

NATIONAL SURVEY ANALYSES

Migrant Children and Communities in a Transforming Europe



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The project Migrant Children and Communities in a Transforming Europe (MiCREATE) aims to stimulate Inclusion of diverse groups of migrant children by adopting child-centred approach to migrant children Integration on educational and policy level.

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PREFACE

The report presents the results of a quantitative survey conducted among children and young adults in schools in six countries: United Kingdom, Denmark, Slovenia, Austria, Poland and Spain.

This report contains three merged reports, namely:

- 6 National survey analysis on newly arrived migrant children (D5.3)
- 6 National survey analysis on long-term migrant children (D6.3)
- 6 National survey analysis on local children (D7.3)

The reports are combined into one joint report in order to provide a better overall perspective on the context of each country in relation to newly arrived children, long-term migrant children and local children. Namely, data are presented in comparative tables for the three groups of children to highlight similarities and differences between the groups in terms of their well-being, everyday life, school life and inclusion in society. In addition, the characteristics of the total survey population for each country, as well as the analysis of various demographic variables such as gender, age, socio-economic status, religion, citizenship etc., provide additional explanations for the individual country context.

The survey presents a part of research in schools in six countries that was conducted over several stages with an overall duration of app. 24 months (field-work research phase was prolonged due to COVID-19 pandemic). The objective of the survey among local and migrant children was to investigate the students' attitudes and opinions on cultural and religious pluralism, otherness, integration, etc., as well as to obtain information about their everyday life, well-being, etc. and also collect measurable indicators about migrant children`s inclusion in host societies, such as inclusion in peer groups, leisure activities, language proficiency, family dynamics etc.

The process of data collection was significantly influenced by the COVID-19 pandemic and the closure of schools. The surveys were thus collected in the period between April 2020 to May 2021.

The questionnaire was based on previous research on child well-being from a child-centred perspective, such as the European Cohort Development Project. It was translated into the national languages of the six partners as well as into different languages most commonly spoken among migrant children in each country. The questionnaires were culturally harmonised and tested by the Child Advisory Board in each country and adapted accordingly.

The following six national survey analyses consist of three parts: 1) analysis of the population, 2) analysis of the three groups of children: newly arrived migrant children, long-term migrant children and local children, and 3) analyses by different demographic variables. The analyses include the surveys, that were completed and not for example exited

in the middle, as well as those in which at least 75% of the questions were answered. In each table, the number of total answers for the question is presented.

In the national reports that follow, the terms 'child' and 'children' are frequently used when referring to the participants in the study, although we are well aware that this may sound inappropriate and inaccurate, particularly in relation to the older group (15-19 years), and that a different term would be more appropriate when referring to young people. This terminological decision arises from the fact that in our field research the integration processes were studied from a child-centred (CC) perspective. The latter is based on the UN Convention on the Rights of the Child. Therefore, the decision to use 'child' and 'children' is primarily analytical rather than substantive.

What follows are **6 national reports presenting survey data in the UK, Denmark, Slovenia, Austria, Poland and Spain**. At the end of each national report there is also an appendix - a methodological section that presents the sample and methodological process in more detail.

Each national report includes a brief 1) introduction and 2) short methodological sections, a presentation of the 3) main findings from the survey, 4) conclusions and an appendix - methodological section.



UNITED KINGDOM

Farwa Batool
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1. Introduction

This report aims to highlight the integration processes of migrant pupils from a child-centred perspective. Integration in our research is defined as 'the process by which people who are relatively new to a country (i.e. whose roots do not reach deeper than two or three generations) become part of society'; it is a 'process of settlement, interaction with the host society, and social change that follows immigration' (Penninx and Garcés-Mascareñas, 2016: 11). It is important to study this from the perspective of a migrant child as their integration processes can only be supported if the factors that impact this are well understood. By treating the migrant child as the expert of their own experiences we can begin to discern the unique facilitators, barriers and challenges they face when navigating their lives in their host society. Additionally, we can tease apart migration experiences and integration processes based on intersecting characteristics such as age, gender, and ethnicity as migrant children do not form a homogenous group and there are likely to be differences based on varying characteristics. We intend that this report will provide useful insights into the experiences of this diverse group of pupils.

2. Methodological approach

The surveys were collected from November 2020 to January 2021 across three primary schools, three secondary schools and one online children and young people's book club. The schools and book club had a large demographic of migrant pupils with diverse linguistic and religious backgrounds. The criteria for taking part in the survey was that the participants must be between the age of 10-17. The participants were later ascribed to newly arrived, long term and local children categories based on the number of years they stated that they had been in the UK. Children who had been in the UK for three years or less were ascribed to the newly arrived category. Those who had been in the UK for longer were assigned to the long-term children category and those born in the UK were placed in the local children category. Please note that children under the age of 10 also participated in the surveys, this may have been because we targeted year 5 and year 6 pupils in primary schools to participate which occasionally include younger pupils. We decided to keep the data of these pupils as opposed to deleting it.

The process of data collection began in September 2020 but was halted numerous times as this period was at the height of the COVID-19 pandemic, and schools were following social distancing and self-isolation measures and catching up on lost class time. After numerous negotiations with schools the data collection began again in November 2020 but with many challenges and significant alterations to the study methods. One of the most challenging aspects of conducting these surveys were parental consent and the limited time school staff were able to provide to facilitate the research. We found that teachers were overwhelmed with the demands from the school setting and therefore not able to facilitate the process of consent with parents. In addition, schools were unwilling to allow researchers to enter their building, meaning researchers would not be able to facilitate survey completion.

We employed a number of strategies to ease the process of data collection in order to overcome challenges posed by Covid19 restrictions. One such strategy was the use of an opt out method of parental consent. This meant that parents would only be required to send consent forms back to the school if they did not want their child to participate. This was a carefully made decision, only implemented once literature and members of ethics board had been consulted. Where this method was employed, the teachers were asked to send letters to parents at least 10 days prior to the data collection and also inform children about the research 10 days prior to data collection. The class teachers were provided with a bespoke script by the researchers which contained information regarding the study and children's rights to consent which teachers used to communicate with the children. We then made the process of survey administration simpler by asking pupils to complete the surveys on digital devices in the school setting. On the day of the data collection children and young people were first shown a video of the researcher explaining the study in addition to their rights to consent and withdraw. The pupil consent form was built into the survey and so if they wanted to take part, they just needed to click the relevant boxes, if they did not want to take part the teacher would provide them with an alternative activity. After the video had been shown to pupils the teachers then gave children a link to the survey which they opened

either on a school device or their own handheld technology. The digital nature of the surveys helped to reduce the burden that would be placed on teachers to facilitate the research as teachers did not need to handout paper surveys, collect them, and return to the researchers. The teachers script helped to keep intact children's rights to consent and withdraw despite lack of researcher presence as the learners were aware of the research and had the opportunity to consider whether they would like to participate prior to the data collection. It was intended that the video of the researcher explaining the study would bring an impersonal aspect to the surveys as the learners would be aware that they are not participating in work set by their class teacher and instead they are partaking in research that is voluntary. This method was employed in 5 out of the 7 organisations that participated in the research. For the remaining two parental opt in consent was employed and children were given paper surveys as the school staff believed this to be the best option for their circumstances. In this case parents were sent consent forms and asked to return the forms if they would like their child to participate in the research. The researchers then sent the school paper surveys and school staff conducted the research during class time. They informed children about the study, asked them for their consent by providing paper consent forms. Once the children signed the consent forms, they collected them and handed out the paper surveys. The children completed the paper surveys on their own and once they were completed, the teachers collected them, and a member of the research team picked them up from the school.

3. Results

What follows is the presentation of main findings from the quantitative research in English primary and secondary schools.

3.1 Sample population

Demographic data

The total number of pupils that participated in the surveys was 463, of these majority consisted of pupils from Age Group 1 (AG1), which comprised of 86%¹ of pupils at age 08-13. Whilst children in Age group 2 (AG2) only made up 14% of the sample. There was also an unequal divide between girls and boys in the overall sample (Girls 52%: Boys 47%) and across AG1 (Girls 52%: Boys 48%) and AG2 (Girls 55%: Boys 45%). Similarly, the ethnic composition was varied, with 26% pupils being Asian, 34% black, 23% white, and 17% to mixed ethnic and or other ethnic groups and. There was also an unequal divide in religions with 45% of pupils claiming to be affiliated to Christianity, 30% affiliated to Islam and the remaining to Hinduism (4%), Buddhism (1%), Sikhism (1%) and other religions (2%). Those affiliated with no religion constituted as 10% of the sample, 5% of the sample did not know which religion they are affiliated to, and 2% chose not to answer.

¹ Percentages throughout this report have been rounded.

In relation to migrant status majority of the pupils (67%) were born in the UK i.e., they were 'local' children, of those born outside of the UK, only 12% were classified as newly arrived and 21% as long-term migrants. These pupils were born in various countries such as Austria, Bahrain, Bangladesh, Belgium, China, Czech Republic etc. One could argue that a limitation of this research is that majority of the sample comprised of local children, however, we found that even from the local pupil's sample 70% stated that they had parents who were born in another country. This means that even majority of the local pupils have a history of migration in their family and therefore might have valuable contributions to make towards the understanding of experiences of migrants in Britain. When asked about their level of proficiency in English, 82% of the children classified themselves as being able to speak English very well. Most pupils lived in a large city (82%) with their family, with a fewer amount living in a town (18%) or rural area/ village (1%). A large number of children also agreed that they live in areas with many different race, ethnic groups, and religious groups (77%). The pupils categorised themselves as mostly falling in the middle range of the socioeconomic status whereby they felt that in general they have the same number of things as most of their classmates (72%). A minority of pupils felt that they had more things than their classmates (19%) or fewer things than most of their classmates (9%).

Finally, the surveys also explored children's perceptions of living in the UK. When asked if they like living in this country 77% stated yes, whilst 10% of them said no, and 13% were unsure. When asked 'If you could live in a different country, which country would it be?' children gave a variety of answers with the largest groups (18%) of pupils wanting to stay in the United States; the remaining cited numerous other countries.

Table 1 - Age

	F	%
8	1	0.2%
9	46	9.9%
10	84	18.1%
11	149	32.2%
12	83	17.9%
13	35	7.6%
14	25	5.4%
15	30	6.5%
16	10	2.2%
Total	463	100 %

Table 2 - Age recoded

	F	%
8-13	398	86%
14-17	65	14%
Total	463	100%

N.B. Age was recoded into two groups

Table 3 - Gender

	F	%
A girl	241	52.1%
A boy	219	47.3%
Total	460	99.4

Table 4 - Age & Gender

		Are you a girl or a boy?		Total
		A girl	A boy	
Age	8-13	205	190	395
		51.9%	48.1%	100%
	14-17	36	29	65
		55.4%	44.6%	100%

Table 5 - Ethnic composition

	F	%
White	101	22.6%
Mixed / Multiple ethnic groups	46	10.3%
Asian / Asian British	116	26%
Black / African / Caribbean / Black British	151	33.9%
Other ethnic group	32	7.2%
Total	446	100%

Table 6 - Ethnic origin Recoded

	F	%
White	101	22.6%
Asian / Asian British	116	26.1%
Black / African / Caribbean / Black British	151	33.9%
Mixed / Multiple ethnic groups & Other ethnic group	77	17.3%
Total	445	100%

N.B The variable ethnicity was recoded into four groups for the analyses.

Table 7 - Languages spoken at home

	F	%		F	%
Albanian	1	0.2%	Marathi	1	0.2%
Amharic	2	0.3%	Moroccan	2	0.3%
Arabic	33	5.7%	Ndebele	1	0.2%
Bangla	9	1.6%	Nepali	1	0.2%
Barwani	1	0.2%	Nigerian	2	0.3%
Bravenese	1	0.2%	Norwegian	2	0.3%
Cantonese	1	0.2%	Nubia	1	0.2%
Chichewa	1	0.2%	Odia	1	0.2%
Chinese	3	0.5%	Pashto	2	0.3%
Czech	3	0.5%	Patois	5	0.9%
Dari	1	0.2%	Polish	7	1.2%
Dutch	2	0.3%	Portuguese	4	0.7%
Edo	1	0.2%	Punjabi	8	1.4%
English	287	49.6%	Romanian	8	1.4%
Eritrean	1	0.2%	Russian	2	0.3%
Farsi	2	0.3%	Shona	4	0.7%
Filipino	1	0.2%	Sinhala	2	0.3%
French	17	2.9%	Slovak	1	0.2%
German	3	0.5%	Somali	20	3.5%
Greek	2	0.3%	Soninke	1	0.2%
Hindi	1	0.2%	Spanish	11	1.9%
Hungarian	1	0.2%	Swahili	5	0.9%
Igbo	1	0.2%	Telugu	3	0.5%
Irish	1	0.2%	Tigrinya	2	0.3%
Italian	16	2.8%	Twi	2	0.3%
Jamaican	4	0.7%	Ukrainian	1	0.2%
Kanada	1	0.2%	Urdu	32	5.5%
Kiswahili	1	0.2%	Uyghur	1	0.2%
Kurdish	4	0.7%	Vietnamese	2	0.3%
Latvian	1	0.2%	Wolof	1	0.2%
Lingala French	3	0.5%	Yoruba	9	1.6%
Malayalam	13	2.2%	Zulu	1	0.2%
Mandarin	3	0.5%	Other	11	1.9%
Mandinka	1	0.2%	Total*	579	100%

N.B The total amount of languages spoken in the home exceeds the overall sample in the research as some pupils speak more than one language in the home.

Table 8 - Number of Languages spoken in the home

	F	%
Monolingual	270	64.1%
Bilingual	129	30.7%
Multilingual	22	5.2%
Total	421	100%

Table 9 - How well do you speak English?

	F	%
Very well	379	82.2%
Well	74	16.1%
Not well	8	1.7%
Total	461	100%

Table 10 - Were you born in the UK?

	F	%
Yes	306	66.4%
No	155	33.6%
Total	461	100%

Table 11 - In which country were you born?

	F	%
Austria	1	0.7%
Bahrain	1	0.7%
Bangladesh	3	2%
Belgium	1	0.7%
Burundi	1	0.7%
Cameroon	2	1.3%
China, Xinjiang	1	0.7%
Congo	2	1.3%
Czech Republic	3	2%
Dubai	1	0.7%
Egypt	2	1.3%
Germany	3	2%
Ghana	2	1.3%
Greece	3	2%
Holland	2	1.3%
Hong Kong	2	1.3%
Hungary	1	0.7%
India	19	12.4%
Iran	1	0.7%
Iraq	3	2%
Ireland	7	4.6%
Italy	18	11.8%
Kenya	4	2.6%
Kuwait	10	6.5%
Latvia	1	0.7%
Libya	2	1.3%
Lithuania	1	0.7%
Moldova	3	2%
Nigeria	5	3.3%
Norway	2	1.3%
Pakistan	12	7.8%
Philippines	1	0.7%
Poland	5	3.3%
Portugal	5	3.3%
Romania	3	2%
São Tomé	1	0.7%
Saudi Arabia	4	2.6%
Scotland	1	0.7%
Slovakia	1	0.7%
Somalia	1	0.7%
Spain	4	2.6%
Sweden	1	0.7%
Syria	4	2.6%
USA	2	1.3%
Zimbabwe	1	0.7%
Total	153	100

Table 12 - Migrant Status

	F	%
Newly arrived	56	12.1%
Long-term	98	21.3%
Local	307	66.6%
Total	461	100%

Table 13 - Age & Newly arrived, long-term, local

	Migrant status				Total
		Newly arrived	Long-term	Local	
8-13	F	36	77	283	396
	%	9.1%	19.4%	71.5%	100%
14-17	F	20	21	24	65
	%	30.8%	32.3%	36.9%	100%

Table 14 - Are you a citizen of UK?

	F	%
Yes	333	72.7%
No	25	5.5%
I don't know	79	17.2%
I don't want to answer	21	4.6%
Total	458	100%

Table 15 - Citizenship & gender

	Girl		Boy		Total
	F	%	F	%	
Yes	F	170	161		331
	%	51.4%	48.6%		100%
No	F	16	9		25
	%	64%	36%		100%
I don't know	F	41	38		79
	%	51.9%	48.1%		100%
I don't want to answer	F	11	9		20
	%	55%	45%		100%

Table 16 - Citizenship and age

		8-13	14-17	Total
Yes	F	292	41	333
	%	87.7%	12.3%	100%
No	F	19	6	25
	%	76%	24%	100%
I don't know	F	292	41	333
	%	87.7%	12.3%	100%
I don't want to answer	F	19	6	25
	%	76%	24%	100%

Table 17 - Do you have parents that were born in another country?

	F	%
Yes	325	71.3%
No	131	28.7%
Total	456	100.0

Table 18 - Do you feel affiliated with a religion?

	F	%
Christianity	205	44.9%
Islam	139	30.4%
Hinduism	18	3.9%
Buddhism	3	0.7%
Sikhism	3	0.7%
Judaism	0	0%
Some other religion.	8	1.8%
I am not affiliated with a religion	46	10.1%
I don't know	24	5.3%
I don't want to answer	11	2.4%
Total	457	100%

Table 19 - Where do you live?

	F	%
A large city (like Manchester, Liverpool, Leeds, Glasgow)	361	81.5%
A town or a small city (like Altrincham, Eccles, Stretford etc.)	79	17.8%
Rural area or village	3	0.7%
Total	443	100%

Table 20 - Do you live in an area where many people are of a different race, ethnic or religious group?

	F	%
Yes	352	76.5%
No	25	5.4%
I don` t know	83	18%
Total	460	100%

Table 21 - Do you like living in this country?

	F	%
Yes	357	77.4%
No	44	9.5%
I don` t know	60	13%
Total	461	100%

Table 22 - If you could live in another country, which country would that be?

	F	%		F	%
Africa	6	1.7%	Kurdistan	1	0.3%
Albania	1	0.3%	Kuwait	3	0.8%
Antarctica	1	0.3%	Libya	2	0.6%
Any tropical place	1	0.3%	Malawi	1	0.3%
Anywhere there is no war	2	0.6%	Malta	1	0.3%
Asia	1	0.3%	Moldova	1	0.3%
Australia	11	3.1%	Morocco	2	0.6%
Bahamas	1	0.3%	Netherlands	2	0.6%
Bahrain	2	0.6%	New Zealand	7	1.9%
Barbados	3	0.8%	Nigeria	2	0.6%
Brazil	1	0.3%	Norway	1	0.3%
Bulgaria	1	0.3%	Oman	2	0.6%
Cameroon	1	0.3%	Pakistan	6	1.7%
Canada	20	5.6%	Poland	5	1.4%
Caribbean	2	0.6%	Portugal	4	1.1%
Chile	1	0.3%	Romania	1	0.3%
China	2	0.6%	Russia	3	0.8%
Congo	2	0.6%	Slovakia	1	0.3%
Denmark	1	0.3%	Somalia	7	1.9%
Egypt	3	0.8%	South Korea	5	1.4%
England	2	0.6%	South Sudan	1	0.3%
Ethiopia	2	0.6%	Spain	16	4.5%
France	22	6.1%	Sri Lanka	3	0.8%
Germany	4	1.1%	Sweden	1	0.3%
Ghana	3	0.8%	Switzerland	4	1.1%
Greece	5	1.4%	Thailand	2	0.6%
Hawaii	12	3.3%	Turkey	8	2.2%
Iceland	2	0.6%	Uganda	1	0.3%
India	5	1.4%	UK	4	1.1%
Indonesia	1	0.3%	United Arab Emirates	20	5.6%
Iraq	1	0.3%	USA	63	17.5%
Ireland	11	3.1%	Wales	1	0.3%
Italy	11	3.1%	Yemen	2	0.6%
Jamaica	16	4.5%	Zanzibar	1	0.3%
Japan	12	3.3%	Zimbabwe	2	0.6%
Kenya	1	0.3%	Total	359	100%

Table 23 - Socio-economic status

	F	%
In general, I have more (material) things than most of my classmates	84	19.2%
In general, I have about the same amount of things than most of my classmates	314	71.7%
In general, I have less (material) things than most of my classmates	40	9.1%
Total	438	100%

Table 24 - In the home you live most of the time, do you live with your family?

	F	%
Yes	440	98.9%
No (ex. foster home, children`s home, another type of home)	5	1.1%
Total	445	100%

Well-being and everyday life

Overall, most children agreed that they were satisfied with their lives (77%)² they have what they want in life (68%)³ and that they like being the way they are (78%)⁴. They were also positive about their future (75%)⁵ and felt that they could ask for help when needed from neighbours or friends in their local area (68%)⁶. Additionally, they thought that they had supportive family members who would help them if they had any problems (89%)⁷ and that their parents and carers listen to them and consider what they have to say (84%)⁸. They held similar beliefs about their friends, whereby, they thought they had enough friends (87%)⁹ and that if they have a problem, they have a friend who would support them (90%)¹⁰.

Children were asked several questions about their socialisation behaviours outside school which included, how often they meet their friends and leisure activities they participated in. Children were able to select more than one response to these questions. From the responses it can be seen that 44% of pupils agreed with the statement that outside of school they spend time with their friends from school and 43% agreed with the statement that they spend time with other friends. Additionally, 34% agreed with the statement that out of school they don't spend time with their friends from school (Table 28).

However, only 20% of pupils reported that they 'often' spend time with friends outside school face to face (Table 29). In fact, 67% of pupils reported that they either rarely/never

2 The data presented here is an aggregate of 'I agree' and 'I strongly agree' responses

3 As above

4 As above

5 As above

6 As above

7 As above

8 As above

9 As above

10 As above

(30%) or once or twice a week (37%) meet and play with friends with a smaller number of pupils stating that they meet their friends everyday or almost everyday (34%) (Table 26). Similarly, children spent little time in organised activities, with majority stating that they either rarely/never (40%) or only once or twice a week (43%) participate in leisure activities or classes outside of school (Table 26). Instead, it seems the children spent their time using their smartphone or computer to stay in touch with friends/ relatives, with 72% stating that they every day or almost every day use smartphone or computer to stay in touch with friends/relatives (Table 26). Additionally, 57% also stated that they often spend time with their friends online (Table 29) and a large proportion of children also stated that they spend time just by themselves outside of school (51%) (Table 26).

Table 25 - Life satisfaction

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
I am completely satisfied with my life	F	8	17	74	129	195	423
	%	1.9%	4%	17.5%	30.5%	46.1%	100%
I have what I want in life	F	13	35	90	138	158	434
	%	3%	8.1%	20.7%	31.8%	36.4%	100%
I like being the way I am	F	12	27	53	109	225	426
	%	2.8%	6.3%	12.4%	25.6%	52.8%	100%
I feel positive about my future	F	14	17	77	136	188	432
	%	3.2%	3.9%	17.8%	31.5%	43.5%	100%
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	F	34	22	67	123	140	386
	%	8.8%	5.7%	17.4%	31.9%	36.3%	100%

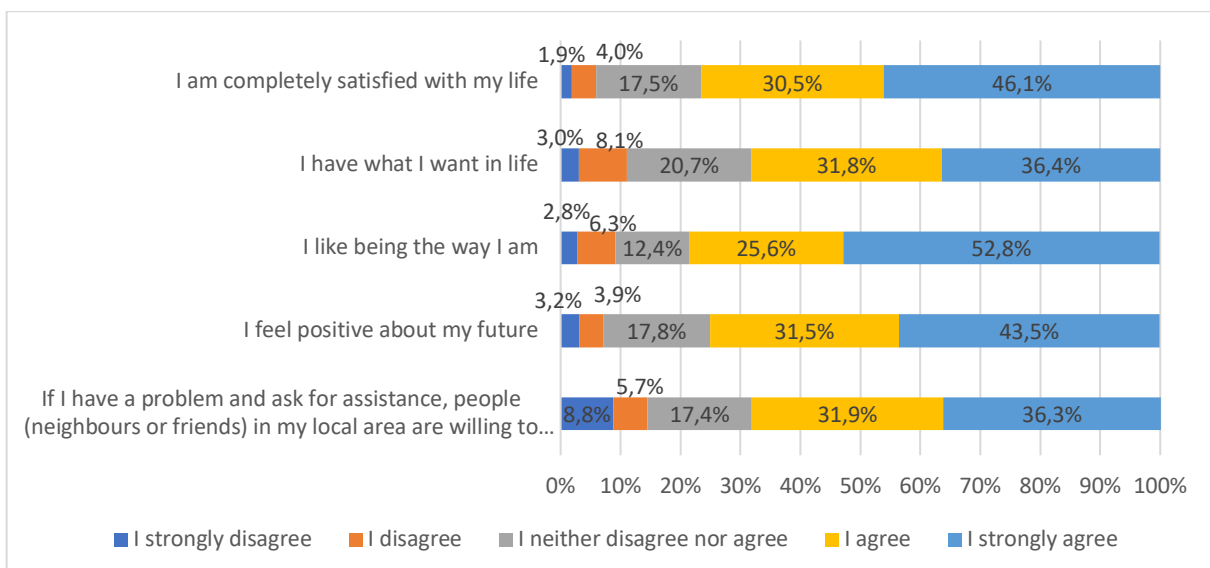


Figure 25.1

Table 26 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	F	176	191	74	441
	%	39.9%	43.3%	16.8%	100%
Meeting, playing with friends	F	130	161	147	438
	%	29.7%	36.8%	33.6%	100%
Using smartphone or computer to stay in touch with friends/relatives	F	30	95	316	441
	%	6.8%	21.5%	71.7%	100%
Spending time just being by myself	F	100	118	224	442
	%	22.6%	26.7%	50.7%	100%

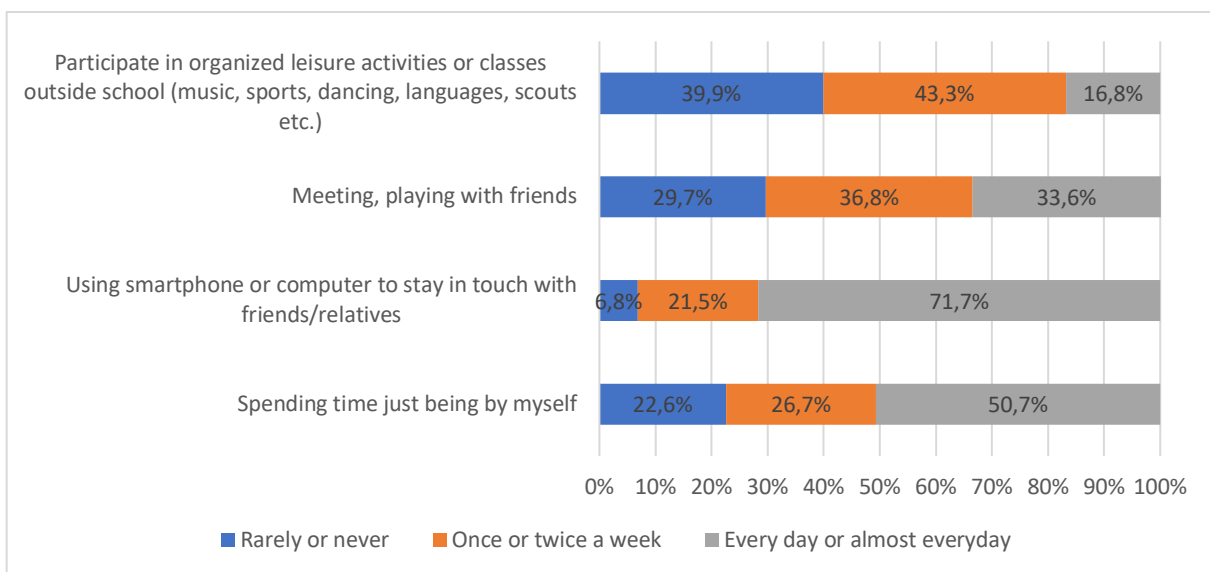


Figure 26.1

Table 27 - Family and Friends

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
If I have a problem, my family will help me	F	7	6	33	95	293	434
	%	1.6%	1.4%	7.6%	21.9%	67.5%	100%
My parents (carers) listen to me and take what I say into account	F	4	9	53	138	218	422
	%	0.9%	2.1%	12.6%	32.7%	51.7%	100%
I have enough friends	F	13	7	37	100	277	434
	%	3%	1.6%	8.5%	23%	63.8%	100%
If I have a problem, I have a friend who will support me	F	3	10	31	106	277	427
	%	0.7%	2.3%	7.3%	24.8%	64.9%	100%

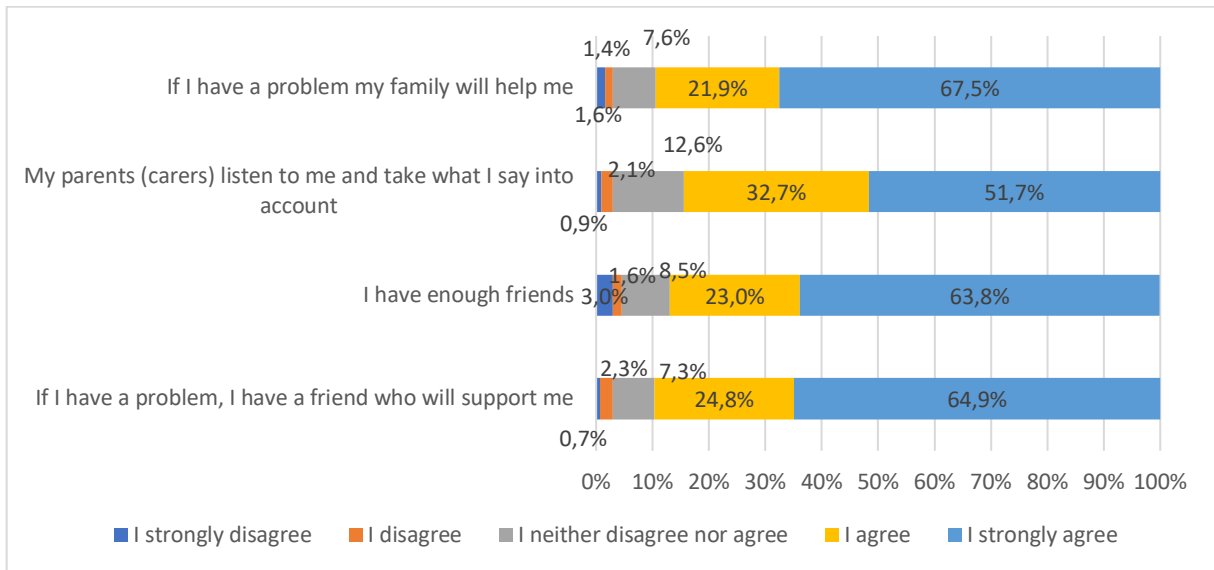


Figure 27.1

Table 28 - Participation in leisure¹¹

	F	%
Out of school, I spend time with friends from school	204	44.1%
Out of school, I spend time with other friends (ex.from the neighbourhood)	200	43.2%
Out of school, I don` t spend time with friends from school	159	34.3%
Total	463	100%

Table 29 - Participation in leisure 2

		Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	F	68	80	76	122	88	434
	%	15.7%	18.4%	17.5%	28.1%	20.3%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	F	25	17	51	95	247	435
	%	5.7%	3.9%	11.7%	21.8%	56.8%	100%

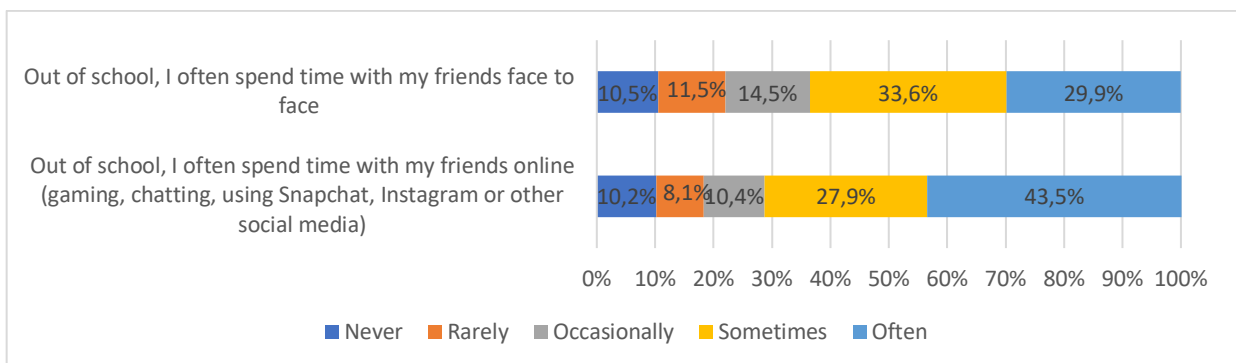


Figure 29.1

¹¹ Children (n= 463) were able to select more than one response for this question. The table displays the 'Yes' answers for each category; hence, the contents does not total to 100%.

School life

Children were mostly positive about their school life with most pupils reporting that they are doing very good (50%) or at least average (46%) in school. They also reported that mostly they like being in school with 32% stating that they often like being in school and 32% stating they sometimes like being in school. A minority of pupils stated that they never like being in school (5%). Despite this, it was worrying to see that 120 out of 447 pupils (27%) responded to this question stating that they only occasionally liked being in school. Almost half the pupils (49%) often felt safe at school and 49% often felt that they belong in their class. In regards to other aspects of school life children were generally okay with teachers asking them questions (often-41%, sometimes-27%), they felt that their teachers accepted them as they are (often-63%, sometimes- 22%) and they also thought that their teachers listen to them and consider what they have to say (Often-48%, sometimes-30%) and that they talk about different countries, cultures or religions (often-42%, sometimes, 29%).

More than half of students thought they often feel accepted by their classmates (51%) and many felt that their classmates care about how they feel (often-39%, sometimes-32%). More than half of pupils also reported that they had never experienced physical bullying such as being hit or hurt (65%) or being left out of games and activities (60%). However, there was a smaller proportion of pupils who stated that they had never (44%) been made fun of or called unkind names. In fact, more than half (56%) of the participants had been subjected to this form of bullying by their peers at least once or more. When asked about discrimination they may have faced due to personal attributes such as age, gender, socioeconomic status etc an overwhelming amount of pupils felt that they had not been discriminated against by their teachers or classmates due to their gender (Teachers-85%: Classmates-85%), economic status (Teachers-95%: Classmates-89%), religion (Teachers-91%: Classmates-90%), nationality (Teachers-86%: Classmates-84%), area of residence (Teachers-93%: Classmates: 92%) and language they speak (Teachers-89%: Classmates-88%). In fact, 86% of pupils reported that children are allowed to speak other languages in the school, and they also reported that teachers also often (12%) or at least sometimes (34%) speak with children in other languages or ask pupils how some things are said in other languages.

Pupil's views and perceptions regarding children of various demographics were largely positive with most pupils (87%)¹² agreeing that pupils who come to the UK from other countries should have the right to follow the customs of their countries. Additionally, children (95%)¹³ agreed that they liked that there are students of different backgrounds in their school and class, and they thought that pupils of different ethnicities, races and religions get along well in their class (87%)¹⁴. In fact, a majority of children themselves

¹² The data presented here is an aggregate of 'I agree' and 'I strongly agree' responses

¹³ As above

¹⁴ As above

reported having several (55%) or at least a few friends (39%) from other countries, cultures and religions.

Table 30 - What do you think about your school?

		Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	F	22	22	120	141	142	447
	%	4.9%	4.9%	26.8%	31.5%	31.8%	100%
I feel safe when I am at school	F	11	18	76	121	216	442
	%	2.5%	4.1%	17.2%	27.4%	48.9%	100%
I feel like I belong in this class	F	17	24	67	116	211	435
	%	3.9%	5.5%	15.4%	26.7%	48.5%	100%
I am OK when a teacher asks me a question	F	20	30	86	119	180	435
	%	4.6%	6.9%	19.8%	27.4%	41.4%	100%
I feel OK about what my classmates think of me	F	27	33	89	110	162	421
	%	6.4%	7.8%	21.1%	26.1%	38.5%	100%

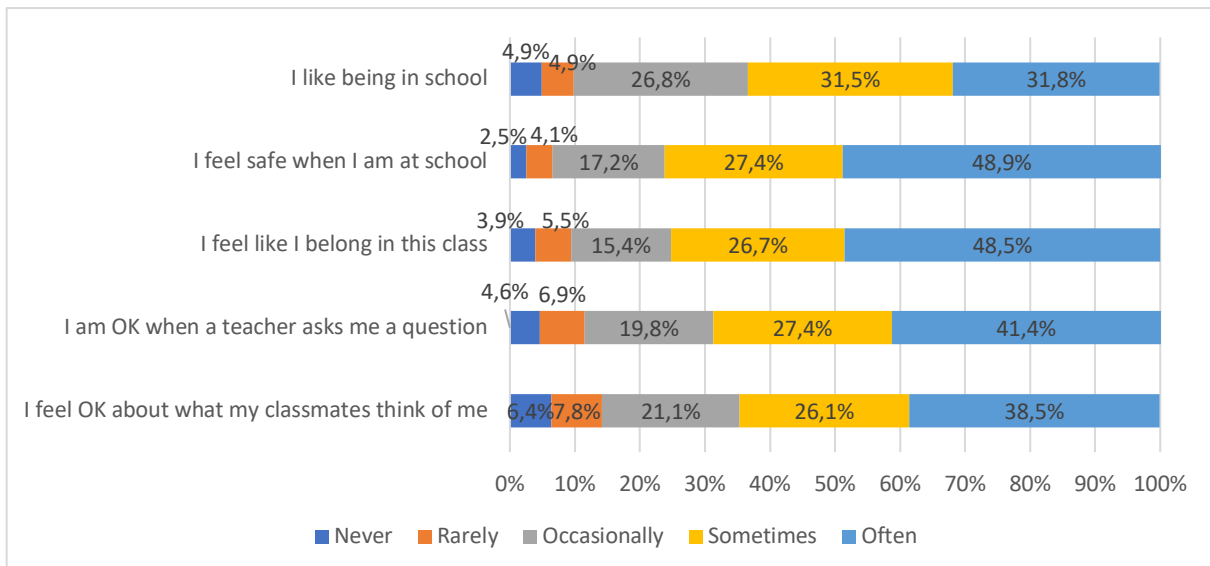


Figure 30.1

Table 31 - Peer and teacher relationships

		Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	F	10	16	63	119	218	426
	%	2.3%	3.8%	14.8%	27.9%	51.2%	100%
My teachers accept me the same way as other classmates	F	11	13	38	94	270	426
	%	2.6%	3.1%	8.9%	22.1%	63.4%	100%
My classmates care about how I feel	F	21	25	77	129	158	410
	%	5.1%	6.1%	18.8%	31.5%	38.5%	100%
My teachers listen to me and take what I say into account	F	12	22	56	126	199	415
	%	2.9%	5.3%	13.5%	30.4%	48%	100%
My teachers talk about different countries, languages, cultures or religion	F	15	23	82	118	175	413
	%	3.6%	5.6%	19.9%	28.6%	42.4%	100%

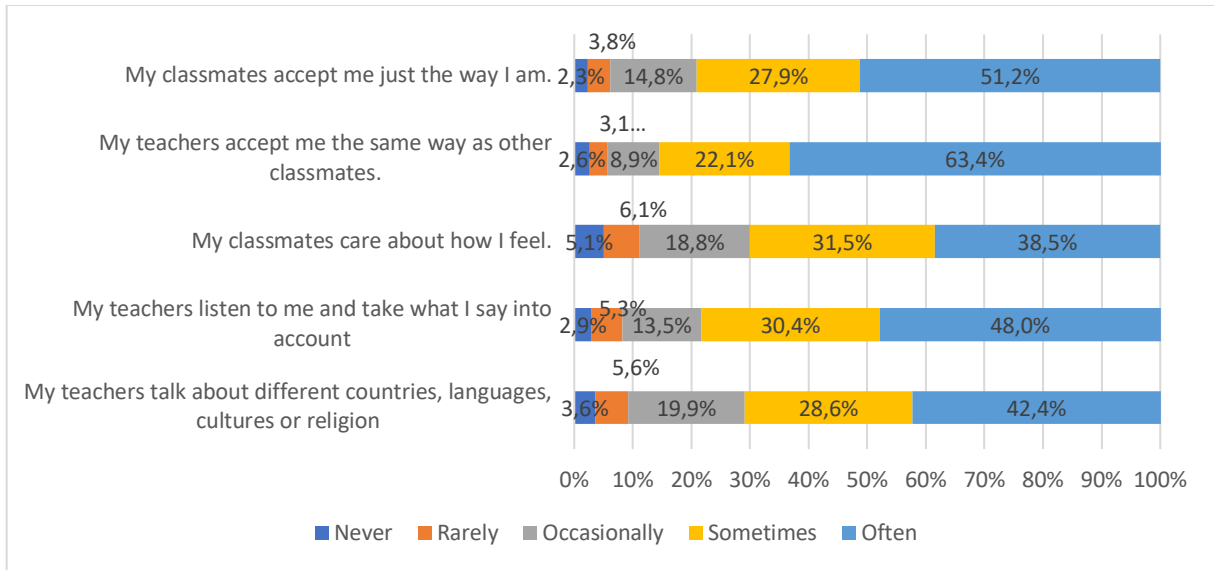


Figure 31.1

Table 32 - Experiences of bullying direct & indirect (including virtual)

		Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	F	195	99	80	67	441
	%	44.2%	22.4%	18.1%	15.2%	100%
Hit or hurt you	F	286	81	47	25	439
	%	65.1%	18.5%	10.7%	5.7%	100%
Leave you out of their games or activities	F	264	78	54	41	437
	%	60.4%	17.8%	12.4%	9.4%	100%

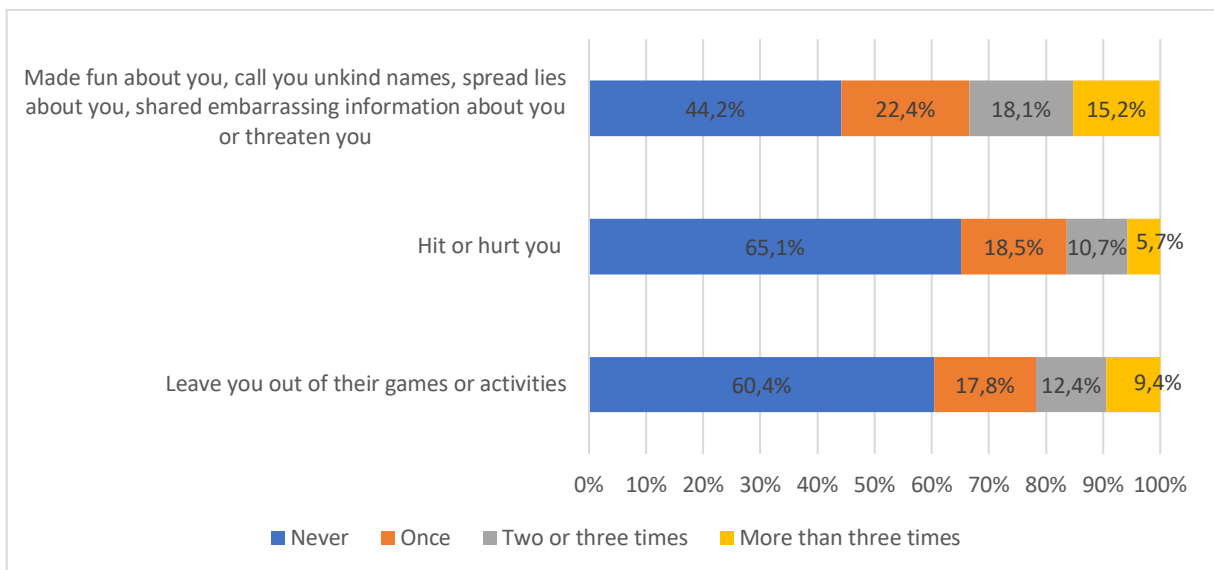


Figure 32.1

Table 33 - Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates		
		Yes	No	Total	Yes	No	Total
Your gender	F	62	350	412	62	348	410
	%	15%	85%	100%	15.1%	84.9%	100%
Your economic status (poor/rich)	F	19	378	397	44	369	413
	%	4.8%	95.2	100%	10.7%	89.3%	100%
Your religion	F	39	375	414	43	372	415
	%	9.4%	90.6%	100%	10.4%	89.6%	100%
Your nationality/race	F	57	353	410	66	349	415
	%	13.9%	86.1%	100%	15.9%	84.1%	100%
Where you live (district, village/town)	F	28	384	412	31	385	416
	%	6.8%	93.2%	100%	7.5%	92.5%	100%
Language you speak	F	44	373	417	49	364	413
	%	10.6%	89.4%	100%	11.9%	88.1%	100%

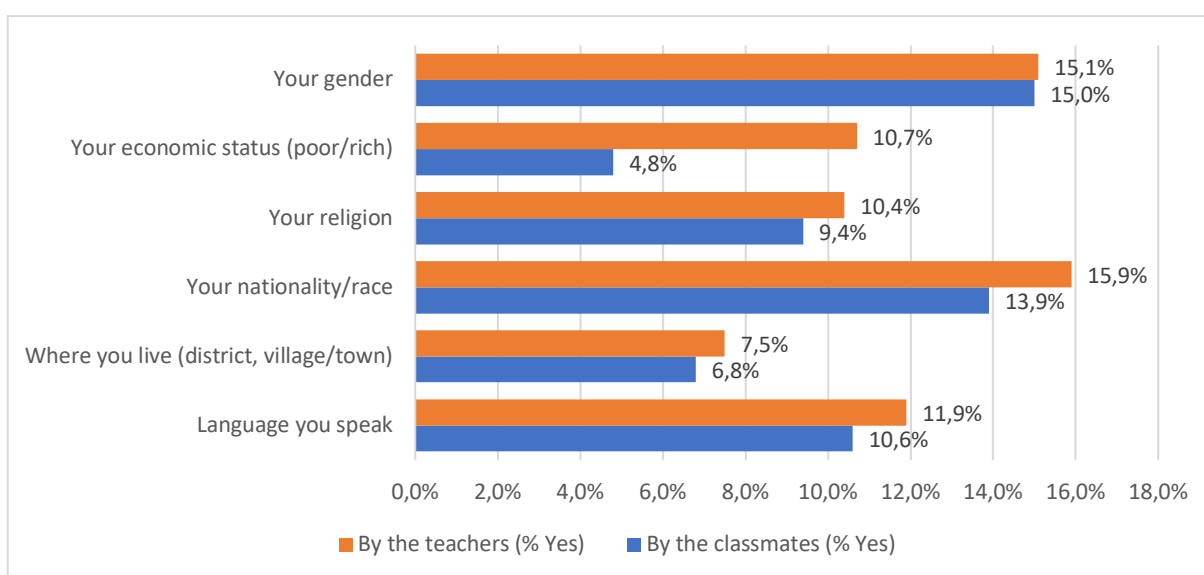


Figure 33.1

Table 34 -Are children allowed to speak other languages in your school (in the hallways, when playing)?

