	9.3	58.3	22.3	10.8	3.8	3.4	5.1	6.7
	100.0				100.0	100.0	100.0	100.0
Sibilings and order of birth								
No siblings	11.1	74.0	74.0	25.4	10.0	10.3	4.3	4.3
First of two children	10.5	85.1	85.1	36.5	11.8	12.4	6.8	4.8
Second of two children	12.0	81.3	81.3	30.7	13.1	13.8	9.5	6.9
First of three children	6.7	82.7	82.7	30.9	7.3	6.9	5.1	7.3
Second of three children	7.0	80.2	80.2	27.1	7.6	8.0	6.9	6.1
Third of three children	7.6	77.8	77.8	24.9	8.1	9.4	9.0	5.2
First of four or more	7.5	69.1	69.1	17.6	7.1	6.3	6.2	12.5
Second of four or more	7.8	67.8	67.8	15.7	7.6	6.8	7.8	15.9
Third of four or more	8.0	67.5	67.5	15.3	7.6	8.0	10.5	12.6
Fourth or more	21.8	63.4	63.4	12.2	19.9	18.0	33.9	24.4
	100.0				100.0	100.0	100.0	100.0
Living with both parents at 14 years of age								
Yes	88.2	76.5	41.2	24.3	89.9	90.9	89.1	90.4
No	11.8	52.4	21.0	10.4	10.1	9.1	10.9	9.6
	100.0				100.0	100.0	100.0	100.0
Area of residence								
North	64.8	73.2	38.0	22.3	66.8	46.4	46.8	48.9
South-West	17.2	73.4	39.7	22.9	17.4	13.9	11.8	10.5
South-East	18.0	75.9	41.4	23.9	15.9	39.7	41.4	40.6
	100.0				100.0	100.0	100.0	100.0

Table 4. Distribution of social classes of origin among different FMH groups (Italian origin) and cohorts (weighted data). EHF survey, 1999.

		Aut.Fra.	G2mix Ita	G2 Ita	G1.5 Ita
up to 1949	Middle class	12.4	10.4	4.5	3.9
	Employees	18.7	17.1	8.3	4.3
	Craftsmen,dealers,traders	14.1	19.4	13.5	11.2
	Farmers	25.4	8.3	11.1	12.4
	Skilled workers	11.7	23.1	28.0	30.4
	Unskilled workers	13.1	17.4	28.2	30.6
	Missing	4.6	4.2	6.4	7.2
		100.0	100.0	100.0	100.0
1950-1979	Middle class	25.7	19.2	7.0	3.7
	Employees	25.9	23.4	12.8	10.5
	Craftsmen,dealers,traders	11.4	17.0	9.7	6.9
	Farmers	10.8	4.4	3.5	1.7
	Skilled workers	13.1	19.2	35.4	40.9
	Unskilled workers	10.1	13.9	27.7	30.6
	Missing	3.1	2.8	4.0	5.6
		100.0	100.0	100.0	100.0

Table 5. Logistic regression models relating to the probability to attain an upper secondary (Classes de seconde, première ou terminale) or higher level of education. Odds ratios estimated separately for cohorts (born before and after 1950) and gender. EHF survey, 1999.