	F	%
Yes	364	85.6%
No	61	14.4%
Total	425	100%

Table 35 - During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

	F	%
Often	52	11.6%
Sometimes	154	34.3%
No	123	27.4%
Don't know	120	26.7%
Total	449	100%

Table 36 - How successful are you in school in relation to your classmates?

	F	%
I am doing very good in school, my grades are good	221	49.8%
I am doing average in school, my grades are average	204	45.9%
I am doing bad in school, my grades are bad	19	4.3%
Total	444	100%

Table 37 - Attitudes diversity and multiculturality

		I strongly disagree	I Disagree	I neither agree nor disagree	I agree	I strongly agree	Total
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	F	14	11	28	79	266	398
	%	3.5%	2.8%	7%	19.8%	66.8%	100%
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	F	8	0	14	97	304	423
	%	1.9%	0%	3.3%	22.9%	71.9%	100%
In our class, pupils of different ethnicities/races/religion get along well	F	9	8	36	115	238	406
	%	2.2%	2%	8.9%	28.3%	58.6%	100%

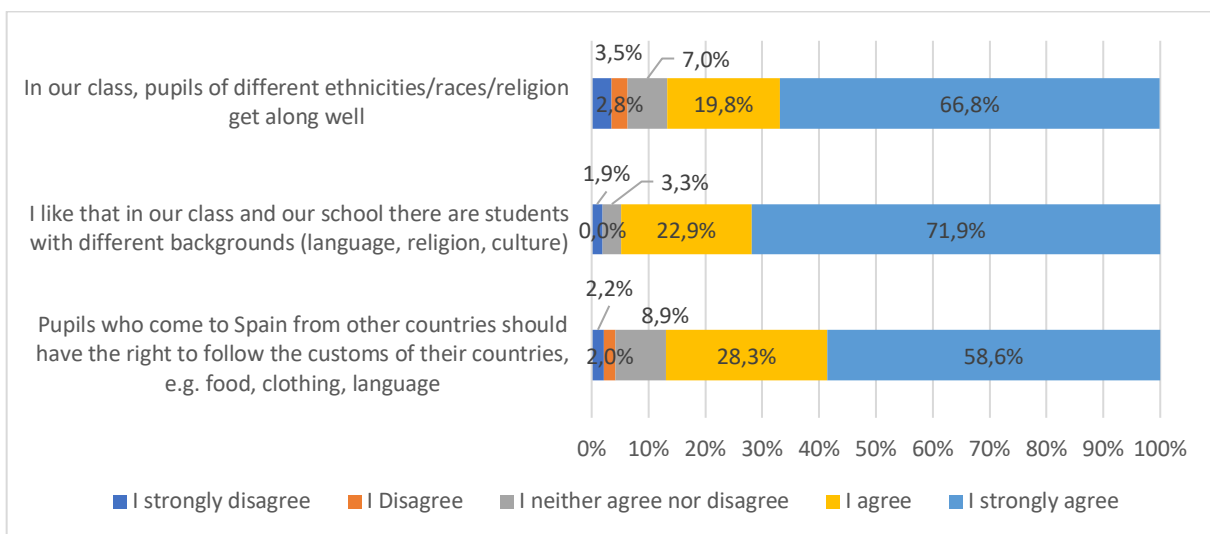


Figure 37.1

Table 38 - Do you have friends from different countries (cultures/religions)?

	F	%
Yes, several	240	55.4%
Yes, a few	167	38.6%
No, none at all	10	2.3%
Don't know	16	3.7%
Total	433	100%

3.2 Newly arrived, long-term and local children

Demographic data

The majority of the sample comprised of local children (67%), i.e., those born in the UK; and of these 70% had parents who were born outside of the UK. The newly arrived children comprised just 12% of the sample, and long-term pupils comprised of 21% of the sample. These pupils were born in various countries such as Zimbabwe, Syria, Libya, Slovakia, Spain, Italy etc. and spoke a range of languages inside their home, including Arabic, French, Dutch, Farsi, and Hungarian (Table 42).

In relation to gender, 59% of newly arrived children were boys and 42% were girls; 55% of long-term pupils were female and 45% male. Similarly, 53% of local children were female and 47% male (Table 40). The ethnic composition of newly arrived children was largely Asian (33%), with a smaller number of children from this group being Black/African/Caribbean (19%), White (17%), mixed (10%) and other ethnic groups (21%). Similarly, 35% of long-term children were from the Asian ethnic category with a similar number of pupils from Black/ African/Caribbean (33%) category. The number of long-term pupils from White (12%), mixed/multiple ethnic groups (10%) and other ethnic groups (11%) were much smaller (Table 41). Finally, 37% of local children identified as being Black/African/Caribbean/ Black British, 22% in the Asian/British Asian category, 27% as White, 11% as mixed/ multiple ethnic groups and 3% in the other group (Table 41).

In relation to citizenship, a majority (74%) of children considered themselves to be UK citizens whilst only 5% stated they were not. Newly arrived children (25%) were more likely to not be UK citizens than long-term (7%) or local children (2%). There were small differences in the pupil's responses to where they live, with a majority of newly arrived children (90%) stating they live in a large city, and 80% of long-term and local children stating they live in a large city. When asked the question 'Do you like living in this country' long-term children (15%) were more likely to disagree than newly arrived (8%) and local children (8%).

Table 39 - Migrant status x Age

			Age		Total
			8-13	14-17	
Migrant status	Newly arrived	F	33	20	53
		%	62.3%	37.7%	100%
	Long-term	F	77	21	98
		%	78.6%	21.4%	100%
	Local	F	283	24	307
		%	92.2%	7.8%	100%
Total		F	393	65	458
		%	85.8%	14.2%	100%

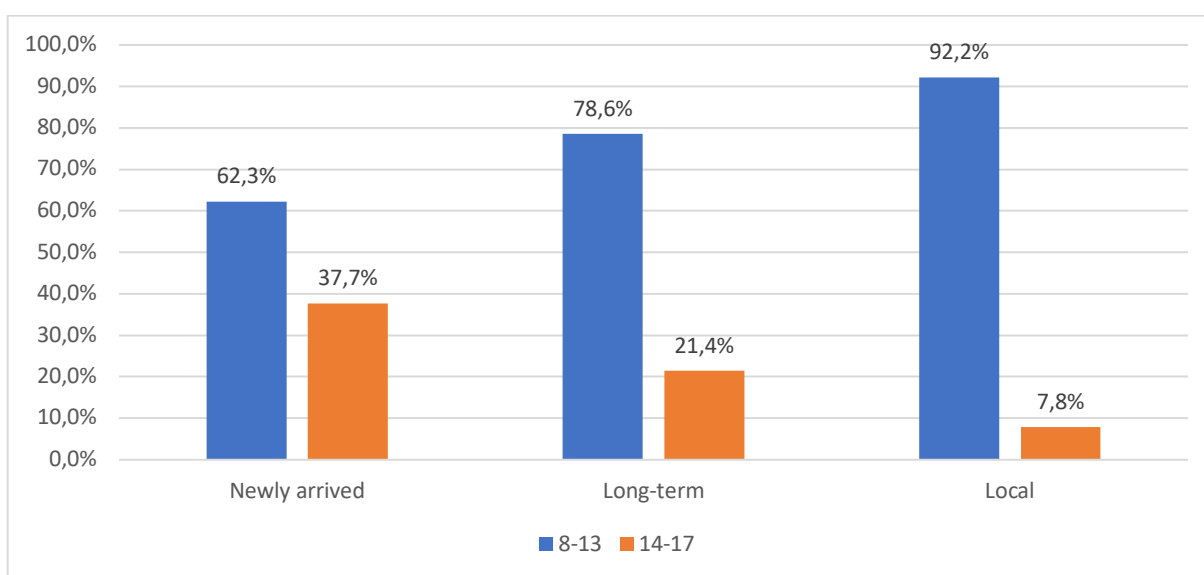


Figure 39.1

Table 40 - Migrant status x Gender

			Gender		
			Girl	Boy	Total
Migrant status	Newly arrived	F	22	31	53
		%	41.5%	58.5%	100%
	Long-term	F	54	44	98
		%	55.1%	44.9%	100%
	Local	F	162	142	304
		%	53.3%	46.7%	100%
Total		F	238	217	455
		%	52.3%	47.7%	100%

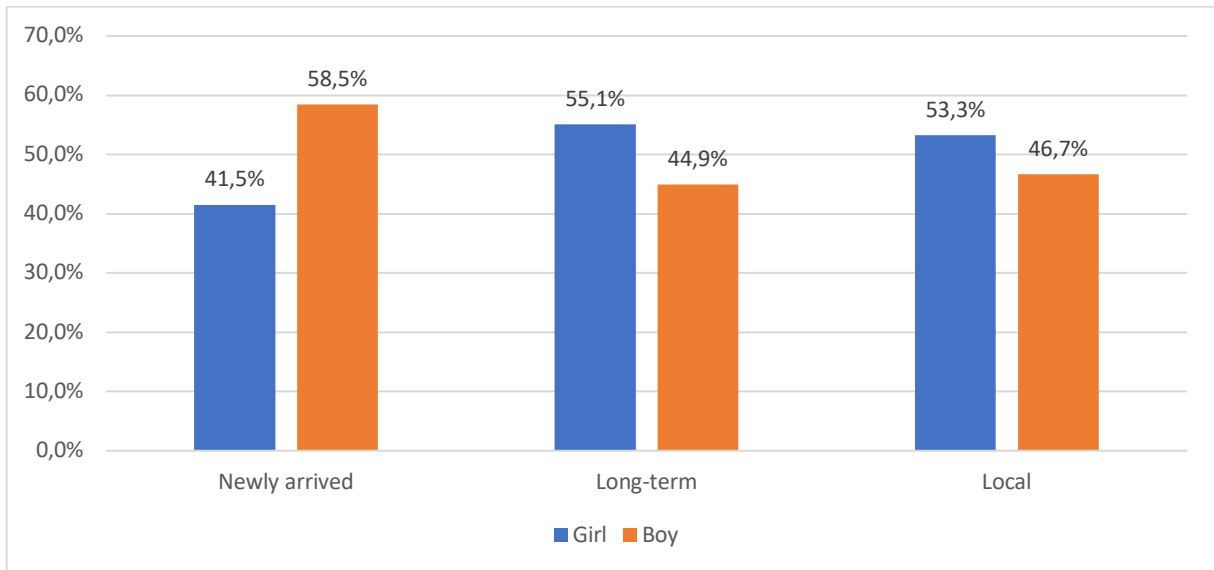


Figure 40.1

Table 41 - Migrant status x Ethnic background

		What is your ethnic origin?					Total
		White	Mixed / Multiple ethnic groups	Asian / Asian British	Black / African / Caribbean / Black British	Other ethnic group	
Newly arrived	F	9	5	17	10	11	52
	%	17.3%	9.6%	32.7%	19.2%	21.2%	100%
Long-term	F	11	9	32	30	10	92
	%	12%	9.8%	34.8%	32.6%	10.9%	100%
Local	F	81	31	66	109	9	296
	%	27.4%	10.5%	22.3%	36.8%	3%	100%

Cramer`s V:0.217 , Sig.:0.000

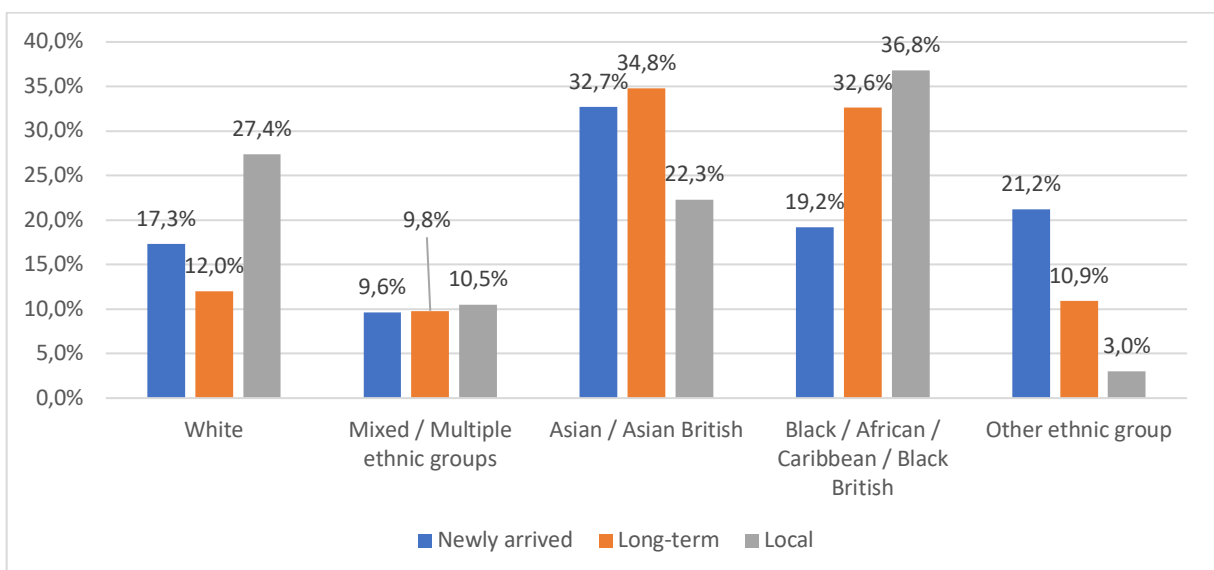


Figure 41.1

Table 42 - Migrant status x Language

	Newly arrived		Long term		Local	
	F	%	F	%	F	%
Albanian	0	0%	0	0%	1	0.3%
Amharic	0	0%	0	0%	1	0.5%
Arabic	10	12%	10	7.6%	11	2.9%
Bangla	0	0%	5	3.8%	4	1.1%
Barwani	0	0%	0	0%	1	0.3%
Bravenese	0	0%	1	0.8%	0	0%
Cantonese	0	0%	0	0%	1	0.3%
Chichewa	0	0%	0	0%	1	0.3%
Chinese	0	0%	0	0%	3	0.8%
Czech	0	0%	3	2.3%	0	0%
Dari	0	0%	0	0%	1	0.3%
Dutch	1	1.2%	0	0%	1	0.3%
Edo	0	0%	1	0.8%	0	0%
English	17	20.5%	50	38.2%	220	58.8%
Eritrean	0	0%	0	0%	1	0.3%
Farsi	0	0%	1	0.8%	1	0.3%
Filipino	0	0%	0	0%	1	0.3%
French	1	1.2%	5	3.8%	11	2.9%
German	0	0%	2	1.5%	1	0.3%
Greek	1	1.2%	1	0.8%	0	0%
Hindi	0	0%	1	0.8%	0	0%
Hungarian	1	1.2%	0	0%	0	0%
Igbo	0	0%	0	0%	1	0.3%
Irish	0	0%	0	0%	1	0.3%
Italian	11	13.3%	5	3.8%	0	0%
Jamaican	0	0%	0	0%	4	1.1%
Kanada	1	1.2%	0	0%	0	0%
Kiswahili	1	1.2%	0	0%	0	0%
Kurdish	1	1.2%	0	0%	3	0.8%
Latvian	0	0%	1	0.8%	0	0%
Lingala French	0	0%	0	0%	3	0.8%
Malayalam	3	3.6%	8	6.1%	10	2.7%
Mandarin	0	0%	0	0%	3	0.8%
Mandinka	0	0%	0	0%	1	0.3%
Marathi	1	1.2%	0	0%	0	0%
Moroccan	1	1.2%	0	0%	1	0.3%
Ndebele	1	1.2%	0	0%	0	0%

Nepali	0	0%	0	0%	1	0.3%
Nigerian	1	1.2%	0	0%	1	0.3%
Norwegian	2	2.4%	0	0%	0	0%
Nubia	1	1.2%	0	0%	0	0%
Odia	0	0%	1	0.8%	0	0%
Pashto	0	0%	0	0%	2	0.5%
Patois	0	0%	0	0%	5	1.3%
Polish	0	0%	3	2.3%	4	1.1%
Portuguese	2	2.4%	1	0.8%	1	0.3%
Punjabi	1	1.2%	1	0.8%	6	1.6%
Romanian	4	4.8%	3	2.3%	1	0.3%
Russian	1	1.2%	1	0.8%	0	0%
Shona	0	0%	1	0.8%	3	0.8%
Sinhala	0	0%	0	0%	2	0.5%
Slovak	0	0%	1	0.8%	0	0%
Somali	2	2.4%	1	0.8%	17	4.5%
Soninke	0	0%	1	0.8%	0	0%
Spanish	5	6%	3	2.3%	3	0.8%
Swahili	1	1.2%	0	0%	4	1.1%
Telugu	0	0%	2	1.5%	1	0.3%
Tigrinya	0	0%	1	0.8%	1	0.3%
Twi	0	0%	0	0%	2	0.5%
Ukrainian	1	1.2%	0	0%	0	0%
Urdu	7	8.4%	9	6.9%	19	5.1%
Uyghur	1	1.2%	0	0%	0	0%
Vietnamese	0	0%	0	0%	2	0.5%
Wolof	0	0%	0	0%	1	0.3%
Yoruba	1	1.2%	5	3.8%	3	0.8%
Zulu	0	0%	0	0%	1	0.3%
Other	2	0%	3	2.3%	6	1.6%
Total	83	100%	131	100%	374	100%

Table 43 - Migrant status x English proficiency

			English*				Total
			Very well	Well	Little	Not at all	
Migrant status	Newly arrived	F	19	27	6	0	52
		%	36.5%	51.9%	11.5%	0%	100%
	Long-term	F	72	25	1	0	98
		%	73.5%	25.5%	1%	0%	100%
	Local	F	283	22	1	0	306
		%	92.5%	7.2%	0.3%	0%	100%
Total		F	374	74	8	0	456
		%	82%	16.2%	1.8%	0%	100%

Cramer`s V:0.350 , Sig.:0.000

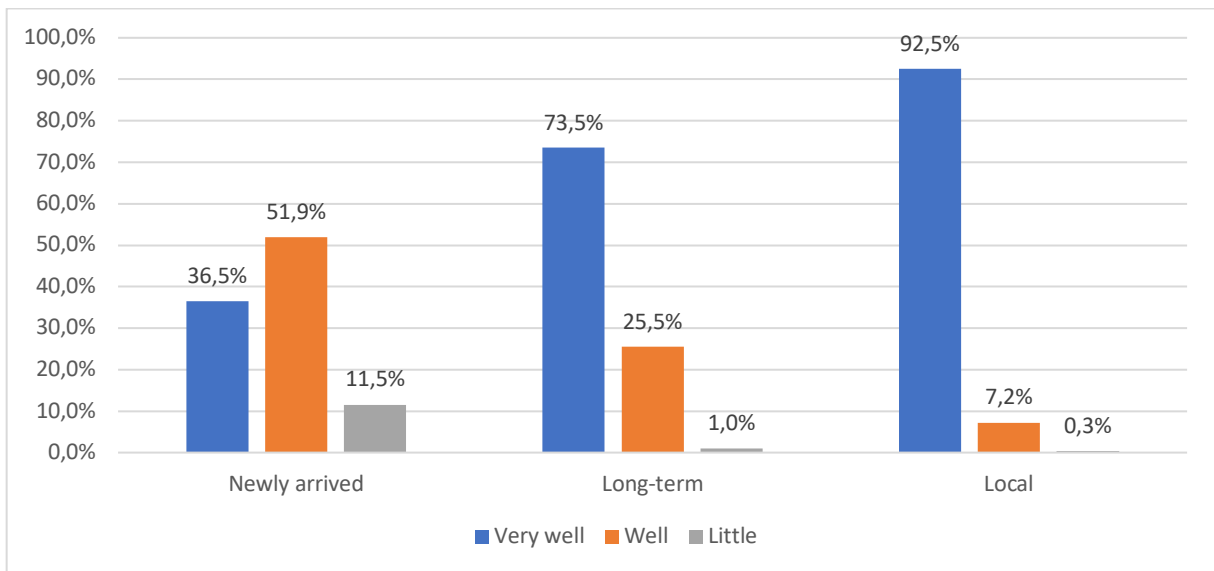


Figure 43.1

Table 44 - Migrant status x country of birth

			Born in UK		Total
			Yes	No	
Migrant status	Newly arrived	F	0	53	53
		%	0%	100%	100%
	Long-term	F	0	98	98
		%	0%	100%	100%
	Local	F	307	0	307
		%	100%	0%	100%
Total		F	307	151	458
		%	67%	33%	100%

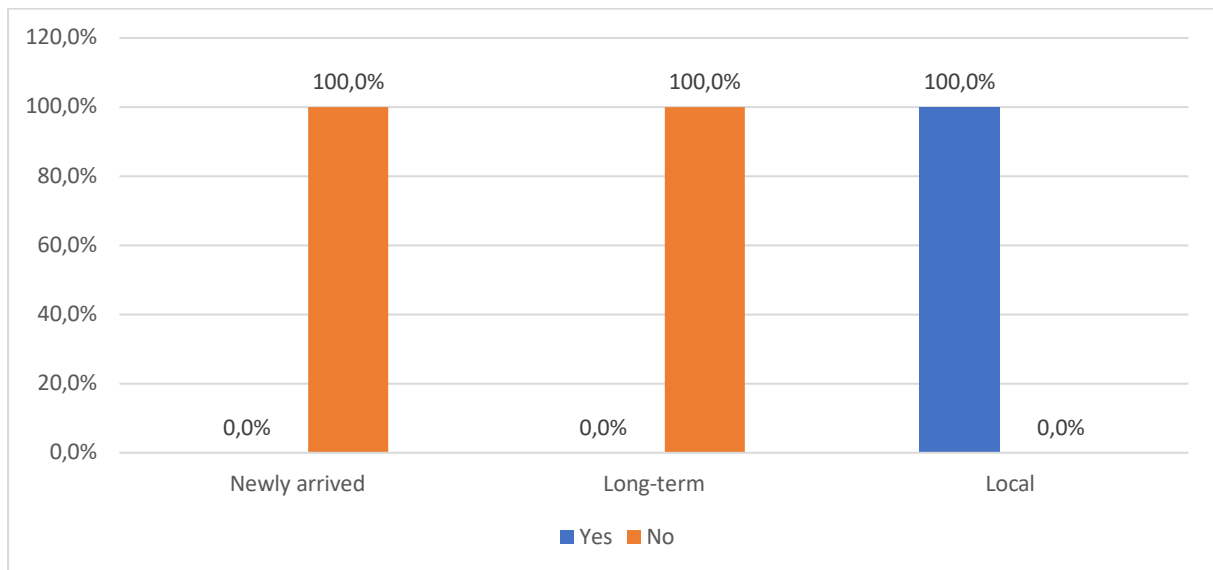


Figure 44.1

Table 45 - Migrant status x Which country were you born in?

	F	%
Austria	1	0.7%
Bahrain	1	0.7%
Bangladesh	3	2%
Belgium	1	0.7%
Burundi	1	0.7%
Cameroon	2	1.3%
China	1	0.7%
Congo	2	1.3%
Czech Republic	3	2%
Egypt	2	1.3%
Germany	3	2%
Ghana	2	1.3%
Greece	3	2%
Holland	2	1.3%
Hong Kong	2	1.3%
Hungary	1	0.7%
India	19	12.4%
Iran	1	0.7%
Iraq	3	2%
Ireland	7	4.6%
Italy	18	11.8%
Kenya	4	2.6%
Kuwait	10	6.5%
Latvia	1	0.7%

Libya	2	1.3%
Lithuania	1	0.7%
Moldova	3	2%
Nigeria	5	3.3%
Norway	2	1.3%
Pakistan	12	7.8%
Philippines	1	0.7%
Poland	5	3.3%
Portugal	5	3.3%
Romania	3	2%
São Tomé	1	0.7%
Saudi Arabia	4	2.6%
Scotland	1	0.7%
Slovakia	1	0.7%
Somalia	1	0.7%
Spain	4	2.6%
Sweden	1	0.7%
Syria	4	2.6%
UAE	1	0.7%
USA	2	1.3%
Zimbabwe	1	0.7%
Total	153	100%

Table 46 - Migrant status x Are you a citizen of UK?

			Citizenship				Total
			Yes	No	Don `t know	Don `t want to answer	
Migrant status	Newly arrived	F	18	13	16	5	52
		%	34.6%	25%	30.8%	9.6%	100%
	Long-term	F	56	7	29	5	97
		%	57.7%	7.2%	29.9%	5.2%	100%
	Local	F	259	5	29	11	304
		%	85.2%	1.6%	9.5%	3.6%	100%
Total		F	333	25	74	21	453
		%	73.5%	5.5%	16.3%	4.6%	100%

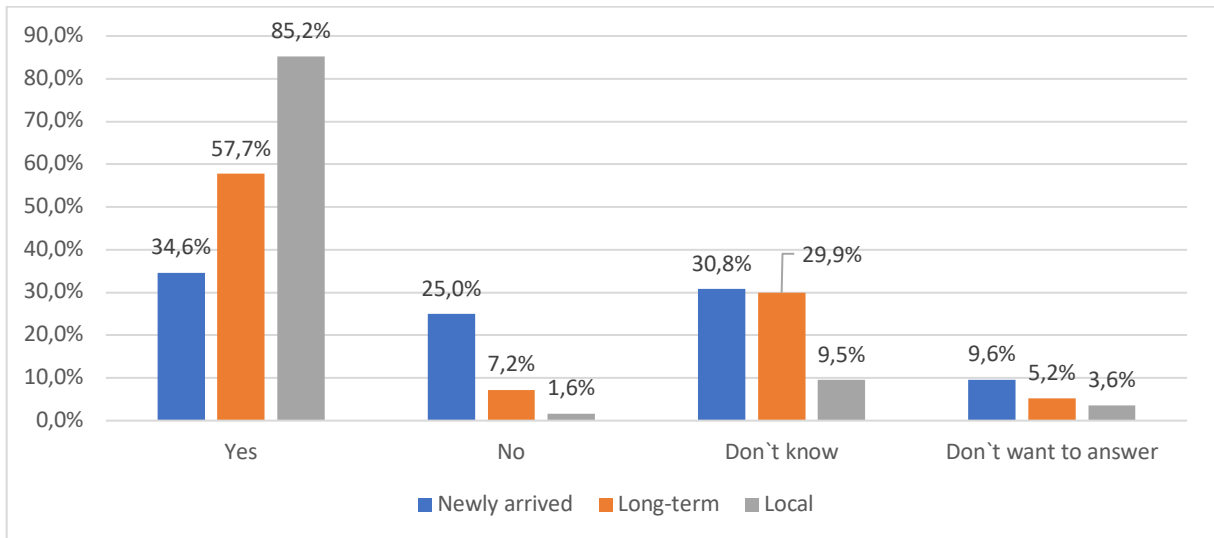


Figure 46.1

Table 47 -Migrant Status x Do you have a parent who was born in another country?

			Parents born in another country		Total
			Yes	No	
Migrant status	Newly arrived	F	33	19	52
		%	63.5%	36.5%	100%
	Long-term	F	77	21	98
		%	78.6%	21.4%	100%
	Local	F	210	91	301
		%	69.8%	30.2%	100%
Total		F	298	248	546
		%	54.6%	45.4%	100%

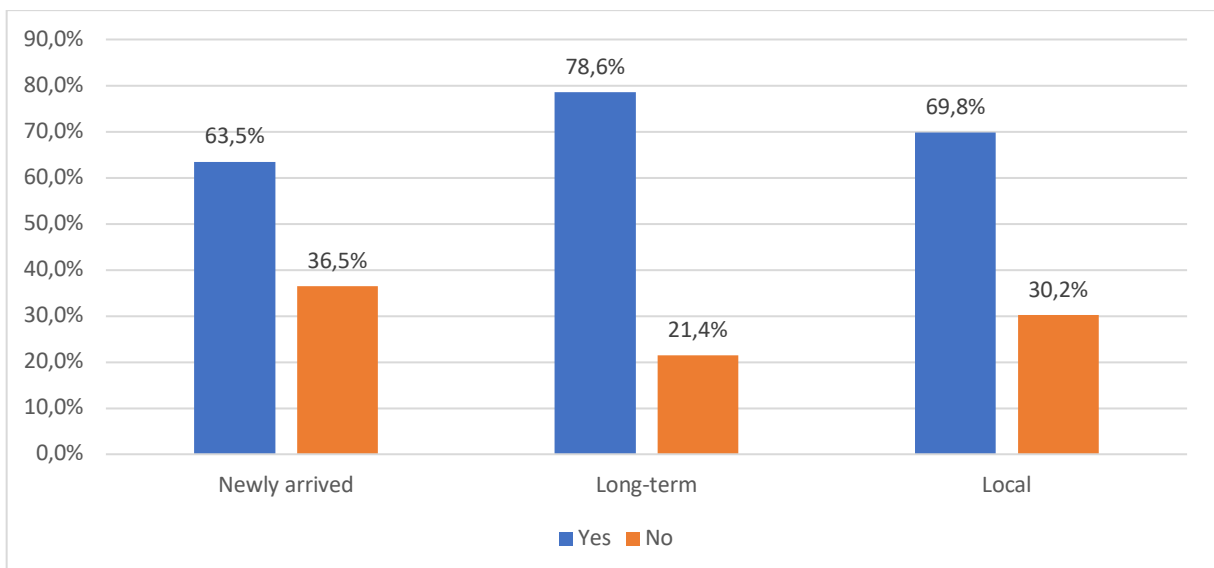


Figure 47.1

Table 48 - Migrant Status x Do you feel affiliated with a religion?

Religion		Christianity	Islam	Hindusim	Buddhism	Sikhism	Judaism	Other	Not affiliated	I don't know	I don't want to answer	Total	
Migrant status	Newly arrived	F	16	25	2	1	2	0	1	2	1	2	52
		%	30.8%	48.1%	3.8%	1.9%	3.8%	0%	1.9%	3.8%	1.9%	3.8%	100%
	Long-term	F	41	33	8	0	0	0	2	7	3	4	98
		%	41.8%	33.7%	8.2%	0%	0%	0%	2%	7.1%	3.1%	4.1%	100%
	Local	F	147	78	8	2	1	0	5	37	20	4	302
		%	48.7%	25.8%	2.6%	0.7%	0.3%	0%	1.7%	12.3%	6.6%	1.3%	100%
Total	F	204	136	18	3	3	0	8	46	24	10	452	
	%	45.1%	30.1%	4%	0.7%	0.7%	0%	1.8%	10.2%	5.3%	2.2%	100%	

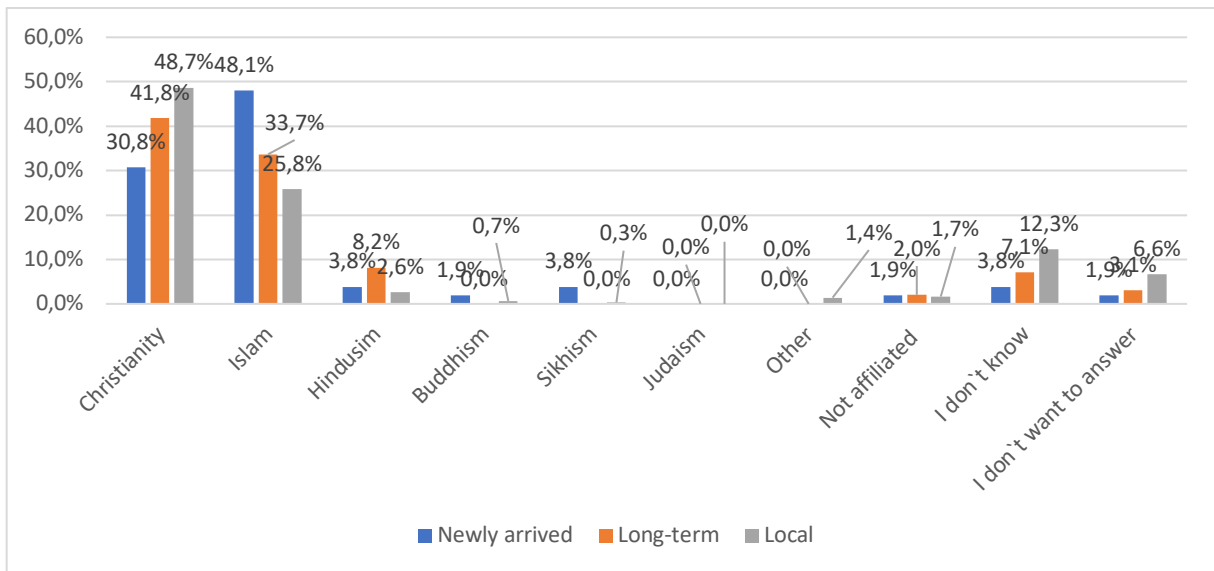


Figure 48.1

Table 49 - Migrant Status x Where do you live?

		Where do you live?				
			A large city (like Manchester, Liverpool, Leeds, Glasgow)	A town or a small city (like Altrincham, Eccles, Stretford etc.)	Rural area or village	Total
Migrant status	Newly arrived	F	47	5	0	52
		%	90.4%	9.6%	0%	100%
	Long-term	F	75	18	1	94
		%	79.8%	19.1%	1.1%	100%
	Local	F	236	54	2	292
		%	80.8%	18.5%	0.7%	100%
Total	F	358	77	3	438	
	%	81.7%	17.6%	0.7%	100%	

Figure 49.1

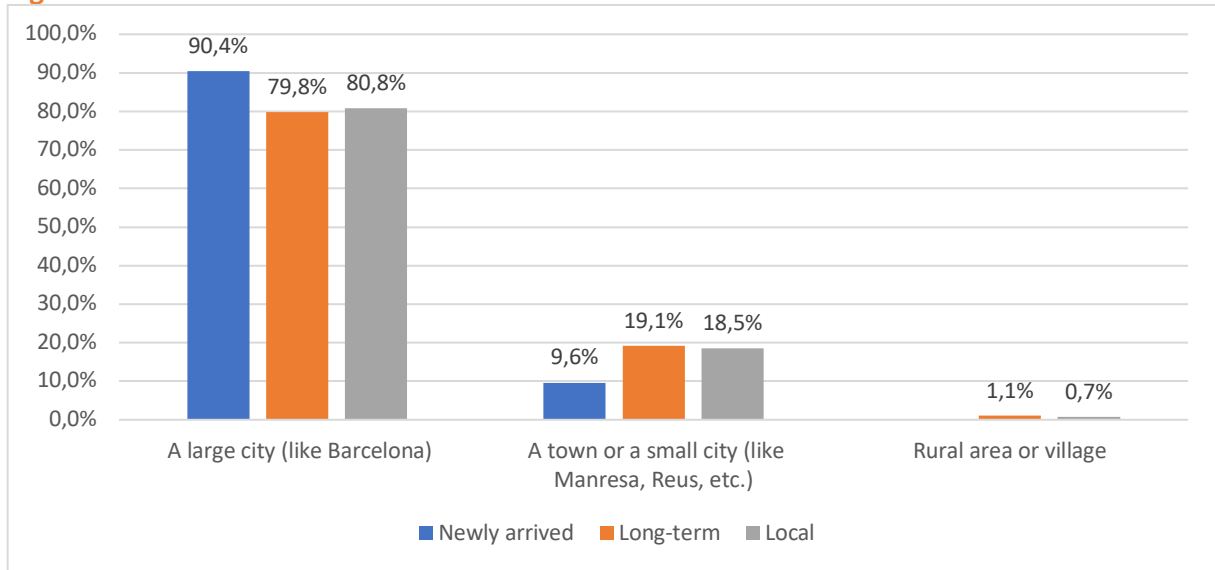


Table 50 - Migrant Status x Do you live in an area where many people are of a different race, ethnic or religious group?

			Yes	No	I don't know	Total
Migrant status	Newly arrived	F	38	4	9	51
		%	74.5%	7.8%	17.6%	100%
	Long-term	F	75	7	16	98
		%	76.5%	7.1%	16.3%	100%
	Local	F	237	14	55	306
		%	77.5%	4.6%	18%	100%
Total	F	350	25	80	455	
	%	76.9%	5.5%	17.6%	100%	

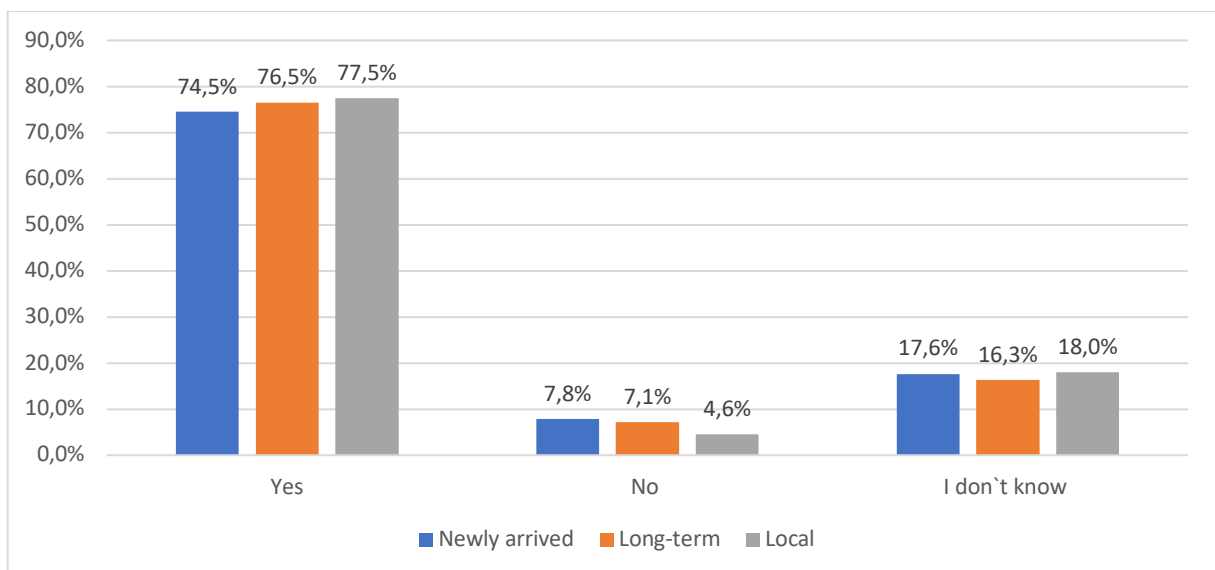


Figure 50.1

Table 51 - Migrant Status x Do you like living in this country?

			Yes	No	I don't know	Total
Migrant status	Newly arrived	F	43	4	4	51
		%	84.3%	7.8%	7.8%	100%
	Long-term	F	68	15	15	98
		%	69.4%	15.3%	15.3%	100%
	Local	F	241	25	41	307
		%	78.5%	8.1%	13.4%	100%
Total		F	352	44	60	456
		%	77.2%	9.6%	13.2%	100%

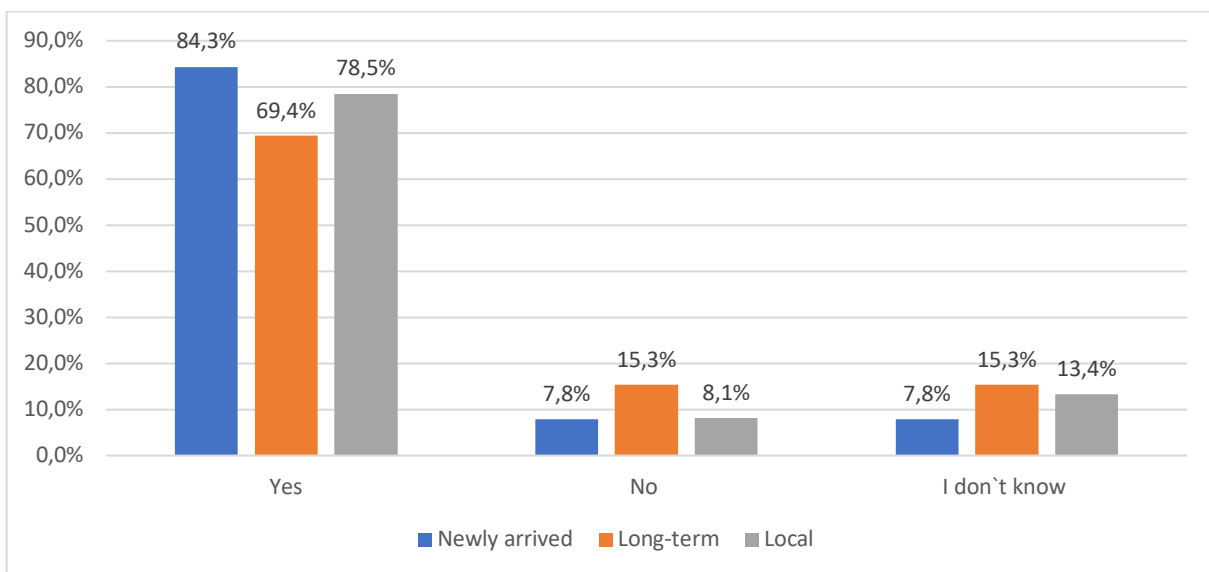


Figure 51.1

Table 52 - Migrant Status x Socio-economic status

		In general, I have more (material) things than most of my classmates	In general, I have about the same amount of things than most of my classmates	In general, I have less (material) things than most of my classmates	Total
Newly arrived	F	9	34	5	48
	%	18.8%	70.8%	10.4%	100%
Long-term	F	13	70	9	92
	%	14.1%	76.1%	9.8%	100%
Local	F	61	207	25	293
	%	20.8%	70.6%	8.5%	100%
Total	F	83	311	39	433
	%	19.2%	71.8%	9%	100%

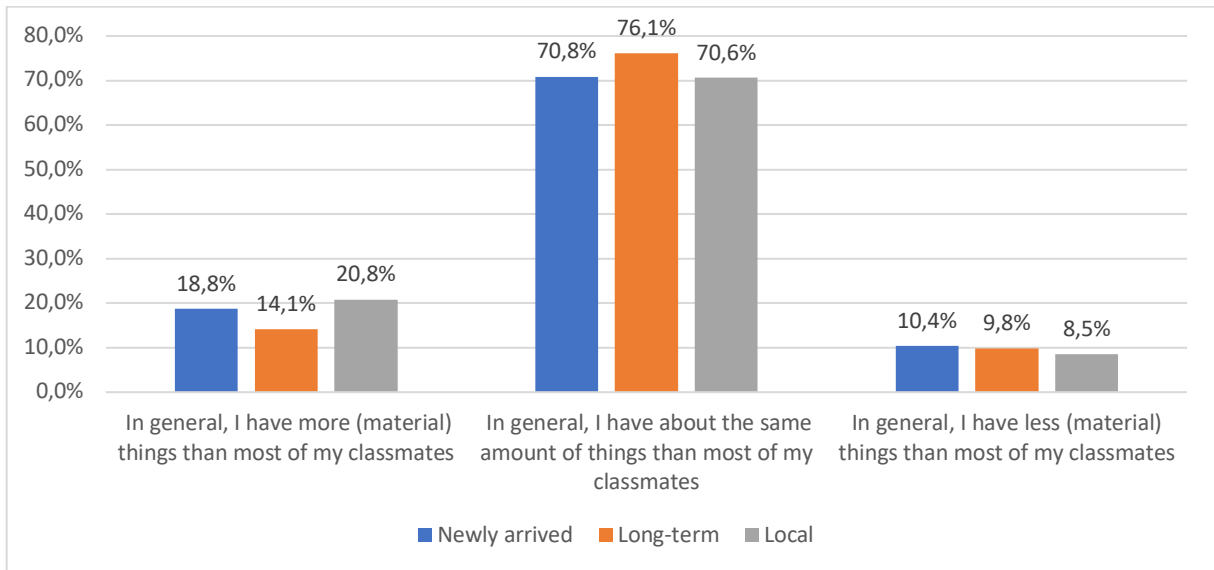


Figure 52.1

Table 53 - Migrant Status x In the home you live most of the time, do you live with your family?

			Yes	No	Total
Migrant status	Newly arrived	F	48	1	49
		%	98%	2%	100%
	Long-term	F	93	1	94
		%	98.9%	1.1%	100%
	Local	F	294	3	297
		%	99%	1%	100%
Total		F	435	5	440
		%	98.9%	1.1%	100%

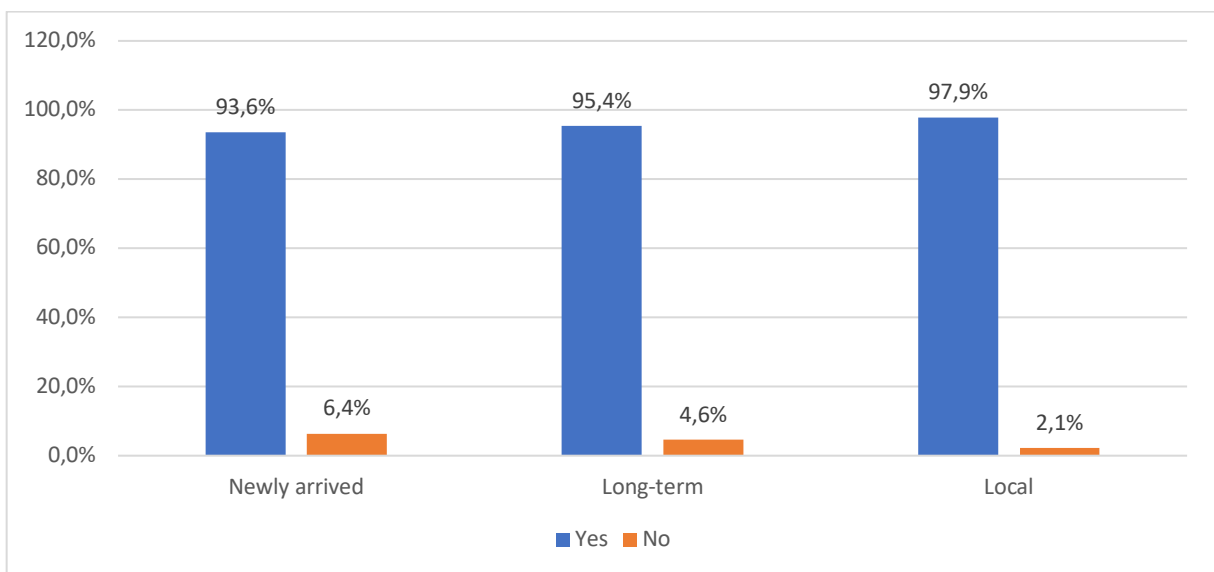


Figure 53.1

Well-being and everyday life

There were little differences in children’s ratings of wellbeing indicators across the three groups, however, there were small differences in children’s ratings concerning questions relating to whether they have what they want in life or if they have a problem, they can turn to others to support them. In these instances, newly arrived pupils (mean= 4.12) were more likely than long term (mean= 3.67) and local children (mean= 3.80) to report they could turn to others if they had problems and that they have what they want in life, however, this was not a statistically significant finding. The only significant finding in this section showcased that newly arrived on average were less likely to feel that they have enough friends (mean=4.17), as opposed to long term (mean=4.57) and local children (mean=4.43) (Table 54).

Table 54 - Migrant Status x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Newly arrived	50	4.30	0.839
	Long term	89	4.06	0.993
	Local	281	4.15	0.992
I have what I want in life	Newly arrived	50	4.14	1.010
	Long term	91	3.76	1.058
	Local	290	3.92	1.078
I like being the way I am	Newly arrived	49	4.45	0.818
	Long term	90	4.16	1.121
	Local	284	4.15	1.079
I feel positive about my future	Newly arrived	49	4.24	0.902
	Long term	93	4.18	1.052
	Local	288	4.02	1.041
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Newly arrived	41	4.12	0.842
	Long term	88	3.67	1.345
	Local	256	3.80	1.243

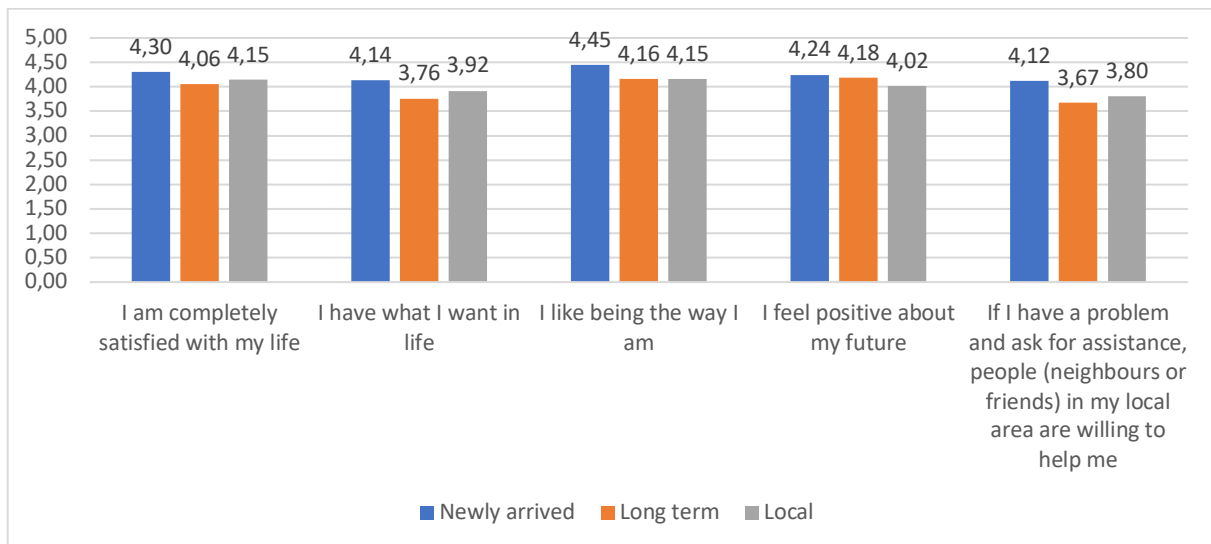


Figure 54.1

Table 55 – Migrant Status x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Newly arrived	N	21	20	7	48
		%	43.8%	41.7%	14.6%	100%
	Long term	N	37	39	18	94
		%	39.4%	41.5%	19.1%	100%
	Local	N	115	132	48	295
		%	39%	44.7%	16.3%	100%
Meeting, playing with friends	Newly arrived	N	13	22	13	48
		%	27.1%	45.8%	27.1%	100%
	Long term	N	26	36	31	93
		%	28%	38.7%	33.3%	100%
	Local	N	90	102	100	292
		%	30.8%	34.9%	34.2%	100%
Using smartphone or computer to stay in touch with friends/relatives	Newly arrived	N	4	9	36	49
		%	8.2%	18.4%	73.5%	100%
	Long term	N	3	19	71	93
		%	3.2%	20.4%	76.3%	100%
	Local	N	23	66	207	296
		%	7.8%	22.3%	69.9%	100%
Spending time just being by myself	Newly arrived	N	18	10	21	49
		%	36.7%	20.4%	42.9%	100%
	Long term	N	19	22	53	94
		%	20.2%	23.4%	56.4%	100%
	Local	N	61	85	148	294
		%	20.7%	28.9%	50.3%	100%

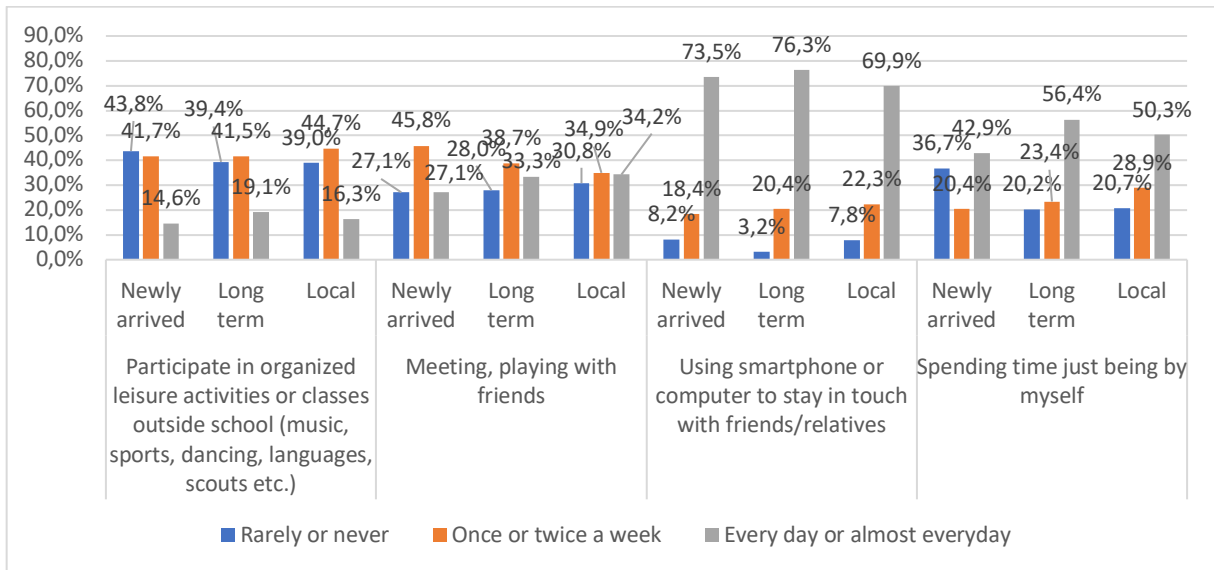


Figure 55.1

Table 56 Migrant Status x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Newly arrived	48	4.63	0.703
	Long term	90	4.50	0.927
	Local	293	4.51	0.813
My parents (carers) listen to me and take what I say into account	Newly arrived	47	4.38	0.848
	Long term	89	4.20	1.002
	Local	283	4.34	0.789
I have enough friends*	Newly arrived	46	4.17	1.039
	Long term	92	4.57	0.684
	Local	294	4.43	0.981
If I have a problem, I have a friend who will support me	Newly arrived	46	4.28	0.981
	Long term	92	4.50	0.777
	Local	285	4.55	0.752

*Kruskal Wallis test, Chi-square: 6.934 Sig.:0.031

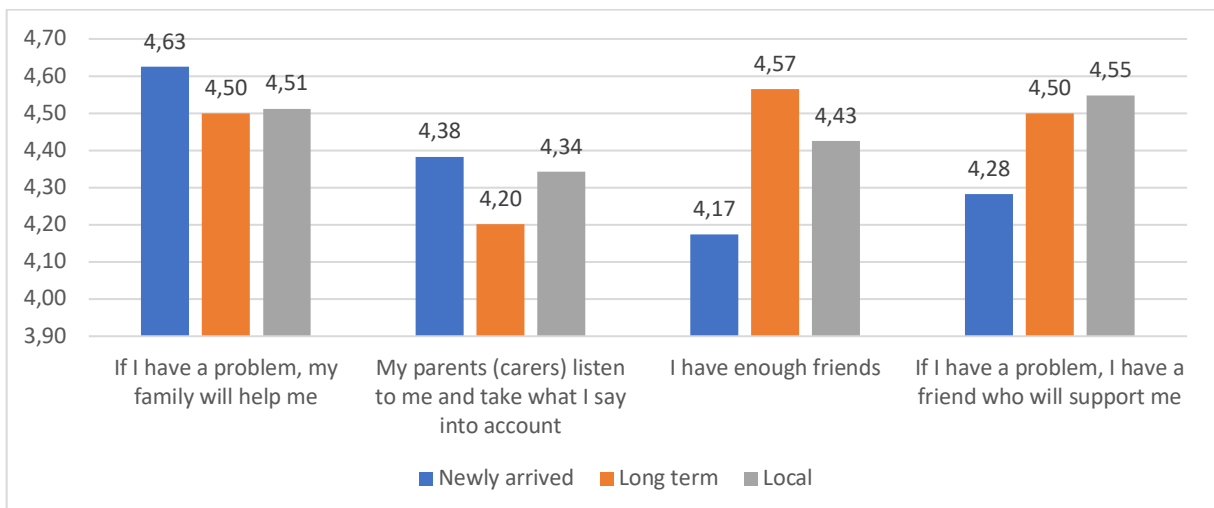


Figure 56.1
Table 57- Migrant Status x Participation in leisure

			No	Yes	Total
Out of school, I spend time with friends from school	Newly arrived	F	27	22	49
		%	55.1%	44.9%	100%
	Long term	F	54	40	94
		%	57.4%	42.6%	100%
	Local	F	161	140	301
		%	53.5%	46.5%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	Newly arrived	F	36	13	49
		%	73.5%	26.5%	100%
	Long term	F	48	46	94
		%	51.1%	48.9%	100%
	Local	F	162	139	301
		%	53.8%	46.2%	100%
Out of school, I don't spend time with friends from school	Newly arrived	F	23	26	49
		%	46.9%	53.1%	100%
	Long term	F	65	28	93
		%	69.9%	30.1%	100%
	Local	F	198	103	301
		%	65.8%	34.2%	100%

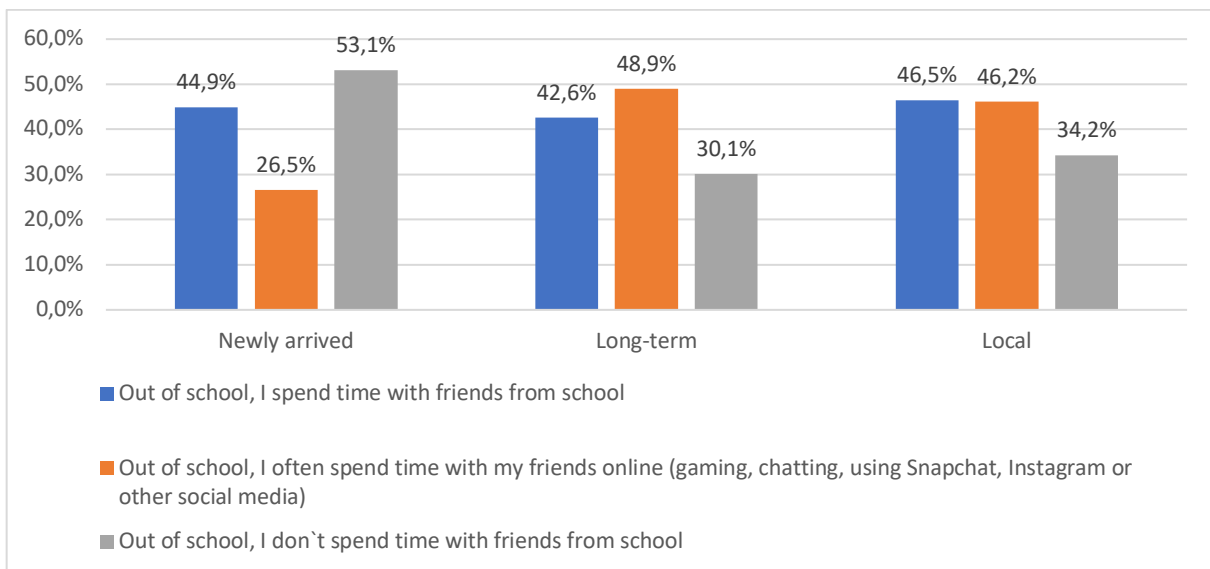


Figure 57.1

Table 58 - Migrant Status Participation in Leisure 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Newly arrived	F	9	10	10	14	7	50
		%	18%	20%	20%	28%	14%	100%
	Long term	F	13	16	22	30	12	93
		%	14%	17.2%	23.7%	32.3%	12.9%	100%
	Local	F	46	53	44	77	69	289
		%	15.9%	18.3%	15.2%	26.6%	23.9%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Newly arrived	F	4	2	7	15	23	51
		%	7.8%	3.9%	13.7%	29.4%	45.1%	100%
	Long term	F	4	1	8	21	60	94
		%	4.3%	1.1%	8.5%	22.3%	63.8%	100%
	Local	F	17	14	35	58	163	287
		%	5.9%	4.9%	12.2%	20.2%	56.8%	100%

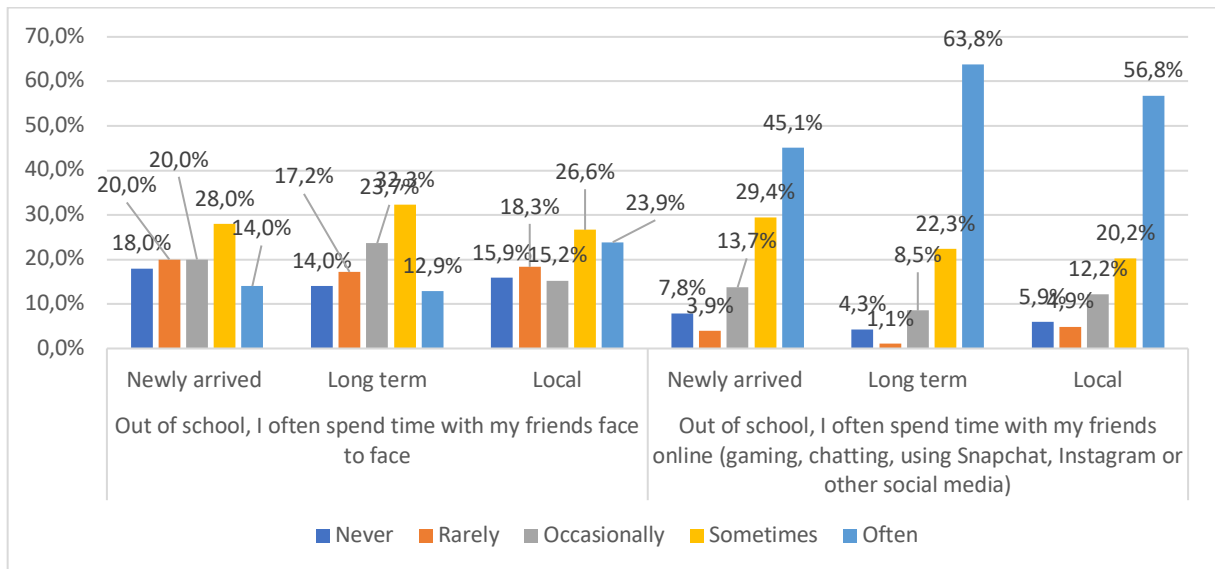


Figure 58.1

School life

Newly arrived pupils were more likely (61%) than long-term (46%) and local pupils (48%) to say that they often feel safe at school. They were also more likely to state that they like being in school (86%) as opposed to long term (65%) children and local children (59%)¹⁵. Additionally, they were also more likely to often feel OK when a teacher asks them a question (63%) as opposed to long term (39%) and local pupils (38%). However, these differences are not statistically significant (Table 59)

. Children were asked to state the number of times they may have been discriminated against by their class teachers or friends. Overall, the majority of pupils stated that they had not been subjected to physical violence by their peers or been left out of their games and activities. However, 41% of newly arrived pupils reported having been made fun of, called unkind names, had lies spread about them, shared embarrassing information, or threatened at least once as compared to 28% of long-term pupils and 18% of local children, with these differences being statistically significant. (Table 60)

There were no statistically significant differences across the three groups in relation to experiences of discrimination by teachers or classmates due to gender, economic status, religion, and nationality. However, newly arrived (26%) children were significantly more likely to report having been treated unfairly by their classmates due to the language they speak than long-term migrants (14%) and local children (9%). Additionally, newly arrived children were also significantly more likely to report being treated unkindly due to the area of their residence both by teachers (13%) and class children (18%) as opposed to the long-term pupils (Teachers= 7%; Children= 11%) and local children (Teachers= 6%; Children= 5%) (Table 33) (Table 61). Interestingly, when asked about children's perceptions of their success in education newly arrived (70%) children were also significantly more likely to report that they are doing very good at school and that their grades are good as compared to long term (58%) and local children (45%). (Table 62)

¹⁵ These results are an aggregate of 'sometimes' and 'often' responses.

Table 59 - Migrant Status x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Newly arrived	F	0	4	3	24	18	49
		%	0%	8.2%	6.1%	49%	36.7%	100%
	Long term	F	6	3	24	33	29	95
		%	6.3%	3.2%	25.3%	34.7%	30.5%	100%
	Local	F	16	15	91	83	94	299
		%	5.4%	5%	30.4%	27.8%	31.4%	100%
I feel safe when I am at school	Newly arrived	F	0	0	6	13	30	49
		%	0%	0%	12.2%	26.5%	61.2%	100%
	Long term	F	3	3	19	25	43	93
		%	3.2%	3.2%	20.4%	26.9%	46.2%	100%
	Local	F	7	15	50	82	142	296
		%	2.4%	5.1%	16.9%	27.7%	48%	100%
I feel like I belong in this class	Newly arrived	F	1	1	5	15	28	50
		%	2%	2%	10%	30%	56%	100%
	Long term	F	5	3	11	23	48	90
		%	5.6%	3.3%	12.2%	25.6%	53.3%	100%
	Local	F	11	20	51	77	135	294
		%	3.7%	6.8%	17.3%	26.2%	45.9%	100%
I am OK when a teacher asks me a question	Newly arrived	F	1	4	6	7	31	49
		%	2%	8.2%	12.2%	14.3%	63.3%	100%
	Long term	F	6	4	15	32	37	94
		%	6.4%	4.3%	16%	34%	39.4%	100%
	Local	F	13	22	64	80	109	288
		%	4.5%	7.6%	22.2%	27.8%	37.8%	100%
I feel OK what my classmates think of me	Newly arrived	F	2	1	8	17	19	47
		%	4.3%	2.1%	17%	36.2%	40.4%	100%
	Long term	F	4	6	25	28	27	90
		%	4.4%	6.7%	27.8%	31.1%	30%	100%
	Local	F	21	25	56	65	114	281
		%	7.5%	8.9%	19.9%	23.1%	40.6%	100%

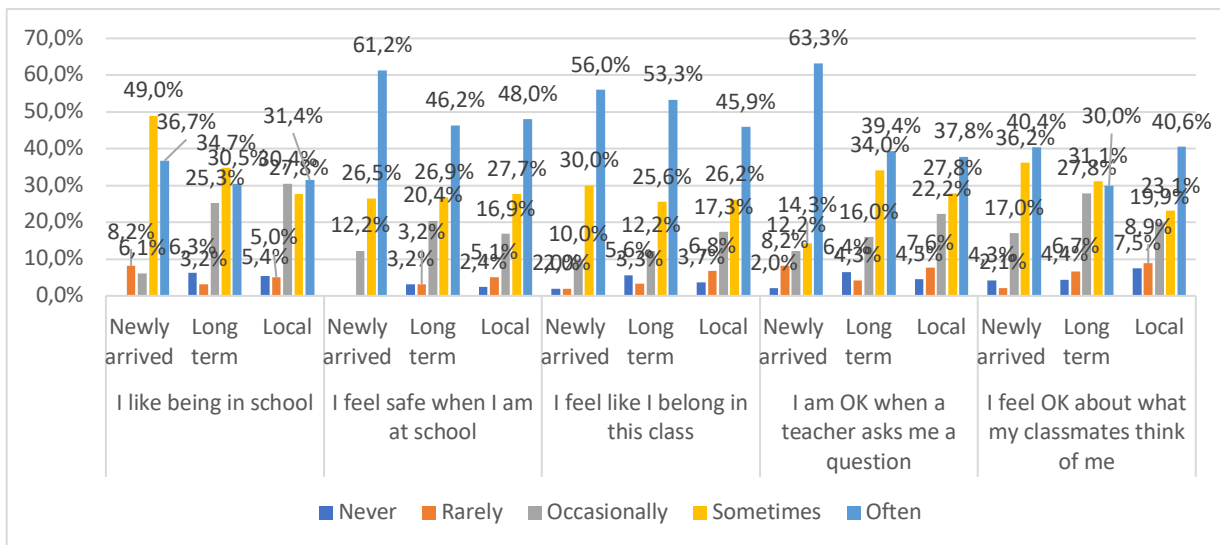


Figure 59.1

Table 60 - Migrant Status x Peer and teacher relationships

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Newly arrived	F	1	1	7	14	24	47
		%	2.1%	2.1%	14.9%	29.8%	51.1%	100%
	Long term	F	2	0	13	32	44	91
		%	2.2%	0%	14.3%	35.2%	48.4%	100%
	Local	F	7	15	42	73	148	285
		%	2.5%	5.3%	14.7%	25.6%	51.9%	100%
My teachers accept me the same way as other classmates	Newly arrived	F	0	0	3	12	33	48
		%	0%	0%	6.3%	25%	68.8%	100%
	Long term	F	4	3	8	20	57	92
		%	4.3%	3.3%	8.7%	21.7%	62%	100%
	Local	F	7	10	27	62	176	282
		%	2.5%	3.5%	9.6%	22%	62.4%	100%
My classmates care about how I feel.	Newly arrived	F	0	3	10	19	14	46
		%	0%	6.5%	21.7%	41.3%	30.4%	100%
	Long term	F	4	5	16	30	32	87
		%	4.6%	5.7%	18.4%	34.5%	36.8%	100%
	Local	F	16	17	51	79	111	274
		%	5.8%	6.2%	18.6%	28.8%	40.5%	100%
My teachers listen to me and take what I say into account	Newly arrived	F	1	3	2	19	20	45
		%	2.2%	6.7%	4.4%	42.2%	44.4%	100%
	Long term	F	1	10	12	26	39	88
		%	1.1%	11.4%	13.6%	29.5%	44.3%	100%
	Local	F	10	9	41	81	137	278
		%	3.6%	3.2%	14.7%	29.1%	49.3%	100%
My teachers talk about different countries, languages, cultures or religion	Newly arrived	F	1	3	8	17	17	46
		%	2.2%	6.5%	17.4%	37%	37%	100%
	Long term	F	6	9	14	19	38	86
		%	7%	10.5%	16.3%	22.1%	44.2%	100%
	Local	F	8	11	60	81	117	277
		%	2.9%	4%	21.7%	29.2%	42.2%	100%

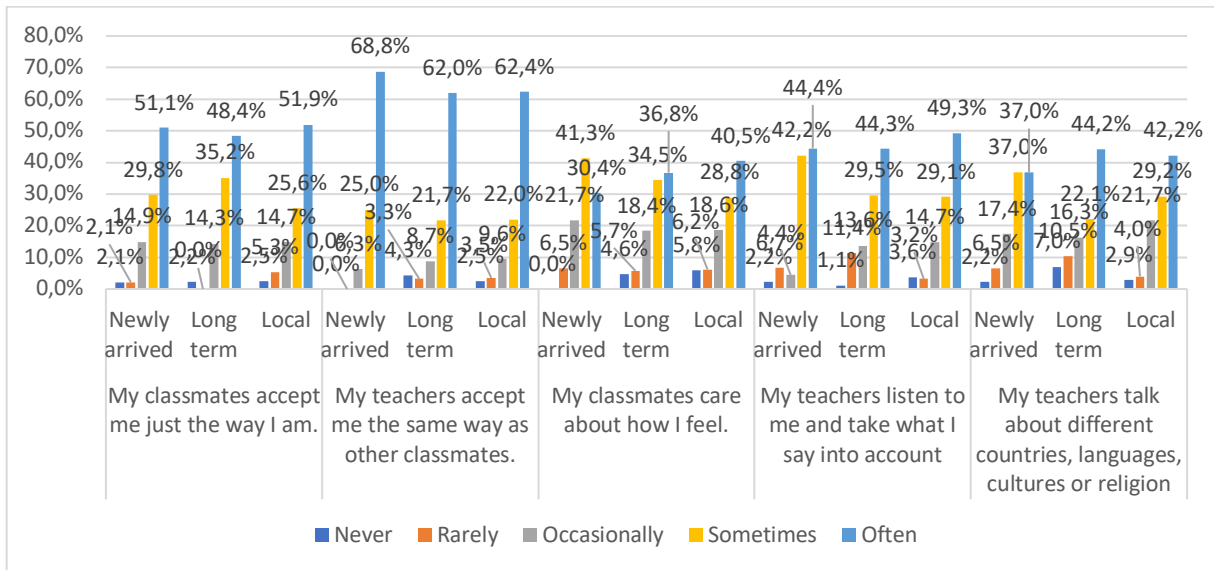


Figure 60.1

Table 61 - Migrant Status x Experiences of bullying direct & indirect (including virtual)

		Never	Once	Two or three times	More than three times	Total	
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	Newly arrived	N	18	20	8	3	49
		%	36.7%	40.8%	16.3%	6.1%	100%
	Long term	N	38	26	20	10	94
		%	40.4%	27.7%	21.3%	10.6%	100%
	Local	N	136	53	52	53	294
		%	46.3%	18%	17.7%	18%	100%
Hit or hurt you (not including play fight)	Newly arrived	N	32	12	3	2	49
		%	65.3%	24.5%	6.1%	4.1%	100%
	Long term	N	62	21	7	3	93
		%	66.7%	22.6%	7.5%	3.2%	100%
	Local	N	187	48	37	20	292
		%	64%	16.4%	12.7%	6.8%	100%
Leave you out of their games or activities	Newly arrived	N	30	12	2	5	49
		%	61.2%	24.5%	4.1%	10.2%	100%
	Long term	N	58	19	11	6	94
		%	61.7%	20.2%	11.7%	6.4%	100%
	Local	N	171	47	41	30	289
		%	59.2%	16.3%	14.2%	10.4%	100%

Cramer's V:0.145 , Sig.:0.006

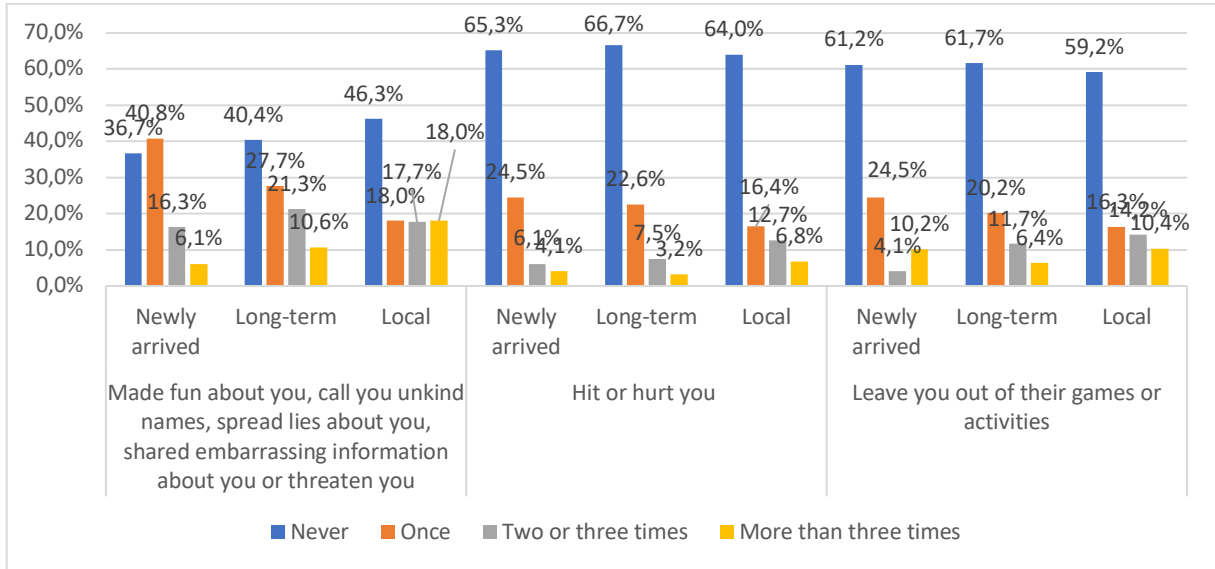


Figure 61.1

Table 62 - Migrant Status x Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers				By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Newly arrived	F	6	39	45	6	42	48
		%	13.3%	86.7%	100%	12.5%	87.5%	100%
	Long term	F	9	77	86	17	70	87
		%	10.5%	89.5%	100%	19.5%	80.5%	100%
	Local	F	46	230	276	39	233	272
		%	16.7%	83.3%	100%	14.3%	85.7%	100%
Your economic status (poor/rich)	Newly arrived	F	4	38	42	10	38	48
		%	9.5%	90.5%	100%	20.8%	79.2%	100%
	Long term	F	6	76	82	9	76	85
		%	7.3%	92.7%	100%	10.6%	89.4%	100%
	Local	F	4	38	42	25	252	277
		%	9.5%	90.5%	100%	9%	91%	100%
Your religion	Newly arrived	F	8	38	46	8	39	47
		%	17.4%	82.6%	100%	17%	83%	100%
	Long term	F	10	77	87	11	75	86
		%	11.5%	88.5%	100%	12.8%	87.2%	100%
	Local	F	20	256	276	24	255	279
		%	7.2%	92.8%	100%	8.6%	91.4%	100%
Your nationality/race	Newly arrived	F	7	37	44	13	35	48
		%	15.9%	84.1%	100%	27.1%	72.9%	100%
	Long term	F	19	71	90	16	68	84
		%	21.1%	78.9%	100%	19%	81%	100%
	Local	F	31	241	272	37	243	280
		%	11.4%	88.6%	100%	13.2%	86.8%	100%
Where you live (district, village/town)**	Newly arrived	F	6	39	45	9	40	49
		%	13.3%	86.7%	100%	18.4%	81.6%	100%
	Long term	F	6	82	88	9	76	85
		%	6.8%	93.2%	100%	10.6%	89.4%	100%
	Local	F	15	259	274	9	40	49
		%	5.5%	94.5%	100%	18.4%	81.6%	100%
Language you speak*	Newly arrived	F	9	37	46	12	35	47
		%	19.6%	80.4%	100%	25.5%	74.5%	100%
	Long term	F	14	75	89	12	75	87
		%	15.7%	84.3%	100%	13.8%	86.2%	100%
	Local	F	9	37	46	24	252	276
		%	19.6%	80.4%	100%	8.7%	91.3%	100%

* Teachers: Cramer's V:0.155 , Sig.:0.007, Children: Cramer's V:0.167, Sig.:0.003

**Children: Cramer's V:0.176 , Sig.:0.002

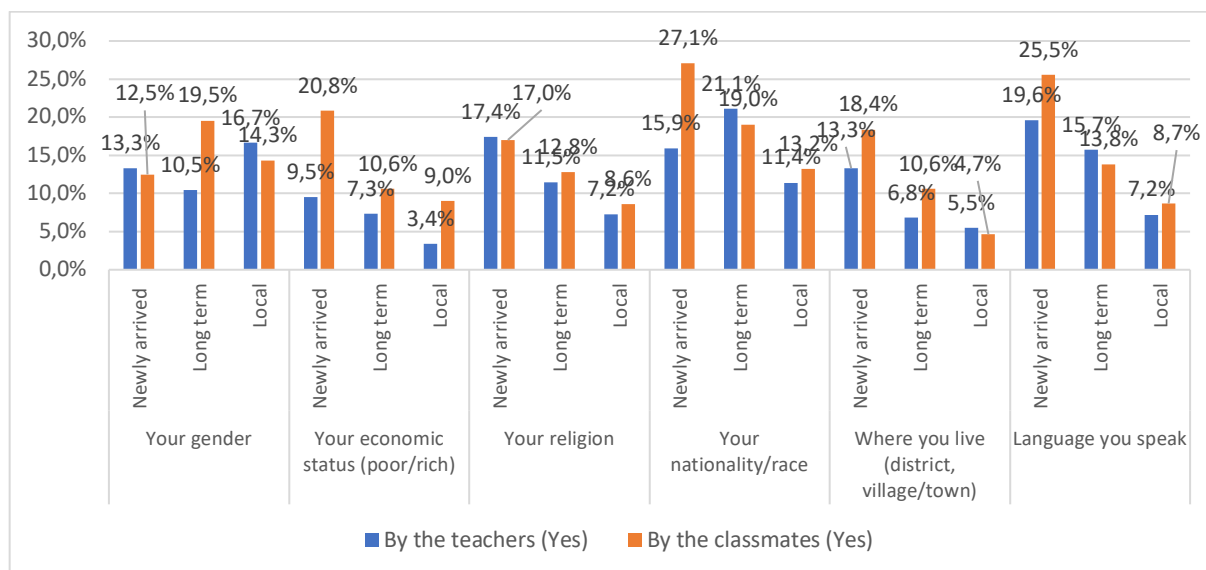


Figure 61.1

Table 63 - Migrant Status x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Newly arrived	F	37	10	47
	%	78.7%	21.3%	100%
Long term	F	74	13	87
	%	85.1%	14.9%	100%
Local	F	250	37	287
	%	87.1%	12.9%	100%

Table 64 - Migrant Status x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don`t know	Total
Newly arrived	F	7	22	8	14	51
	%	13.7%	43.1%	15.7%	27.5%	100%
Long term	F	12	33	28	22	95
	%	12.6%	34.7%	29.5%	23.2%	100%
Local	F	33	99	85	81	298
	%	11.1%	33.2%	28.5%	27.2%	100%

Table 65 - Migrant Status x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Newly arrived	F	35	12	3	50
	%	70%	24%	6%	100%
Long term	F	53	37	2	92
	%	57.6%	40.2%	2.2%	100%
Local	F	133	152	13	298
	%	44.6%	51%	4.4%	100%

* Cramer`s V:0.133 , Sig.:0.003

Table 66 - Migrant Status x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Newly arrived	46	4.07	1.357
	Long term	85	4.48	0.895
	Local	265	4.48	0.934
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Newly arrived	48	4.56	0.873
	Long term	88	4.67	0.769
	Local	285	4.62	0.689
In our class, pupils of different ethnicities/races/religion get along well	Newly arrived	50	4.38	0.987
	Long term	85	4.39	0.901
	Local	270	4.39	0.880

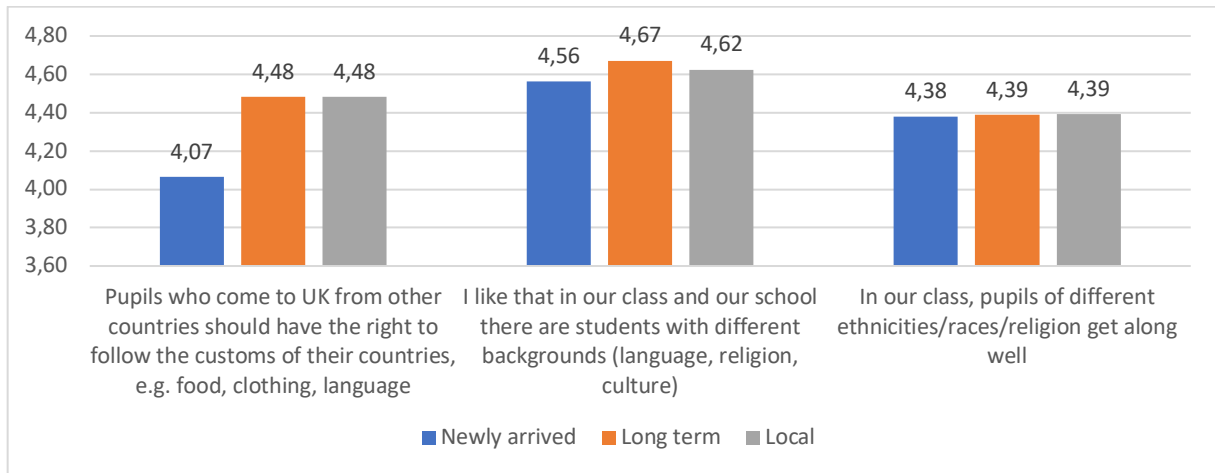


Figure 66.1

Table 67 - Migrant Status x Do you have friends from different countries (cultures/religions?)

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Newly arrived	F	32	14	2	2	50
	%	64%	28%	4%	4%	100%
Long term	F	55	33	3	1	92
	%	59.8%	35.9%	3.3%	1.1%	100%
Local	F	152	117	5	12	286
	%	53.1%	40.9%	1.7%	4.2%	100%

3.3 Analyses according to demographic variables

In this section the attitudes of children/youth were analysed according to various demographic variables. This section will be the basis for the crosscutting analysis.

Age - Well-being and everyday life

There was a statistically significant difference, albeit a small one, for the question 'I have what I want in life' with 8-13-year-olds more likely to report that they have what they want in life (mean= 3.94) than 14-17-year-olds (mean= 3.70). Older children also scored lower on their perceptions of the level of social support they had. For example, older children (mean=4.48) were less likely than younger children (mean=4.53) to agree that if they have a problem their family would help them or that their friend would help them (older-mean=4.37, younger-mean=4.53), however, these findings were not statistically significant. (Table 67) There were statistically significant differences in how children spend their free time with younger children (48%) being more likely to spend time with schoolmates outside school than older children (31%) (Table 70). This is further corroborated by the statement "out of school I don't spend time with my friends" with 49% of older pupils agreeing to this and 33% of younger pupils agreeing to this statement. Finally, younger children (58%) were more likely to report often spending time with friends online (gaming, chatting, using Snapchat or other social media) than older children (51%).

Table 68 - Age x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	8-13	363	4.17	0.981
	14-17	60	4.00	0.921
I have what I want in life*	8-13	371	3.94	1.081
	14-17	63	3.70	1.026
I like being the way I am	8-13	365	4.22	1.071
	14-17	61	4.05	0.990
I feel positive about my future	8-13	370	4.08	1.036
	14-17	62	4.06	0.990
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	8-13	330	3.79	1.236
	14-17	56	3.93	1.234

*Mann-Whitney U:9967.000, Sig.: 0.050

Table 69 - Age x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	8-13	N	152	161	64	377
		%	40.3%	42.7%	17%	100%
	14-17	N	24	30	10	64
		%	37.5%	46.9%	15.6%	100%
Meeting, playing with friends	8-13	N	104	136	133	373
		%	27.9%	36.5%	35.7%	100%
	14-17	N	26	25	14	65
		%	40%	38.5%	21.5%	100%
Using smartphone or computer to stay in touch with friends/relatives	8-13	N	28	81	269	378
		%	7.4%	21.4%	71.2%	100%
	14-17	N	2	14	47	63
		%	3.2%	22.2%	74.6%	100%
Spending time just being by myself	8-13	N	86	104	188	378
		%	22.8%	27.5%	49.7%	100%
	14-17	N	14	14	36	64
		%	21.9%	21.9%	56.3%	100%

Table 70 Age x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	8-13	371	4.53	0.806
	14-17	63	4.48	0.931
My parents (carers) listen to me and take what I say into account	8-13	358	4.35	0.790
	14-17	64	4.17	1.092
I have enough friends	8-13	370	4.42	0.940
	14-17	64	4.47	0.908
If I have a problem, I have a friend who will support me	8-13	362	4.53	0.763
	14-17	65	4.37	0.911

Table 71 Age x Participation in leisure

			No	Yes	Total
Out of school, I spend time with friends from school*	8-13	N	200	184	384
		%	52.1%	47.9%	100%
	14-17	N	44	20	64
		%	68.8%	31.3%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	8-13	N	206	178	384
		%	53.6%	46.4%	100%
	14-17	N	42	22	64
		%	65.6%	34.4%	100%
Out of school, I don't spend time with friends from school**	8-13	N	256	128	384
		%	66.7%	33.3%	100%
	14-17	N	32	31	63
		%	50.8%	49.2%	100%

* Cramer's V:0.117, Sig.:0.013

** Cramer's V:0.115, Sig.:0.015

Table 72 Age x Participation in leisure 2

		Never	Rarely	Occasionally	Sometimes	Often	Total	
Out of school, I often spend time with my friends face to face	8-13	N	55	65	69	104	370	
		%	14.9%	17.6%	18.6%	28.1%	20.8%	100%
	14-17	N	13	15	7	18	11	64
		%	20.3%	23.4%	10.9%	28.1%	17.2%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	8-13	N	24	17	37	78	370	
		%	6.5%	4.6%	10%	21.1%	57.8%	100%
	14-17	N	1	0	14	17	33	65
		%	1.5%	0%	21.5%	26.2%	50.8%	100%

* Cramer's V:0.171, Sig.:0.013

Age - School life

Older children had more positive perceptions regarding school, namely, that they were more likely to report that they like being in school (78%) than younger children (61%)¹⁶. Additionally, older children (78%) were more likely to report having several friends from different countries, cultures, and religions than younger children (52%). Younger children (53%), on the other hand, were more likely than older children (40%) to report that they often feel that their classmates accept them just the way they are. They also often reported that their classmates care about how they feel (40%) than older children (28%). Finally, younger children (46%) were more likely to report that their teachers often talk about different countries, languages, cultures, and religions than older children (24%). In regards to discrimination there were small differences in experiences of discrimination due to area of residence, with older children more likely to state that they have been treated unfairly due to their area of residence by their class teachers (13%) and classmates (13%) as compared to younger children (Teacher-6%, Classmates-7%). Please note the findings presented in this section are all statistically significant.