	Cohorts up to 1949										Cohorts 1950-1979									
	Men					Women					Men					Women				
	M1.1			M1.2		F1.1			F1.2		M2.1			M2.2		F2.1			F2.2	
	n	Exp(B)	sig.	Exp(B)	sig.	*n*	Exp(B)	sig.	Exp(B)	sig.	*n*	Exp(B)	sig.	Exp(B)	sig.	*n*	Exp(B)	sig.	Exp(B)	sig.
Family migration history																				
Autochthones	*40452*	*1*				*71771*	*1*		*1*		*56628*	*1*		*1*		*87228*	*1*		*1*	
G2 Mix Italy	*588*	0.71	***	0.68	***	*1011*	0.78	***	0.72	***	*939*	0.82	***	0.88	*	*1542*	0.94		1.01	
G2 Italy	*487*	0.54	***	0.82		*846*	0.57	***	0.81	**	*694*	0.69	***	1.25	***	*1085*	0.63	***	1.14	**
G1.5 Italy	*220*	0.29	***	0.45	***	*340*	0.40	***	0.74	*	*160*	0.55	***	1.16		*211*	0.49	***	0.82	
G1 Italy	*572*	0.29	***	0.44	***	*919*	0.16	***	0.25	***	*116*	0.96		1.59	***	*171*	1.02		1.15	
G2 Mix Spain	*363*	0.92		0.86		*558*	1.11		1.18		*586*	0.90		0.94		*911*	1.08		1.09	
G2 Spain	*319*	0.61	***	0.92		*508*	0.48	***	0.72	**	*445*	0.74	***	1.33	***	*672*	0.90		1.56	***
G1.5 Spain	*86*	0.37	***	0.63		*147*	0.37	***	0.63		*178*	0.39	***	0.67	**	*285*	0.52	***	0.98	
G1 Spain	*479*	0.26	***	0.40	***	*896*	0.20	***	0.26	***	*79*	0.46	***	0.77		*192*	0.81		0.98	
Other or missing	*12046*	0.95	**	1.10	***	*19860*	0.98		1.02		*18819*	0.94	***	1.25	***	*28568*	0.75	***	0.96	***
Birth cohort																				
up to 1929	*16664*	*1*		*1*		*36109*	*1*		*1*											
1930-1934	*8458*	1.03		1.05		*14230*	1.22	***	1.25	***										
1935-1939	*8534*	1.44	***	1.53	***	*13692*	1.82	***	1.91	***										
1940-1944	*8997*	2.09	***	2.12	***	*13490*	2.96	***	3.11	***										
1945-1949	*12959*	2.42	***	2.42	***	*19335*	4.03	***	4.29	***										
1950-1954											*13825*	*1*		*1*		*21132*	*1*		*1*	
1955-1959											*13758*	1.12	***	1.11	***	*21365*	1.26	***	1.28	***
1960-1964											*14321*	1.21	***	1.08	***	*21886*	1.57	***	1.51	***
1965-1969											*13541*	1.42	***	1.17	***	*20897*	1.78	***	1.53	***
1970-1974											*12929*	2.34	***	1.83	***	*19947*	3.05	***	2.48	***
1975-1979											*10270*	3.03	***	2.24	***	*15638*	4.73	***	3.73	***
Socio-economic pos.																				
Upper middle class	*3282*			*1*		*4975*			*1*		*7675*			*1*		*11944*			*1*	
Lower middle class	*3276*			0.25	***	*5398*			0.27	***	*10057*			0.32	***	*15769*			0.35	***
Employees	*9719*			0.11	***	*16946*			0.12	***	*19280*			0.14	***	*29690*			0.15	***
Craftsmen,dealers,traders	*7478*			0.13	***	*12881*			0.15	***	*8709*			0.19	***	*13610*			0.20	***
Farmers	*12681*			0.03	***	*22386*			0.04	***	*7730*			0.12	***	*11566*			0.14	***
Skilled workers	*6678*			0.04	***	*11366*			0.05	***	*11172*			0.07	***	*17090*			0.08	***
Unskilled workers	*7510*			0.03	***	*13791*			0.03	***	*8771*			0.07	***	*13930*			0.07	***
missing	*4988*			0.04	***	*9113*			0.07	***	*5250*			0.07	***	*7266*			0.07	***
Siblings and birth order																				
No siblings	*6837*			*1*		*12575*			*1*		*6837*			*1*		*10195*			*1*	
First of two children	*5243*			1.06		*8474*			1.06		*9608*			1.20	***	*14571*			1.12	***
Second of two children	*6266*			0.96		*10598*			0.88	***	*10264*			0.89	***	*15373*			0.91	***
First of three children	*3492*			0.87	***	*5672*			0.87	***	*6258*			0.96		*9264*			0.90	***
Second of three children	*3512*			0.78	***	*5927*			0.80	***	*6431*			0.77	***	*9668*			0.72	***
Third of three children	*3789*			0.73	***	*6827*			0.77	***	*6793*			0.73	***	*10263*			0.70	***
First of four or more	*4942*			0.70	***	*8274*			0.73	***	*5095*			0.62	***	*8063*			0.56	***
Second of four or more	*4842*			0.57	***	*8453*			0.59	***	*5631*			0.54	***	*8664*			0.48	***
Third of four or more	*4709*			0.52	***	*8077*			0.53	***	*6062*			0.54	***	*9578*			0.45	***
Fourth or more	*11980*			0.48	***	*21979*			0.46	***	*15665*			0.45	***	*25226*			0.38	***
Living with both parents at 14 years of age																				
Yes	*46252*			*1*		*79606*			*1*		*73277*			*1*		*112787*			*1*	
No	*9360*			0.63	***	*17250*			0.69	***	*5367*			0.65	***	*8078*			0.67	***
Region of residence																				
North	*36579*			*1*		*62075*			*1*		*54204*			*1*		*80820*			*1*	
South-West	*10642*			1.15	***	*19512*			1.23	***	*13472*			1.07	***	*21889*			1.12	***
South-East	*8391*			1.23	***	*15269*			1.29	***	*10968*			1.05	**	*18156*			1.19	***
Constant		0.25	***	3.76	***							0.61	***	5.79	***		0.69	***	6.58	***
Tot cases	55612					96856					78644					120865				
-2 loglikelihood		60028		49802			90046		76043			105639		92505			156436		136634	
R2 Cox and Snell		0.033		0.201			0.056		0.186			0.039		0.187			0.062		0.206	
R2 Nagelkerk		0.049		0.294			0.089		0.293			0.052		0.249			0.082		0.275	

Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.

Table 6. Logistic regression models relating to the probability to attain a upper secondary tertiary level of education (Etudes superieures: facultés, IUT, grandes écoles, etc.). Odds ratios estimated separately for cohorts (born before and after 1950) and gender. EHF survey, 1999.

	Cohorts up to 1949										Cohorts 1950-1974									
	Men					Women					Men					Women				
		M1.1		M1.2			F1.1		M1.2			M2.1		M2.2			F2.1		F2.2	
	n	Exp(B)	sig.	Exp(B)	sig.	*n*	Exp(B)	sig.	Exp(B)	sig.	*n*	Exp(B)	sig.	Exp(B)	sig.	*n*	Exp(B)	sig.	Exp(B)	sig.
Family migration history																				
Autochthones	*40452*	*1*		*1*		*71771*	*1*		*1*		*49294*	*1*		*1*		*76150*	*1*		*1*	
G2 Mix Italy	*588*	0.63	***	0.66	***	*1011*	0.64	***	0.64	***	*829*	0.70	***	0.76	***	*1365*	0.81	***	0.89	*
G2 Italy	*487*	0.50	***	0.83		*846*	0.47	***	0.74	*	*656*	0.68	***	1.26	**	*1023*	0.55	***	1.06	
G1.5 Italy	*220*	0.22	***	0.36	***	*340*	0.23	***	0.51	**	*160*	0.38	***	0.85		*207*	0.51	***	0.96	
G1 Italy	*572*	0.36	***	0.58	***	*919*	0.21	***	0.37	***	*114*	1.03		1.68	**	*160*	1.43	**	1.68	***
G2 Mix Spain	*363*	0.72	*	0.71	*	*558*	0.76		0.86		*509*	0.86		0.93		*795*	1.07		1.11	
G2 Spain	*319*	0.47	***	0.74		*508*	0.36	***	0.61	*	*413*	0.73	***	1.43	***	*618*	0.78	**	1.48	***
G1.5 Spain	*86*	0.29	**	0.54		*147*	0.79		1.71		*178*	0.25	***	0.47	**	*281*	0.45	***	0.96	
G1 Spain	*479*	0.36	***	0.62	**	*896*	0.21	***	0.33	***	*78*	0.41	**	0.77		*181*	1.16		1.55	**
Other or missing	*12046*	1.05	*	1.21	***	*19860*	1.11	***	1.16	***	*16143*	1.00		1.26	***	*24447*	0.81	***	1.01	
Birth cohort																				
up to 1929	*16664*	*1*		*1*		*36109*	*1*		*1*											
1930-1934	*8458*	0.98		0.98		*14230*	1.21	***	1.20	***										
1935-1939	*8534*	1.36	***	1.39	***	*13692*	1.95	***	1.91	***										
1940-1944	*8997*	1.97	***	1.86	***	*13490*	3.54	***	3.37	***										
1945-1949	*12959*	2.31	***	2.16	***	*19335*	4.78	***	4.51	***										
1950-1954											*13825*	*1*		*1*		*21132*	*1*		*1*	
1955-1959											*13758*	1.10	***	1.08	**	*21365*	1.19	***	1.18	***
1960-1964											*14321*	1.26	***	1.11	***	*21886*	1.49	***	1.39	***
1965-1969											*13541*	1.64	***	1.36	***	*20897*	2.08	***	1.80	***
1970-1974											*12929*	2.49	***	1.94	***	*19947*	3.55	***	2.94	***
Socio-economic pos.																				
Upper middle class	*3282*			*1*		*4975*			*1*		*6377*			*1*		*9876*			*1*	