Table 73 Age x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	8-13	N	20	18	112	113	121	384
		%	5.2%	4.7%	29.2%	29.4%	31.5%	100%
	14-17	N	2	4	8	28	21	63
		%	3.2%	6.3%	12.7%	44.4%	33.3%	100%
I feel safe when I am at school	8-13	N	10	15	60	105	189	379
		%	2.6%	4%	15.8%	27.7%	49.9%	100%
	14-17	N	1	3	16	16	27	63
		%	1.6%	4.8%	25.4%	25.4%	42.9%	100%
I feel like I belong in this class	8-13	N	14	23	55	98	182	372
		%	3.8%	6.2%	14.8%	26.3%	48.9%	100%
	14-17	N	3	1	12	18	29	63
		%	4.8%	1.6%	19%	28.6%	46%	100%
I feel OK what my classmates think of me	8-13	N	18	24	74	100	154	370
		%	4.9%	6.5%	20%	27%	41.6%	100%
	14-17	N	2	6	12	19	26	65
		%	3.1%	9.2%	18.5%	29.2%	40%	100%
I am OK when a teacher asks me a question	8-13	N	25	28	76	87	146	362
		%	6.9%	7.7%	21%	24%	40.3%	100%
	14-17	N	2	5	13	23	16	59
		%	3.4%	8.5%	22%	39%	27.1%	100%

* Cramer's V:0.151, Sig.:0.038

¹⁶ The data presented here is an aggregate of 'Often' and 'Sometimes' responses

Table 74 - Age x Peer and teacher relationships

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	8-13	N	8	13	60	91	194	366
		%	2.2%	3.6%	16.4%	24.9%	53%	100%
	14-17	N	2	3	3	28	24	60
		%	3.3%	5%	5%	46.7%	40%	100%
My teachers accept me the same way as other classmates	8-13	N	10	12	33	77	232	364
		%	2.7%	3.3%	9.1%	21.2%	63.7%	100%
	14-17	N	1	1	5	17	38	62
		%	1.6%	1.6%	8.1%	27.4%	61.3%	100%
My classmates care about how I feel**	8-13	N	21	20	68	102	142	353
		%	5.9%	5.7%	19.3%	28.9%	40.2%	100%
	14-17	N	0	5	9	27	16	57
		%	0%	8.8%	15.8%	47.4%	28.1%	100%
My teachers listen to me and take what I say into account	8-13	N	11	18	51	99	174	353
		%	3.1%	5.1%	14.4%	28%	49.3%	100%
	14-17	N	1	4	5	27	25	62
		%	1.6%	6.5%	8.1%	43.5%	40.3%	100%
My teachers talk about different countries, languages, cultures or religion***	8-13	N	14	18	69	90	160	351
		%	4%	5.1%	19.7%	25.6%	45.6%	100%
	14-17	N	1	5	13	28	15	62
		%	1.6%	8.1%	21%	45.2%	24.2%	100%

* Cramer's V: 0.191 Sig.:0.004

** Cramer's V: 0.169 Sig.:0.020

*** Cramer's V: 0.187 Sig.:0.006

Table 75 - Age x Experiences of bullying direct & indirect (including virtual)

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	8-13	N	164	81	72	60	377
		%	43.5%	21.5%	19.1%	15.9%	100%
	14-17	N	31	18	8	7	64
		%	48.4%	28.1%	12.5%	10.9%	100%
Hit or hurt you (not including play fight)	8-13	N	239	69	44	23	375
		%	63.7%	18.4%	11.7%	6.1%	100%
	14-17	N	47	12	3	2	64
		%	73.4%	18.8%	4.7%	3.1%	100%
Leave you out of their games or activities	8-13	N	220	64	49	40	373
		%	59%	17.2%	13.1%	10.7%	100%
	14-17	N	44	14	5	1	64
		%	68.8%	21.9%	7.8%	1.6%	100%

Table 76 - Age x Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	8-13	F	55	297	352	55	294	349
		%	15.6%	84.4%	100%	15.8%	84.2%	100%
	14-17	F	7	53	60	7	54	61
		%	11.7%	88.3%	100%	11.5%	88.5%	100%
Your economic status (poor/rich)	8-13	F	17	323	340	35	316	351
		%	5%	95%	100%	10%	90%	100%
	14-17	F	2	55	57	9	53	62
		%	3.5%	96.5%	100%	14.5%	85.5%	100%
Your religion	8-13	F	33	319	352	36	319	355
		%	9.4%	90.6%	100%	10.1%	89.9%	100%
	14-17	F	6	56	62	7	53	60
		%	9.7%	90.3%	100%	11.7%	88.3%	100%
Your nationality/race	8-13	F	49	300	349	51	301	352
		%	14%	86%	100%	14.5%	85.5%	100%
	14-17	F	8	53	61	15	48	63
		%	13.1%	86.9%	100%	23.8%	76.2%	100%
Where you live (district, village/town)*	8-13	F	20	331	351	23	331	354
		%	5.7%	94.3%	100%	6.5%	93.5%	100%
	14-17	F	8	53	61	8	54	62
		%	13.1%	86.9%	100%	12.9%	87.1%	100%
Language you speak	8-13	F	35	321	356	40	314	354
		%	9.8%	90.2%	100%	11.3%	88.7%	100%
	14-17	F	9	52	61	9	50	59
		%	14.8%	85.2%	100%	15.3%	84.7%	100%

* Cramer`s V:0.105, Sig.:0.034

Table 77 - Age x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
8-13	F	313	52	365
	%	85.8%	14.2%	100%
14-17	F	51	9	60
	%	85%	15%	100%

Table 78 - Age x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
8-13	F	46	124	102	112	384
	%	12%	32.3%	26.6%	29.2%	100%
14-17	F	6	30	21	8	65
	%	9.2%	46.2%	32.3%	12.3%	100%

* Cramer's V:0.150, Sig.:0.018

Table 79 - Age x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
8-13	F	185	181	14	380
	%	48.7%	47.6%	3.7%	100%
14-17	F	36	23	5	64
	%	56.3%	35.9%	7.8%	100%

Table 80 - Age x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	8-13	338	4.44	0.989
	14-17	60	4.42	0.996
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	8-13	360	4.62	0.732
	14-17	63	4.67	0.696
In our class, pupils of different ethnicities/races/religion get along well	8-13	343	4.41	0.886
	14-17	63	4.32	0.947

Table 81 - Age x Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
8-13	F	190	154	9	16	369
	%	51.5%	41.7%	2.4%	4.3%	100%
14-17	F	50	13	1	0	64
	%	78.1%	20.3%	1.6%	0%	100%

* Cramer's V:0.195, Sig.:0.001

Gender - Well-being and everyday life

There were statistically significant differences between children's attitudes towards themselves with boys (mean= 4.33) more likely to agree that they like being the way they are than girls (mean= 4.06). Boys (mean= 4.06) were more likely to report that they can ask for assistance if they have a problem than girls (mean= 3.85), however, this difference was not statistically different. There were statistically significant differences in how children spend their free time, with 43% of girls stating that they rarely or never participate in

organised leisure activities or classes outside of school as opposed to boys 36% boys. Additionally, boys (42%) reported more frequently meeting or playing with friends as opposed to girls (26%).

Table 82 - Gender x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Girl	218	4.06	1.014
	Boy	203	4.24	0.921
I have what I want in life	Girl	226	3.82	1.073
	Boy	206	3.99	1.075
I like being the way I am*	Girl	221	4.06	1.153
	Boy	203	4.33	0.936
I feel positive about my future	Girl	223	4.02	1.057
	Boy	206	4.14	1.000
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Girl	205	3.85	1.217
	Boy	218	4.06	1.014

*Mann-Whitney U:19741, Sig.: 0.020

Table 83 - Gender x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Girl	N	102	107	26	235
		%	43.4%	45.5%	11.1%	100%
	Boy	N	74	84	47	205
		%	36.1%	41%	22.9%	100%
Meeting, playing with friends**	Girl	N	86	89	61	236
		%	36.4%	37.7%	25.8%	100%
	Boy	N	44	72	85	201
		%	21.9%	35.8%	42.3%	100%
Using smartphone or computer to stay in touch with friends/relatives	Girl	N	11	49	174	234
		%	4.7%	20.9%	74.4%	100%
	Boy	N	19	46	141	206
		%	9.2%	22.3%	68.4%	100%
Spending time just being by myself	Girl	N	56	61	118	235
		%	23.8%	26%	50.2%	100%
	Boy	N	44	57	104	205
		%	21.5%	27.8%	50.7%	100%

* Cramer`s V:0.160, Sig.:0.004

** Cramer`s V:0.195, Sig.:0.000

Table 84 - Gender x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Girl	228	4.48	0.883
	Boy	204	4.57	0.756
My parents (carers) listen to me and take what I say into account	Girl	223	4.31	0.848
	Boy	197	4.32	0.843
I have enough friends	Girl	229	4.43	0.928
	Boy	203	4.42	0.948
If I have a problem, I have a friend who will support me	Girl	228	4.54	0.729
	Boy	196	4.46	0.856

Table 85 - Gender x Participation in leisure

			No	Yes	Total
Out of school, I spend time with friends from school	Girl	N	136	98	234
		%	58.1%	41.9%	100%
	Boy	N	107	104	211
		%	50.7%	49.3%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	Girl	N	125	109	234
		%	53.4%	46.6%	100%
	Boy	N	121	90	211
		%	57.3%	42.7%	100%
Out of school, I don't spend time with friends from school	Girl	N	143	90	233
		%	61.4%	38.6%	100%
	Boy	N	144	67	211
		%	68.2%	31.8%	100%

Table 86 Gender x Participation in leisure 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Girl	N	39	46	45	57	40	227
		%	17.2%	20.3%	19.8%	25.1%	17.6%	100%
	Boy	N	28	34	31	65	47	205
		%	13.7%	16.6%	15.1%	31.7%	22.9%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Girl	N	15	10	26	55	123	229
		%	6.6%	4.4%	11.4%	24%	53.7%	100%
	Boy	N	10	6	25	40	122	203
		%	4.9%	3%	12.3%	19.7%	60.1%	100%

Gender - School life

From the statistically significant findings it can be seen that boys were more comfortable with what their fellow peers thought about them as opposed to girls, with 47% of boys reporting that they often feel OK with what their classmates think about them as opposed to 31% of girls. The number of children who reported that they were treated unfairly by class teachers or other children was relatively small, however, of those who did, boys (18%) were more likely to report unfair treatment by their class teachers due to their gender than girls (13%). There was an inverse relationship in relation to unfair treatment by class children. In this case, girls (20%) were more likely to report being treated unfairly due to their gender by classmates than boys (10%). Girls were more accepting of children of diverse backgrounds than boys, with more girls (mean= 4.68) stating that they agree that they like that in their class and school there are students of different backgrounds (language, religion, cultures) than boys (4.57), however, the difference here was small with most pupils being accepting of children of other backgrounds. A statistically nonsignificant yet interesting finding was that girls also reported higher levels of confidence in their educational attainment, whereby 52% of girls believed that they are doing very well in school and that their grades are good as opposed to 47% of boys.

Table 87 - Gender x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Girl	N	7	12	61	73	85	238
		%	2.9%	5%	25.6%	30.7%	35.7%	100%
	Boy	N	13	10	59	68	56	206
		%	6.3%	4.9%	28.6%	33%	27.2%	100%
I feel safe when I am at school	Girl	N	3	8	40	62	120	233
		%	1.3%	3.4%	17.2%	26.6%	51.5%	100%
	Boy	N	7	10	36	59	94	206
		%	3.4%	4.9%	17.5%	28.6%	45.6%	100%
I feel like I belong in this class	Girl	N	7	14	36	63	110	230
		%	3%	6.1%	15.7%	27.4%	47.8%	100%
	Boy	N	10	10	31	53	98	202
		%	5%	5%	15.3%	26.2%	48.5%	100%
I am OK when a teacher asks me a question	Girl	N	14	16	51	61	88	230
		%	6.1%	7%	22.2%	26.5%	38.3%	100%
	Boy	N	5	14	35	58	90	202
		%	2.5%	6.9%	17.3%	28.7%	44.6%	100%
I feel OK what my classmates think of me*	Girl	N	15	21	52	66	68	222
		%	6.8%	9.5%	23.4%	29.7%	30.6%	100%
	Boy	N	12	12	37	43	92	196
		%	6.1%	6.1%	18.9%	21.9%	46.9%	100%

* Cramer`s V:0.171, Sig.:0.016

Table 88 - Gender & Peer and teacher relationships

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Girl	F	3	10	32	64	109	218
		%	1.4%	4.6%	14.7%	29.4%	50%	100%
	Boy	F	7	6	31	55	106	205
		%	3.4%	2.9%	15.1%	26.8%	51.7%	100%
My teachers accept me the same way as other classmates	Girl	F	5	5	12	55	144	221
		%	2.3%	2.3%	5.4%	24.9%	65.2%	100%
	Boy	F	6	7	25	39	126	203
		%	3%	3.4%	12.3%	19.2%	62.1%	100%
My classmates care about how I feel	Girl	F	7	14	39	77	79	216
		%	3.2%	6.5%	18.1%	35.6%	36.6%	100%
	Boy	F	14	11	38	51	77	191
		%	7.3%	5.8%	19.9%	26.7%	40.3%	100%
My teachers listen to me and take what I say into account	Girl	F	3	9	30	69	108	219
		%	1.4%	4.1%	13.7%	31.5%	49.3%	100%
	Boy	F	8	12	26	57	90	193
		%	4.1%	6.2%	13.5%	29.5%	46.6%	100%
My teachers talk about different countries, languages, cultures or religion	Girl	F	4	15	36	65	94	214
		%	1.9%	7%	16.8%	30.4%	43.9%	100%
	Boy	F	10	8	46	53	80	197
		%	5.1%	4.1%	23.4%	26.9%	40.6%	100%

Table 89 - Gender x Experiences of bullying direct & indirect (including virtual)

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Girl	N	97	56	40	40	233
		%	41.6%	24%	17.2%	17.2%	100%
	Boy	N	96	43	40	26	205
		%	46.8%	21%	19.5%	12.7%	100%
Hit or hurt you (not including play fight)	Girl	N	157	42	22	11	232
		%	67.7%	18.1%	9.5%	4.7%	100%
	Boy	N	128	38	24	14	204
		%	62.7%	18.6%	11.8%	6.9%	100%
Leave you out of their games or activities	Girl	N	130	45	31	23	229
		%	56.8%	19.7%	13.5%	10%	100%
	Boy	N	131	33	23	18	205
		%	63.9%	16.1%	11.2%	8.8%	100%

Table 90 - Gender x Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender*	Girl	F	12.6%	87.4%	100%	43	172	215
		%	34	160	194	20%	80%	100%
	Boy	F	17.5%	82.5%	100%	19	173	192
		%	12.6%	87.4%	100%	9.9%	90.1%	100%
Your economic status (poor/rich)	Girl	F	8	200	208	27	188	215
		%	3.8%	96.2%	100%	12.6%	87.4%	100%
	Boy	F	11	175	186	17	178	195
		%	5.9%	94.1%	100%	8.7%	91.3%	100%
Your religion	Girl	F	21	195	216	28	188	216
		%	9.7%	90.3%	100%	13%	87%	100%
	Boy	F	18	177	195	15	181	196
		%	9.2%	90.8%	100%	7.7%	92.3%	100%
Your nationality/race	Girl	F	33	180	213	39	179	218
		%	15.5%	84.5%	100%	17.9%	82.1%	100%
	Boy	F	24	170	194	26	168	194
		%	12.4%	87.6%	100%	13.4%	86.6%	100%
Where you live (district, village/town)	Girl	F	16	202	218	17	202	219
		%	7.3%	92.7%	100%	7.8%	92.2%	100%
	Boy	F	12	179	191	14	180	194
		%	6.3%	93.7%	100%	7.2%	92.8%	100%
Language you speak	Girl	F	22	199	221	30	187	217
		%	10%	90%	100%	13.8%	86.2%	100%
	Boy	F	22	171	193	19	174	193
		%	11.4%	88.6%	100%	9.8%	90.2%	100%

* Cramer's V:0.140, Sig.:0.05

Table 91 - Gender x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
Girl	F	183	36	219
	%	83.6%	16.4%	100%
Boy	F	178	25	203
	%	87.7%	12.3%	100%

Table 92 - Gender x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Girl	F	24	92	62	56	234
	%	10.3%	39.3%	26.5%	23.9%	100%
Boy	F	28	61	59	64	212
	%	13.2%	28.8%	27.8%	30.2%	100%

Table 93 - Gender x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Girl	F	121	103	8	232
	%	52.2%	44.4%	3.4%	100%
Boy	F	98	100	11	209
	%	46.9%	47.8%	5.3%	100%

Table 94 - Gender x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Girl	207	4.49	1.014
	Boy	188	4.38	0.966
I like that in our class and our school there are students with different backgrounds (language, religion, culture)*	Girl	228	4.68	0.719
	Boy	192	4.57	0.727
In our class, pupils of different ethnicities/races/religion get along well	Girl	216	4.38	0.957
	Boy	187	4.40	0.825

*Mann-Whitney U: 19666.500, Sig.: 0.022

Table 95 Gender x Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Girl	F	132	82	4	6	224
	%	58.9%	36.6%	1.8%	2.7%	100%
Boy	F	107	83	6	10	206
	%	51.9%	40.3%	2.9%	4.9%	100%

Ethnicity – Well-being and everyday life

The ethnicity variable was recoded into four categories, whereby 'Mixed/ Multiple ethnic groups' and 'Other ethnic group' were combined into one category, making the groups more proportional. The analysis found that Black children reported lower on wellbeing measures, such as their perception regarding the level of support available to them from people in their local area if they require assistance, with black children reporting lower levels of support (mean= 3.55) than White children (mean= 4.05). However, these differences were not statistically significant.

The following findings, however, are all statistically significant. Black (33%) and Asian (35%) children were more likely than White children (21%) to 'rarely or never' meet and play with friends. Likewise, when presented with the statement 'out of school, I spend time with friends from school' Asian children (32%) were least likely to agree with the statement as opposed to White (62%), Black (43%) and mixed/multiple/other ethnic group children (50%). Black and Asian children were also less likely than white children to spend time with friends face to face out of school, with a smaller proportion of Asian (9%), Black (19%), and mixed/other ethnic group children (26%) than White (33%) children reporting they often spend time with friends face to face outside of school. Similarly, when presented with the following statement: 'out of school, I don't spend time with friends from school' Black (36%), Asian (44%) and mixed/other ethnic (32%) children were more likely to state yes than White children (25%), thereby supporting the previous findings that ethnic minority pupils were less likely to spend time out of school face-to-face with friends. Finally, most children stated they 'often' spend time with friends online (gaming, chatting, using Snapchat or other social media) but of these Black pupils were more likely to interact with their friends in this manner as opposed to other ethnic groups (White, 53%; Asian, 53%; Black, 63%; mixed/ other ethnic groups, 58%).

Table 96- Ethnicity x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	White	96	4.34	0.806
	Asian / Asian British	105	4.13	0.931
	Black / African / Caribbean / Black British	136	4.07	1.076
	Mixed / Multiple ethnic groups & Other ethnic group	72	4.13	0.956
I have what I want in life	White	96	4.17	0.991
	Asian / Asian British	109	3.92	0.934
	Black / African / Caribbean / Black British	138	3.77	1.148
	Mixed / Multiple ethnic groups & Other ethnic group	75	3.85	1.135
I like being the way I am	White	93	4.26	1.020
	Asian / Asian British	107	4.27	0.864
	Black / African / Caribbean / Black British	137	4.21	1.108
	Mixed / Multiple ethnic groups & Other ethnic group	73	4.01	1.184
I feel positive about my future	White	92	4.10	0.995
	Asian / Asian British	110	4.15	0.921
	Black / African / Caribbean / Black British	140	4.00	1.099
	Mixed / Multiple ethnic groups & Other ethnic group	75	4.19	0.968
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	White	87	4.05	1.219
	Asian / Asian British	100	3.95	1.149
	Black / African / Caribbean / Black British	123	3.55	1.282
	Mixed / Multiple ethnic groups & Other ethnic group	63	3.83	1.185

Table 97 - Ethnicity x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	White	N	34	46	19	99
		%	34.3%	46.5%	19.2%	100%
	Asian / Asian British	N	46	51	18	115
		%	40%	44.3%	15.7%	100%
	Black / African / Caribbean / Black British	N	58	60	23	141
		%	41.1%	42.6%	16.3%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	29	29	13	71
		%	40.8%	40.8%	18.3%	100%
Meeting, playing with friends*	White	N	21	33	45	99
		%	21.2%	33.3%	45.5%	100%
	Asian / Asian British	N	40	45	28	113
		%	35.4%	39.8%	24.8%	100%
	Black / African / Caribbean / Black British	N	46	53	39	138
		%	33.3%	38.4%	28.3%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	18	27	28	73
		%	24.7%	37%	38.4%	100%
Using smartphone or computer to stay in touch with friends/relatives	White	N	7	24	69	100
		%	7%	24%	69%	100%
	Asian / Asian British	N	8	30	75	113
		%	7.1%	26.5%	66.4%	100%
	Black / African / Caribbean / Black British	N	7	25	107	139
		%	5%	18%	77%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	5	13	55	73
		%	6.8%	17.8%	75.3%	100%
Spending time just being by myself	White	N	23	29	48	100
		%	23%	29%	48%	100%
	Asian / Asian British	N	21	25	68	114
		%	18.4%	21.9%	59.6%	100%
	Black / African / Caribbean / Black British	N	31	39	70	140
		%	22.1%	27.9%	50%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	21	20	32	73
		%	28.8%	27.4%	43.8%	100%

Cramer's V: 0.129;, Sig.: 0.029

Table 98 - Ethnicity x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	White	98	4.59	0.701
	Asian / Asian British	111	4.57	0.734
	Black / African / Caribbean / Black British	141	4.48	0.907
	Mixed / Multiple ethnic groups & Other ethnic group	71	4.45	0.891
My parents (carers) listen to me and take what I say into account	White	96	4.45	0.724
	Asian / Asian British	108	4.31	0.839
	Black / African / Caribbean / Black British	137	4.30	0.852
	Mixed / Multiple ethnic groups & Other ethnic group	69	4.32	0.883
I have enough friends	White	96	4.45	0.972
	Asian / Asian British	110	4.52	0.775
	Black / African / Caribbean / Black British	141	4.38	0.990
	Mixed / Multiple ethnic groups & Other ethnic group	72	4.43	0.932
If I have a problem, I have a friend who will support me	White	94	4.56	0.784
	Asian / Asian British	110	4.47	0.713
	Black / African / Caribbean / Black British	136	4.56	0.728
	Mixed / Multiple ethnic groups & Other ethnic group	71	4.45	0.769

Table 99 -Ethnicity x Participation in leisure

			No	Yes	Total
Out of school, I spend time with friends from school*	White	N	38	62	100
		%	38%	62%	100%
	Asian / Asian British	N	77	36	113
		%	68.1%	31.9%	100%
	Black / African / Caribbean / Black British	N	85	63	148
		%	57.4%	42.6%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	34	35	69
		%	49.3%	50.7%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	White	N	49	51	100
		%	49%	51%	100%
	Asian / Asian British	N	61	52	113
		%	54%	46%	100%
	Black / African / Caribbean / Black British	N	88	60	148
		%	59.5%	40.5%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	36	33	69
		%	52.2%	47.8%	45.6%
Out of school, I don't spend time with friends from school**	White	N	75	25	100
		%	75%	25%	100%
	Asian / Asian British	N	63	49	112
		%	56.3%	43.8%	100%
	Black / African / Caribbean / Black British	N	95	53	148
		%	64.2%	35.8%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	47	22	69
		%	68.1%	31.9%	100%

*Spend time with friends from school: Cramer's V: 0.220; Sig.: 0.000

**Don't spend time with friends: Cramer's V: 0.141; Sig.: 0.036

Table 100 - Ethnicity x Participation in leisure 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face*	White	N	7	13	18	28	32	98
		%	7.1%	13.3%	18.4%	28.6%	32.7%	100%
	Asian / Asian British	N	27	26	19	26	10	108
		%	25%	24.1%	17.6%	24.1%	9.3%	100%
	Black / African / Caribbean / Black British	N	20	27	27	40	26	140
		%	14.3%	19.3%	19.3%	28.6%	18.6%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	9	12	11	23	19	74
		%	12.2%	16.2%	14.9%	31.1%	25.7%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	White	N	5	4	15	20	49	93
		%	5.4%	4.3%	16.1%	21.5%	52.7%	100%
	Asian / Asian British	N	9	4	15	25	59	112
		%	8%	3.6%	13.4%	22.3%	52.7%	100%
	Black / African / Caribbean / Black British	N	4	6	15	26	87	138
		%	2.9%	4.3%	10.9%	18.8%	63%	100%
	Mixed / Multiple ethnic groups & Other ethnic group	N	7	3	4	18	44	76
		%	9.2%	3.9%	5.3%	23.7%	57.9%	100%

*Spend time with friends face to face: Cramer's V: 0.158; Sig.: 0.002

Ethnicity - School life

The findings showed a statistically significant result for 'I feel safe when I am at school', with White (57%) pupils more likely than Asian (48%), Black (44%), and mixed/other ethnic groups (48%) to report that they often feel safe at school. Likewise, the difference in responses to 'I feel like I belong in this class' was statistically significant, with White (58%) children slightly more like to report they often feel like they belong in their class as opposed to ethnic minority pupils (Asian, 52%; Black, 42%; mixed/ other ethnic groups, 44%). In regard to relations among children with their peers, children generally felt accepted and embraced in their classes. However, white pupils (58%) were more likely to report that they often their classmates accept them just the way they are as opposed to Asian (53%) black (47%) and mixed/multiple/other ethnic groups (47%). Additionally, Black children (33%) were less likely to report that their class mates often care about how they feel than white (42%), Asian (40%), and mixed/multiple/other ethnic groups (42%).

Most children reported having never experienced bullying, such as being made fun of, called unkind names, hit, or left out of games. However, interestingly there was a significant difference in responses to how often pupils were left out of games and activities with more black (13%), white (11%) and mixed/multiple/other ethnic groups (11%) stating that they had been left out of games or activities than Asian children (4%). However, the number of pupils in each category was relatively small and so results need to be interpreted cautiously.

Additionally, the number of children who reported that they were treated unfairly by class teachers or other children was relatively small. However, of those who did, Black (22%), Asian (14%) and mixed/ other ethnic group (15%) children were more likely to report unfair treatment by their class teachers due to their nationality/ race as compared to White children (3%). Similarly, Black pupils (21%) were more likely to report being discriminated against due to their gender by their class teachers than White (11%), Asian (9%) and mixed/other ethnic group (17%) children. White (58%) children were also more likely than other ethnic minority pupils (Asian=42%, Black=47%, mixed/other= 49%) to state that their teachers often listen to them and take into account what they have to say. A similar trend was seen in relation to discrimination due to economic status with more Black children (17%) than White (9%), Asian (6%) and mixed/multiple ethnicity pupils (11%) reporting that they have been treated unfairly due to their economic status by their classmates. Interestingly, in regard to confidence in educational attainment Asian children (64%) had the highest confidence in their educational attainment compared with children of all other ethnic backgrounds with 64% of Asian pupils reporting that they feel they are doing very good in schools as compared 45% of White, 44% of Black and 47% of mixed/multiple ethnic pupils. However, this was not statistically significant.

Table 101 - Ethnicity x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	White	N	2	4	28	26	37	97
		%	2.1%	4.1%	28.9%	26.8%	38.1%	100%
	Asian / Asian British	N	2	5	24	44	38	113
		%	1.8%	4.4%	21.2%	38.9%	33.6%	100%
	Black / African / Caribbean / Black British	N	11	9	43	45	38	146
		%	7.5%	6.2%	29.5%	30.8%	26%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	5	4	19	24	23	75	
	%	6.7%	5.3%	25.3%	32%	30.7%	100%	
I feel safe when I am at school*	White	N	1	8	8	24	55	96
		%	1%	8.3%	8.3%	25%	57.3%	100%
	Asian / Asian British	N	0	2	21	37	55	155
		%	0%	1.7%	18.3%	32.3%	47.8%	100%
	Black / African / Caribbean / Black British	N	4	6	27	42	62	141
		%	2.8%	4.3%	19.1%	29.8%	44%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	5	2	17	14	35	73	
	%	6.8%	2.7%	23.3%	19.2%	47.9%	100%	
I feel like I belong in this class**	White	N	1	4	10	25	55	95
		%	1.1%	4.2%	10.5%	26.3%	57.9%	100%
	Asian / Asian British	N	4	3	11	35	58	111
		%	3.9%	2.7%	9.9%	31.5%	52.3%	100%
	Black / African / Caribbean / Black British	N	6	13	32	32	60	143
		%	4.2%	9.1%	22.4%	22.4%	42%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	5	3	10	22	32	72	
	%	6.9%	4.2%	13.9%	30.6%	44.4%	100%	
I am OK when a teacher asks me a question	White	N	2	10	21	23	40	96
		%	2.1%	10.4%	21.9%	24%	41.7%	100%
	Asian / Asian British	N	3	7	16	34	53	113
		%	2.7%	6.2%	14.2%	30.1%	46.9%	100%
	Black / African / Caribbean / Black British	N	6	10	31	40	51	138
		%	4.3%	7.2%	22.5%	29%	37%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	6	2	14	19	31	72	
	%	8.3%	2.8%	19.4%	26.4%	43.1%	100%	
I feel OK what my classmates think of me	White	N	7	7	15	21	43	93
		%	7.5%	7.5%	16.1%	22.6%	46.2%	100%
	Asian / Asian British	N	2	7	20	38	42	109
		%	1.8%	6.4%	18.3%	34.9%	38.5%	100%
	Black / African / Caribbean / Black British	N	15	14	32	30	47	138
		%	10.9%	10.1%	23.2%	21.7%	34.1%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	3	4	20	15	25	67	
	%	4.5%	6%	29.9%	22.4%	37.3%	100%	

*Feel safe when at school: Cramer's V: 0.147; Sig.: 0.007

**Feel like I belong in this class: Cramer's V: 0.137; Sig.: 0.023

Table 102 - Ethnicity x Peer and teacher relationships

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	White	F	3	6	6	22	52	89
		%	3.4%	6.7%	6.7%	24.7%	58.4%	100%
	Asian / Asian British	F	2	2	8	39	57	108
		%	1.9%	1.9%	7.4%	36.1%	52.8%	100%
	Black / African / Caribbean / Black British	F	2	7	31	37	68	145
		%	1.4%	4.8%	21.4%	25.5%	46.9%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	1	1	18	17	33	70	
	%	61.4%	1.4%	25.7%	24.3%	47.1%	100%	
My teachers accept me the same way as other classmates	White	F	1	2	10	14	64	91
		%	1.1%	2.2%	11%	15.4%	70.3%	100%
	Asian / Asian British	F	2	3	8	27	70	110
		%	1.8%	2.7%	7.3%	24.5%	63.6%	100%
	Black / African / Caribbean / Black British	F	4	7	16	26	88	141
		%	2.8%	5%	11.3%	18.4%	62.4%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	3	0	4	20	44	71	
	%	4.2%	0%	5.6%	28.2%	62%	100%	
My classmates care about how I feel**	White	F	4	7	10	32	38	91
		%	4.4%	7.7%	11%	35.2%	41.8%	100%
	Asian / Asian British	F	2	1	18	41	42	104
		%	1.9%	1%	17.3%	39.4%	40.2%	100%
	Black / African / Caribbean / Black British	F	11	15	30	34	44	134
		%	8.2%	11.2%	22.4%	25.4%	32.8%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	2	2	17	18	28	67	
	%	3%	3%	25.4%	26.9%	41.8%	100%	
My teachers listen to me and take what I say into account***	White	F	2	2	14	21	53	92
		%	2.2%	2.2%	15.2%	22.8%	57.6%	100%
	Asian / Asian British	F	2	1	12	45	44	104
		%	1.9%	1%	11.5%	43.3%	42.3%	100%
	Black / African / Caribbean / Black British	F	4	13	24	32	65	138
		%	2.9%	9.4%	17.4%	23.2%	47.1%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	1	4	5	25	34	69	
	%	1.4%	5.8%	7.2%	36.2%	49.3%	100%	
My teachers talk about different countries, languages, cultures or religion	White	F	3	5	20	14	48	90
		%	3.3%	5.6%	22.2%	15.6%	53.3%	100%
	Asian / Asian British	F	1	9	21	40	36	107
		%	0.9%	8.4%	19.6%	37.4%	33.6%	100%
	Black / African / Caribbean / Black British	F	6	5	26	39	59	135
		%	4.4%	3.7%	19.3%	28.9%	43.7%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	2	4	12	21	28	67	
	%	3%	6%	17.9%	31.3%	41.8%	100%	

*My classmates accept me just the way I am: Cramer's V: 0.151; Sig.: 0.005

**My classmates care about how I feel: Cramer's V: 0.155; Sig.: 0.005

***My teachers listen to me: Cramer's V: 0.152; Sig.: 0.006

Table 103 - - Ethnicity x Experiences of bullying direct & indirect (including virtual)

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	White	N	46	22	13	14	95
		%	48.4%	23.2%	13.7%	14.7%	100%
	Asian / Asian British	N	61	23	18	11	113
		%	54%	20.4%	15.9%	9.7%	100%
	Black / African / Caribbean / Black British	N	51	33	31	28	143
		%	35.7%	23.1%	21.7%	19.6%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	27	20	16	11	74	
	%	36.5%	27%	21.6%	14.9%	100%	
Hit or hurt you (not including play fight)	White	N	66	13	12	5	96
		%	68.8%	13.5%	12.5%	5.2%	100%
	Asian / Asian British	N	86	16	8	4	114
		%	75.4%	14%	7%	3.5%	100%
	Black / African / Caribbean / Black British	N	84	29	15	12	140
		%	60%	20.7%	10.7%	8.6%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	42	20	9	4	75	
	%	56%	26.7%	12%	5.3%	100%	
Leave you out of their games or activities*	White	N	47	24	14	10	95
		%	49.5%	25.3%	14.7%	10.5%	100%
	Asian / Asian British	N	88	15	6	5	114
		%	77.2%	13.2%	5.3%	4.4%	100%
	Black / African / Caribbean / Black British	N	77	23	20	18	138
		%	55.8%	16.7%	14.5%	13%	100%
Mixed / Multiple ethnic groups & Other ethnic group	N	40	15	12	8	75	
	%	53.3%	20%	16%	10.7%	100%	

*Leave out of games or activities: Cramer's V: 0.139; Sig.: 0.004

Table 104- Ethnicity x Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates		
			Yes	No	Total	Yes	No	Total
Your gender**	White	F	10	83	93	8	84	92
		%	10.8%	89.2%	100%	8.7%	91.3%	100%
	Asian / Asian British	F	10	99	109	10	98	108
		%	9.2%	90.8%	100%	9.3%	90.7%	100%
	Black / African / Caribbean / Black British	F	27	101	128	26	102	128
		%	21.1%	78.9%	100%	20.3%	79.7%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	12	58	70	15	53	68	
	%	17.1%	82.9%	100%	22.1%	77.9%	100%	
Your economic status (poor/rich)**	White	F	2	92	94	8	84	92
		%	2.1%	97.9%	100%	8.7%	91.3%	100%
	Asian / Asian British	F	3	103	106	6	103	109
		%	2.8%	97.2%	100%	5.5%	94.5%	100%
	Black / African / Caribbean / Black British	F	8	113	121	22	106	128
		%	6.6%	93.4%	100%	17.2%	82.8%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	6	60	66	8	64	72	
	%	9.1%	90.9%	100%	11.1%	88.9%	100%	
Your religion	White	F	5	86	91	4	89	93
		%	5.5%	94.5%	100%	4.3%	95.7%	100%
	Asian / Asian British	F	9	100	109	10	99	109
		%	8.3%	91.7%	100%	9.2%	90.8%	100%
	Black / African / Caribbean / Black British	F	9	120	129	17	114	131
		%	7%	93%	100%	13%	87%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	12	60	72	9	60	69	
	%	16.7%	83.3%	100%	13%	87%	100%	
Your nationality/race***	White	F	3	89	92	6	87	93
		%	3.3%	96.7%	100%	6.5%	93.5%	100%
	Asian / Asian British	F	15	93	108	23	84	107
		%	13.9%	86.1%	100%	21.5%	78.5%	100%
	Black / African / Caribbean / Black British	F	28	99	127	24	109	133
		%	22%	78%	100%	18%	82%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	11	62	73	13	57	70	
	%	15.1%	84.9%	100%	18.6%	81.4%	100%	
Where you live (district, village/town)	White	F	6	87	93	3	91	94
		%	6.5%	93.5%	100%	3.2%	96.8%	100%
	Asian / Asian British	F	6	103	109	6	104	110
		%	5.5%	94.5%	100%	5.5%	94.5%	100%
	F	7	121	128	12	117	129	

	Black / African / Caribbean / Black British	%	5.5%	94.5%	100%	9.3%	90.7%	100%	
	Mixed / Multiple ethnic groups & Other ethnic group	F	9	63	72	9	63	72	
Language you speak	White	%	12.5%	87.5%	100%	12.5%	87.5%	100%	
		F	6	88	94	5	88	93	
	Asian / Asian British	%	6.4%	93.6%	100%	5.4%	94.6%	100%	
		F	10	100	110	14	92	106	
	Black / African / Caribbean / Black British	%	9.1%	90.9%	100%	13.2%	86.8%	100%	
		F	12	116	128	13	117	130	
	Mixed / Multiple ethnic groups & Other ethnic group	%	9.4%	90.6%	100%	10%	90%	100%	
		F	11	59	70	12	57	69	
			%	15.7%	84.3%	100%	17.4%	82.6%	100%

*Teachers: Cramer's V: 0.144; Sig.:0.040; Classmates: Cramer's V: 0.168; Sig.: 0.011

**Classmates: Cramer's V: 0.149; Sig.:0.031

***Teachers: Cramer's V: 0.197; Sig.:0.001, Classmates: Cramer's V:0.152; Sig.:0.026

Table 105 - Ethnicity x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
White	F	86	11	97
	%	88.7%	11.3%	100%
Asian / Asian British	F	94	15	109
	%	86.2%	13.8%	100%
Black / African / Caribbean / Black British	F	114	24	138
	%	82.6%	17.4%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	57	9	66
	%	86.4%	13.6%	100%

Table 106 - Ethnicity x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
White	F	15	30	17	36	98
	%	15.3%	30.6%	17.3%	36.7%	100%
Asian / Asian British	F	6	43	37	28	114
	%	5.3%	37.7%	32.5%	24.6%	100%
Black / African / Caribbean / Black British	F	17	49	48	30	144
	%	11.8%	34%	33.3%	20.8%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	13	25	17	21	76
	%	17.1%	32.9%	22.4%	27.6%	100%

Table 107 - Ethnicity x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
White	F	43	50	3	96
	%	44.8%	52.1%	3.1%	100%
Asian / Asian British	F	72	37	4	113
	%	63.7%	32.7%	3.5%	100%
Black / African / Caribbean / Black British	F	64	73	8	145
	%	44.1%	50.3%	5.5%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	35	37	2	74
	%	47.3%	50%	2.7%	100%

Table 108 - Ethnicity x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	White	84	4.37	1.015
	Asian / Asian British	104	4.62	0.862
	Black / African / Caribbean / Black British	126	4.33	1.123
	Mixed / Multiple ethnic groups & Other ethnic group	71	4.46	0.892
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	White	94	4.67	0.516
	Asian / Asian British	112	4.65	0.732
	Black / African / Caribbean / Black British	131	4.60	0.829
	Mixed / Multiple ethnic groups & Other ethnic group	72	4.64	0.756
In our class, pupils of different ethnicities/races/religion get along well	White	89	4.61	0.701
	Asian / Asian British	107	4.42	0.858
	Black / African / Caribbean / Black British	128	4.27	0.978
	Mixed / Multiple ethnic groups & Other ethnic group	71	4.31	0.980

Table 109 - Ethnicity x Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
White	F	36	45	3	9	93
	%	38.7%	48.4%	3.2%	9.7%	100%
Asian / Asian British	F	72	38	1	2	113
	%	63.7%	33.6%	0.9%	1.8%	100%
Black / African / Caribbean / Black British	F	87	44	3	4	138
	%	63%	31.9%	2.2%	2.9%	100%
Mixed / Multiple ethnic groups & Other ethnic group	F	36	35	3	0	74
	%	48.6%	47.3%	4.1%	0%	100%

Citizenship – Well-being and everyday life

The number of children without citizenship is very low, therefore the analyses are indicative.

The large majority of the sample (73%) considered themselves a citizen of the UK, with only 5% of the sample stating that they are not. The remaining either did not know their citizenship status or chose not to answer this question. Due to the small number of pupils that were classified as not having citizenship for the UK, it is difficult to make comparisons. A few differences were still found between children with citizenship and those without citizenship, but these findings should be interpreted very cautiously. The findings showed that children with citizenship (mean= 4.53) were more likely to report that they have a friend to turn to if they have any problems than those without citizenship (mean= 4.42). Additionally, children without citizenship (47%) were less likely to spend time with their friends outside school than those with citizenship (40%). However, these findings are not statistically significant. The only statistically significant difference related to children feeling that they have enough friends, with children with citizenship (mean = 4.44) being more likely to report that than children without citizenship (mean = 4.43). However, being so minor, this difference lacks practical meaning.

Table 110 - Citizenship x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Citizenship	310	4.18	0.949
	Without citizenship	25	4.08	1.038
I have what I want in life	Citizenship	314	3.93	1.038
	Without citizenship	25	4.12	1.013
I like being the way I am	Citizenship	309	4.16	1.087
	Without citizenship	24	4.54	0.779
I feel positive about my future	Citizenship	318	4.07	0.991
	Without citizenship	23	4.48	0.730
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Citizenship	288	3.82	1.251
	Without citizenship	18	4.28	0.826

Table 111 - Citizenship x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Citizenship	F	124	141	56	321
		%	38.6%	43.9%	17.4%	100%
	Without citizenship	F	9	11	4	24
		%	37.5%	45.8%	16.7%	100%
Meeting, playing with friends	Citizenship	F	95	114	107	316
		%	30.1%	36.1%	33.9%	100%
	Without citizenship	F	7	14	3	24
		%	29.2%	58.3%	12.5%	100%
Using smartphone or computer to stay in touch with friends/relatives	Citizenship	F	19	74	228	321
		%	5.9%	23.1%	71%	100%
	Without citizenship	F	2	4	18	24
		%	8.3%	16.7%	75%	100%
Spending time just being by myself	Citizenship	F	69	83	167	319
		%	21.6%	26%	52.4%	100%
	Without citizenship	F	3	5	17	25
		%	12%	20%	68%	100%

Table 112 - Citizenship x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Citizenship	321	4.50	0.848
	Without citizenship	23	4.78	0.518
My parents (carers) listen to me and take what I say into account	Citizenship	311	4.31	0.823
	Without citizenship	23	4.65	0.573
I have enough friends*	Citizenship	316	4.44	0.908
	Without citizenship	23	4.43	0.896
If I have a problem, I have a friend who will support me	Citizenship	309	4.53	0.754
	Without citizenship	24	4.42	0.974

Table 113 - Citizenship x Participation in leisure

			No	Yes	Total
Out of school, I spend time with friends from school	Citizenship	N	172	150	322
		%	53.4%	46.6%	100%
	Without citizenship	N	15	10	25
		%	60%	40%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	Citizenship	N	170	152	322
		%	52.8%	47.2%	100%
	Without citizenship	N	16	9	25
		%	64%	36%	100%
Out of school, I don't spend time with friends from school	Citizenship	N	214	107	321
		%	66.7%	33.3%	100%
	Without citizenship	N	13	12	25
		%	52%	48%	100%

Table 114 - Citizenship x Participation in leisure 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Citizenship	F	49	61	57	88	62	317
		%	15.5%	19.2%	18%	27.8%	19.6%	100%
	Without citizenship	F	6	2	7	6	4	25
		%	24%	8%	28%	24%	16%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Citizenship	F	18	14	39	67	178	316
		%	5.7%	4.4%	12.3%	21.2%	56.3%	100%
	Without citizenship	F	2	1	2	7	12	24
		%	8.3%	4.2%	8.3%	29.2%	50%	100%

Citizenship – School life

Table 115 - Citizenship x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Citizenship	F	13	16	93	99	102	323
		%	4%	5%	28.8%	30.7%	31.6%	100%
	Without citizenship	F	0	1	5	8	10	24
		%	0%	4.2%	20.8%	33.3%	41.7%	100%
I feel safe when I am at school	Citizenship	F	5	15	59	89	154	322
		%	1.6%	4.7%	18.3%	27.6%	47.8%	100%
	Without citizenship	F	0	0	0	6	18	24
		%	0%	0%	0%	25%	75%	100%
I feel like I belong in this class	Citizenship	F	11	19	51	82	153	316
		%	3.5%	6%	16.1%	25.9%	48.4%	100%
	Without citizenship	F	1	1	2	8	11	23
		%	4.3%	4.3%	8.7%	34.8%	47.8%	100%
I am OK when a teacher asks me a question	Citizenship	F	15	21	61	85	133	315
		%	4.8%	6.7%	19.4%	27%	42.2%	100%
	Without citizenship	F	1	1	4	4	13	23
		%	4.3%	4.3%	17.4%	17.4%	56.5%	100%
I feel OK what my classmates think of me	Citizenship	F	19	27	72	73	116	307
		%	6.2%	8.8%	23.5%	23.8%	37.8%	100%
	Without citizenship	F	0	1	1	10	11	23
		%	0%	4.3%	4.3%	43.5%	47.8%	100%

Table 116 - Citizenship x Peer and teacher relationships

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Citizenship	F	6	14	49	86	157	312
		%	1.9%	4.5%	15.7%	27.6%	50.3%	100%
	Without citizenship	F	0	0	1	8	15	24
		%	0%	0%	4.2%	33.3%	62.5%	100%
My teachers accept me the same way as other classmates	Citizenship	F	7	11	28	65	202	313
		%	2.2%	3.5%	8.9%	20.8%	64.5%	100%
	Without citizenship	F	0	0	2	4	17	23
		%	0%	0%	8.7%	17.4%	73.9%	100%
My classmates care about how I feel	Citizenship	F	15	20	61	88	114	298
		%	5%	6.7%	20.5%	29.5%	38.3%	100%
	Without citizenship	F	0	1	2	9	11	23
		%	0%	4.3%	8.7%	39.1%	47.8%	100%
My teachers listen to me and take what I say into account*	Citizenship	F	7	15	42	89	152	305
		%	2.3%	4.9%	13.8%	29.2%	49.8%	100%
	Without citizenship	F	1	0	1	10	10	22
		%	4.5%	0%	4.5%	45.5%	45.5%	100%
My teachers talk about different countries, languages, cultures or religion	Citizenship	F	9	16	65	85	126	301
		%	3%	5.3%	21.6%	28.2%	41.9%	100%
	Without citizenship	F	1	1	5	5	10	22
		%	4.5%	4.5%	22.7%	22.7%	45.5%	100%

Table 117 - Citizenship x Experiences of bullying direct & indirect (including virtual)

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Citizenship	F	141	69	58	52	320
		%	44.1%	21.6%	18.1%	16.3%	100%
	Without citizenship	F	15	6	4	0	25
		%	60%	24%	16%	0%	100%
Hit or hurt you (not including play fight)	Citizenship	F	206	55	39	18	318
		%	64.8%	17.3%	12.3%	5.7%	100%
	Without citizenship	F	17	8	0	0	25
		%	68%	32%	0%	0%	100%
Leave you out of their games or activities	Citizenship	F	187	59	40	30	316
		%	59.2%	18.7%	12.7%	9.5%	100%
	Without citizenship	F	20	3	2	0	25
		%	80%	12%	8%	0%	100%

Table 118 - Citizenship x Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	Citizenship	F	44	257	301	45	254	299
		%	14.6%	85.4%	100%	15.1%	84.9%	100%
	Without citizenship	F	1	23	24	3	21	24
		%	4.2%	95.8%	100%	12.5%	87.5%	100%
Your economic status (poor/rich)	Citizenship	F	10	283	293	25	276	301
		%	3.4%	96.6%	100%	8.3%	91.7%	100%
	Without citizenship	F	1	21	22	2	23	25
		%	4.5%	95.5%	100%	8%	92%	100%
Your religion	Citizenship	F	21	281	302	28	275	303
		%	7%	93%	100%	9.2%	90.8%	100%
	Without citizenship	F	2	22	24	2	22	24
		%	8.3%	91.7%	100%	8.3%	91.7%	100%
Your nationality/race	Citizenship	F	44	259	303	44	259	303
		%	14.5%	85.5%	100%	14.5%	85.5%	100%
	Without citizenship	F	6	19	25	6	19	25
		%	24%	76%	100%	24%	76%	100%
Where you live (district, village/town)	Citizenship	F	15	289	304	15	289	304
		%	4.9%	95.1%	100%	4.9%	95.1%	100%
	Without citizenship	F	2	23	25	2	23	25
		%	8%	92%	100%	8%	92%	100%
Language you speak	Citizenship	F	26	277	303	26	277	303
		%	8.6%	91.4%	100%	8.6%	91.4%	100%
	Without citizenship	F	6	18	24	6	18	24
		%	25%	75%	100%	25%	75%	100%

Table 119 Citizenship x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Citizenship	F	269	42	311
	%	86.5%	13.5%	100%
Without citizenship	F	17	5	22
	%	77.3%	22.7%	100%

Table 120 Citizenship x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Citizenship	F	37	118	88	83	326
	%	11.3%	36.2%	27%	25.5%	100%
Without citizenship	F	2	8	7	6	23
	%	8.7%	34.8%	30.4%	26.1%	100%

Table 121 Citizenship x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Citizenship	F	163	150	12	325
	%	50.2%	46.2%	3.7%	100%
Without citizenship	F	18	5	0	23
	%	78.3%	21.7%	0%	100%

Table 122 - Citizenship x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Citizenship	298	4.48	0.954
	Without citizenship	21	4.86	0.359
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Citizenship	316	4.69	0.602
	Without citizenship	21	4.76	0.436
In our class, pupils of different ethnicities/races/religion get along well	Citizenship	303	4.47	0.792
	Without citizenship	22	4.50	0.802

Table 123 - Citizenship x Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Citizenship	F	183	118	4	10	315
	%	58.1%	37.5%	1.3%	3.2%	100%
Without citizenship	F	13	9	1	0	23
	%	56.5%	39.1%	4.3%	0%	100%

Religion– Well-being and everyday life

A significant proportion of the sample comprised of children being from a Christian (45%) or Muslim (30%) faith, while all other proportions across faith categories such as Hinduism (4%), Buddhism (1%), Sikhism (1%), Judaism (0%), other religion (2%) and no affiliation to religion (10%), were relatively low. In addition, there were a small number of pupils who were unaware of their religious affiliation (5%) and some who chose not to answer this question (2%). Due to the small number of pupils within the various categories for the religion variable, it is difficult to make comparisons. In fact, no significant differences were between all faith groups across the various well-being and everyday life measures.

Table 124 - Religion x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Christianity	187	4.20	0.932
	Islam	126	4.12	1.017
	Hinduism	18	4.39	0.778
	Buddhism	3	5.00	0.000
	Sikhism	2	3.50	0.707
	Some other religion	6	3.83	1.602
	I am not affiliated with a religion	45	4.16	0.903
	I don't know	21	3.86	1.108
	I don't want to answer	9	3.56	1.236
I have what I want in life	Christianity	193	3.95	1.101
	Islam	131	3.95	1.033
	Hinduism	18	4.06	0.938
	Buddhism	3	4.33	0.577
	Sikhism	3	4.00	1.000
	Some other religion	7	3.57	1.272
	I am not affiliated with a religion	43	3.77	1.043
	I don't know	20	3.40	1.231
	I don't want to answer	10	3.50	1.179
I like being the way I am	Christianity	188	4.24	1.020
	Islam	127	4.20	1.026
	Hinduism	18	4.44	0.784
	Buddhism	3	5.00	0.000
	Sikhism	3	4.33	0.577
	Some other religion	7	3.57	1.397
	I am not affiliated with a religion	42	4.12	1.131
	I don't know	22	3.86	1.457
	I don't want to answer	10	3.50	1.269
I feel positive about my future	Christianity	187	4.09	1.033
	Islam	135	4.20	0.960
	Hinduism	17	4.29	0.920
	Buddhism	3	4.33	1.155
	Sikhism	3	3.67	1.155
	Some other religion	7	3.86	1.215
	I am not affiliated with a religion	42	3.98	1.093
	I don't know	23	3.65	1.229
	I don't want to answer	9	3.67	1.000
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Christianity	171	3.85	1.198
	Islam	115	3.77	1.285
	Hinduism	16	4.06	0.998
	Buddhism	3	4.00	1.000
	Sikhism	2	3.50	0.707
	Some other religion	7	3.71	1.604
	I am not affiliated with a religion	37	3.86	1.398
	I don't know	21	3.43	1.363
	I don't want to answer	9	3.67	0.707

Table 125 - Religion x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Christianity	F	73	88	32	193
		%	37.8%	45.6%	16.6%	100%
	Islam	F	56	52	22	130
		%	43.1%	40%	16.9%	100%
	Hinduism	F	5	10	3	18
		%	27.8%	55.6%	16.3%	100%
	Buddhism	F	0	3	0	3
		%	0%	100%	0%	100%
	Sikhism	F	0	2	1	3
		%	0%	66.7%	33.3%	100%
	Some other religion	F	3	3	2	8
		%	37.5%	37.5%	25%	100%
I am not affiliated with a religion	F	18	20	8	46	
	%	39.1%	43.5%	17.4%	100%	
I don't know	F	12	7	4	23	
	%	52.2%	30.4%	17.4%	100%	
I don't want to answer	F	5	5	1	11	
	%	45.5%	45.5%	9.1%	100%	
Meeting, playing with friends	Christianity	F	56	66	69	191
		%	29.3%	34.6%	36.1%	100%
	Islam	F	39	52	40	131
		%	29.8%	39.7%	30.5%	100%
	Hinduism	F	7	8	3	18
		%	38.9%	44.4%	16.7%	100%
	Buddhism	F	0	2	0	2
		%	0%	100%	0%	100%
	Sikhism	F	1	1	1	3
		%	33.3%	33.3%	33.3%	100%
	Some other religion	F	2	2	3	7
		%	28.6%	28.6%	42.9%	100%
	I am not affiliated with a religion	F	12	19	15	46
		%	26.1%	41.3%	32.8%	100%
	I don't know	F	8	7	8	23
		%	34.8%	30.4%	34.8%	100%
	I don't want to answer	F	3	3	5	11
		%	27.3%	27.3%	45.5%	100.05

Using smartphone or computer to stay in touch with friends/relatives	Christianity	F	8	43	143	194
		%	4.1%	22.2%	73.7%	100%
	Islam	F	11	34	83	128
		%	8.6%	26.6%	64.8%	100%
	Hinduism	F	1	3	14	18
		%	5.6%	16.7%	77.8%	100%
	Buddhism	F	1	0	2	3
		%	33.3%	0%	66.7%	100%
	Sikhism	F	1	0	2	3
		%	33.3%	0%	66.7%	100%
Some other religion	F	2	2	4	8	
	%	25%	25%	50%	100%	
I am not affiliated with a religion	F	2	9	35	46	
	%	4.3%	19.6%	76.1%	100%	
I don't know	F	3	3	18	24	
	%	12.5%	12.5%	75%	100%	
I don't want to answer	F	1	0	10	11	
	%	9.1%	0%	90.9%	100%	
Spending time just being by myself	Christianity	F	39	56	100	195
		%	20%	28.7%	51.3%	100%
	Islam	F	29	38	63	130
		%	22.3%	29.2%	48.5%	100%
	Hinduism	F	4	2	12	18
		%	22.2%	11.1%	66.7%	100%
	Buddhism	F	1	0	2	3
		%	33.3%	0%	66.7%	100%
	Sikhism	F	1	2	0	3
		%	33.3%	66.7%	0%	100%
Some other religion	F	0	1	6	7	
	%	0%	14.3%	85.6%	100%	
I am not affiliated with a religion	F	16	10	19	45	
	%	35.6%	22.2%	42.2%	100%	
I don't know	F	5	5	14	24	
	%	20.8%	20.8%	58.3%	100%	
I don't want to answer	F	3	2	6	11	
	%	27.3%	18.2%	54.5%	100%	

Table 126 - Religion x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Christianity	191	4.55	0.831
	Islam	130	4.63	0.649
	Hinduism	18	4.78	0.548
	Buddhism	3	5.00	0.000
	Sikhism	2	5.00	0.000
	Some other religion	6	4.00	1.095
	I am not affiliated with a religion	45	4.24	0.883
	I don't know	24	4.25	1.152
	I don't want to answer	9	3.89	1.453
My parents (carers) listen to me and take what I say into account	Christianity	185	4.35	0.787
	Islam	123	4.40	0.837
	Hinduism	18	4.61	0.698
	Buddhism	3	4.67	0.577
	Sikhism	3	4.33	0.577
	Some other religion	7	4.00	1.291
	I am not affiliated with a religion	45	4.04	0.852
	I don't know	23	4.30	0.926
	I don't want to answer	9	3.44	1.333
I have enough friends	Christianity	195	4.39	0.985
	Islam	128	4.48	0.842
	Hinduism	18	4.47	0.800
	Buddhism	3	5.00	0.00
	Sikhism	3	4.00	1.000
	Some other religion	7	4.00	1.528
	I am not affiliated with a religion	44	4.66	0.568
	I don't know	23	4.04	1.397
	I don't want to answer	8	4.38	0.916
If I have a problem, I have a friend who will support me	Christianity	190	4.58	0.756
	Islam	126	4.48	0.797
	Hinduism	18	4.44	0.705
	Buddhism	3	4.33	0.769
	Sikhism	3	4.33	0.577
	Some other religion	7	4.29	1.254
	I am not affiliated with a religion	43	4.42	0.794
	I don't know	22	4.55	0.739
	I don't want to answer	9	3.89	1.167

Table 127 - Religion x Participation in leisure

		No	Yes	Total	
Out of school, I spend time with friends from school	Christianity	F	105	98	203
		%	51.7%	48.3%	100%
	Islam	F	81	47	128
		%	63.3%	36.7%	100%
	Hinduism	F	11	7	18
		%	61.1%	38.9%	100%
	Buddhism	F	1	2	3
		%	33.3%	66.7%	100%
	Sikhism	F	1	2	3
		%	33.3%	66.7%	100%
	Some other religion	F	4	3	7
		%	57.1%	42.3%	100%
	I am not affiliated with a religion	F	22	24	46
		%	47.8%	52.2%	100%
	I don't know	F	10	13	23
		%	43.5%	56.5%	100%
	I don't want to answer	F	8	3	11
		%	72.7%	27.3%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	Christianity	F	106	97	203
		%	52.2%	47.8%	100%
	Islam	F	73	55	128
		%	57%	43%	100%
	Hinduism	F	12	6	18
		%	66.7%	33.3%	100%
	Buddhism	F	0	3	3
		%	0%	100%	100%
	Sikhism	F	3	0	3
		%	100%	0%	100%
	Some other religion	F	5	2	7
		%	71.4%	28.6%	100%
	I am not affiliated with a religion	F	27	19	46
		%	58.7%	41.3%	100%
	I don't know	F	12	11	23
		%	52.2%	47.8%	100%
	I don't want to answer	F	5	6	11
		%	45.5%	54.5%	100%
Out of school, I don't spend time with friends from school	Christianity	F	142	61	203
		%	70%	30%	100%

Islam	F	72	56	128
	%	56.3%	43.8%	100%
Hinduism	F	10	8	18
	%	55.6%	44.4%	100%
Buddhism	F	3	0	3
	%	100%	0%	100%
Sikhism	F	2	1	3
	%	66.7%	33.3%	100%
Some other religion	F	4	37	
	%	57.1%	42.9%	100%
I am not affiliated with a religion	F	29	16	45
	%	64.4%	35.6%	100%
I don't know	F	15	8	23
	%	65.2%	34.8%	100%
I don't want to answer	F	6	5	11
	%	54.6%	45.5%	100%

Table 128 - Religion x Participation in leisure 2

		Never	Rarely	Occasionally	Sometimes	Often	Total	
Out of school, I often spend time with my friends face to face	Christianity	F	28	38	30	54	43	193
		%	14.5%	19.7%	15.5%	28%	22.3%	100%
	Islam	F	25	22	21	42	19	129
		%	19.4%	17.1%	16.3%	32.6%	14.7%	100%
	Hinduism	F	3	3	5	3	3	17
		%	17.6%	17.6%	29.4%	17.6%	17.6%	100%
	Buddhism	F	0	0	1	1	1	3
		%	0%	0%	33.3%	33.3%	33.3%	100%
	Sikhism	F	0	1	0	1	1	3
		%	0%	33.3%	0%	33.3%	33.3%	100%
	Some other religion	F	2	1	0	1	3	7
		%	28.6%	14.3%	0%	14.3%	42.9%	100%
	I am not affiliated with a religion	F	3	9	10	9	11	42
		%	7.1%	21.4%	23.8%	21.4%	26.2%	100%
I don't know	F	5	2	5	8	4	24	
	%	20.8%	8.3%	20.8%	33.3%	16.7%	100%	
I don't want to answer	F	2	2	3	3	0	10	
	%	20%	20%	30%	30%	0%	100%	
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Christianity	F	10	7	20	39	113	189
		%	5.3%	3.7%	10.6%	20.6%	59.8%	100%
	Islam	F	9	6	15	38	66	134
		%	6.7%	4.5%	11.2%	28.4%	49.3%	100%
	Hinduism	F	0	0	2	2	13	17
		%	0%	0%	11.8%	11.8%	76.5%	100%
	Buddhism	F	0	0	0	0	3	3
		%	0%	0%	0%	0%	100%	100%
	Sikhism	F	0	0	1	1	1	3
		%	0%	0%	33.3%	33.3%	33.3%	100%
	Some other religion	F	1	1	1	0	3	6
		%	16.7%	16.7%	16.7%	0%	50%	100%
	I am not affiliated with a religion	F	1	0	6	10	27	44
		%	2.3%	0%	13.6%	22.7%	61.4%	100%
I don't know	F	4	3	2	4	10	23	
	%	17.4%	13%	8.7%	17.4%	43.5%	100%	
I don't want to answer	F	0	0	4	1	5	10	
	%	0%	0%	40%	10%	50%	100%	

Religion- School life

The findings for whether pupils feel safe at school were statistically significant. Children across most faith groups such as Christianity (50%), Islam (53%), Hinduism (61%), and Sikhism (67%) reported more often feeling safe at school compared to children who were affiliated with Buddhism (33%) or those from other religions (43%), and those not affiliated with a religion (37%). Concerning relations among pupils and their peers, pupils across all faith groups generally felt accepted in their classes. Most children reported having never experienced bullying in the form of being physically hit or hurt by their peers (Christianity, 63%; Islam, 68%; Hinduism, 78%; Buddhism, 67%; those from other religions, 40%; those not affiliated with a religion, 73%). The proportion of pupils who reported that they were treated unfairly by class teachers or other children was relatively small. However, the statistically significant results revealed that Muslim pupils (19%) and those from other religions (25%) had higher rates of reporting unfair treatment by their class teachers due to their religion compared to all other faith groups. In regard to how successful pupils feel in relation to their classmates, Hindu pupils (88%) had substantially higher confidence ratings for their perception of doing well in school, followed by Muslim (55%) and Christian (47%) students, compared to Buddhists (33%), Sikhs (33%), those from other religions (20%), and those not affiliated with a religion (40%). However, these differences were not statistically significant. Again, it is to be reiterated that the number of pupils in some categories was very small and so it is difficult to make meaningful conclusions.

Table 129 - Religion x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Christianity	F	12	10	55	61	61	199
		%	6%	5%	27.6%	30.7%	30.7%	100%
	Islam	F	6	8	27	47	48	136
		%	4.4%	5.9%	19.9%	34.6%	35.3%	100%
	Hinduism	F	0	0	5	5	7	17
		%	0%	0%	29.4%	29.4%	41.2%	100%
	Buddhism	F	0	0	0	2	1	3
		%	0%	0%	0%	66.7%	33.3%	100%
	Sikhism	F	0	0	0	2	0	2
		%	0%	0%	0%	100%	0%	100%
	Some other religion	F	1	0	3	1	2	7
		%	14.3%	0%	42.9%	14.3%	28.6%	100%
	I am not affiliated with a religion	F	1	2	16	15	10	44
		%	2.3%	4.5%	36.4%	34.1%	22.7%	100%
	I don't know	F	1	1	8	3	10	23
		%	4.3%	4.3%	34.8%	13%	43.5%	100%
	I don't want to answer	F	1	1	4	3	1	10
		%	10%	10%	40%	30%	10%	100%

I feel safe when I am at school*	Christianity	F	1	7	31	58	98	195
		%	0.5%	3.6%	15.9%	29.7%	50.3%	100%
	Islam	F	5	5	25	28	70	133
		%	3.8%	3.8%	18.8%	21.1%	52.6%	100%
	Hinduism	F	0	0	1	6	11	18
		%	0%	0%	5.6%	33.3%	61.1%	100%
	Buddhism	F	0	0	2	0	1	3
		%	0%	0%	66.7%	0%	33.3%	100%
	Sikhism	F	0	0	1	0	2	3
		%	0%	0%	33.3%	0%	66.7%	100%
	Some other religion	F	1	1	1	1	3	7
		%	14.3%	14.3%	14.3%	14.3%	42.9%	100%
	I am not affiliated with a religion	F	1	4	6	16	16	43
		%	2.3%	9.3%	14%	37.2%	37.2%	100%
I don't know	F	1	0	5	6	11	23	
	%	4.3%	0%	21.7%	26.1%	47.8%	100%	
I don't want to answer	F	2	0	4	4	1	11	
	%	18.2%	0%	36.4%	36.4%	9.1%	100%	
I feel like I belong in this class	Christianity	F	7	9	28	51	97	192
		%	3.6%	4.7%	14.6%	26.6%	50.5%	100%
	Islam	F	7	6	17	39	64	133
		%	5.3%	4.5%	12.8%	29.3%	48.1%	100%
	Hinduism	F	0	0	3	3	12	18
		%	0%	0%	16.7%	16.7%	66.7%	100%
	Buddhism	F	0	0	1	0	2	3
		%	0%	0%	33.3%	0%	66.7%	100%
	Sikhism	F	0	0	1	2	0	3
		%	0%	0%	33.3%	66.7%	0%	100%
	Some other religion	F	1	0	1	3	2	7
		%	14.3%	0%	14.3%	42.9%	28.6%	100%
	I am not affiliated with a religion	F	0	4	10	9	21	44
		%	0%	9.1%	22.7%	20.5%	47.7%	100%
I don't know	F	1	2	4	5	9	21	
	%	4.8%	9.5%	19%	23.8%	42.9%	100%	
I don't want to answer	F	1	2	2	2	1	8	
	%	12.5%	25%	25%	25%	12.5%	100%	
I am OK when a teacher asks me a question	Christianity	F	8	12	40	51	80	191
		%	4.2%	6.3%	20.9%	26.7%	41.9%	100%

	Islam	F	7	9	19	35	64	134
		%	5.2%	6.7%	14.2%	26.1%	47.8%	100%
	Hinduism	F	0	0	2	7	7	16
		%	0%	0%	12.5%	43.8%	43.8%	100%
	Buddhism	F	0	0	0	1	2	3
		%	0%	0%	0%	33.3%	66.7%	100%
	Sikhism	F	0	0	1	2	0	3
		%	0%	0%	33.3%	66.7%	0%	100%
	Some other religion	F	0	1	1	3	2	7
		%	0%	14.3%	14.3%	42.9%	28.6%	100%
I am not affiliated with a religion	F	3	7	10	7	16	43	
	%	7%	16.3%	23.3%	16.3%	37.2%	100%	
I don't know	F	1	1	7	11	2	22	
	%	4.5%	4.5%	31.8%	50%	9.1%	100%	
I don't want to answer	F	1	0	5	0	4	10	
	%	10%	0%	50%	0%	40%	100%	
I feel OK what my classmates think of me	Christianity	F	13	14	44	45	71	187
		%	7%	7.5%	23.5%	24.1%	38%	100%
	Islam	F	5	10	27	37	49	128
		%	3.9%	7.8%	21.1%	28.9%	38.3%	100%
	Hinduism	F	0	0	3	7	8	18
		%	0%	0%	16.7%	38.9%	44.4%	100%
	Buddhism	F	0	0	1	0	2	3
		%	0%	0%	33.3%	0%	66.7%	100%
	Sikhism	F	0	0	1	2	0	3
		%	0%	0%	33.3%	66.7%	0%	100%
	Some other religion	F	1	2	1	1	2	7
		%	14.3%	28.6%	14.3%	14.3%	28.6%	100%
	I am not affiliated with a religion	F	5	4	8	5	20	42
		%	11.9%	9.5%	19%	11.9%	47.6%	100%
	I don't know	F	2	2	1	7	7	19
		%	10.5%	10.5%	5.3%	36.8%	36.8%	100%
	I don't want to answer	F	0	1	2	3	2	8
		%	0%	12.5%	25%	37.5%	25%	100%

*Feel safe when at school: Cramer's V: 0.167; Sig.: 0.029

Table 130 - Religion x Peer and teacher relationships

		Never	Rarely	Occasionally	Sometimes	Often	Total	
My classmates accept me just the way I am	Christianity	F	3	9	27	51	104	194
		%	1.5%	4.6%	13.9%	26.3%	53.6%	100%
	Islam	F	3	3	18	37	68	129
		%	2.3%	2.3%	14%	28.7%	52.7%	100%
	Hinduism	F	0	0	2	5	10	17
		%	0%	0%	11.8%	29.4%	58.8%	100%
	Buddhism	F	0	0	1	0	2	3
		%	0%	0%	33.3%	0%	66.7%	100%
	Sikhism	F	0	0	0	1	1	2
		%	0%	0%	0%	50%	50%	100%
	Some other religion	F	1	1	2	0	3	7
		%	14.3%	14.3%	28.6%	0%	42.9%	100%
I am not affiliated with a religion	F	1	3	6	13	19	42	
	%	2.4%	7.1%	14.3%	31%	45.2%	100%	
I don't know	F	1	0	4	6	9	20	
	%	5%	0%	20%	30%	45%	100%	
I don't want to answer	F	1	0	2	5	0	8	
	%	12.5%	0%	25%	62.5%	0%	100%	
My teachers accept me the same way as other classmates	Christianity	F	2	6	18	37	125	188
		%	1.1%	3.2%	9.6%	19.7%	66.5%	100%
	Islam	F	7	5	11	29	78	130
		%	5.4%	3.8%	8.5%	22.3%	60%	100%
	Hinduism	F	0	0	2	2	13	17
		%	0%	0%	11.8%	11.8%	76.5%	100%
	Buddhism	F	0	0	1	0	2	3
		%	0%	0%	33.3%	0%	66.7%	100%
	Sikhism	F	0	0	0	2	1	3
		%	0%	0%	0%	66.75	33.3%	100%
	Some other religion	F	0	1	0	3	2	6
		%	0%	16.7%	0%	50%	33.3%	100%
I am not affiliated with a religion	F	1	1	1	10	30	43	
	%	2.3%	2.3%	2.3%	12.3%	69.8%	100%	
I don't know	F	1	0	2	7	12	22	
	%	4.5%	0%	9.1%	31.8%	54.5%	100%	
I don't want to answer	F	0	0	3	3	3	9	
	%	0%	0%	33.3%	33.3%	33.3%	100%	
	Christianity	F	11	12	35	51	72	181

My classmates care about how I feel		%	6.1%	6.6%	19.3%	28.2%	39.8%	100%
	Islam	F	4	4	27	38	54	127
		%	3.1%	3.1%	21.3%	29.9%	42.5%	100%
	Hinduism	F	0	0	1	8	6	15
		%	0%	0%	6.7%	53.3%	40%	100%
	Buddhism	F	0	0	1	0	2	3
		%	0%	0%	33.3%	0%	66.7%	100%
	Sikhism	F	0	0	0	2	0	2
		%	0%	0%	0%	100%	0%	100%
	Some other religion	F	1	1	1	2	2	7
		%	14.3%	14.3%	14.3%	28.6%	28.6%	100%
	I am not affiliated with a religion	F	2	5	4	15	12	38
		%	5.3%	13.2%	10.5%	39.5%	31.6%	100%
	I don't know	F	2	1	4	8	7	22
%		9.1%	4.5%	18.2%	36.4%	31.8%	100%	
I don't want to answer	F	1	2	3	4	0	10	
	%	10%	20%	30%	40%	0%	100%	
My teachers listen to me and take what I say into account	Christianity	F	4	11	28	47	95	185
		%	2.2%	5.9%	15.1%	25.4%	51.1%	100%
	Islam	F	5	4	14	49	51	123
		%	4.1%	3.3%	11.4%	39.8%	41.5%	100%
	Hinduism	F	0	0	2	5	9	16
		%	0%	0%	12.5%	31.3%	56.3%	100%
	Buddhism	F	0	1	0	0	2	3
		%	0%	33.3%	0%	0%	66.7%	100%
	Sikhism	F	0	0	1	2	0	3
		%	0%	0%	33.3%	66.7%	0%	100%
	Some other religion	F	0	2	0	2	2	6
		%	0%	33.3%	0%	33.3%	33.3%	100%
	I am not affiliated with a religion	F	1	2	5	13	21	42
		%	2.4%	4.8%	11.9%	31%	50%	100%
I don't know	F	1	1	4	4	11	21	
	%	4.8%	4.8%	19%	19%	52.4%	100%	
I don't want to answer	F	0	1	2	4	3	10	
	%	0%	10%	20%	40%	30%	100%	
My teachers talk about different countries, languages,	Christianity	F	4	9	30	54	83	180
		%	2.2%	5%	16.7%	30%	46.1%	100%
	Islam	F	5	8	22	40	48	123

cultures or religion		%	4.1%	6.5%	17.9%	32.5%	39%	100%
	Hinduism	F	0	0	5	5	6	16
%		0%	0%	31.3%	31.3%	37.5%	100%	
Buddhism	F	0	0	1	0	2	3	
	%	0%	0%	33.3%	0%	66.7%	100%	
Sikhism	F	0	0	1	0	1	2	
	%	0%	0%	50%	0%	50%	100%	
Some other religion	F	1	0	2	1	3	7	
	%	14.3%	0%	28.6%	14.3%	42.9%	100%	
I am not affiliated with a religion	F	2	3	13	10	17	45	
	%	4.4%	6.7%	28.9%	22.2%	37.8%	100%	
I don't know	F	2	0	7	6	6	21	
	%	9.5%	0%	33.3%	28.6%	28.6%	100%	
I don't want to answer	F	0	3	1	0	6	10	
	%	0%	30.0%	10%	0%	60%	100%	

Table 131 - Religion x Experiences of bullying direct & indirect (including virtual)

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Christianity	F	85	45	36	31	197
		%	43.1%	22.8%	18.3%	15.7%	100%
	Islam	F	60	32	24	17	133
		%	45.1%	24.1%	18%	12.8%	100%
	Hinduism	F	12	2	2	2	18
		%	66.7%	11.1%	11.1%	11.1%	100%
	Buddhism	F	2	1	0	0	3
		%	66.7%	33.1%	0%	0%	100%
	Sikhism	F	0	1	2	0	3
		%	0%	33.3%	66.7%	0%	100%
	Some other religion	F	2	2	1	1	6
		%	33.3%	33.3%	16.7%	16.7%	100%
	I am not affiliated with a religion	F	20	11	4	8	43
		%	46.5%	25.6%	9.3%	18.6%	100%
	I don't know	F	9	1	7	4	21
		%	42.9%	4.8%	33.3%	19%	100%
	I don't want to answer	F	3	1	3	4	11
		%	27.3%	9.1%	27.3%	36.4%	100%
Hit or hurt you (not including play fight*)	Christianity	F	121	31	26	15	193
		%	62.7%	16.1%	13.5%	7.8%	100%

	Islam	F	92	26	12	6	136	
		%	67.6%	19.1%	8.8%	4.4%	100%	
	Hinduism	F	14	3	0	1	18	
		%	77.8%	16.7%	0%	5.6%	100%	
	Buddhism	F	2	1	0	0	3	
		%	66.7%	33.3%	0%	0%	100%	
	Sikhism	F	0	3	0	0	3	
		%	0%	100%	0%	0%	100%	
	Some other religion	F	2	0	1	2	5	
		%	40%	0%	20%	40%	100%	
	I am not affiliated with a religion	F	32	7	5	0	44	
		%	72.7%	15.9%	11.4%	0%	100%	
	I don't know	F	12	7	1	1	21	
		%	57.1%	33.3%	4.8%	4.8%	100%	
	I don't want to answer	F	7	1	2	0	10	
		%	70%	10%	20%	0%	100%	
	Leave you out of their games or activities	Christianity	F	107	37	26	24	194
			%	55.2%	19.1%	13.4%	12.4%	100%
Islam		F	83	26	12	11	132	
		%	62.9%	19.7%	9.1%	8.3%	100%	
Hinduism		F	17	0	1	0	18	
		%	94.4%	0%	5.6%	0%	100%	
Buddhism		F	2	1	0	0	3	
		%	66.7%	33.3%	0%	0%	100%	
Sikhism		F	2	0	1	0	3	
		%	66.7%	0%	33.3%	0%	100%	
Some other religion		F	2	1	1	1	5	
		%	40%	20%	20%	20%	100%	
I am not affiliated with a religion		F	30	8	4	2	44	
		%	68.2%	18.2%	9.1%	4.5%	100%	
I don't know		F	10	3	6	2	21	
		%	47.6%	14.3%	28.6%	9.5%	100%	
I don't want to answer		F	6	1	3	1	11	
		%	54.5%	9.1%	27.3%	9.1%	100%	

*Hit or hurt you: Cramer's V: 0.179.; Sig.: 0.015

Table 132 - Religion x Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Christianity	F	29	150	179	24	151	175
		%	16.2%	83.8%	100%	13.7%	86.3%	100%
	Islam	F	20	107	127	20	108	128
		%	15.7%	84.3%	100%	15.6%	84.4%	100%
	Hinduism	F	1	17	18	0	18	18
		%	5.6%	94.4%	100%	0%	100%	100%
	Buddhism	F	0	3	3	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Sikhism	F	0	1	1	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Some other religion	F	3	3	6	1	5	6
		%	50%	50%	100%	16.7%	83.3%	100%
	I am not affiliated with a religion	F	5	38	43	9	34	43
		%	11.6%	88.4%	100%	20.9%	79.1%	100%
I don't know	F	4	16	20	6	13	19	
	%	20%	80%	100%	31.6%	68.4%	100%	
I don't want to answer	F	0	9	9	2	7	9	
	%	0%	100%	100%	22.2%	77.8%	100%	
Your economic status (poor/rich)	Christianity	F	4	171	175	15	164	179
		%	2.3%	97.7%	100%	8.4%	91.6%	100%
	Islam	F	12	113	125	15	112	127
		%	9.6%	90.4%	100%	11.8%	88.2%	100%
	Hinduism	F	0	17	17	1	17	18
		%	6.6%	93.4%	100%	5.6%	94.4%	100%
	Buddhism	F	0	2	2	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Sikhism	F	0	2	2	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Some other religion	F	0	4	4	1	4	5
		%	0%	100%	100%	20%	80%	100%
	I am not affiliated with a religion	F	1	41	42	4	40	44
		%	2.4%	97.6%	100%	9.1%	90.9%	100%
I don't know	F	2	13	15	5	14	19	
	%	13.3%	86.7%	100%	26.3%	73.7%	100%	
I don't want to answer	F	0	9	9	2	7	9	
	%	0%	100%	100%	22.2%	77.8%	100%	

Your religion	Christianity	F	9	172	181	13	168	181
		%	5%	95.5%	100%	7.2%	92.8%	100%
	Islam	F	24	103	127	18	109	127
		%	18.9%	81.1%	100%	14.2%	85.8%	100%
	Hinduism	F	0	18	18	3	15	18
		%	0%	100%	100%	16.7%	83.3%	100%
	Buddhism	F	0	3	3	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Sikhism	F	0	2	2	1	2	3
		%	0%	100%	100%	33.3%	66.7%	100%
	Some other religion	F	1	3	4	1	4	5
		%	25%	75%	100%	20%	80%	100%
	I am not affiliated with a religion	F	1	43	44	2	42	44
		%	2.3%	97.7%	100%	4.5%	95.5%	100%
I don't know	F	3	17	20	4	15	19	
	%	15%	85%	100%	21.1%	78.9%	100%	
I don't want to answer	F	1	9	10	1	8	9	
	%	10%	90%	100%	11.1%	88.9%	100%	
Your nationality/race	Christianity	F	25	153	178	25	158	183
		%	14%	86%	100%	13.7%	86.3%	100%
	Islam	F	21	107	128	22	104	126
		%	16.4%	83.6%	100%	17.5%	82.5%	100%
	Hinduism	F	2	15	17	6	11	17
		%	11.8%	88.2%	100%	35.3%	64.7%	100%
	Buddhism	F	0	2	2	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Sikhism	F	0	1	1	1	2	3
		%	0%	100%	100%	33.3%	66.7%	100%
	Some other religion	F	1	5	6	1	4	5
		%	16.7%	83.3%	100%	20%	80%	100%
	I am not affiliated with a religion	F	3	40	43	4	40	44
		%	7%	93%	100%	9.1%	90.9%	100%
I don't know	F	3	17	20	4	15	19	
	%	15%	85%	100%	21.1%	78.9%	100%	
I don't want to answer	F	2	8	10	3	6	9	
	%	20%	80%	100%	33.3%	66.7%	100%	
Where you live (district, village/town)**	Christianity	F	6	170	176	7	174	181
		%	3.4%	96.6%	100%	3.9%	96.1%	100%
	Islam	F	14	115	129	17	111	128

		%	10.9%	89.1%	100%	13.3%	86.7%	100%
	Hinduism	F	0	17	17	0	18	18
		%	0%	100%	100%	0%	100%	100%
	Buddhism	F	0	3	3	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Sikhism	F	1	1	2	0	3	3
		%	50%	50%	100%	0%	100%	100%
	Some other religion	F	1	5	6	1	4	5
		%	16.7%	83.3%	100%	20%	80%	100%
	I am not affiliated with a religion	F	3	41	44	2	43	45
%		6.8%	93.2%	100%	4.4%	95.6%	100%	
I don't know	F	2	18	20	3	15	18	
	%	10%	90%	100%	16.7%	83.3%	100%	
I don't want to answer	F	1	9	10	1	8	9	
	%	10%	90%	100%	11.1%	88.9%	100%	
Language you speak***	Christianity	F	14	166	180	14	167	181
		%	7.8%	92.2%	100%	7.7%	92.3%	100%
	Islam	F	16	110	126	21	105	126
		%	12.7%	87.3%	100%	16.7%	83.3%	100%
	Hinduism	F	2	16	18	4	14	18
		%	11.1%	88.9%	100%	22.2%	77.8%	100%
	Buddhism	F	0	3	3	0	3	3
		%	0%	100%	100%	0%	100%	100%
	Sikhism	F	1	2	3	1	1	2
		%	33.3%	66.7%	100%	50%	50%	100%
Some other religion	F	3	2	5	0	4	4	
	%	60%	40%	100%	0%	100%	100%	
I am not affiliated with a religion	F	3	42	45	3	41	44	
	%	6.7%	93.3%	100%	6.8%	93.2%	100%	
I don't know	F	3	18	21	4	15	19	
	%	14.3%	85.7%	100%	21.1%	78.9%	100%	
I don't want to answer	F	2	9	11	2	8	10	
	%	18.2%	81.8%	100%	20%	80%	100%	

*Teachers: Cramer's V: 0.243; Sig. 0.002

**Classmates: Cramer's V: 0.195; Sig. 0.050

*** Teachers: Cramer's V: 0.212; Sig.:0.017

Table 133 - Religion x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Christianity	F	177	21	198
	%	89.4%	10.6%	100%
Islam	F	93	26	119
	%	78.2%	21.8%	100%
Hinduism	F	14	3	17
	%	82.4%	17.6%	100%
Buddhism	F	3	0	3
	%	0%	100%	100%
Sikhism	F	3	0	3
	%	0%	100%	100%
Some other religion	F	6	0	6
	%	100%	0%	100%
I am not affiliated with a religion	F	40	4	44
	%	90.9%	9.1%	100%
I don't know	F	16	4	20
	%	80%	20%	100%
I don't want to answer	F	7	3	10
	%	70%	30%	100%

Table 134 - Religion x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Christianity	F	25	61	55	56	197
	%	12.7%	31%	27.9%	28.4%	100%
Islam	F	14	55	37	33	139
	%	10.1%	39.6%	26.6%	23.7%	100%
Hinduism	F	1	4	8	4	17
	%	5.9%	23.5%	47.1%	23.5%	100%
Buddhism	F	0	2	1	0	3
	%	0%	66.7%	33.3%	0%	100%
Sikhism	F	0	2	1	0	3
	%	0%	66.7%	33.3%	0%	100%
Some other religion	F	2	2	1	1	6
	%	33.3%	33.3%	16.7%	16.7%	100%
I am not affiliated with a religion	F	6	15	12	12	45
	%	13.3%	33.3%	26.7%	26.7%	100%
I don't know	F	3	8	1	10	22
	%	13.6%	36.4%	4.5%	45.5%	100%
I don't want to answer	F	0	3	5	3	11
	%	0%	27.3%	45.5%	27.3%	100%

Table 135 - Religion x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Christianity	F	93	97	7	197
	%	47.2%	49.2%	3.6%	100%
Islam	F	74	55	6	135
	%	54.8%	40.7%	4.4%	100%
Hinduism	F	15	1	1	17
	%	88.2%	5.9%	5.9%	100%
Buddhism	F	1	2	0	3
	%	33.3%	66.7%	0%	100%
Sikhism	F	1	2	0	3
	%	33.3%	66.7%	0%	100%
Some other religion	F	1	4	0	5
	%	20%	80%	0%	100%
I am not affiliated with a religion	F	18	25	2	45
	%	40%	55.6%	4.4%	100%
I don't know	F	13	7	2	22
	%	59.1%	31.8%	9.1%	100%
I don't want to answer	F	2	8	1	11
	%	18.2%	72.7%	9.1%	100%

Table 136 - Religion x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Christianity	174	4.41	0.944
	Islam	123	4.47	0.944
	Hinduism	16	4.69	1.014
	Buddhism	3	4.67	0.577
	Sikhism	3	5.00	0.000
	Some other religion	5	4.40	0.894
	I am not affiliated with a religion	41	4.46	1.075
	I don't know	19	4.26	1.327
	I don't want to answer	8	4.25	0.707
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Christianity	187	4.63	0.663
	Islam	130	4.62	0.781
	Hinduism	17	4.65	0.996
	Buddhism	3	5.00	0.000
	Sikhism	3	4.67	0.577
	Some other religion	5	4.40	0.548
	I am not affiliated with a religion	44	4.73	0.694
	I don't know	20	4.55	0.945
	I don't want to answer	8	4.50	0.756
In our class, pupils of different ethnicities/races/religion get along well	Christianity	177	4.46	0.783
	Islam	125	4.32	0.955
	Hinduism	17	4.53	1.068
	Buddhism	3	4.67	0.577
	Sikhism	3	4.33	0.577
	Some other religion	4	4.00	1.414
	I am not affiliated with a religion	43	4.42	1.029
	I don't know	20	4.15	1.137
	I don't want to answer	8	4.25	0.707

Table 137 - Religion x Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Christianity	F	102	78	3	9	192
	%	53.1%	40.6%	1.6%	4.7%	100%
Islam	F	82	47	2	2	133
	%	61.7%	35.3%	1.5%	1.5%	100%
Hinduism	F	11	5	0	1	17
	%	64.7%	29.4%	0%	5.9%	100%
Buddhism	F	2	1	0	0	3
	%	66.7%	33.3%	0%	0%	100%
Sikhism	F	2	1	0	0	3
	%	66.7%	33.3%	0%	0%	100%
Some other religion	F	1	3	1	1	6
	%	16.7%	60%	16.7%	16.7%	100%
I am not affiliated with a religion	F	18	22	2	2	44
	%	40.9%	50%	4.5%	4.5%	100%
I don't know	F	10	8	2	0	20
	%	50%	40%	10%	0%	100%
I don't want to answer	F	8	2	0	0	10
	%	80%	20%	0%	0%	100%

Socio-economic status – Well-being and everyday life

The socioeconomic status of pupils was measured by their answer to the question: 'In general, I have either more, about the same or a smaller number of material things than most of my classmates'. Those who stated that they have more things than their friends were classed as having a higher socioeconomic status, those stating that they have the same amount of things as their classmates were classified as having an average level of socioeconomic status, whilst those who stated that they have less (material) things than their classmates were classified as being in the lower socioeconomic status group. In total, 18% of the sample was categorised in the higher socioeconomic group, 68% in the average socioeconomic group and 9% in the lower socioeconomic group.

The following results were statistically significant. Findings indicated that those in the lower socioeconomic status group were less likely (mean= 3.51) to report feeling satisfied with their lives as opposed to those in the average (mean= 4.22) and higher socioeconomic status groups (mean= 4.21). They were also less likely to report that they have what they want in their life (mean= 3.51) and that they like being the way they are (mean= 3.80) as opposed to the average (mean= 4.22: 4.25) and high socioeconomic (mean= 4.21: 4.22) groups. Additionally, they were less likely to feel positive about their future (mean= 3.51) and feel that if they have a problem they can ask for assistance from others (mean= 3.20) than the average (mean= 4.14: 3.88) and high socioeconomic groups (mean= 4.11: 3.71). In

relation to parental support, children in the lower socioeconomic group were less like to report that if they have a problem their family would help them (mean= 4.09) than middle (mean= 4.60) and higher socioeconomic groups (mean= 4.43). They were also less likely (mean= 3.68) to report that their parents (carers) listen to them and considered what they say than the average (mean= 4.40) and higher socioeconomic groups (4.36). Additionally, they were less likely to report that they have enough friends (mean= 4.0) as compared to average (mean= 4.53) and higher socioeconomic groups (mean= 4.38). Other findings indicated that those from a lower socioeconomic group (58%) were less likely to participate in organised activities than those with higher socioeconomic background (42%); however, this was not statistically significant.

Table 138 - Socio-economic Status

	F	%
In general, I have more (material) things than most of my classmates	84	18.1%
In general, I have about the same amount of things than most of my classmates	314	67.8%
In general, I have less (material) things than most of my classmates	40	8.6%
Total	438	94.6%

Table 139 - Socio-economic Status x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	More material things	73	4.21	0.999
	About the same	296	4.22	0.889
	Less material things	35	3.51	1.292
I have what I want in life**	More material things	76	4.21	1.012
	About the same	299	4.22	1.037
	Less material things	37	3.51	1.270
I like being the way I am***	More material things	74	4.22	1.162
	About the same	295	4.25	1.013
	Less material things	35	3.80	1.158
I feel positive about my future****	More material things	75	4.11	1.085
	About the same	303	4.14	0.960
	Less material things	35	3.51	1.358
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me*****	More material things	68	3.71	1.361
	About the same	274	3.88	1.168
	Less material things	30	3.20	1.472

*Kruskal Wallis test, Chi-square:10.873 Sig.:0.004

**Kruskal Wallis test, Chi-square:10.067 Sig.:0.007

***Kruskal Wallis test, Chi-square:7.157 Sig.:0.028

****Kruskal Wallis test, Chi-square:7.063 Sig.:0.029

*****Kruskal Wallis test, Chi-square:6.290 Sig.:0.043

Table 140 - Socio-economic Status x Spending time doing activities outside of school

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	More material things	F	33	30	15	78
		%	42.3%	38.5%	19.2%	100%
	About the same	F	111	144	50	305
		%	36.4%	47.2%	16.4%	100%
	Less material things	F	23	10	7	40
		%	57.5%	25%	17.5%	100%
Meeting, playing with friends	More material things	F	19	27	29	75
		%	25.3%	36%	38.7%	100%
	About the same	F	88	117	100	305
		%	28.9%	38.4%	32.8%	100%
	Less material things	F	16	10	13	39
		%	41%	25.6%	33.3%	100%
Using smartphone or computer to stay in touch with friends/relatives	More material thing	F	7	16	55	78
		%	9%	20.5%	70.5%	100%
	About the same	F	15	67	226	308
		%	4.9%	21.8%	73.4%	100%
	Less material things	F	5	9	22	36
		%	13.9%	25%	61.1%	100%
Spending time just being by myself	More material things	F	14	22	40	76
		%	18.4%	28.9%	52.6%	100%
	About the same	F	71	82	157	310
		%	22.9%	26.5%	50.6%	100%
	Less material things	F	11	10	19	40
		%	27.5%	25%	47.5%	100%

Table 141 - Socio-economic Status x Family and Friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me**	More material things	76	4.43	0.984
	About the same	306	4.60	0.714
	Less material things	35	4.09	1.011
My parents (carers) listen to me and take what I say into account**	More material things	72	4.36	0.861
	About the same	301	4.40	0.739
	Less material things	34	3.68	1.065
I have enough friends***	More material things	76	4.38	0.909
	About the same	303	4.53	0.837
	Less material things	37	4.00	1.374
If I have a problem, I have a friend who will support me	More material things	73	4.44	0.957
	About the same	302	4.56	0.697
	Less material things	37	4.38	0.893

*Kruskal Wallis test, Chi-square:13.059 Sig.:0.001

**Kruskal Wallis test, Chi-square:17.219 Sig.:0.000

***Kruskal Wallis test, Chi-square:6.908 Sig.:0.023

Table 142 - Socio-economic Status x Participation in leisure

			No	Yes	Total
Out of school, I spend time with friends from school	More material things	F	36	44	80
		%	45%	55%	100%
	About the same	F	169	139	308
		%	54.9%	45.1%	100%
	Less material things	F	26	14	40
		%	65%	35%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	More material things	F	46	34	80
		%	57.5%	42.5%	100%
	About the same	F	159	149	308
		%	51.6%	48.4%	100%
	Less material things	F	28	12	40
		%	70%	30%	100%
Out of school, I don't spend time with friends from school*	More material things	F	52	27	79
		%	65.8%	34.2%	100%
	About the same	F	209	99	308
		%	67.9%	32.1%	100%
	Less material things	F	52	27	79
		%	65.8%	34.2%	100%

* Cramer's V: 0.153, Sig.:0.007

Table 143 - Socio-economic Status x Participation in leisure 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	More material things	F	13	13	13	18	21	78
		%	16.7%	16.7%	16.7%	23.1%	26.9%	100%
	About the same	F	44	53	55	90	55	297
		%	14.8%	17.8%	18.5%	30.3%	18.5%	100%
	Less material things	F	7	10	5	8	10	40
		%	17.5%	25%	12.5%	20%	25%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	More material things	F	4	4	5	15	50	78
		%	5.1%	5.1%	6.4%	19.2%	64.1%	100%
	About the same	F	17	12	37	63	170	299
		%	5.7%	4%	12.4%	21.1%	56.9%	100%
	Less material things	F	2	1	8	12	16	39
		%	5.1%	2.6%	20.5%	30.8%	41%	100%

Socio-economic status - School life

Those of a lower socioeconomic background were more likely to report only occasionally feeling safe (41%) than those in the average (12%) and higher socioeconomic groups (25%). They were also less likely to feel 'OK' when a teacher asks them a question, with only 21% reporting that they often feel 'OK' when a teacher asks them a question as opposed to 45% of those in the average socioeconomic group and 38% of those in the higher socioeconomic group. The lower socioeconomic group also rated themselves as much lower on feelings of acceptance by their class teachers, with only 47% reporting that their teachers accept them the same way as other classmates as opposed to 67% of the average socioeconomic group and 61% of the higher socioeconomic group. Higher ratings of experience of bullying by classmates was also reported by the lower socioeconomic group, with 29% of these pupils reporting they had been made fun of more than 3 times as compared to 11% of those in the middle socioeconomic group and 22% of those in the higher socioeconomic groups. Additionally, 22% of those in the lower socioeconomic group reported that they had been left out of activities and games as compared to 7% of the average socioeconomic group and 13% of the higher socioeconomic group. Those with less material things were also more likely to report that they had been treated unfairly by their teachers due to their gender (34%), area of residence (27%), religion (24%) and language they speak (23%) than those with average material things (10%: 4%: 6%: 8%) and those with more material things (25%: 12%: 15%: 16%). Those with less material things were also more likely to report that they were treated unfairly by their classmates due to their religion (27%), language (31%) they speak, and economic status (30%) than those with average material things (7%: 7%:7%) and those with more material things (18%: 20%:15%). Finally, in relation to the statement 'In our class, pupils of different ethnicities/races/religions get along well, those belonging to average socioeconomic group (4.49) were more likely to agree than those in higher socioeconomic (4.15) and lower socioeconomic group (4.03). Please note the findings presented in this section are statistically significant.