Lower middle class	*3276*			0.29	***	*5398*			0.34	***	*8245*			0.38	***	*12946*			0.39	***
Employees	*9719*			0.13	***	*16946*			0.14	***	*16193*			0.16	***	*25184*			0.16	***
Craftsmen,dealers,traders	*7478*			0.17	***	*12881*			0.17	***	*7715*			0.24	***	*12055*			0.23	***
Farmers	*12681*			0.04	***	*22386*			0.06	***	*7295*			0.13	***	*10871*			0.17	***
Skilled workers	*6678*			0.05	***	*11366*			0.04	***	*9881*			0.08	***	*15270*			0.09	***
Unskilled workers	*7510*			0.04	***	*13791*			0.03	***	*7974*			0.08	***	*12575*			0.07	***
missing	*4988*			0.06	***	*9113*			0.08	***	*4694*			0.09	***	*6450*			0.09	***
Siblings and birth order																				
No siblings	*6837*			*1*		*12575*			*1*		*5741*			*1*		*8618*			*1*	
First of two children	*5243*			1.11	**	*8474*			1.09	*	*7795*			1.13	***	*11749*			1.11	***
Second of two children	*6266*			1.01		*10598*			0.86	***	*8292*			0.91	**	*12481*			0.91	***
First of three children	*3492*			1.01		*5672*			0.89	**	*5216*			1.00		*7751*			0.94	*
Second of three children	*3512*			0.91		*5927*			0.76	***	*5414*			0.78	***	*8136*			0.79	***
Third of three children	*3789*			0.78	***	*6827*			0.81	***	*5865*			0.77	***	*8902*			0.76	***
First of four or more	*4942*			0.83	***	*8274*			0.84	***	*4604*			0.64	***	*7206*			0.59	***
Second of four or more	*4842*			0.66	***	*8453*			0.67	***	*5130*			0.61	***	*7858*			0.53	***
Third of four or more	*4709*			0.66	***	*8077*			0.63	***	*5599*			0.57	***	*8854*			0.48	***
Fourth or more	*11980*			0.55	***	*21979*			0.52	***	*14718*			0.49	***	*23672*			0.41	***
Living with both parents at 14 years of age																				
Yes	*46252*			*1*		*79606*			*1*		*63459*				*1*	*97853*			*1*	
No	*9360*			0.65	***	*17250*			0.73	***	*4915*			0.66	***	*7374*			0.71	***
Region of residence																				
North	*36579*			*1*		*62075*			*1*		*47160*			*1*		*70526*			*1*	
South-West	*10642*			1.03		*19512*			1.10	***	*11570*			0.94	**	*18824*			1.06	***
South-East	*8391*			1.12	***	*15269*			1.14	***	*9644*			1.00		*15877*			1.12	***
Constant																				
		0.12	***	1.24	***		0.04	***	0.40	***		0.27	***	1.99	***		0.27	***	1.88	***
Tot cases	55612					96856					68374					105227				
-2 loglikelihood		43867		36790			50895		43095			78216		68356			120304		104792	
R2 Cox and Snell		0.020		0.120			0.034		0.110			0.020		0.157			0.044		0.179	
R2 Nagelkerk		0.036		0.249			0.078		0.254			0.035		0.226			0.063		0.254	

Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.

Table 7. Logistic regression models relating to the probability to attain an upper secondary (Classes de seconde, première ou terminale) or higher level of education. Odds ratios estimated separately for cohorts (born before and after 1950) and socio-economic class of origin. EHF survey, 1999.

	Middle class (upper and lower)						Employees, craftsmen, farmers, dealers, traders						Manual workers (skilled and unskilled)					
	Cohorts -49			Cohorts 1950-1979			Cohorts -49			Cohorts 1950-1979			Cohorts -49			Cohorts 1950-1979		
	n	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.
Family migration history																		
Autochthones	*12932*	*1*		*34712*	*1*		*66940*	*1*		*70729*	*1*		*27842*	*1*		*34205*	*1*	
G2 Mix Italy	*176*	0.47	***	*480*	0.79	**	*695*	0.78	***	*1074*	0.85	***	*662*	0.75	**	*864*	1.32	***
G2 Italy	*64*	0.58	**	*112*	0.75		*427*	0.83		*459*	0.99		*769*	0.81		*1140*	1.42	***
G1.5 Italy	*20*	-		*14*	-		*144*	0.77		*65*	0.65	*	*356*	0.64	**	*275*	1.25	
G1 Italy	*61*	0.43	***	*35*	1.98		*705*	0.24	***	*112*	0.90		*611*	0.48	***	*125*	1.85	***
G2 Mix Spain	*76*	1.26		*310*	0.90		*429*	0.80	*	*699*	0.86	*	*379*	1.18		*445*	1.46	***
G2 Spain	*34*	0.54		*59*	1.10		*262*	0.66	**	*369*	0.94		*483*	1.15		*647*	2.01	***
G1.5 Spain	*8*	-		*18*	-		*69*	0.69		*104*	0.62	**	*133*	0.67		*325*	1.26	*
G1 Spain	*68*	0.47	***	*24*	16.4		*580*	0.30	***	*113*	0.91		*591*	0.24	***	*114*	0.68	
Other or missing	*3492*	1.18	***	*9681*	1.12	***	*11840*	1.15	***	*16861*	1.05	***	*7519*	1.00		*12823*	1.16	***

Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.
The odds ratio is not shown if the numerosity of the subgroup is lower than 30 cases.
Other variables included in each models: birth cohort , gender, socio-economic class, sibling and birth order (interaction), living with both parents at 14 years of age, area of residence.

Table 8. Logistic regression models relating to the probability to attain a tertiary level of education (Etudes superieures: facultés, IUT, grandes écoles, etc.). Odds ratios estimated separately for cohorts (born before and after 1950) and socio-economic class of origin. EHF survey, 1999.

	Middle class (upper and lower)						Employees, craftsmen, farmers, dealers, traders						Manual workers (skilled and unskilled)					
	Cohorts -49			Cohorts 1950-1974			Cohorts -49			Cohorts 1950-1974			Cohorts -49			Cohorts 1950-1974		
	n	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.
Family migration history																		
Autochthones	*12932*	*1*		*28614*	*1*		*66940*	*1*		*62134*	*1*		*27842*	*1*		*30991*	*1*	
G2 Mix Italy	*176*	0.43	***	*397*	0.67	***	*695*	0.78	**	*942*	0.79	***	*662*	0.73		*801*	1.28	**
G2 Italy	*64*	0.60	*	*100*	0.52	***	*427*	0.69	*	*419*	0.89		*769*	1.12		*1095*	1.61	***
G1.5 Italy	*20*	-		*12*	-		*144*	0.75		*65*	0.45	**	*356*	0.29	***	*273*	1.44	**
G1 Italy	*61*	0.69		*35*	2.91	***	*705*	0.35	***	*102*	1.16		*611*	0.55	*	*122*	1.83	**
G2 Mix Spain	*76*	0.61	*	*243*	0.88		*429*	0.74		*610*	0.98		*379*	1.11		*414*	1.54	***
G2 Spain	*34*	0.28	**	*52*	0.65		*262*	0.80		*329*	1.32	**	*483*	0.93		*611*	1.85	***
G1.5 Spain	*8*	-		*18*	-		*69*	2.02	*	*103*	0.66		*133*	0.67		*322*	1.16	
G1 Spain	*68*	0.51	*	*19*	-		*580*	0.45	***	*109*	1.23		*591*	0.32	***	*112*	1.03	
Other or missing	*3492*	1.26	***	*7954*	1.12	***	*11840*	1.26	***	*14500*	1.08	***	*7519*	1.16	**	*10959*	1.24	***

Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.
Other variables included in each models: birth cohort, gender, socio-economic class, sibling and birth order (interaction), living with both parents at 14 years of age, area of residence.