Table 144 - Socio-economic Status x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	More material things	F	9	7	18	20	26	80
		%	11.3%	8.8%	22.5%	25%	32.5%	100%
	About the same	F	8	13	83	106	96	306
		%	2.6%	4.2%	27.1%	34.6%	31.4%	100%
	Less material things	F	3	2	11	12	11	39
		%	7.7%	5.1%	28.2%	30.8%	28.2%	100%
I feel safe when I am at school*	More material things	F	5	1	19	25	27	77
		%	6.5%	1.3%	24.7%	32.5%	35.1%	100%
	About the same	F	4	14	37	86	164	305
		%	1.3%	4.6%	12.1%	28.2%	53.8%	100%
	Less material things	F	2	1	15	6	13	37
		%	5.4%	2.7%	40.5%	16.2%	35.1%	100%
I feel like I belong in this class	More material things	F	4	5	12	17	39	77
		%	5.2%	6.5%	15.6%	22.1%	50.6%	100%
	About the same	F	8	17	44	82	149	300
		%	2.7%	5.7%	14.7%	27.3%	49.7%	100%
	Less material things	F	4	2	6	12	13	37
		%	10.8%	5.4%	16.2%	32.4%	35.1%	100%
I am OK when a teacher asks me a question**	More material things	F	8	7	12	19	28	74
		%	10.8%	9.5%	16.2%	25.7%	37.8%	100%
	About the same	F	10	15	58	83	136	302
		%	3.3%	5%	19.2%	27.5%	45%	100%
	Less material things	F	1	7	12	10	8	38
		%	2.6%	18.4%	31.6%	26.3%	21.1%	100%
I feel OK what my classmates think of me	More material things	F	5	5	17	15	34	76
		%	6.6%	6.6%	22.4%	19.7%	44.7%	100%
	About the same	F	16	18	63	83	108	288
		%	5.6%	6.3%	21.9%	28.8%	37.5%	100%
	Less material things	F	5	9	6	4	13	37
		%	13.5%	24.3%	16.2%	10.8%	35.1%	100%

* Cramer`s V:0.209, Sig.:0.000

** Cramer`s V:0.175, Sig.:0.001

*** Cramer`s V:0.172, Sig.:0.003

Table 145 - Socio-economic Status x Peer and teacher relationships

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	More material things	F	3	4	12	18	41	78
		%	3.8%	5.1%	15.4%	23.1%	52.6%	100%
	About the same	F	2	10	39	88	153	292
		%	0.7%	3.4%	13.4%	30.1%	52.4%	100%
	Less material things	F	4	2	6	7	15	34
		%	11.8%	5.9%	17.6%	20.6%	44.1%	100%
My teachers accept me the same way as other classmates*	More material things	F	6	3	6	15	48	78
		%	7.7%	3.8%	7.7%	19.2%	61.5%	100%
	About the same	F	3	7	24	63	196	293
		%	1%	2.4%	8.2%	21.5%	66.9%	100%
	Less material things	F	2	1	5	10	16	34
		%	5.9%	2.9%	14.7%	29.4%	47.1%	100%
My classmates care about how I feel	More material things	F	7	4	16	17	31	75
		%	9.3%	5.3%	21.3%	22.7%	41.3%	100%
	About the same	F	9	15	50	101	108	283
		%	3.2%	5.3%	17.7%	35.7%	38.2%	100%
	Less material things	F	4	5	5	5	11	30
		%	13.3%	16.7%	16.7%	16.7%	36.7%	100%
My teachers listen to me and take what I say into account	More material things	F	3	7	13	17	34	74
		%	4.1%	9.5%	17.6%	23%	45.9%	100%
	About the same	F	6	11	35	93	144	289
		%	2.1%	3.8%	12.1%	32.2%	49.8%	100%
	Less material things	F	2	2	7	8	14	33
		%	6.1%	6.1%	21.2%	24.2%	42.4%	100%
My teachers talk about different countries, languages, cultures or religion	More material things	F	4	7	13	17	30	71
		%	5.6%	9.9%	18.3%	23.9%	42.3%	100%
	About the same	F	8	12	53	86	125	284
		%	2.8%	4.2%	18.7%	30.3%	44%	100%
	Less material things	F	3	3	13	7	13	39
		%	7.7%	7.7%	33.3%	17.9%	33.3%	100%

*Cramer`s V: 0.143 Sig.: 0.034

Table 146 - Socio-economic Status x Experiences of bullying direct & indirect (including virtual)

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	More material things	F	32	19	11	17	79
		%	40.5%	24.1%	13.9%	21.5%	100%
	About the same	F	142	70	59	32	303
		%	46.9%	23.1%	19.5%	10.6%	100%
	Less material things	F	10	8	9	11	38
		%	26.3%	21.1%	23.7%	28.9%	100%
Hit or hurt you (not including play fight?)	More material things	F	45	21	9	3	78
		%	57.7%	26.9%	11.5%	3.8%	100%
	About the same	F	209	48	30	16	303
		%	69%	15.8%	9.9%	5.3%	100%
	Less material things	F	22	8	4	4	38
		%	57.9%	21.1%	10.5%	10.5%	100%
Leave you out of their games or activities**	More material things	F	56	7	5	10	78
		%	71.8%	9%	6.4%	12.8%	100%
	About the same	F	183	57	39	22	301
		%	60.8%	18.9%	13%	7.3%	100%
	Less material things	F	15	9	5	8	37
		%	40.5%	24.3%	13.5%	21.6%	100%

*Cramer`s V: 0.141; Sig.: 0.010

**Cramer`s V:0.151, Sig.: 0.004

Table 147 - Socio-economic Status x Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender*	More material things	F	18	53	71	13	61	74
		%	25.4%	74.6%	100%	17.6%	82.4%	100%
	About the same	F	30	258	288	37	248	285
		%	10.4%	89.6%	100%	13%	87%	100%
	Less material things	F	11	21	32	9	23	32
		%	34.4%	65.6%	100%	28.1%	71.9%	100%
Your economic status (poor/rich)*****	More material things	F	5	63	68	11	64	75
		%	7.4%	92.6%	100%	14.7%	85.3%	100%
	About the same	F	10	273	283	21	266	287
		%	3.5%	96.5%	100%	7.3%	92.7%	100%
	Less material things	F	4	25	29	10	23	33
		%	13.8%	86.2%	100%	30.3%	69.7%	100%
Your religion**	More material things	F	11	63	74	14	62	76
		%	14.9%	85.1%	100%	18.4%	81.6%	100%
	About the same	F	17	269	286	19	268	287
		%	5.9%	94.1%	100%	6.6%	93.4%	100%
	Less material things	F	8	25	33	9	24	33
		%	24.2%	75.8%	100%	27.3%	72.7%	100%
Your nationality/race	More material things	F	15	56	71	22	54	76
		%	21.1%	78.9%	100%	28.9%	71.1%	100%
	About the same	F	31	257	288	32	255	287
		%	10.8%	89.2%	100%	11.1%	88.9%	100%
	Less material things	F	9	23	32	11	22	33
		%	28.1%	71.9%	100%	33.3%	66.7%	100%
Where you live (district, village/town)***	More material things	F	9	65	74	8	69	77
		%	12.2%	87.8%	100%	10.4%	89.6%	100%
	About the same	F	10	275	285	16	272	288
		%	3.5%	96.5%	100%	5.6%	94.4%	100%
	Less material things	F	9	25	34	7	26	33
		%	26.5%	73.5%	100%	21.2%	78.8%	100%
Language you speak****	More material things	F	12	61	73	15	61	76
		%	16.4%	83.6%	100%	19.7%	80.3%	100%
	About the same	F	23	270	293	21	264	285
		%	7.8%	92.2%	100%	7.4%	92.6%	100%
	Less material things	F	7	24	31	10	22	32
		%	22.6%	77.4%	100%	31.3%	68.8%	100%

*Teachers: Cramer`s V:0.226 Sig.: 0.000

**Teachers: Cramer`s V:0.198 Sig.: 0.000, Children: V:0.221 Sig.: 0.000

*** Teachers: Cramer`s V:0.265 Sig.: 0.000

**** Teachers: Cramer`s V:0.156 Sig.: 0.008, Children: V:0.166, Sig.:0.004

*****Children: Cramer`s V:0.214 Sig.: 0.000

Table 148 - Socio-economic Status x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
In general, I have more (material) things than most of my classmates	F	68	10	78
	%	87.2%	12.8%	100%
In general, I have about the same amount of things than most of my classmates	F	257	40	297
	%	86.5%	13.5%	100%
In general, I have less (material) things than most of my classmates	F	32	5	37
	%	86.5%	13.5%	100%

Table 149 - Socio-economic Status x During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
In general, I have more (material) things than most of my classmates	F	12	30	23	17	82
	%	14.6%	36.6%	28%	20.7%	100%
In general, I have about the same amount of things than most of my classmates	F	34	104	78	90	306
	%	11.1%	34%	25.5%	29.4%	100%
In general, I have less (material) things than most of my classmates	F	4	14	17	4	39
	%	10.3%	35.9%	43.6%	10.3%	100%

Table 150- Socio-economic Status x How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
In general, I have more (material) things than most of my classmates	F	47	29	4	80
	%	58.8%	36.3%	5%	100%
In general, I have about the same amount of things than most of my classmates	F	150	147	9	306
	%	49%	48%	2.9%	100%
In general, I have less (material) things than most of my classmates	F	17	16	4	37
	%	45.9%	43.2%	10.8%	100%

Table 151 - Socio-economic Status x Attitudes on diversity and multiculturality

		N	Mean	Std. Deviation
Pupils who come to UK from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	More material things	73	4.38	1.075
	About the same	277	4.43	1.004
	Less material things	30	4.40	0.724
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	More material things	76	4.51	0.856
	About the same	296	4.66	0.719
	Less material things	33	4.52	0.566
In our class, pupils of different ethnicities/races/religion get along well*	More material things	74	4.15	1.056
	About the same	282	4.49	0.819
	Less material things	31	4.03	1.016

*Mann-Whitney U:13.289, Sig.:0.001

Table 152 - Socio-economic Status x Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
In general, I have more (material) things than most of my classmates	F	52	23	0	1	76
	%	68.4%	30.3%	0%	1.3%	100%
In general, I have about the same amount of things than most of my classmates	F	158	120	8	13	299
	%	52.8%	40.1%	2.7%	4.3%	100%
In general, I have less (material) things than most of my classmates	F	18	17	2	3	40
	%	45%	42.5%	5%	7.5%	100%

4. Conclusions and discussion

The survey aimed to assess children's wellbeing, experiences and challenges related to migration and whether these may have been mediated by individual characteristics such as migrant status, socioeconomic status, age, gender, citizenship, and ethnicity. We found that overall children rated themselves high on wellbeing indicators as they were positive about their future, satisfied with their lives and felt that they had individuals who they can turn to for support. This was largely irrespective of the migrant status of the child. These findings are in line with findings from the qualitative research whereby children reported being positive about the various dimensions of their lives. Migrant children's lives can contain elements of displacement and a profound sense of loss, caused by the relocation to unfamiliar societal and school cultures. Children are required to grapple with the unfamiliar experiences in their new host societies and to quickly become accustomed to the language, people, and rules to function in their new environment (Hamilton, 2012). Therefore, the findings that overall, pupils were satisfied give cause for celebration.

The findings also showed that pupils were in large were positive about their school lives, many enjoyed going to school, felt safe and had a sense of belonging to their class. However newly arrived children were more likely than long term and local pupils to report themselves as doing very good at school. Newly arrived pupils positive feelings can be associated with the efforts that schools put into place to support migrant children. For example, findings of work package 4 and interviews conducted as part of work package 5-7 revealed that schools employed a range of good practices for newly arrived pupils to help them to integrate and feel well settled.

Interestingly, although newly arrived children rated themselves high on school satisfaction indicators it seems these pupils experienced more discrimination and bullying than local and long-term migrants. For example, a larger number of newly arrived pupils reported that they had been name-called or had embarrassing information shared about them by their class friends and had been treated unfairly by their peers due to the language they speak. Also, it was worrying to see that 15% of the sample had been discriminated against by their class teachers and peers due to their gender. Further analysis indicated that boys were more likely to report being discriminated against due to their gender by their class teachers whilst girls were more likely to report being discriminated against due to their gender by their peers. This issue needs further pursual in order to understand the full picture.

The participant's views and perceptions regarding children of diverse backgrounds were also positive, with 87% agreeing that pupils who come to the UK from other countries should have the right to follow the customs of their countries. Additionally, all most all pupils in the surveys agreed that they liked that there are students of different backgrounds in their school and class and they thought that pupils of different ethnicities, races and religions get along well in their class. In fact, most children themselves reported having several friends from other countries, cultures and religions. This corroborates the findings of the qualitative aspects of the research whereby we found that children advocated for multiculturalism and diversity within their schools and that most pupils had friends who had a migratory or minority background irrespective of their migrant status. However, a limitation of these surveys is that they do not assess the level of mixing between children of minority groups and majority groups. Qualitative data from WP5-7 showed a propensity for children to primarily be in migrant friendship groups. Out of 51 children who were interviewed, a minority of pupils referred to White British children as their friends, additionally, participant observations showed children remained largely within their ethnic groups.

When asked about school culture and whether within their settings children were allowed to make use of their native languages, 86% of pupils reported that children are allowed to speak other languages in the school and 12% of pupils also reported that teachers 'often' or at least sometimes (34%) speak with children in other languages or ask pupils how some things are said in other languages. These findings show that teachers take the initiative to not only promote an acceptance of minority languages but also interact with the languages of their pupils through asking questions. This is a positive finding as literature shows that the promotion of minority languages can be beneficial for migrant pupils. For example, Janta

and Harte (2016) in their policy brief argue that migrant learners should be facilitated in maintaining a relationship with their mother tongue as it can be useful in building relationships between educators and parents. This came across in the qualitative findings as well, as a minority of children who spoke about their teachers incorporating languages in the curriculum were positive about it. For one child it meant that his class teacher could communicate with his non-English speaking parents whilst for another hearing his language being spoken about and discussed in the class gave him an opportunity to interact with his fellow peers. Some children relayed their concerns that with the emphasis on English learning they were beginning to forget their home languages which played a significant role in their life, for many this was a primary means of connecting with families and friends they had left behind, for others this was incorporated into their identities. Therefore, schools should continue to support the dual languages of migrant pupils.

Pupil's responses about how they spend their free time was concerning with less than half the pupils agreeing with the statement that they spend time with their friends outdoors or engage in leisure activities frequently. Instead children spent time alone, or on their phone using social media. The scientific literature has been raising alarms for several years about children and young peoples' reduced engagement in outdoor activities (Mullan, 2018). In the context of migrant children, leisure activities such as sports and physical activity can be a tremendous source of integration. The playing of sports has been associated with the production of cultural capital that is recognised and valued by dominant culture; this includes increased proficiency in the host language and knowledge of the culture of receiving country (Smith, Spaaij & McDonald, 2018). Additionally, playing sports can also help maintain and further build migrant specific culture capital as by playing sports with individuals of one's own background children can keep an affiliation to their native language norms and customs (ibid). By not being actively involved in these activities children are missing out on building important forms of social capital. It seems girls suffer more as they are less likely than boys to engage in leisure activities and or meet friends. Given the importance of sports and physical activity in the integration processes of migrants, relevant bodies such as charities, schools and policymakers must do more to ensure increased participation of this group in sports.

Additionally, the surveys were conducted at the height of the Covid-19 pandemic, and although children were explicitly asked to answer questions about leisure activity according to what they did prior to the pandemic, one cannot be entirely sure whether these findings are reflective of the pandemic or this is generally how they spent their time. A small number of interviews conducted during the same period showcased that children's activities had reduced due to the pandemic and some stated that they felt isolated and missed being able to see their friends. The impact of Covid-19 on migrant pupil's lives remains an unanswered question that is in dire need to be addressed. Pupils across the country have suffered emotionally, and academically. However, it is believed that certain marginalised groups are more likely to feel the effect of the pandemic than others (Gornik, Dežan, Sedmak & Medarić, 2020); therefore, it is more imperative that going forward this topic is researched.

To conclude, overall children were satisfied with their lives and positive about their futures with newly arrived children generally rating higher on these indicators than long term and local pupils. However, these pupils were also more likely to report incidences of unfair treatment and discrimination. Additionally, migrant children's lack of engagement with leisure activities is worrying given the benefits this has in not only promoting mental and physical wellbeing but also cultural capital.

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DENMARK

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1. Introduction

This report contains the results from quantitative research conducted in Denmark in 2020 and 2021. The survey analyses provide information about measurable indicators of children's wellbeing, everyday life and school life, their values and attitudes, with the aim of contributing with new knowledge on inclusion of migrant children.

After this introduction, a methodological overview is presented (chapter 2). Then, the results are presented divided into three sections (chapter 3). The first section (3.1) contains demographic data and respondents' perception of wellbeing and everyday life and school life, to provide an overview of the whole study sample. In section 3.2 the responses are analysed according to migration experience and thus divided into two groups: a) migrant children (born abroad) and b) local children (born in Denmark). In section 3.3 crosscutting analyses are made: responses on wellbeing and everyday life and school life are crosscut with the following demographic variables: age, gender, ethnicity, citizenship, religion, and socio-economic status.

2. Methodological approach

The data for the quantitative report were collected in the autumn of 2020 at seven schools. Five of these schools were from the original sample of six fieldwork schools, and two additional schools were added to secure the sample size. Gatekeepers at schools helped to identify participants. No consent from guardians was necessary according to Danish GDPR regulations, since the surveys were totally anonymous. 517 children and adolescents answered the survey (sample size: 517).

At two schools, the survey was implemented face to face with a researcher being present, while it was implemented face to face without a researcher being present at three schools. At one school, the survey was implemented online (CAWI) during lockdown. At the last school the survey was implemented face to face in some classes and online (during lockdown) in other classes - in both these cases a researcher was present, face to face respectively via online video connection, to assist the children. Five researchers participated in the process, facilitating either CAWI responses or face to face responses.

School staff facilitated the research by being present in class while students filled out surveys and answering technical and semantic questions. Researchers facilitated staff by being present in class while students filled out surveys, answering technical and semantic questions, and in classes where they had not access, guiding school staff by email.

Main difficulties experienced were that some questions were difficult to understand and/or to read (especially for children aged 10-13), that it was difficult for respondents to fill out the survey when not being physically present with their teacher, and that one fieldwork school withdrew so that two other schools had to be recruited to reach the sample size. In the group of respondents, a slightly higher percentage of those aged 9-13 than those aged 14-18 have Danish citizenship. Most of those not knowing if they have Danish citizenship are aged 9-13 (Table 12). A third of the respondents have at least one parent born in another country than Denmark (Table 13).

3. Results

What follows is the presentation of main findings from the quantitative research in Danish primary and secondary schools.

3.1 Sample population

Demographic data

In this section a description of the data by demographic characteristics is presented. In the group of respondents aged 9-13 years, most were girls (54%) (Table 2 and Table 3), while the group of respondents aged 14-17 years, the proportion of boys and girls was almost

equal (Table 4). Generally, very few respondents in the study reported identifying as neither boys nor girls (Table 3).

Respondents were asked in an open text box which language(s) they spoke at home. 350 respondents report that they speak one language at home, with Danish (68%) and Arabic (4.7%) being the most frequently mentioned. 56 respondents said they speak two languages at home, with Danish and English (4.1%) being the most common combination. Only three respondents who speak two languages do not have Danish as one of them. 11 respondents report speaking three languages. Of these, nine have Danish and English as two of their three languages. 16 respondents left the field blank or had illegible answers (Table 5). Almost all respondents to the survey speak Danish. Almost four-fifths of respondents say they speak it 'very well'. However, almost one fifth of respondents say they speak Danish well. Only 3% of respondents say they speak Danish 'not well', 'little' or 'not at all' (Table 6).

Most of the respondents were born in Denmark, while 15% reported they were born abroad. (Table 7). Almost 85% of the respondents were born in Denmark. Of the 15% born abroad, 20 respondents (3.9%) were born in Western countries and 57 (11.1%) in non-Western countries. The most represented countries of origin are Syria and Somalia. 31 respondents (6%) were born in Syria and 9 (1.76%) in Somalia, most likely reflecting the relatively large groups of Syrian and Somali refugees who have arrived in Denmark in recent years (Table 8). The distinction between Western and non-Western countries refers to the official Danish state categorisation of countries, which is mainly used in statistics on immigration. According to Statistics Denmark, the term 'non-Western countries' includes all countries except EU and associated countries, as well as Canada, the USA, Australia and New Zealand (Elmeskov, 2019).

The majority of respondents (85%) were born in Denmark. Newly arrived migrant children are those who arrived in the country three years ago or less. Long term migrant children have been in Denmark for more than three years (Table 9). Unfortunately, in this report it is only possible to divide the children into migrant children and local children. This is due to the fact that the question about migrant respondents age at the time of their arrival was not asked in the Danish survey. More than 80% of the respondents report having Danish citizenship (Table 10). Table 12 shows that more girls than boys report having Danish citizenship. Similarly, more respondents aged 9-13 say they have Danish citizenship (Table 11). Among the group of respondents, a higher percentage of girls than boys say they have Danish citizenship. 5.1% of the respondents state that they do not know whether they have Danish citizenship. At least one parent was born in another country (Table 13).

Almost half of the respondents say that they belong to Christianity, which in Denmark most often means that they are associated with the Evangelical Lutheran Church. One fifth of the respondents say that they are affiliated with Islam. Another fifth say they do not belong to any religion. One in 10 say they do not know if they feel they belong to a religion (Table 14).

Most respondents say they live in small cities, towns or large cities. One fifth live in a large city and six out of 10 live in a town or small city. Only 16.7% of respondents say they live in rural areas or villages (Table 15). Half of the respondents report that they live in areas characterised by a wide diversity of national, religious and linguistic backgrounds. But a quarter of the respondents do not know whether this is the case or not (Table 16). Almost all respondents like living in Denmark (Table 17). Respondents were asked in an open - ended text field which country they would like to live in if they could live in another country. Since some chose two or three countries, there are more responses (562) than respondents (517). The USA, England, Denmark, Spain, Italy, France and Germany are the most popular countries (Table 18). Only 6% of respondents say they have fewer things than others in their class, suggesting that they may have less privileged living conditions. Almost one fifth say that they have more things than their classmates, indicating privileged living conditions (Table 19). Almost all respondents say that they live with members of their family (Table 20).

Table 1 - Age

	F	%
8	1	0.2%
9	18	3.5%
10	74	14.3%
11	52	10.1%
12	115	22.2%
13	22	4.3%
14	9	1.7%
15	21	4.1%
16	161	31.1%
17	43	8.3%
18	1	0.2%
Total	517	100%

Table 2 - Age groups

	F	%
9-13	282	54.5%
14-17	235	45.5%
Total	517	100%

Table 3 - Gender

	F	%
A girl	270	52.2%
A boy	243	47%
Other	4	0.8%
Total	517	100%

Table 4 - Age and Gender

		Are you a girl or a boy?			Total
		A girl	A boy	Other	
9-13	F	153	128	1	282
	%	54.3%	45.4%	0.4%	100%
14-17	F	117	115	3	235
	%	49.8%	48.9%	1.3%	100%

Table 5 - Which language(s) do you speak at home?

	F	%
Danish	350	68%
Arabic	24	4.7%
Danish and English	21	4.1%
Somali	13	2.5%
Danish and Somali	10	1.9%
Kurdish	8	1.6%
Danish and Arabic	8	1.6%
English	6	1.2%
Turkish	5	1%
Polish	4	0.8%
Danish and Kurdish	3	0.6%
Romanian	3	0.6%
Vietnamese	3	0.6%
Danish and Russian	2	0.4%
Danish and Tamil	2	0.4%
Danish, English and Somali	2	0.4%
Other languages*	13	2.5%
Danish and one of the other languages**	9	1.7%
Danish and English in combination with one of the other languages***	7	1.4%
Arabic and Polish, Arabic and Swedish, English and Somali	3	0.6%
Danish, Latvian and Russian, Danish, Rumanian and Serbian	2	0.4%
Blank or unreadable	16	3.1%
Total	515	100%

*One answer for each of those: Bosnian, Bulgarian, Greenlandic, Lithuanian, Persian, Russian, Serbian, Syrian, Sign language, Swahili, Tamil, Ukrainian, Urdu.

** Afghan, Bosnian, German, Greenlandic, Iranian, Iraqi, Norwegian, Swedish, Turkish.

***Arabic, German, Iraqi, Kurdish, Malaysian, Filipino, Tagalog.

Table 6 - How well do you speak Danish?

Danish		
	F	%
Very well	407	78.9%
Well	93	18%
Not well	12	2.3%
Little/not at all	4	0.8%
Total	516	100%

Table 7 - Were you born in Denmark?

	F	%
Yes	435	84.5%
No	80	15.5%
Total	515	100%

Table 8 - Which country were you born in?

	F	%
Bulgaria	1	0.2%
Denmark*	435	84.5%
England	2	0.4%
India	1	0.2%
Iran	1	0.2%
Kosovo	1	0.2%
Latvia	1	0.2%
Lithuania	1	0.2%
Malaysia	3	0.6%
Moldova	1	0.2%
Norway	3	0.6%
Palestine	1	0.2%
Philippines	1	0.2%
Poland	5	1%
Romania	3	0.6%
Serbia	1	0.2%
Somalia	9	1.7%
Sweden	2	0.4%
Syria	31	6%
Germany	2	0.4%
Vietnam	3	0.6%
Zambia	1	0.2%
Zanzibar	1	0.2%
Zimbabwe	1	0.2%
Other**	3	0.6%
Total	515	100%

* Includes those being born in Greenland

** Includes answers like Africa

Table 9 - Migration profile (newly arrived& long-term, or local)

	F	%
Migrant children	80	15.5%
Local	435	84.5%
Total	515	100%

Table 10 - Do you have a Danish citizenship?

	F	%
Yes	419	82%
No	44	8.60%
I don't know	41	8%
I don't want to answer	7	1.40%
Total	511	100%

Table 11 - Citizenship and gender

		Girl	Boy	Other	Total
Yes	F	230	186	3	419
	%	54.9%	44.4%	0.7%	100%
No	F	17	27	0	44
	%	38.6%	61.4%	0%	100%
I don't know	F	19	22	0	41
	%	46.3%	53.7%	0%	100%
I don't want to answer	F	2	4	1	7
	%	28.6%	57.1%	14.3%	100%

Table 12 - Citizenship and age

		9-13	14-18	Total
Yes	F	217	202	419
	%	51.8%	48.2%	100%
No	F	20	24	44
	%	45.5%	54.5%	100%
I don't know	F	36	5	41
	%	87.8%	12.2%	100%
I don't want to answer	F	3	4	7
	%	42.9%	57.1%	100%

Table 13 - Do you have parents that were born in another country?

	F	%
Yes	179	35.1%
No	331	64.9%
Total	510	100%

Table 14 - Do you feel affiliated with a religion?

	F	%
Christianity	220	43.1%
Islam	95	18.6%
Hindusim	3	0.6%
Buddhism	3	0.6%
Sikhism	0	0%
Judaism	0	0%
Some other religion. Which?	17	3.3%
I am not affiliated with a religion	104	20.4%
I don't know	61	11.9%
I don't want to answer	8	1.6%
Total	511	100

Table 15- Where do you live?

	F	%
A large city (like København, Århus or Odense)	101	19.6%
A town or a small city	328	63.7%
Rural area or village	86	16.7%
Total	515	100%

Table 16 - Do you live in an area where people are from many different countries and have different languages and religions?

	F	%
Yes	276	53.4%
No	105	20.3%
I don't know	136	26.3%
Total	517	100%

Table 17 - Do you like living in this country?

	F	%
Yes	480	93%
No	8	1,6%
I don't know	28	5,4%
Total	516	100%

Table 18 - If you could live in another country, which country would that be?

	F	%
USA	60	10.7%
Denmark	46	8.2%
England	46	8.2%
Spain	40	7.1%
Italy	22	3.9%
France	21	3.7%
Germany	17	3%
United Arab Emirates	14	2.5%
Japan	13	2.3%
Norway	13	2.3%
Canada	11	2%
Sweden	11	2%
Thailand	9	1.6%
The Netherlands	7	1.3%
Greece	6	1.1%
Somalia	5	0.9%
Turkey	5	0.9%
Austria	4	0.7%
Korea	4	0.7%
Maldives	4	0.7%
Palestine	4	0.7%
Russia	4	0.7%
Greenland	4	0.7%
Philippines	3	0.5%
Switzerland	3	0.5%
Australia	2	0.4%
Faroe Islands	2	0.4%
Mexico	2	0.4%
New Zealand	2	0.4%
Romania	2	0.4%
Saudi Arabia	2	0.4%
Other countries *	42	7.5%
I don't know	27	4.8%
Empty field/unreadable	114	20.3%
Total	562	100%

*Other countries mentioned (one time each): Africa, Argentina, Asia, Bahamas, Belgium, Belarus, Brazil, Bulgaria, Caribbean Islands, Finland, Slovenia, Sri Lanka, Iraq, Iran, Ireland, Iceland, Croatia, Luxemburg, Malaysia, Monaco, Lebanon, Peru, Poland, Portugal, Scotland, Syria, Uganda

Table 19 - Socio-economic status

	F	%
I have more things (for example, toys, clothes, computer) than the others in my class	93	18.1%
I have about the same things (for example, toys, clothes, computer) as the others in my class	390	75.9%
I do not have as many things (for example, toys, clothes, computer) as the others in my class	31	6%
Total	514	100%

Table 20 - Do you live with members of your family?

	F	%
Yes	511	98.8%
No	6	1.2%
Total	517	100%

Well-being and everyday life

In relation to the four questions on life satisfaction, between 75% and 87% of respondents report that they agree or strongly agree, while between 3% and 8% of respondents say they disagree or strongly disagree, expressing a high level of life satisfaction (Table 21).

28% of respondents indicate that they rarely or never participate in organised recreational activities, 14% say they rarely or never meet friends or play physically when they are not at school. However, responses from COVID -19 lockdowns, as the survey was answered in the fall of 2020. More than eight in ten respondents say they are in contact with friends and relatives online via smartphone or computer every day or almost every day (Table 22).

A large majority of respondents report that they feel that their family helps and listens to them, that they have enough friends and that their friends will help them if needed (Table 23).

Many respondents report spending time with friends when they are not at school. While nearly eight in 10 spend time with friends from school in their free time, six in 10 spend time with friends who are not from their school. Almost 12% say they do not spend time with friends in their free time (Table 24). While a quarter of respondents say they often spend time with their friends face to face out of school, almost half often spend time with their friends online when they are not at school. About 10% of respondents report that they never or rarely spend time with friends when they are not at school (Table 25).

Table 21 - Life satisfaction

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
I am completely satisfied with my life	F	5	12	49	165	260	5
	%	1%	2.4%	10%	33.6%	53%	1%
I have what I want in life	F	7	28	87	193	179	7
	%	1.4%	5.7%	17.6%	39.1%	36.2%	1.4%
I like being the way I am	F	13	24	78	162	216	13
	%	2.6%	4.9%	15.8%	32.9%	43.8%	2.6%
I feel positive about my future	F	6	11	69	178	221	6
	%	1.2%	2.3%	14.2%	36.7%	45.6%	1.2%

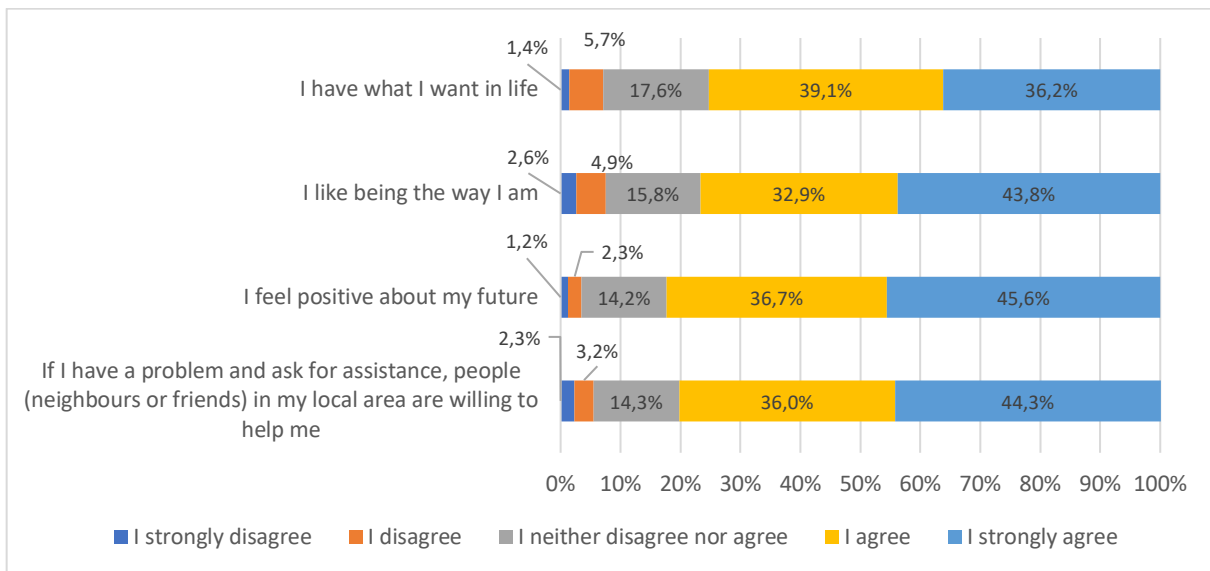


Figure 21.1

Table 22 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	F	145	241	127	513
	%	28.3%	47%	24.8%	100%
Meeting, playing with friends	F	69	236	205	510
	%	13.5%	46.3%	40.2%	100%
Using smartphone or computer to stay in touch with friends/relatives	F	13	79	417	509
	%	2.6%	15.5%	81.9%	100%
Spending time just being by myself	F	156	203	149	508
	%	30.7%	40%	29.3%	100%

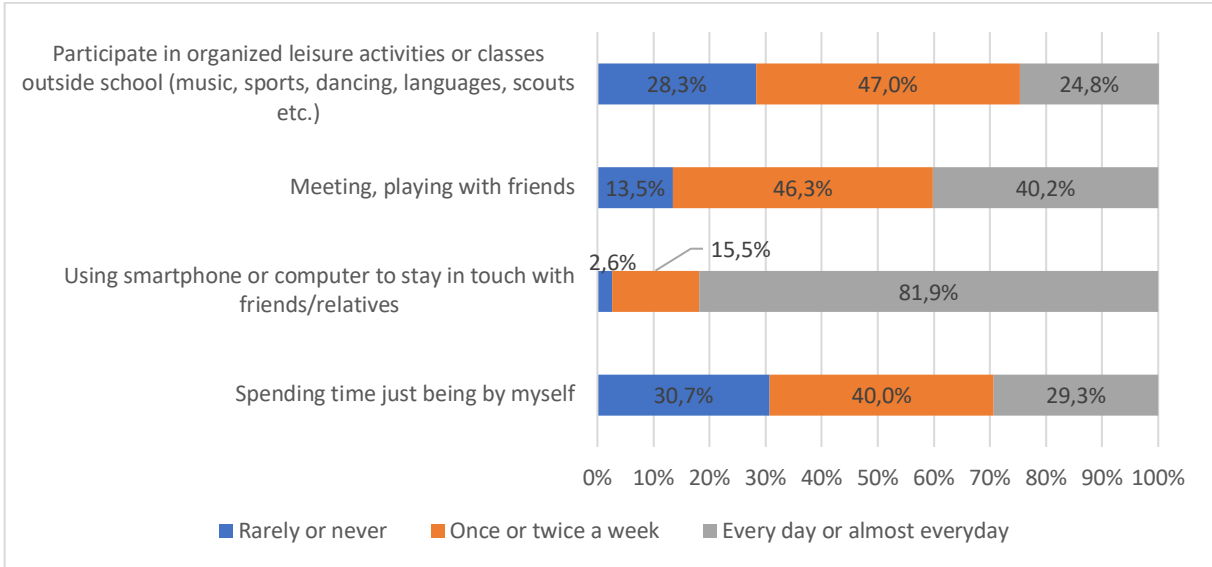


Figure 22.1

Table 23 - Family and friends

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
If I have a problem, my family will help me	F	4	7	29	120	337	497
	%	0.8%	1.4%	5.8%	24.1%	67.8%	100%
My parents (carers) listen to me and take what I say into account	F	10	8	50	163	274	505
	%	2%	1.6%	9.9%	32.3%	54.3%	100%
I have enough friends	F	8	12	44	149	286	499
	%	1.6%	2.4%	8.8%	29.9%	57.3%	100%
If I have a problem, I have a friend who will support me	F	11	10	63	183	227	494
	%	2.2%	2%	12.8%	37%	46%	100%

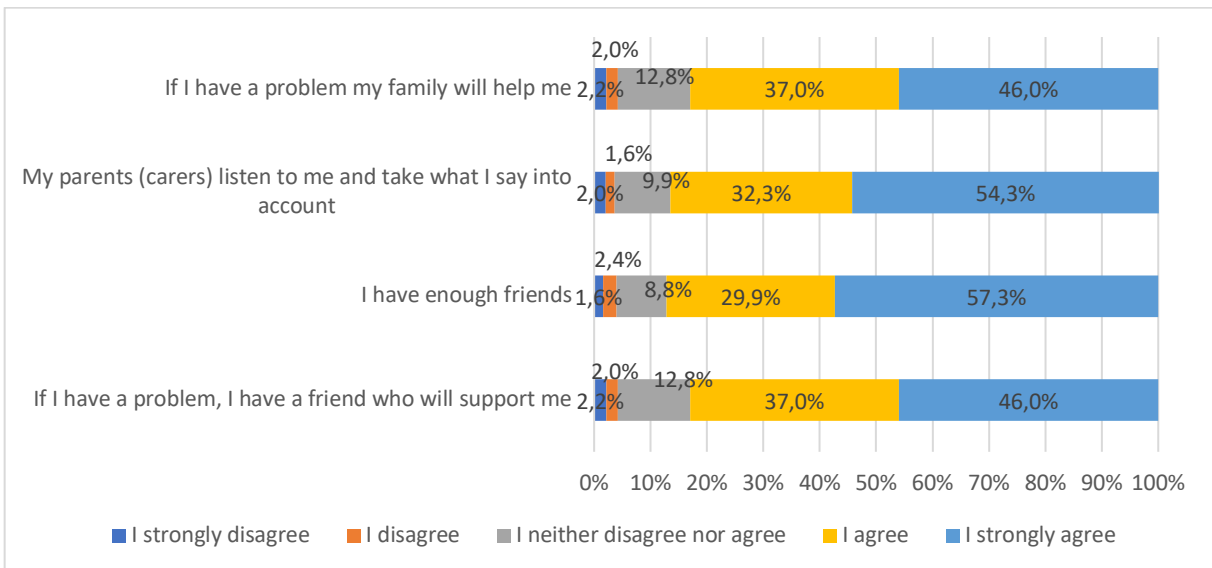


Figure 23.1

Table 24 - Leisure time

	F	%
Out of school, I spend time with friends from school	406	78.5%
Out of school, I spend time with other friends (ex. from the neighbourhood)	307	59.4%
Out of school, I don't spend time with friends	61	11.8%
Total	517	100%

Table 25 - Leisure time 2

		Never	Rarely	Occasionally	Often	(Almost) Always	Total
Out of school, I often spend time with my friends face to face	F	15	40	146	177	122	500
	%	3%	8%	29.2%	35.4%	24.4%	100%
Out of school, I often spend time with my friends online (gaming, texting, using Snapchat, Instagram or other social media)	F	13	31	84	150	225	503
	%	2.6%	6.2%	16.7%	29.8%	44.7%	100%

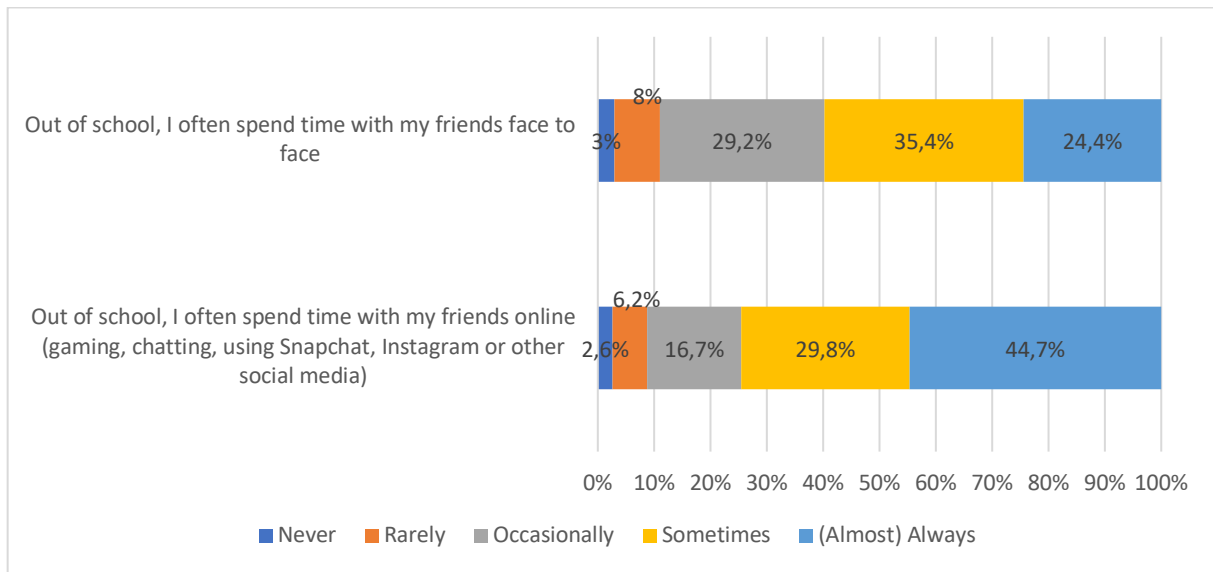


Figure 25.1

School life

Less than 10% of respondents answered 'never' or 'rarely' to questions about well-being and feeling safe, belonging and accepted at school. More than 70% answer 'sometimes' or 'often', which means that most respondents sometimes or often feel comfortable at school sometimes or often (Table 26).

The vast majority of respondents say they feel comfortable at school. Only very few seem to feel that they are not accepted at school. They report that their teachers and classmates listen to them and care about them. However, a smaller proportion report that their teachers talk about different countries, languages, cultures and religions at school. Only a quarter report that this happens frequently (Table 27).

One-third of respondents report that in the school year in which the survey was conducted (which was in the first half of the school year), they experienced being excluded and ridiculed at games or activities. A quarter of the respondents reported that they have experienced being hit or hurt (Table 28). Less than 10% of respondents feel they have been treated unfairly by classmates or teachers. This is true for all questions. Gender and place of residence are the most common reasons for unfair treatment, while unfair treatment based on economic status is the least common (Table 29).

A quarter of respondents (24%) report that they were not allowed to speak any language other than Danish in the school corridors or during breaks (Table 30). Additionally, one third of the study participants (34%) report that teachers do not include languages other than Danish as a resource in the lessons (Table 31).

Almost one-third of respondents feel that they do better than average in their class, while six out of 10 rate themselves as average compared to their classmates (Table 32). Respondents have positive attitudes towards migrants and towards linguistic, cultural and religious diversity in society and school (Table 33).

Most of the respondents have friends from other countries. Very few have no friends from other countries (Table 34).

Table 26 - How do you feel about your school?