Table 9. Logistic regression models relating to the probability to attain an upper secondary (Classes de seconde, première ou terminale) or higher level of education. Odds ratios estimated separately for cohorts (born before and after 1950) and area of residence. EHF survey, 1999.

	NORTH						SOUTH-WEST						SOUTH-EAST					
	Cohorts -49			Cohorts 1950-1979			Cohorts -49			Cohorts 1950-1979			Cohorts -49			Cohorts 1950-1979		
	n	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.
Family migration history																		
Autochthones	*75586*	*1*		*100841*	*1*		*21419*	*1*		*24688*	*1*		*15218*	*1*		*18327*	*1*	
G2 Mix Italy	*683*	0.87		*1340*	1.04		*232*	0.74	*	*352*	0.95		*684*	0.56	***	*789*	0.79	***
G2 Italy	*491*	0.87		*1069*	1.46	***	*201*	1.24		*152*	1.23		*641*	0.64	***	*558*	0.77	***
G1.5 Italy	*274*	0.80		*210*	1.27		*70*	0.46	*	*22*	-		*216*	0.44	***	*139*	0.59	***
G1 Italy	*793*	0.33	***	*160*	1.73	***	*149*	0.38	***	*17*	-		*549*	0.32	***	*110*	0.82	

Other variables included in each models: birth cohort, gender, socio-economic class, sibling and birth order (interaction), living with both parents at 14 years of age.

Table 10 Logistic regression models relating to the probability to attain a tertiary level of education (Etudes superieures: facultés, IUT, grandes écoles, etc.). Odds ratios estimated separately for cohorts (born before and after 1950) and area of residence. EHF survey, 1999.

	NORTH						SOUTH-WEST						SOUTH-EAST					
	Cohorts -49			Cohorts 1950-1974			Cohorts -49			Cohorts 1950-1974			Cohorts -49			Cohorts 1950-1974		
	n	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.	*n*	Exp(B)	sig.
Family migration history																		
Autochthones	*75586*	*1*		*88118*	*1*		*21419*	*1*		*21197*	*1*		*15218*	*1*		*16129*	*1*	
G2 Mix Italy	*683*	0.83		*1161*	0.81	***	*232*	0.77		*322*	0.82		*684*	0.47	***	*711*	0.83	**
G2 Italy	*491*	0.65	*	*998*	1.38	***	*201*	1.82	**	*151*	1.09		*641*	0.59	***	*530*	0.77	**
G1.5 Italy	*274*	0.52	*	*209*	1.22		*70*	0.49		*21*	-		*216*	0.32	***	*137*	0.50	**
G1 Italy	*793*	0.44	***	*154*	2.36	***	*149*	0.93		*16*	-		*549*	0.42	***	*104*	0.98	

Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.
Other variables included in each models: birth cohort, gender, socio-economic class, sibling and birth order (interaction), living with both parents at 14 years of age.

Table 11. Predominance of French in the languages spoken by immigrants to their children during their childhood, by birth cohort of children. EHF survey, 1999.

		Immigrant parents (every origin)			Immigrant parents with Italian origin		
		G2 mix	G2	G1.5	G2 mix	G2	G1.5
up to 1949	*Only French*	72.2	34.8	17.6	76.6	40.9	12.8
	French predominant	18.8	26.2	14.8	18.2	28.8	18.4
	French occasionally	4.2	20.4	25.9	2.7	15.2	24.9
	No French at all	3.6	17.9	40.8	1.2	14.2	43.1
	Missing	1.2	0.8	0.9	1.3	0.8	0.9
		100.0	100.0	100.0	100.0	100.0	100.0
1950-1979	*Only French*	76.1	23.1	19.6	71.8	22.9	4.4
	French predominant	20.2	31.8	15.6	25.8	39.1	19.6
	French occasionally	1.9	31.1	30.4	1.0	25.4	31.5
	No French at all	0.9	13.6	33.7	0.6	11.9	43.8
	Missing	0.9	0.5	0.8	0.8	0.6	0.7
		100.0	100.0	100.0	100.0	100.0	100.0

Table 12. Logistic regression models relating to the probability to attain at least a specific level of education (lower secondary, upper secondary and tertiary). Comparison between odds ratio coming from model with or without the introduction of the covariate concerning the predominance of French in the language spoken by parents to their children during childhood (F). EHF survey, 1999.

	Lower secondary level								Upper secondary level							
	Cohorts -1949				Cohorts 1950-79				Cohorts -1949				Cohorts 1950-79			
	Without F		With F		Without F		With F		Without F		With F		Without F		With F	
	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.
Family migration history																
Autochthones	*1*		*1*		*1*		*1*		*1*		*1*		*1*		*1*	
G2 Mix Italy	0.84	***	0.82	***	1.12		1.09		0.70	***	0.69	***	0.96		0.93	
G2 Italy	0.91		1.01		1.35	***	1.78	***	0.81	**	0.87	*	1.19	***	1.17	***
G1.5 Italy	0.69	***	0.97		1.12		2.26	***	0.60	***	0.76	**	0.95		0.98	
G1 Italy	0.41	***	0.69	***	0.47	***	1.17		0.34	***	0.46	***	1.33	**	1.40	***
G2 Mix Spain	0.98		0.98		1.24		1.22		1.05		1.04		1.02		0.99	
G2 Spain	0.99		1.20	**	1.46	**	2.27	***	0.80	*	0.93		1.46	***	1.46	***
G1.5 Spain	0.70	**	1.05		0.88		2.06	***	0.63	*	0.84		0.87		0.91	
G1 Spain	0.37	***	0.63	***	0.34	***	0.88		0.32	***	0.44	***	0.93		0.98	
Other or missing	0.85	***	0.97	*	0.51	***	0.74	***	1.05	***	1.14	***	1.07	***	1.09	***
Language spoken by parents in the childhood																
Only French			*1*				*1*				*1*				*1*	
French predominant			1.00				1.13	***			1.00				1.12	***
French occasionally			0.67	***			0.64	***			0.62	***			0.94	**
No French at all			0.51	***			0.32	***			0.67	***			0.94	***
Missing			0.61	***			0.61	***			0.60	***			0.53	***

(TAB 12 continues)

	Tertiary level							
	Cohorts -1949				Cohorts 1950-79			
	Without F		With F		Without F		With F	
	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.
Family migration history								
Autochthones			*1*				*1*	
G2 Mix Italy	0.65	***	0.65	***	0.84	***	0.83	***
G2 Italy	0.79	*	0.81	*	1.14	*	1.12	*
G1.5 Italy	0.43	***	0.47	***	0.92		0.91	
G1 Italy	0.49	***	0.52	***	1.69	***	1.65	***
G2 Mix Spain	0.79	*	0.79	*	1.03		1.01	
G2 Spain	0.67	**	0.72	*	1.46	***	1.46	***
G1.5 Spain	1.06		1.17		0.77		0.75	*
G1 Spain	0.47	***	0.49	***	1.33	*	1.29	*
Other or missing	1.18	***	1.22	***	1.10	***	1.11	***
Language spoken by parents in the childhood								
Only French			*1*				*1*	
French predominant			0.99				1.06	***
French occasionally			0.68	***			0.94	**
No French at all			0.94				1.04	
Missing			0.66	***			0.53	***

Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.
Other variables included in each models: birth cohort, gender, socio-economic class, siblings and birth order (interaction), living with both parents at 14 years of age, area of residence

Table 13. Logistic regression models. Effect of the predominance of French in the language spoken by parents in the childhood on the probability to attain at least lower secondary, upper secondary or tertiary level of education. Odds ratios estimated separately for cohorts (born before and after 1950) in specific sub-samples. EHF survey, 1999.

a) Sub-sample limited to children of immigrants (G2, G1.5, G2mix) from Italy.