		Never	Rarely	Occasionally	Often	(Almost) Always	Total
I like being in school	F	10	26	87	202	187	512
	%	2%	5.1%	17%	39.5%	36.5%	100%
I feel safe when I am at school	F	10	24	68	201	205	508
	%	2%	4.7%	13.4%	39.6%	40.4%	100%
I feel like I belong in this class	F	8	27	69	162	235	501
	%	1.6%	5.4%	13.8%	32.3%	46.9%	100%
I am OK when a teacher asks me a question	F	14	28	86	185	192	505
	%	2.8%	5.5%	17%	36.6%	38%	100%
I feel OK about what my classmates think of me	F	16	31	90	201	158	496
	%	3.2%	6.3%	18.1%	40.5%	31.9%	100%

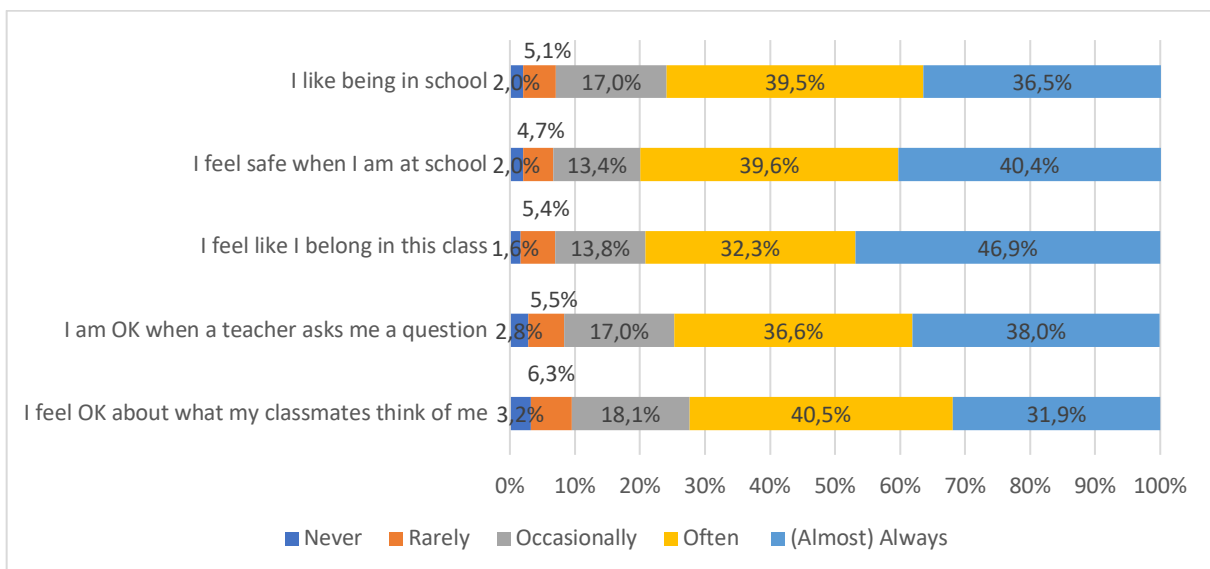


Figure 26.1

Table 27 - Relationships in class

		Never	Rarely	Occasionally	Often	(Almost) Always	Total
My classmates accept me just the way I am	F	5	9	37	167	270	488
	%	1%	1.8%	7.6%	34.2%	55.3%	100%
My teachers accept me the same way as other classmates	F	5	8	29	146	303	491
	%	1%	1.6%	5.9%	29.7%	61.7%	100%
My classmates care about how I feel.	F	14	22	85	178	150	449
	%	3.1%	4.9%	18.9%	39.6%	33.4%	100%
My teachers listen to me and take what I say into account	F	5	12	57	193	229	496
	%	1%	2.4%	11.5%	38.9%	46.2%	100%
My teachers talk about different countries, languages, cultures or religion	F	16	39	152	162	112	481
	%	3.3%	8.1%	31.6%	33.7%	23.3%	100%

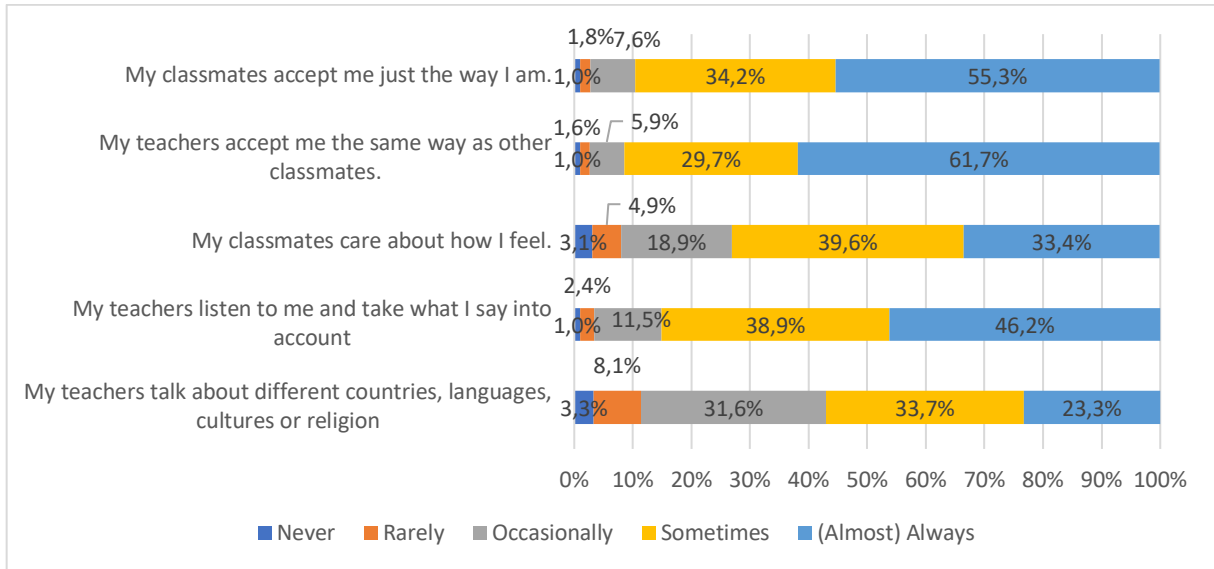


Figure 27.1

Table 28 – Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threatened you	F	337	77	61	38	513
	%	65.7%	15%	11.9%	7.4%	100%
Hit or hurt you (not for fun)	F	388	69	34	20	511
	%	75.9%	13.5%	6.7%	3.9%	100%
Left you out of their games or activities	F	347	100	34	29	510
	%	68%	19.6%	6.7%	5.7%	100%

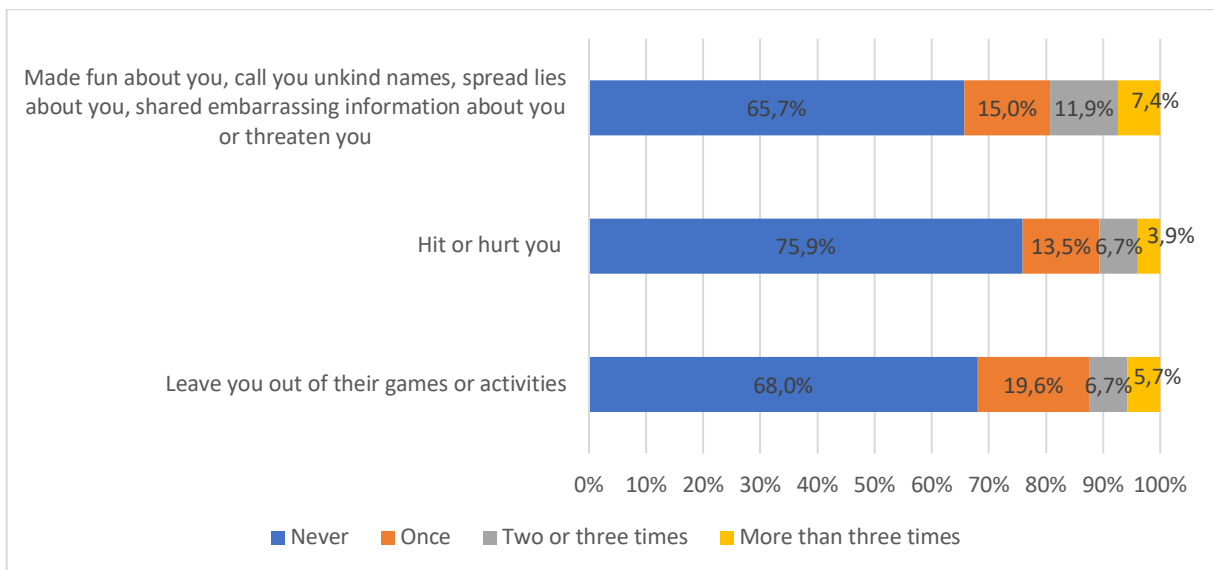


Figure 28.1

Table 29 - Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total
Your gender	F	38	454	492	39	443	482
	%	7.7%	92.3%	100%	8.1%	91.9%	100%
Your economic status (poor/rich)	F	19	463	482	28	460	488
	%	3.9%	96.1%	100%	5.7%	94.3%	100%
Your religion	F	30	451	481	27	454	481
	%	6.2%	93.8%	100%	5.6%	94.4%	100%
Your nationality/race	F	31	457	488	28	460	488
	%	6.4%	93.6%	100%	5.7%	94.3%	100%
Where you live (district, village/town)	F	40	447	487	34	451	485
	%	8.2%	91.8%	100%	7%	93%	100%
Language you speak	F	30	456	486	32	455	487
	%	6.2%	93.8%	100%	6.6%	93.4%	100%

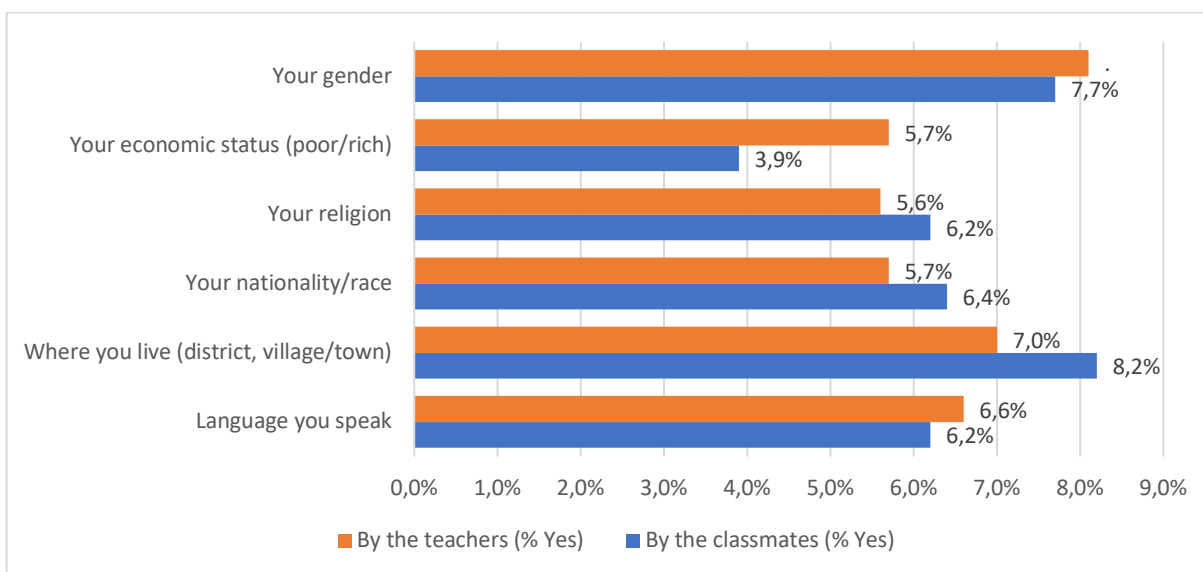


Figure 29.1

Table 30 - Are children allowed to speak other languages in your school (for example in the hallways, when playing or in the breaks)?

	F	%
Yes	387	75.9%
No	123	24.1%
Total	510	100%

Table 31 - During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

	F	%
Often	78	15.3%
Sometimes	165	32.3%
No	174	34.1%
I don't know	94	18.4%
Total	511	100%

Table 32 - How successful are you in school in relation to your classmates?

	F	%
I am doing better than most others	159	30.8%
I am doing average, neither good nor bad	314	60.7%
I am not doing as good as most others	39	7.5%
Total	512	100%

Table 33 - Multiculturality

		I strongly disagree	I Disagree	I neither agree nor disagree	I agree	I strongly agree	Total
Pupils who come to Denmark from other countries should have the right to follow the customs of their countries*	F	7	25	90	133	225	480
	%	1.5%	5.2%	18.8%	27.7%	46.9%	100%
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	F	8	9	73	181	210	481
	%	1.7%	1.9%	15.2%	37.6%	43.7%	100%
In our class, pupils of different ethnicities/races/religion get along well	F	7	7	54	181	211	460
	%	1.5%	1.5%	11.7%	39.3%	45.9%	100%

*; e.g. food, clothing, language.

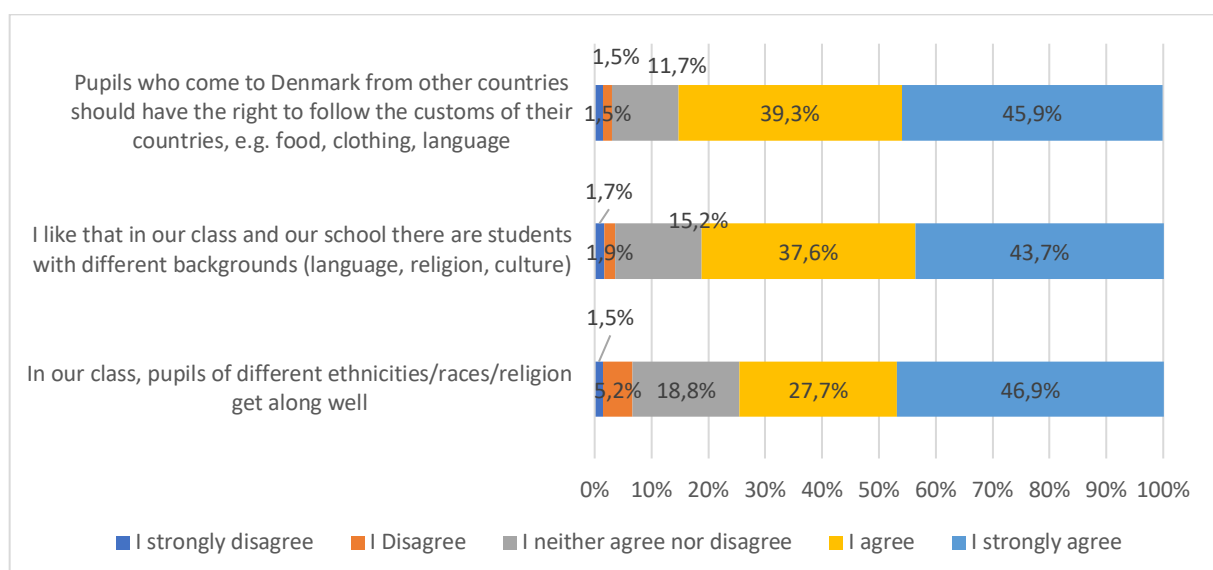


Figure 33.1

Table 34 - Do you have friends from different countries (for example with different cultures, religions, or languages)?

	F	%
Yes, several	130	25.6%
Yes, a few	318	62.7%
No, none at all	31	6.1%
I don't know	28	5.5%
Total	507	100%

3.2 Migrant (newly arrived and long-term) and local children

In this section the responses are analysed according to migration experience and thus divided into two groups: a) migrant children (born abroad) and b) local children (born in Denmark).

Demographic data

For both migrant and local children, a slightly larger proportion of respondents belong to the youngest age group (9-13 years) (Table 35).

Among local children (Danish-born) children, more girls are among the respondents, while it is the other way round among migrant children (Table 36).

Regarding ethnicity, we distinguish between three groups: a) children born abroad (migrant children), b) children born in Denmark, both parents born abroad, and c) children born in Denmark, one or both parents born in Denmark. The latter category corresponds to the category "non-immigrant student" in OECD PISA surveys, in which students are considered to be non-migrant if at least one parent was born in the country where the student lives (OECD, n.d.).

Furthermore, the national background of both migrant children and children born in Denmark with migrant parents (Table 41) indicates that a large proportion of respondents come from countries categorised as non-Western in Danish statistics (see p. 5). Apart from having a migration experience or history of migration in the family, it is therefore reasonable to assume that these respondents belong to ethnic minorities. Therefore, the ethnicity of local children is divided into two groups: children with both parents born abroad (14% of the study sample) and children with at least one parent born in Denmark (70%) (Table 37).

Among respondents born in Denmark, Danish is the most commonly spoken language. 78% say they speak Danish at home. Almost 5% report speaking Danish and English, while 2.3% speak Arabic and 1.8% speak Somali (Table 38). Among foreign-born respondents born abroad, about one-fifth speak Arabic as their mother tongue, while 15% report that they speak only Danish at home (Table 39).

Danish-born respondents report speaking Danish very well. Only 0.5% of the local children say they speak little Danish, while 13% say they speak Danish well. On the other hand, 40% of the newly arrived and long-term migrants report speaking Danish very well, while 2.5% report not at all speaking Danish (Table 40).

The most common countries of origin are Syria and Somalia. Almost 4 out of 10 (31 respondents) were born in Syria and more than one out of 10 (9 respondents) in Somalia, most likely reflecting the relatively large number of Syrian and Somali refugees who have arrived in Denmark in recent years (Table 41).

Almost all local children claim to have Danish citizenship, while less than a quarter of the newly arrived and long-term migrants claim this. As mentioned above, the experience of the researchers who were present when the survey was answered suggests that respondents are not sure what citizenship is and may confuse it with residence permit. Almost a quarter of the newly arrived and long-term migrants and 5% of the locals don't know whether they have Danish citizenship. This number could probably have been higher if the teachers and researchers who were present when the survey was filled out had not explained the meaning of citizenship - even though such explanations did not necessarily lead to correct answers (Table 42).

Only two foreign-born respondents state that their parents were born in Denmark. About a quarter of the local children who were born in Denmark say they have one or two parents who were born in another country (Table 43).

A larger proportion of newly arrived and long-term migrant respondents - almost six out of 10 - than local respondents (one out of 10) report that they feel they belong to Islam. A larger proportion of local respondents (about two in 10) than migrant respondents (one in 10) say they do not belong to any religion. A larger proportion of native respondents say they don't know if they feel affiliated with a religion (13%) than newly arrived and long-term respondents (4%) (Table 44).

The proportions of newly arrived and long-term respondents and local respondents living in large cities are almost equal, while a larger proportion of local respondents report living in rural areas and villages (Table 45).

More newly arrived and long-term respondents than local respondents report living in a diverse environment in terms of national, religious and linguistic background. Since many respondents said they did not know this, the validity of examining the relationship between migrant status and the experience of living in national, religious or linguistic diverse environment is questioned (Table 46).

A slightly larger proportion of local than migrant respondents say that they like living in Denmark (Table 47).

Respondents were asked which country they would like to live in if they could live in another country, in an open-ended text field. Since some chose two or three countries, there are more responses (478) than respondents (435). Among Danish-born respondents, the most popular choices are the USA, England, Denmark, Spain and Italy (Table 48). Similarly, among migrant children some chose two countries, therefore there are more responses (84) than respondents (80). England, the USA, the United Arab Emirates, Spain and Denmark are the most popular choices among migrant respondents (Table 49).

The proportions of respondents who said they owned more, about the same or less than their classmates (indicating socio-economic status) are quite similar (Table 50).

Among both local and migrant respondents, almost all respondents report living with family members (Table 51).

Table 35 - Migrant status × Age

			Age		Total
			9-13	14-17	
Migrant status	Newly arrived & long-term	F	235	200	435
		%	54%	46%	100%
	Local	F	45	35	80
		%	56.3%	43.8%	100%
Total	F	280	280	235	
	%	54.4%	45.6%	100%	

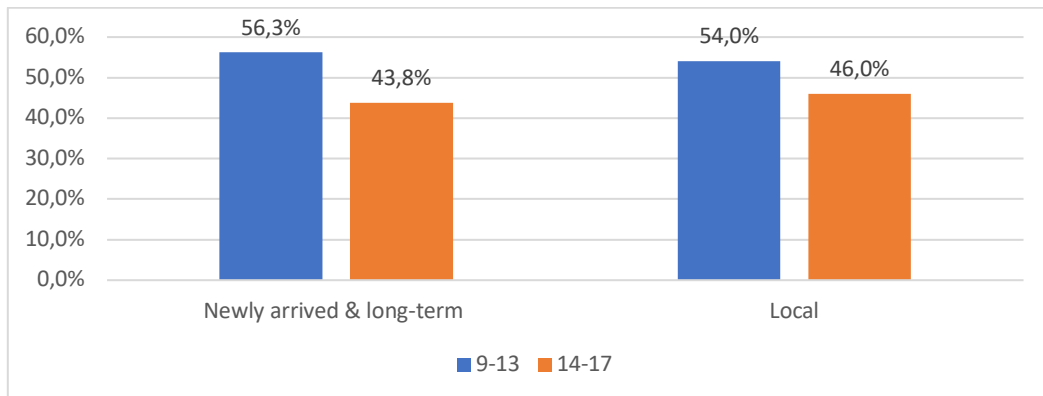


Figure 35.1

Table 36 - Migrant status × Gender

			Gender			Total
			Girl	Boy	Other	
Migrant status	Newly arrived & long-term	F	36	44	0	80
		%	45%	55%	0%	100%
	Local	F	234	198	3	435
		%	53.8%	45.5%	0.7%	100%
Total	F	270	242	3	515	
	%	52.4%	47%	0.6%	100%	

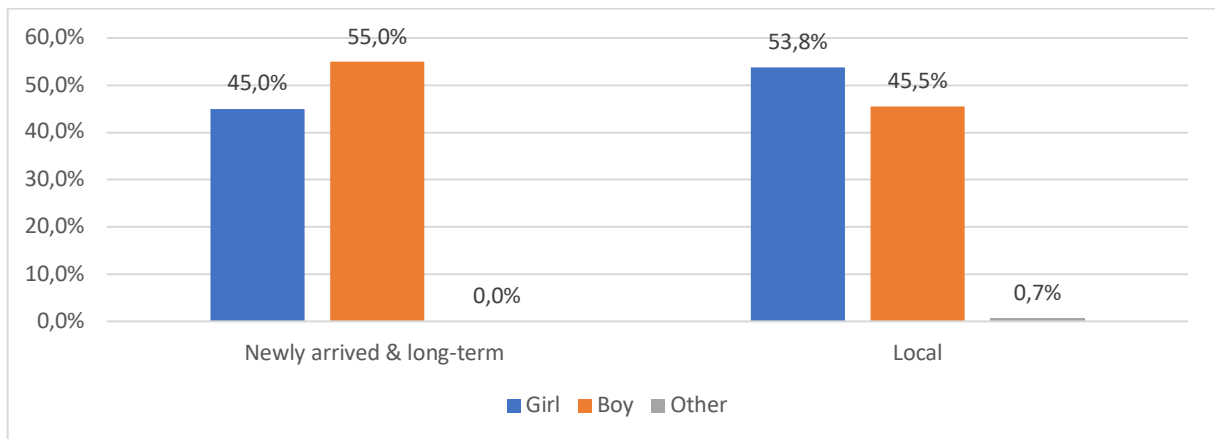


Figure 36.1

Table 37 - Migrant Status* Ethnic background

		Ethnic background				Total
		Migrant children	Children born in Denmark, both parents born abroad	Children born in Denmark, one or both parents born in Denmark		
Newly arrived, long term, local	Newly arrived & long-term	F	79	0	0	79
		%	15.5%	0.0%	0.0%	15.5%
	Local	F	0	73	357	430
		%	0.0%	14.3%	70.1%	84.4%
Total		F	79	73	357	509
		%	15.5%	14.3%	70.1%	100.0%

Table 38 - Local children x Languages you speak at home

	F	%
Danish	338	77.7%
Danish and English	21	4.8%
Arabic	10	2.3%
Somali	8	1.8%
Danish and Arabic	6	1.4%
Danish and Somali	5	1.1%
Turkish	4	0.9%
Kurdish	3	0.7%
English	2	0.5%
Danish, English and Somali	2	0.5%
Other languages*	8	1.8%
Danish and one of the other languages**	9	2.1%
Danish and English in combination with one of the following: Filipino, German, Iraqi	3	0.7%
Danish-Romanian-Serbian	1	0.2%
Blank or unreadable	15	3.4%
Total	435	100%

*One answer for each of those: Bosnian, Greenlandic, Persian, Polish, Sign language, Ukrainian, Urdu, Vietnamese.

**Afghan, Bosnian, Greenlandic, Iraqi, Norwegian, Russian, Swedish, Tamil, Turkish.

Table 39 - Newly arrived and long term migrant children x Languages you speak at home

	F	%
Arabic	14	17.5%
Danish	12	15%
Kurdish	8	10%
Somali	5	6.3%
Danish and Somali	5	6.3%
English	4	5%
Polish	3	3.8%
Danish and Kurdish	3	3.8%
Romanian	3	3.8%
Danish and Arabic	2	2.5%
Vietnamese	2	2.5%
Other languages**	7	8.8%
Danish and one of the other languages: German, Iranian, Russian	3	3.8%
Danish and English in combination with one of the other languages**	4	5%
Arabic and Polish, Arabic and Swedish, English and Somali	3	3.8%
Danish, Latvian and Russian	1	1.3%
Blank or unreadable	1	1.3%
Total	80	100%

* One answer for each of those: Bulgarian, Lithuanian, Russian, Serbian, Syrian, Swahili, Tamil, Turkish.

** Arabic, Kurdish, Malaysian, Tagalog.

Table 39 - How well do you speak Danish?

			Danish*				Total
			Very well	Well	Little	Not at all	
Migrant status	Newly arrived & long-term	F	32	36	10	2	80
		%	40%	45%	12.5%	2.5%	100%
	Local	F	375	57	2	0	434
		%	86.4%	13.1%	0.5%	0%	100%
Total		F	407	93	12	2	514
		%	79.2%	18.1%	2.3%	0.4%	100%

Cramer's V: 0.461, Sig.:0.000

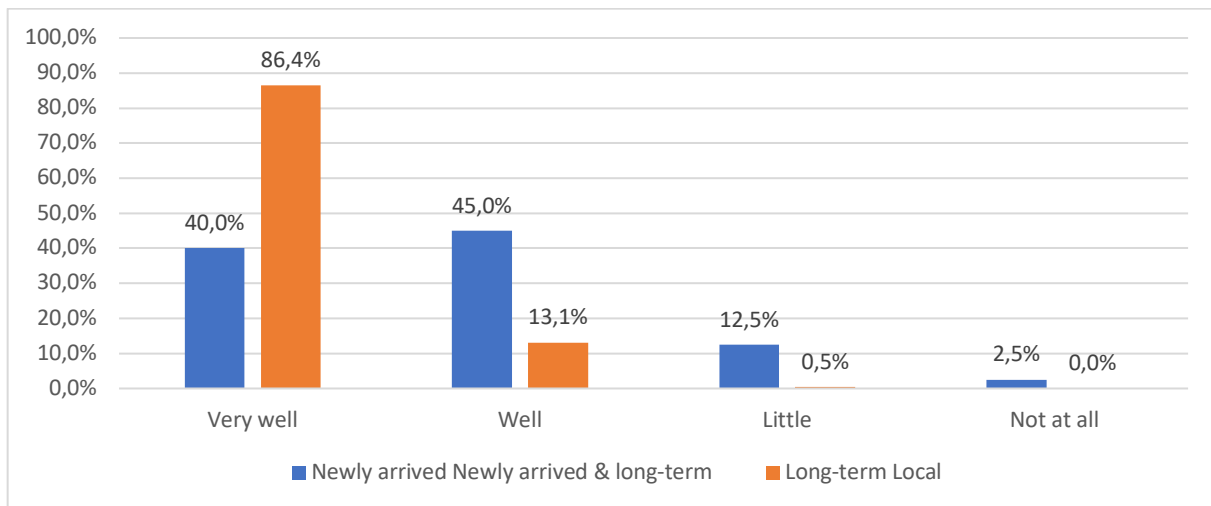


Figure 40.1

Table 40 - Which country were you born in? Newly arrived and long-term migrant children?

	F	%
Bulgaria	1	1.25%
England	2	2.5%
India	1	1.25%
Iran	1	1.25%
Kosovo	1	1.25%
Latvia	1	1.25%
Lithuania	1	1.25%
Malaysia	3	3.75%
Moldova	1	1.25%
Norway	3	3.75%
Palestine	1	1.25%
Philippines	1	1.25%
Poland	5	6.25%
Romania	3	3.75%
Serbia	1	1.25%
Somalia	9	11.25%
Sweden	2	2.5%
Syria	31	38.75%
Germany	2	2.5%
Vietnam	3	3.75%
Zambia	1	1.25%
Zanzibar	1	1.25%
Zimbabwe	1	1.25%
Other*	3	3.75%
Total	80	0.2%

* Includes answers like Africa

Table 41 - Migrant Status x Do you have a Danish citizenship?

			Citizenship				Total
			Yes	No	Don't know	Don't want to answer	
Migrant status	Newly arrived & long-term	F	18	38	19	4	79
		%	22.8%	48.1%	24.1%	5.1%	100%
	Local	F	401	5	22	2	430
		%	93.3%	1.2%	5.1%	0.5%	100%
Total		F	419	43	41	6	509
		%	82.3%	8.4%	8.1%	1.2%	100%

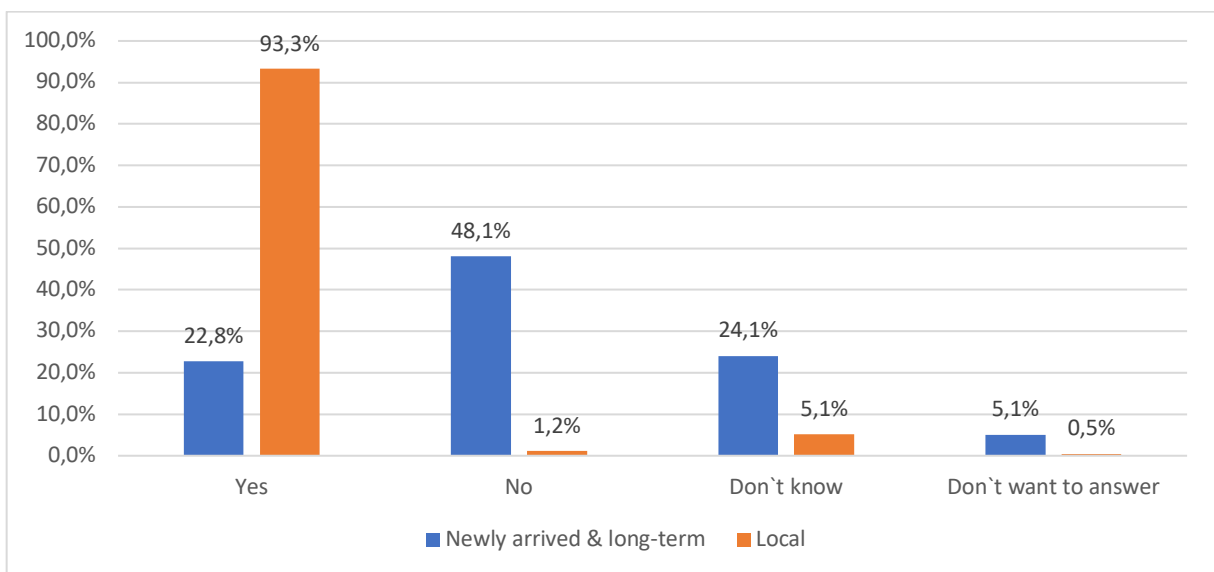


Figure 42.1

Table 42 - Migrant Status x Do you have parents that were born in another country?

			Parent(s) born in another country		Total
			Yes	No	
Migrant status	Newly arrived & long-term	F	75	2	77
		%	97.4%	2.6%	100%
	Local	F	99	329	428
		%	23.1%	76.9%	100%
Total		F	174	331	505
		%	100%	100%	100%

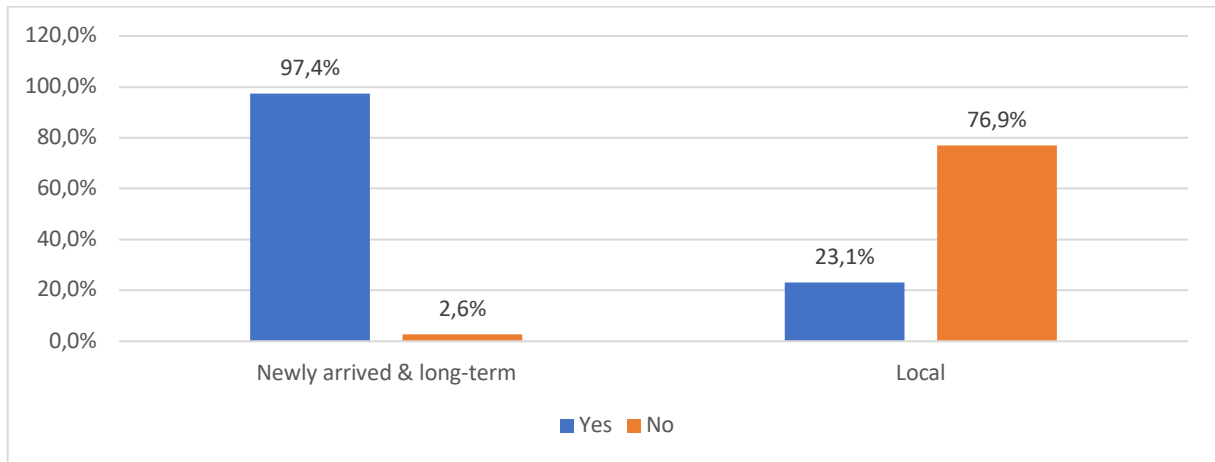


Figure 43.1

Table 43 - Migrant Status × Do you feel affiliated with a religion?

Religion*		Christianity	Islam	Hinduism	Buddhism	Sikhism	Judaism	Other	Not affiliated	I don't know	I don't want to answer	Total
Migrant status	Newly arrived & long-term	F 16	45	0	2	0	0	1	8	3	2	77
	%	20,8%	58,4%	0%	2,6%	0%	0%	1,3%	10,4%	3,9%	2,6%	100%
Local	F	204	49	3	1	0	0	16	96	57	6	432
	%	47,2%	11,3%	0,7%	0,2%	0%	0%	3,7%	22,2%	13,2%	1,4%	100%
Total	F	220	94	3	3	0	0	17	104	60	8	509
	%	43,2%	18,5%	0,6%	0,6%	0%	0%	3,3%	20,4%	11,8%	1,6%	100%

Cramer's V: 0.458, Sig.:0.000

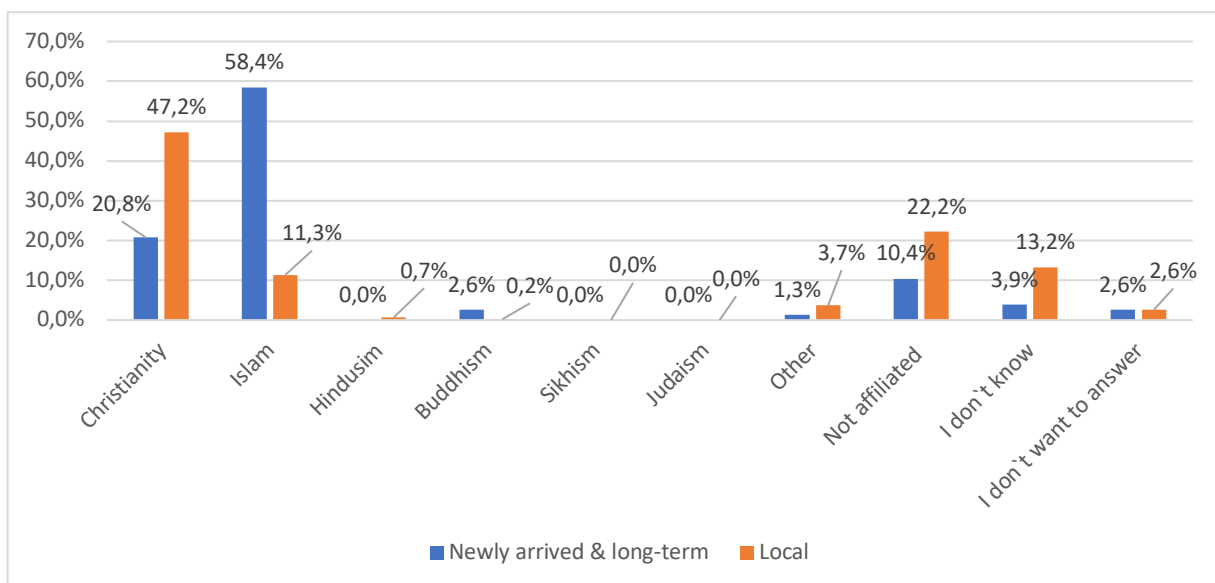


Figure 44.1

Table 44 - Migrant Status x Where do you live?

		Where do you live				
		A large city (like København, Århus or Odense)	A town or a small city	Rural area or village	Total	
Migrant status	Newly arrived & long-term	F	16	56	7	79
		%	20.3%	70.9%	8.9%	100%
	Local	F	85	272	77	434
		%	19.6%	62.7%	17.7%	100%
Total		F	101	328	84	513
		%	19.7%	63.9%	16.4%	100%

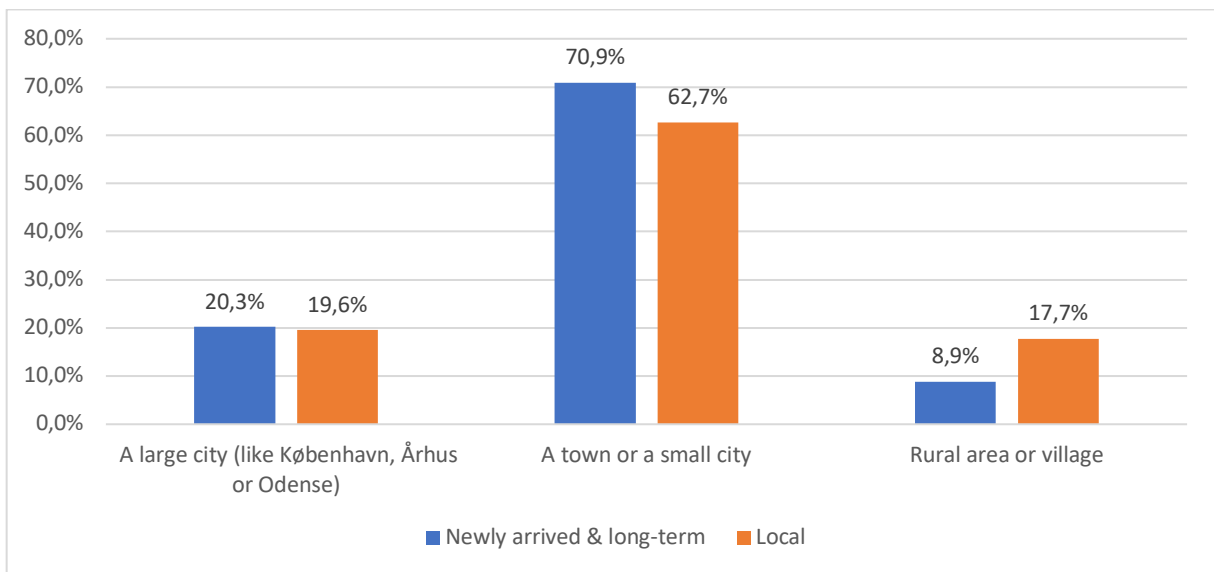


Figure 45.1

Table 45-Migrant status x Do you live in an area where many people are from different countries and have different languages and religions?

			Yes	No	I don't know	Total
Migrant status	Newly arrived & long-term	F	49	13	18	80
		%	61.3%	16.3%	22.5%	100%
	Local	F	226	92	117	435
		%	52%	21.1%	26.9%	100%
Total		F	275	105	135	515
		%	53.4%	20.4%	26.2%	100%

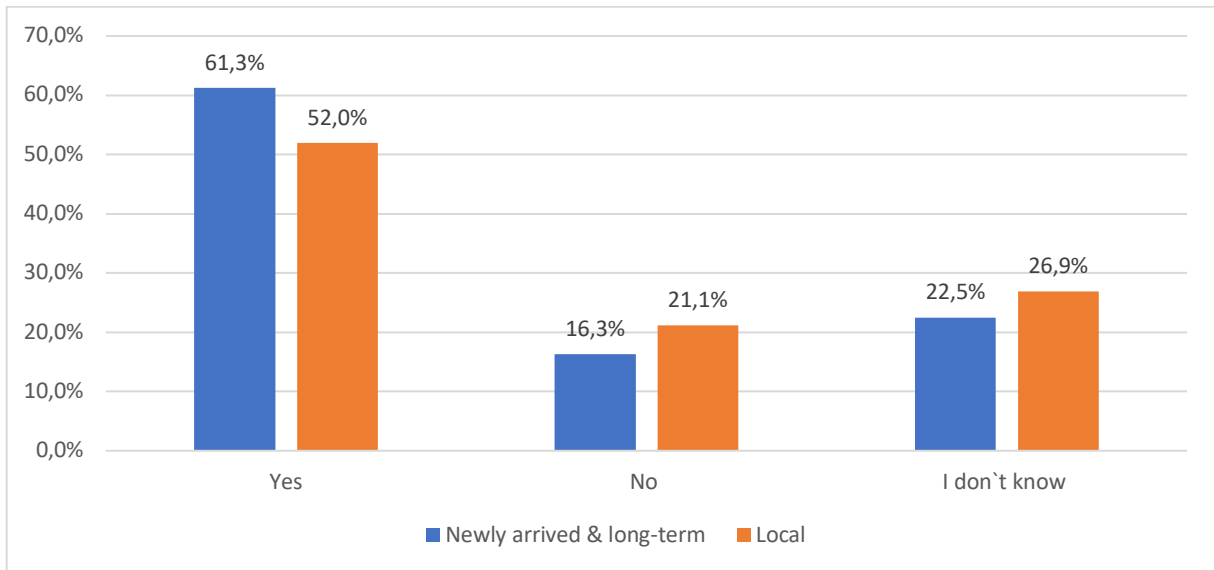


Figure 46.1

Table 46 - Migrant Status x Do you like living in this country?

			Yes	No	I don't know	Total
Migrant status	Newly arrived & long-term	F	70	3	7	80
		%	87.5%	3.8%	8.8%	100%
	Local	F	410	4	20	434
		%	94.5%	0.9%	4.6%	100%
Total	F	480	7	27	514	
	%	93.4%	1.4%	5.3%	100%	

*Cramer's V: 0.113, Sig.:0.038

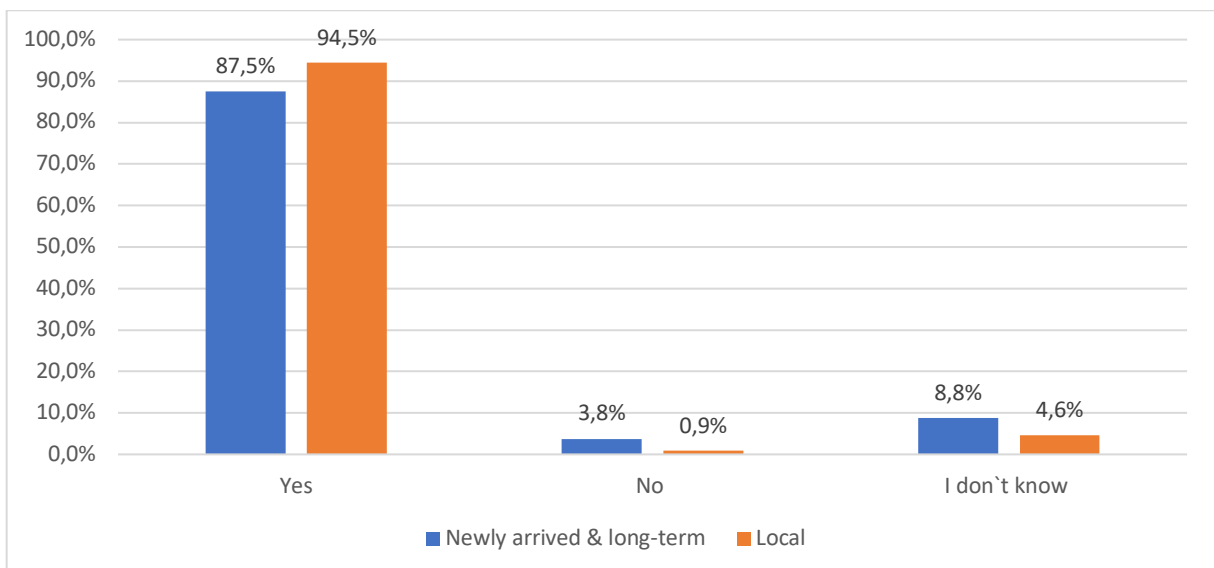


Figure 47.1

Table 47 - Migrant Status x If you could live in another country, which country would that be? (Local respondents)

	F	%
USA	53	11.3%
England	39	8.3%
Denmark	38	8%
Spain	30	6.4%
Italy	22	4.7%
France	18	3.8%
Germany	13	2.8%
Norway	12	2.6%
Japan	12	2.6%
Canada	10	2.1%
Sweden	10	2.1%
Thailand	8	1.7%
The Netherlands	7	1.5%
United Arab Emirates	7	1.5%
Greece	5	1.1%
Somalia	5	1.1%
Austria	4	0.9%
Maldives	4	0.9%
Turkey	4	0.9%
Russia	4	0.9%
Greenland	4	0.9%
Palestine	3	0.6%
Switzerland	3	0.6%
Korea	3	0.6%
Australia	2	0.4%
Faroe Islands	2	0.4%
Mexico	2	0.4%
New Zealand	2	0.4%
Philippines	2	0.4%
Saudi Arabia	2	0.4%
Other countries *	26	5.5%
I don't know	20	4.3%
Empty field/ unreadable	94	20%
Total	478	100%

*Africa, Argentina, Asia, Bahamas, Bali, Belgium, Belarus, Brazil, Caribbean Islands, Finland, Slovenia, Sri Lanka, Iraq, Iran, Ireland, Iceland, Croatia, Luxemburg, Malaysia, Malta, Monaco, Lebanon, Peru, Poland, Portugal, Uganda

Table 48 - Migrant Status x If you could live in another country, which country would that be? (Migrant respondents)

	F	%
England	7	8.3%
USA	7	8.3%
United Arab Emirates	7	8.3%
Spain	6	7.1%
Denmark	5	6%
Germany	4	4.8%
France	3	3.6%
Romania	2	2.4%
Other countries *	16	19%
I don't know	7	8.3%
Empty field/ unreadable	20	23.8%
Total	84	100%

* Brazil, Bulgaria, Canada, France, Greece, Italy, Japan, Korea, Palestine, Philippines, Norway, Scotland, Syria, Sweden, Thailand, Turkey

Table 49 - Migrant status x Socio-economic status

		I have more things (for example, toys, clothes, computer) than the others in my class	I have about the same things (for example, toys, clothes, computer) than the others in my class	I do not have as many things (for example, toys, clothes, computer) than the others in my class	Total
Newly arrived & long-term	F	14	60	6	80
	%	17.5%	75%	7.5%	100%
Local	F	79	329	24	432
	%	18.3%	76.2%	5.6%	100%
Total	F	93	389	30	512
	%	18.2%	76%	5.9%	100%

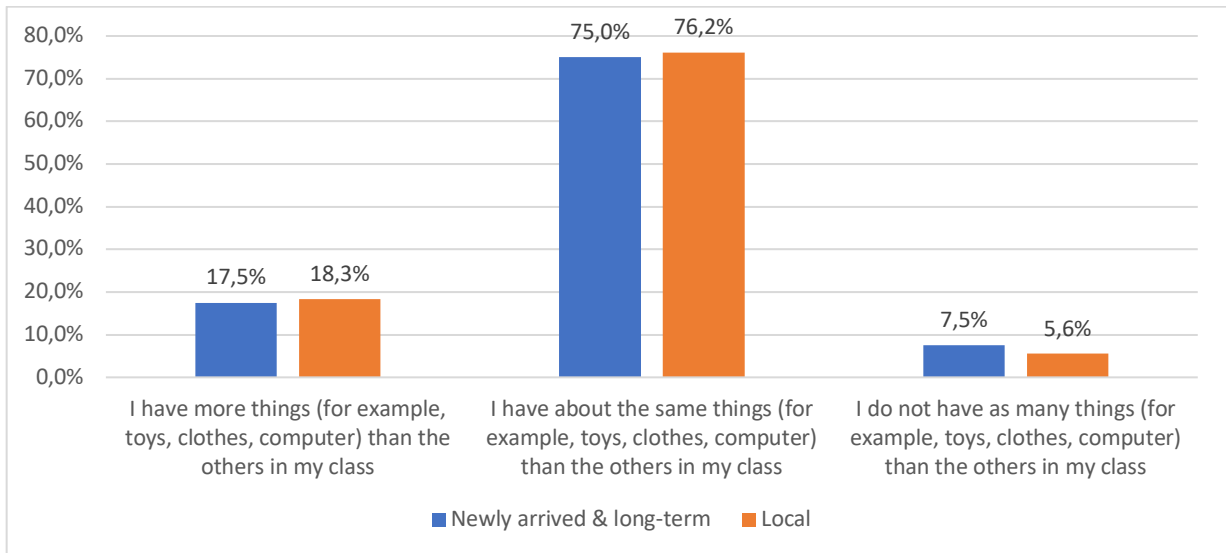


Figure 50.1

Table 50 - Migrant Status × Do you live with the members of your family?