	Cohorts -1949							Cohorts 1950-1979						
		lower secondary or higher		upper secondary or higher		university or similar			lower secondary or higher		upper secondary or higher		university or similar (1)	
	n	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	n	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.
Language spoken by parents in the childhood														
Only French	*1801*	*1*		*1*		*1*		*2164*	*1*		*1*		*1*	
French predominant	786	1.05		1.30	**	1.20		1386	0.94		0.96		0.88	
Foreign language predominant	395	0.84		0.92		1.45		641	0.80		0.93		1.03	
No French at all	475	0.66	***	0.81		0.69		411	1.15		1.05		0.95	

(1) Cohorts 1950-1974
Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.
Other variables included in each models: birth cohort, gender, socio-economic class, siblings and birth order (interaction), living with both parents at 14 years of age, area of residence.

b) Sub-sample limited to children of immigrants (G2, G1.5, G2mix) from every origin.

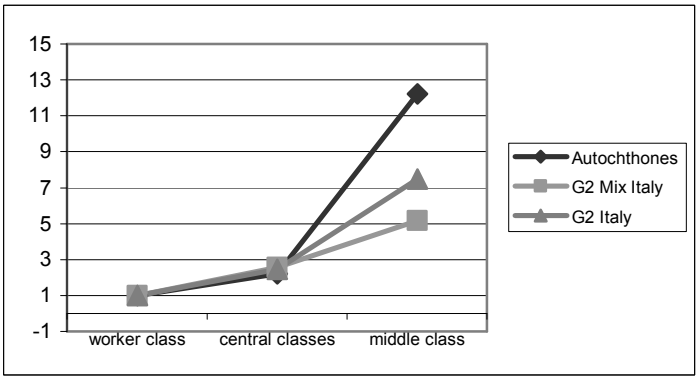
	Cohorts -1949							Cohorts 1950-1979						
		lower secondary or higher		upper secondary or higher		university or similar			lower secondary or higher		upper secondary or higher		university or similar (1)	
	n	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.	n	Exp(B)	sig.	Exp(B)	sig.	Exp(B)	sig.
Language spoken by parents in the childhood														
Only French	*5583*	*1*		*1*		*1*		*12212*	*1*		*1*		*1*	
French predominant	2443	0.95		1.10		0.90		6148	0.84	**	0.90	***	0.95	
Foreign language predominant	1628	0.75	***	0.85	*	0.88		4188	0.58	***	0.85	***	0.92	
No French at all	1846	0.60	***	0.75	***	0.73	**	2622	0.46	***	0.78	***	0.90	

(1) Cohorts 1950-1974
Significance: '***' ≥99%; '**'≥95%; '*' ≥ 90%.
Other variables included in each models: family migration history, birth cohort, gender, socio-economic class, siblings and birth order (interaction), living with both parents at 14 years of age, area of residence.

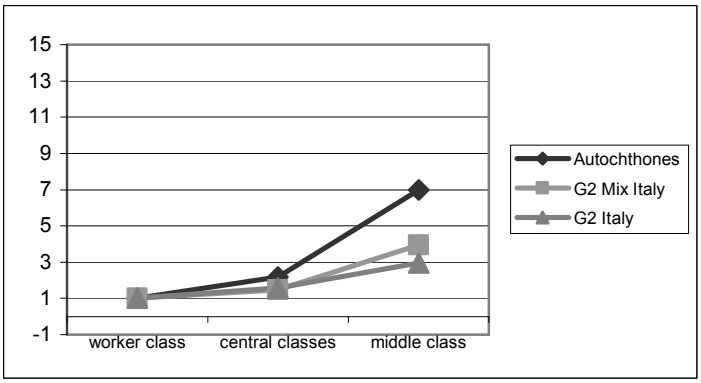
Figure. 1 Division of French territory used in the analysis

Figure 2. Upper secondary level of education ("Classes de seconde, première ou terminale") or higher level. Odds ratio from logistic regression models showing the relations among social classes for each FMH category.

a) Cohorts up to 1949.



b) Cohorts 1950-1979



Other variables included in the model: cohort of birth, gender, sibling and birth order (interaction), both parents at 14, region of residence.
All the estimations and relative significances can be seen in table A.3 in Appendix.