			Yes	No	Total
Migrant status	Newly arrived & long-term	F	78	2	80
		%	97.5%	2.5%	100%
	Local	F	431	4	435
		%	99.1%	0.9%	100%
Total	F	509	6	515	
	%	98.8%	1.2%	100%	

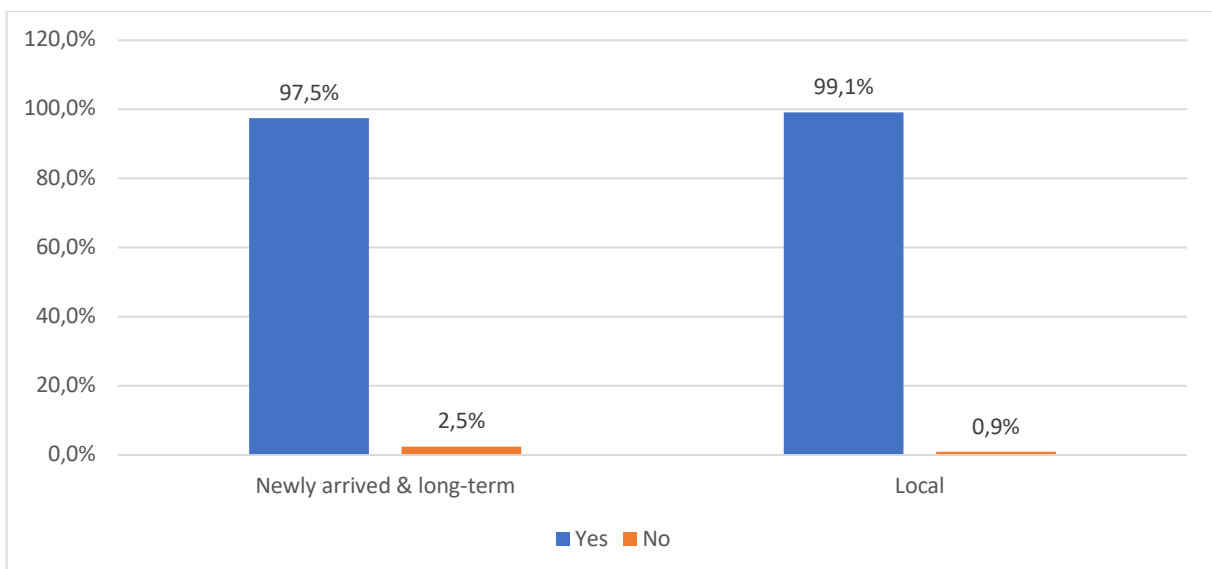


Figure 51.1

Wellbeing and everyday life

In both groups, the proportions of those who say they are satisfied with their lives and those who have a positive view of their future are almost equal. Migrant respondents tend to answer more positively to the statement "I like being the way I am", while the local respondents respond more positively to the statement "I have what I want in my life" (Table 52).

Patterns of social contact seem to be quite similar for both groups. However, a larger proportion of migrant respondents say that they never spend time alone than local respondents (Table 53). With regard to the expected helpfulness and acceptance of family, parents or other carers, responses of the two groups are almost the same. However, migrant respondents are less likely to agree that they have enough friends. On the other hand, the migrant respondents do agree slightly more often that a friend would support them if they were in need (Table 54).

A larger proportion of migrant respondents - 27% - say that they do not spend time with friends in their free time, compared to 12% of the local children. Apart from this difference, both figures seem high. However, as mentioned above, it should be noted that the survey took place during the COVID -19 pandemic, when a larger number of children and young people felt they missed their friends (92% of respondents in a Danish survey (Qvortrup et al., 2020: 6) (Table 55).

Migrant respondents report never or rarely spending time with their friends to a greater extent than local respondents, while patterns of spending time with friends online differ less between the two groups (Table 56).

Table 51 - Migrant Status × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Newly arrived & long-term	77	4.39	0.764
	Local	412	4.35	0.834
I have what I want in life	Newly arrived & long-term	73	3.86	1.004
	Local	419	4.06	0.922
I like being the way I am	Newly arrived & long-term	72	4.40	0.799
	Local	419	4.06	1.024
I feel positive about my future	Newly arrived & long-term	72	4.19	0.833
	Local	411	4.24	0.858

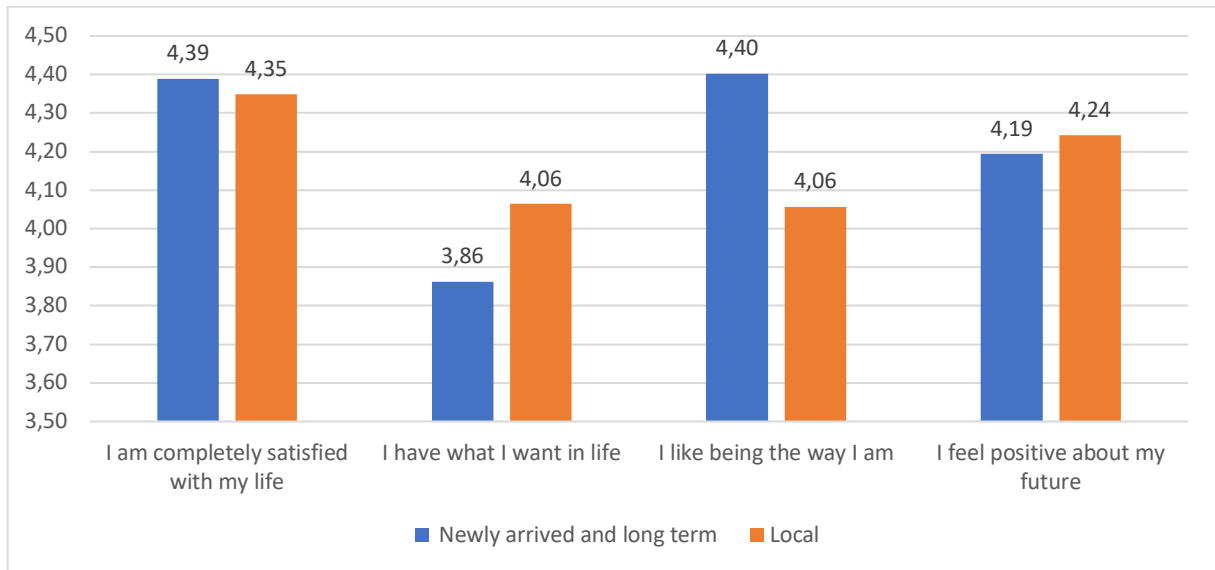


Figure 52.1

Table 52 - Migrant Status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Newly arrived & long-term	N	24	37	19	80
		%	30%	46.3%	23.8%	100%
	Local	N	121	203	107	431
		%	28.1%	47.1%	24.8%	100%
Meeting, playing with friends	Newly arrived & long-term	N	16	33	30	79
		%	20.3%	41.8%	38%	100%
	Local	N	52	203	174	429
		%	12.1%	47.3%	40.6%	100%
Using smartphone or computer to stay in touch with friends/relatives	Newly arrived & long-term	N	10	67	353	430
		%	2.3%	15.6%	82.1%	100%
	Local	N	10	67	353	430
		%	2.3%	15.6%	82.1%	100%
Spending time just being by myself**	Newly arrived & long-term	N	35	31	12	78
		%	44.9%	39.7%	15.4%	100%
	Local	N	121	172	135	428
		%	28.3%	40.2%	31.5%	100%

*Cramer's V: 0.153, Sig.:0.003

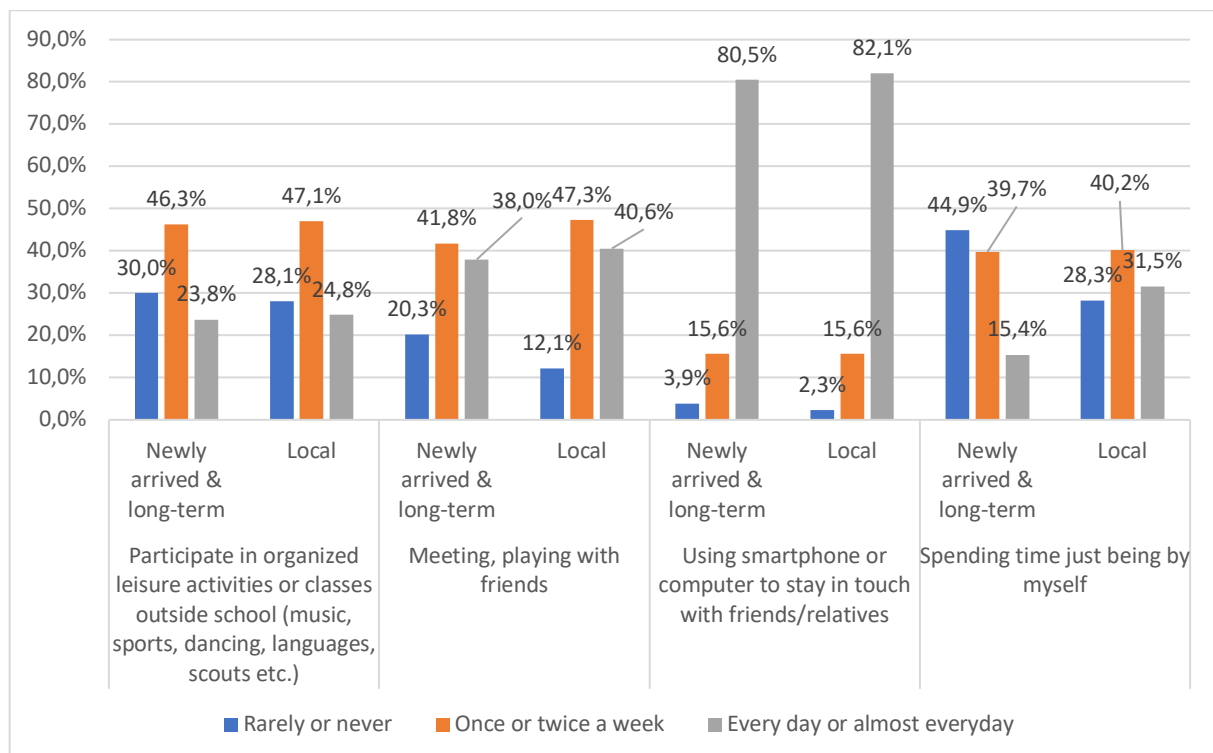


Figure 53.1

Table 53 - Migrant Status × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Newly arrived & long-term	76	4.59	0.743
	Local	419	4.57	0.720
My parents (carers) listen to me and take what I say into account	Newly arrived & long-term	80	4.34	0.927
	Local	423	4.36	0.848
I have enough friends*	Newly arrived & long-term	76	4.08	0.977
	Local	421	4.45	0.820
If I have a problem, I have a friend who will support me	Newly arrived & long-term	74	4.38	0.771
	Local	418	4.20	0.913

* Mann-Whitney U: 12374, 500, Sig.:0.000

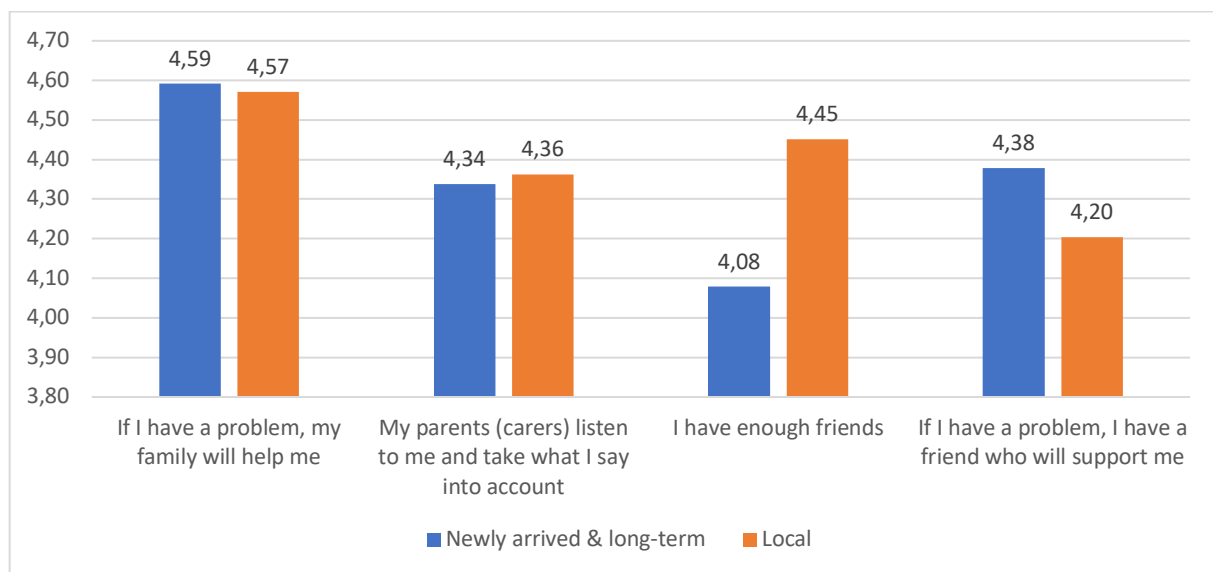


Figure 54.1

Table 54 - Migrant Status × Participation in leisure

		No	Yes	Total	
Out of school, I spend time with friends from school	Newly arrived & long-term	N	22	57	79
		%	27.8%	72.2%	100%
	Local	N	85	348	433
		%	19.6%	80.4%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)*	Newly arrived & long-term	N	43	36	79
		%	54.4%	45.6%	100%
	Local	N	162	271	433
		%	37.4%	62.6%	100%
Out of school, I don't spend time with friends **	Newly arrived & long-term	N	46	17	63
		%	73%	27%	100%
	Local	N	313	42	355
		%	88.2%	11.8%	100%

*Cramer's V: 0.125, Sig.:0.005

**Cramer's V: 0.156, Sig.:0.001

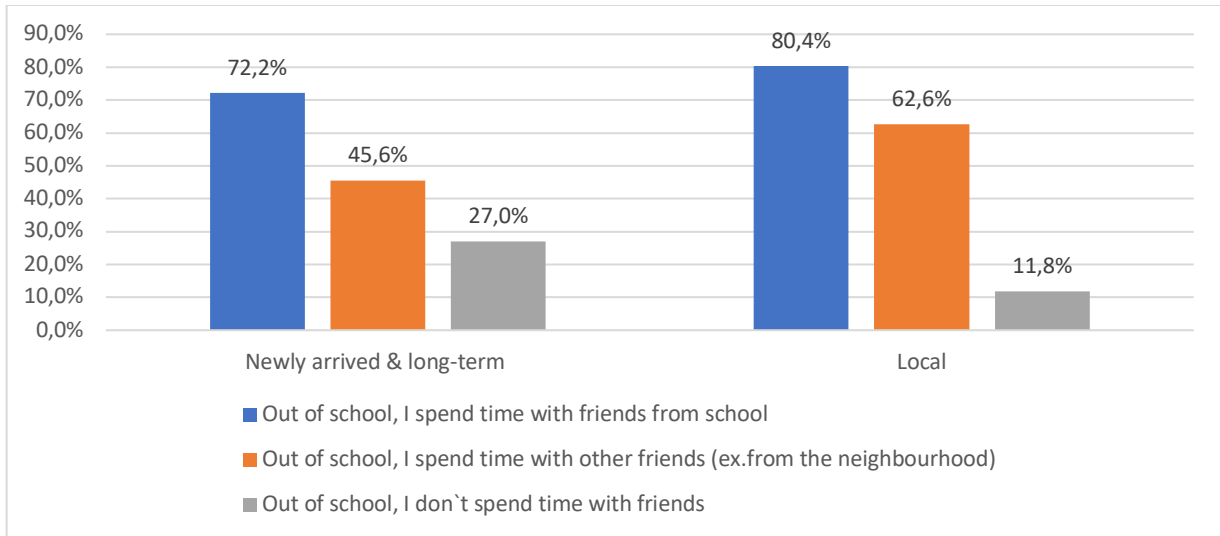


Figure 55.1

Table 55 - Migrant Status * Participation in leisure 2

		Never	Rarely	Occasionally	Sometimes	Often	Total	
Out of school, I often spend time with my friends face to face*	Newly arrived	N	7	8	17	25	77	
		%	9.1%	10.4%	22.1%	32.5%	26%	100%
	Local	N	7	32	129	152	101	421
		%	1.7%	7.6%	30.6%	36.1%	24%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Newly arrived	N	4	5	17	22	77	
		%	5.2%	6.5%	22.1%	28.6%	37.7%	100%
	Local	N	8	26	67	128	195	424
		%	1.9%	6.1%	15.8%	30.2%	46%	100%

Cramer's V: 0.176 Sig.:0.004

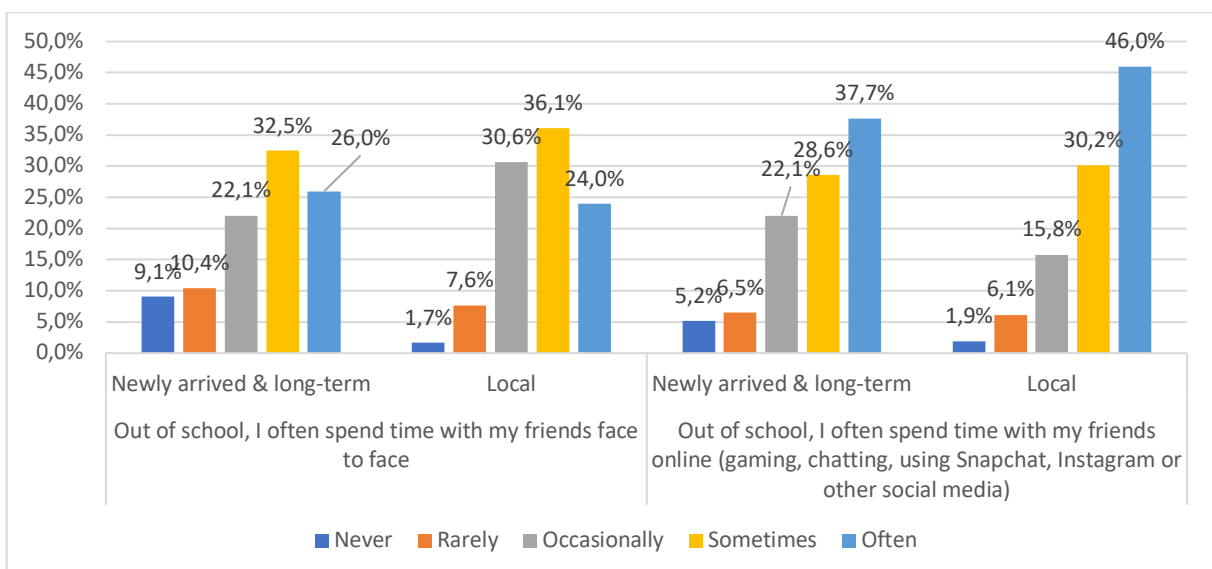


Figure 56.1

School life

Migrant respondents, as well as local respondents, state that they like going to school. However, a larger proportion of migrant respondents than locals report that they often enjoy being at school, feel safe at school, feel that they belong in their class, feel OK when asked questions by teachers, and feel OK about what their classmates think of them (Table 57). A larger proportion of respondents with a migrant background say that they often feel accepted by their teachers and listened to. Regarding acceptance by classmates and teachers talking about different countries, languages, cultures or religions, there are no major differences between the groups (Table 58).

Regarding peer behaviour in terms of bullying, exclusion and harassment, the answers are almost equally distributed in both groups (Table 59). Respondents with a migration background state to a greater extent that they feel treated unfairly by teachers and fellow pupils than local respondents. This is especially true for gender, economic status (more often by classmates than by teachers), religion (more often by teachers), nationality (more often by teachers), district (more often by teachers) and language (more often by classmates) (Table 60).

One fifth of the local respondents and one third of the newly migrant respondents state that children are not allowed to speak other languages than Danish when they are at school during breaks, in the corridors and when playing (Table 61). Among both migrant and local respondents, about one third say that their teachers do not use languages other than Danish during classes (Table 62).

A slightly larger proportion of migrant respondents feel that they are less successful than their classmates (Table 63). It seems that migrant children are slightly more positive towards migrant children right to follow the customs of their countries of origin somewhat more positively and also view diversity in the classroom somewhat more positively (Table 64). A smaller proportion of local than migrant children say they have several friends from different countries. However, the proportions reporting that they don't have friends from other countries or do not know are quite similar. Therefore, a large majority in both groups report they have friends from other countries, but more migrant respondents report that they have several (Table 65).

Table 56 - Migrant Status × How do you feel about school?

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
I like being in school	Newly arrived & long-term	N	0	4	13	28	33	78
		%	0%	5.1%	16.7%	35.9%	42.3%	100%
	Local	N	9	22	74	174	154	433
		%	2.1%	5.1%	17.1%	40.2%	35.6%	100%
I feel safe when I am at school	Newly arrived & long-term	N	7	21	55	175	171	429
		%	1.6%	4.9%	12.8%	40.8%	39.9%	100%
	Local	N	2	3	13	26	34	78
		%	2.6%	3.8%	16.7%	33.3%	43.6%	100%
I feel like I belong in this class	Newly arrived & long-term	N	0	3	9	26	37	75
		%	0%	4%	12%	34.7%	49.3%	100%
	Local	N	7	24	60	136	198	425
		%	1.6%	5.6%	14.1%	32%	46.6%	100%
I am OK when a teacher asks me a question	Newly arrived & long-term	N	1	3	12	26	34	76
		%	1.3%	3.9%	15.8%	34.2%	44.7%	100%
	Local	N	12	25	74	159	158	428
		%	2.8%	5.8%	17.3%	37.1%	36.9%	100%
I feel OK about what my classmates think of me	Newly arrived & long-term	N	3	2	20	25	26	76
		%	3.9%	2.6%	26.3%	32.9%	34.2%	100%
	Local	N	12	29	70	176	132	419
		%	2.9%	6.9%	16.7%	42%	31.5%	100%

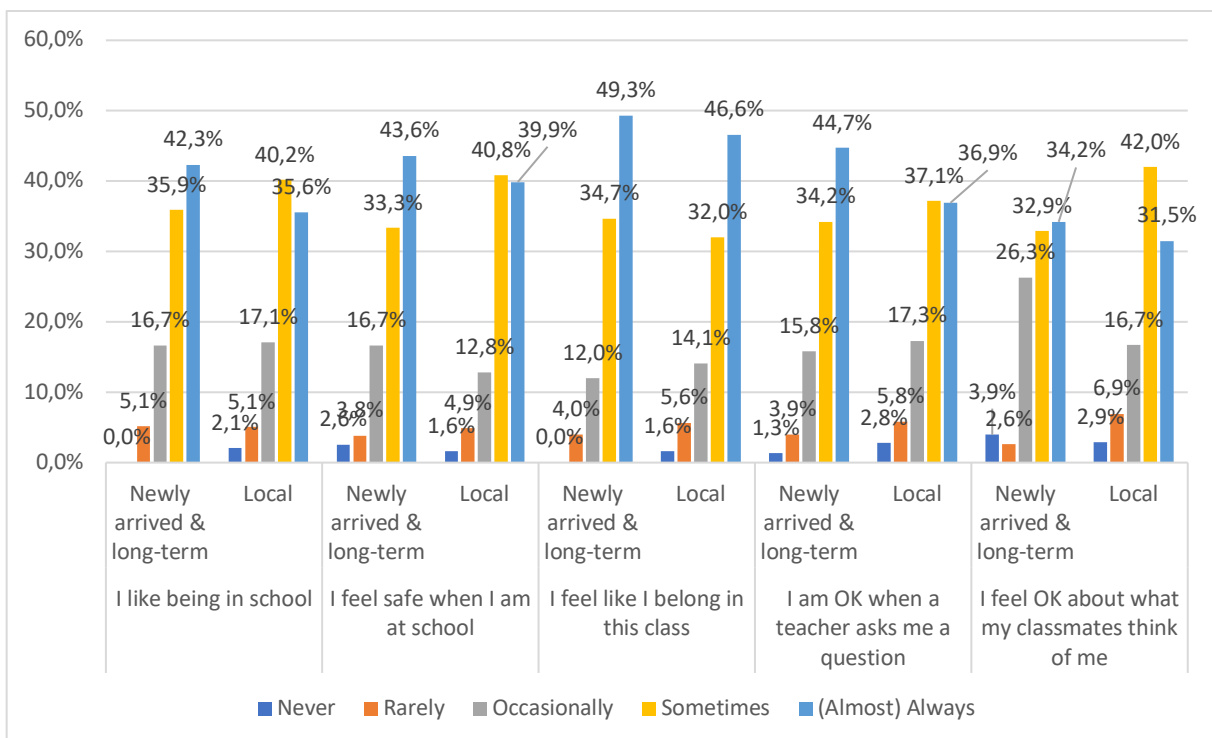


Figure 57.1

Table 57 - Migrant Status × Relationships in school

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
My classmates accept me just the way I am.	Newly arrived & long-term	F	1	2	7	27	39	76
		%	1.3%	2.6%	9.2%	35.5%	51.3%	100%
	Local	F	3	7	30	140	231	411
		%	0.7%	1.7%	7.3%	34.1%	56.2%	100%
My teachers accept me the same way as other classmates*	Newly arrived & long-term	F	2	1	3	14	54	74
		%	2.7%	1.4%	4.1%	18.9%	73%	100%
	Local	F	2	7	26	132	249	416
		%	0.5%	1.7%	6.3%	31.7%	59.9%	100%
My classmates care about how I feel.	Newly arrived & long-term	F	2	4	17	28	17	68
		%	2.9%	5.9%	25%	41.2%	25%	100%
	Local	F	11	18	68	150	133	380
		%	2.9%	4.7%	17.9%	39.5%	35%	100%
My teachers listen to me and take what I say into account**	Newly arrived & long-term	F	1	4	2	23	45	75
		%	1.3%	5.3%	2.7%	30.7%	60%	100%
	Local	F	3	8	55	170	184	420
		%	0.7%	1.9%	13.1%	40.5%	43.8%	100%
My teachers talk about different countries, languages, cultures or religion	Newly arrived & long-term	F	3	3	23	26	21	76
		%	3.9%	3.9%	30.3%	34.2%	27.6%	100%
	Local	F	12	36	129	136	91	404
		%	3%	8.9%	31.9%	33.7%	22.5%	100%

*Cramer's V: 0.140, Sig.:0.048 ** Cramer's V: 0.172, Sig.:0.006

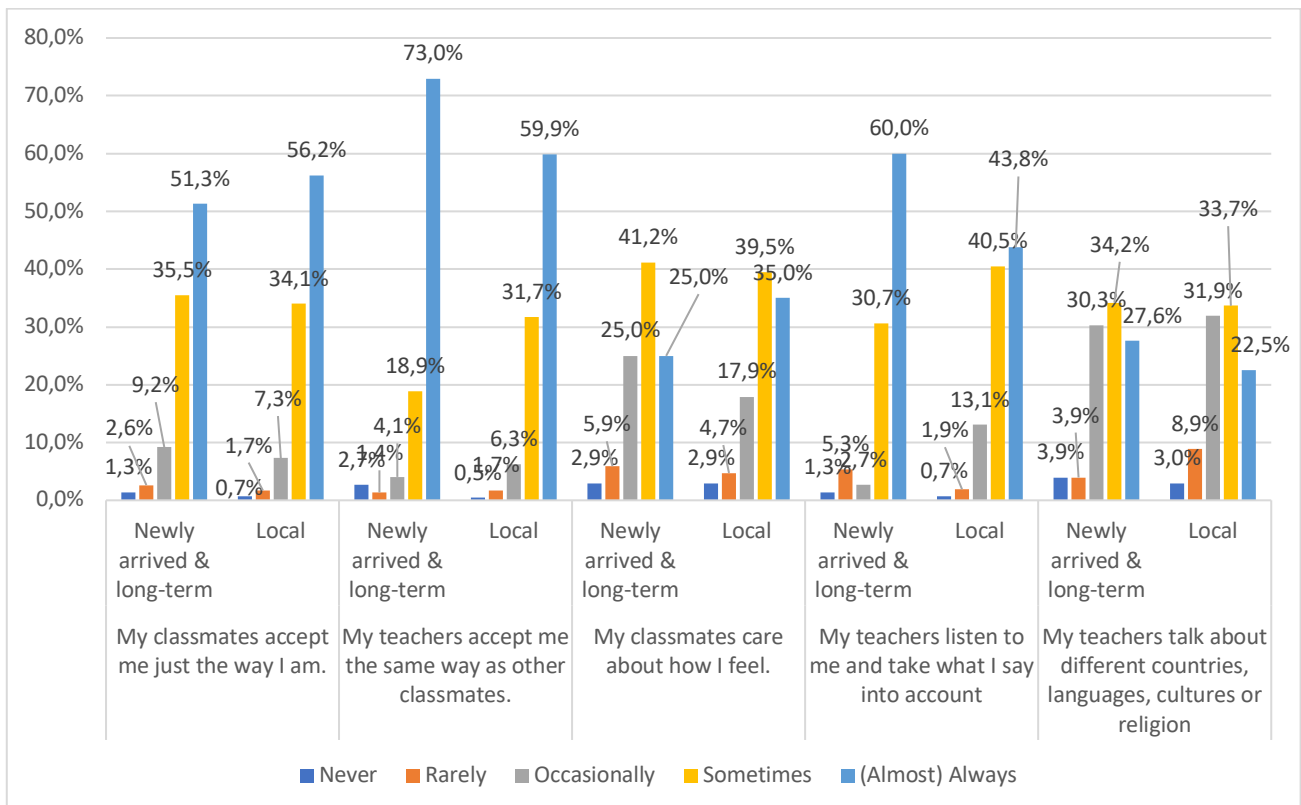


Figure 58.1

Table 58 - Migrant Status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Newly arrived & long-term	N	47	18	9	6	80
		%	58.8%	22.5%	11.3%	7.5%	100%
	Local	N	288	59	52	32	431
		%	66.8%	13.7%	12.1%	7.4%	100%
Hit or hurt you (not including play fight)	Newly arrived & long-term	N	58	9	8	4	79
		%	73.4%	11.4%	10.1%	5.1%	100%
	Local	N	328	60	26	16	430
		%	76.3%	14%	6%	3.7%	100%
Leave you out of their games or activities	Newly arrived & long-term	N	53	18	5	4	80
		%	66.3%	22.5%	6.3%	5%	100%
	Local	N	292	82	29	25	428
		%	68.2%	19.2%	6.8%	5.8%	100%

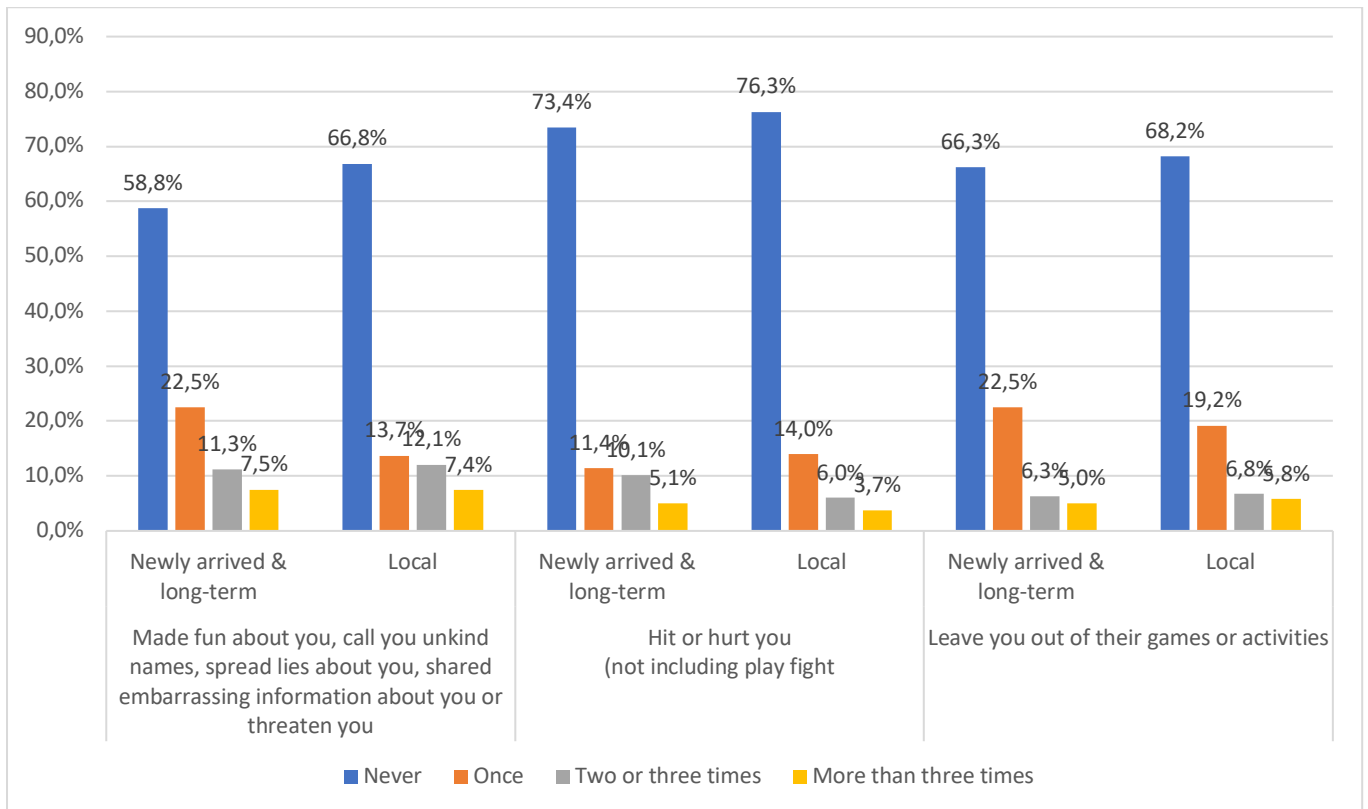


Figure 59.1

Table 59 - Migrant Status × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Newly arrived & long-term	F	6	67	73	12	59	71
		%	8.2%	91.8%	100%	16.9%	83.1%	100%
	Local	F	32	387	419	28	388	416
		%	7.6%	92.4%	100%	6.7%	93.3%	100%
Your economic status (poor/rich)	Newly arrived & long-term	F	4	63	67	9	62	71
		%	6%	94%	100%	12.7%	87.3%	100%
	Local	F	15	400	415	21	394	415
		%	3.6%	96.4%	100%	5.1%	94.9%	100%
Your religion*	Newly arrived & long-term	F	10	56	66	3	66	69
		%	15.2%	84.8%	100%	4.3%	95.7%	100%
	Local	F	20	395	415	35	377	412
		%	4.8%	95.2%	100%	8.5%	91.5%	100%
Your nationality/race**	Newly arrived & long-term	F	11	61	72	7	65	72
		%	15.3%	84.7%	100%	9.7%	90.3%	100%
	Local	F	20	396	416	20	395	415
		%	4.8%	95.2%	100%	4.8%	95.2%	100%
Where you live (district, village/town)***	Newly arrived & long-term	F	12	59	71	18	393	411
		%	16.9%	83.1%	100%	4.4%	95.6%	100%
	Local	F	28	388	416	8	61	69
		%	6.7%	93.3%	100%	11.6%	88.4%	100%
Language you speak****	Newly arrived & long-term	F	9	62	71	10	62	72
		%	12.7%	87.3%	100%	13.9%	86.1%	100%
	Local	F	21	394	415	17	398	415
		%	5.1%	94.9%	100%	4.1%	95.9%	100%

*Teachers, Religion: Cramer's V:0.147, Sig.0.001; Classmates: Cramer's V:0.112, Sig.0.014

**Teachers, Nationality/Race: Cramer's V:0.152, Sig.0.001; Classmates: Cramer's V:0.152, Sig.0.001

***Teachers, Where you live: Cramer's V:0.131, Sig.0.004; Classmates: Cramer's V:0.096, Sig.0.034

****Teachers, Language: Cramer's V:0.112, Sig.0.014; Classmates: Cramer's V:0.178, Sig.0.000

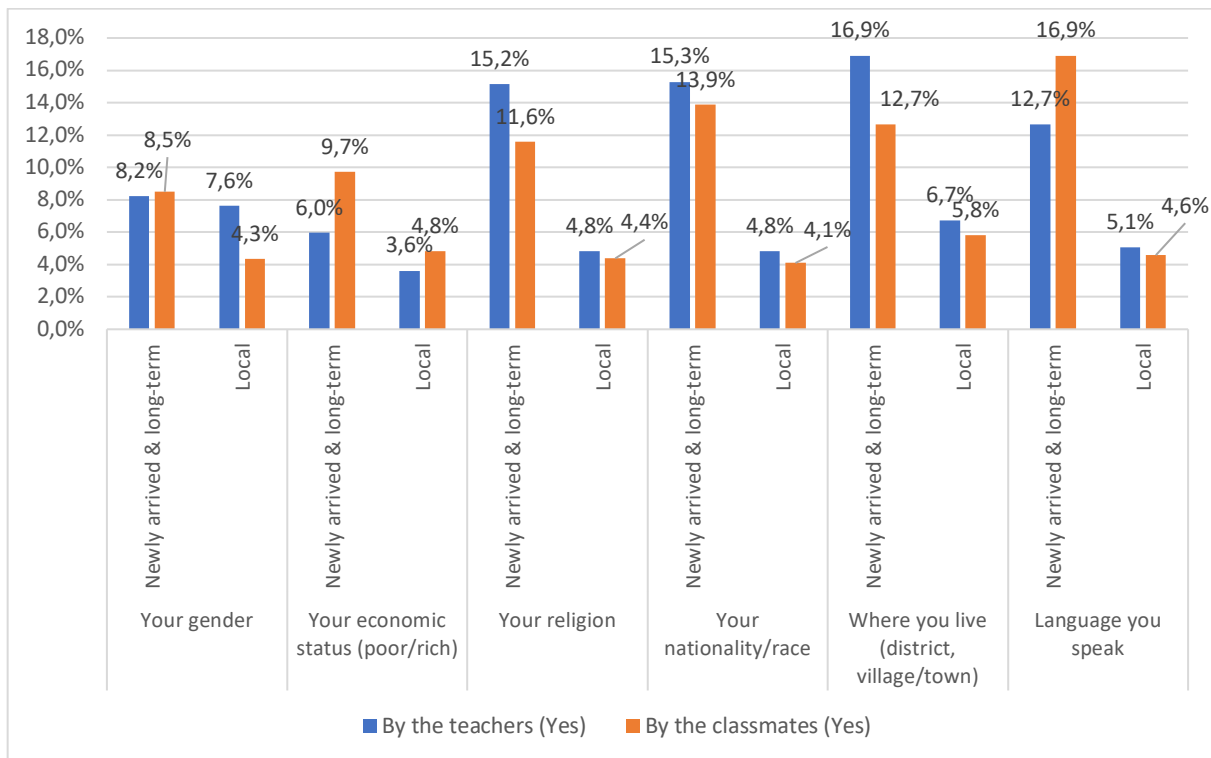


Figure 60.1

Table 60 - Migrant Status * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Newly arrived & long-term	F	52	25	77
	%	67.5%	32.5%	100%
Local	F	334	97	431
	%	77.5%	22.5%	100%

Table 61 - Migrant Status * During classes do teachers sometimes speak with children in languages or ask pupils how some things are said in other languages

		Often	Sometimes	No	I don't know	Total
Newly arrived & long-term	F	10	31	26	12	79
	%	12.7%	39.2%	32.9%	15.2%	100%
Local	F	68	134	147	81	430
	%	15.8%	31.2%	34.2%	18.8%	100%

Table 62 - Migrant Status * How successful are you in relation to your classmates

		I am doing better than most others	I am doing average, neither good nor bad	I am not doing as good as most others	Total
Newly arrived & long-term	F	20	52	7	79
	%	25.3%	65.8%	8.9%	100%
Local	F	139	262	30	431
	%	32.3%	60.8%	7%	100%

Table 63 - Migrant Status × Multiculturality

		N	Mean	Std. Deviation
Children who come to Denmark from other countries should have the right to follow the customs of their countries*	Newly arrived & long-term	74	4.28	0.973
	Local	405	4.11	0.981
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Newly arrived & long-term	71	4.35	0.699
	Local	409	4.18	0.894
In our class, students of different ethnicities/races/religion get along well	Newly arrived & long-term	71	4.25	0.823
	Local	388	4.28	0.828

*e.g. food, clothing, language

Table 64 - Migrant Status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Newly arrived & long-term	F	32	37	4	5	78
	%	41%	47.4%	5.1%	6.4%	100%
Local	F	98	281	26	23	428
	%	22.9%	65.7%	6.1%	5.4%	100%

3.3 Analyses according to demographic variables

In this section crosscutting analyses are presented: responses on wellbeing and everyday life and school life are crosscut with the following demographic variables: age, gender, ethnicity, citizenship, religion, and socio-economic status.

Age - Wellbeing and everyday life

When comparing age groups, 14–18-year-olds report less positive feelings regarding life satisfaction, having what they want in their life, being who they are, and the future, than 8-13 year olds (Table 66).

There are also differences between the age groups in terms of leisure activities and social contacts. In the younger group, a larger proportion say they participate in organised leisure activities, while the number of meetings with friends is almost the same in both groups. The older respondents are more likely to use smartphones or other devices to keep in touch with friends and relatives than the younger ones. Finally, a larger proportion of the older group say they spend time just being with themselves almost every day (Table 67).

The age groups also differ in terms of experiences of help, support and listening from family. A lower proportion of older respondents feel that their parents or caregivers listen to them and that their family is willing to help them. Also, a lower proportion of older

respondents report that they have enough friends. However, the proportions of respondents who believe that a friend will support them if they need it are almost the same (Table 68).

While few respondents in each group never or rarely spend time with friends when they are not at school, the type of contact varies between groups. The older respondents tend to have more online contact, while the younger ones tend to meet in person (Table 69).

Table 65 - Age x Well-being and everyday life

		N	Mean	Std. Deviation
I am completely satisfied with my life*	8-13	266	4.49	0.811
	14-18	225	4.18	0.833
I have what I want in life**	8-13	270	4.17	0.898
	14-18	224	3.86	0.974
I like being the way I am***	8-13	271	4.29	0.958
	14-18	222	3.87	1.026
I feel positive about my future****	8-13	261	4.38	0.831
	14-18	224	4.06	0.874

*Mann-Whitney U: 22791.000, Sig.:0.000

**Mann-Whitney U: 24533.000, Sig.:0.000

***Mann-Whitney U: 22394.000, Sig.:0.000

****Mann-Whitney U: 22673.500, Sig.:0.000

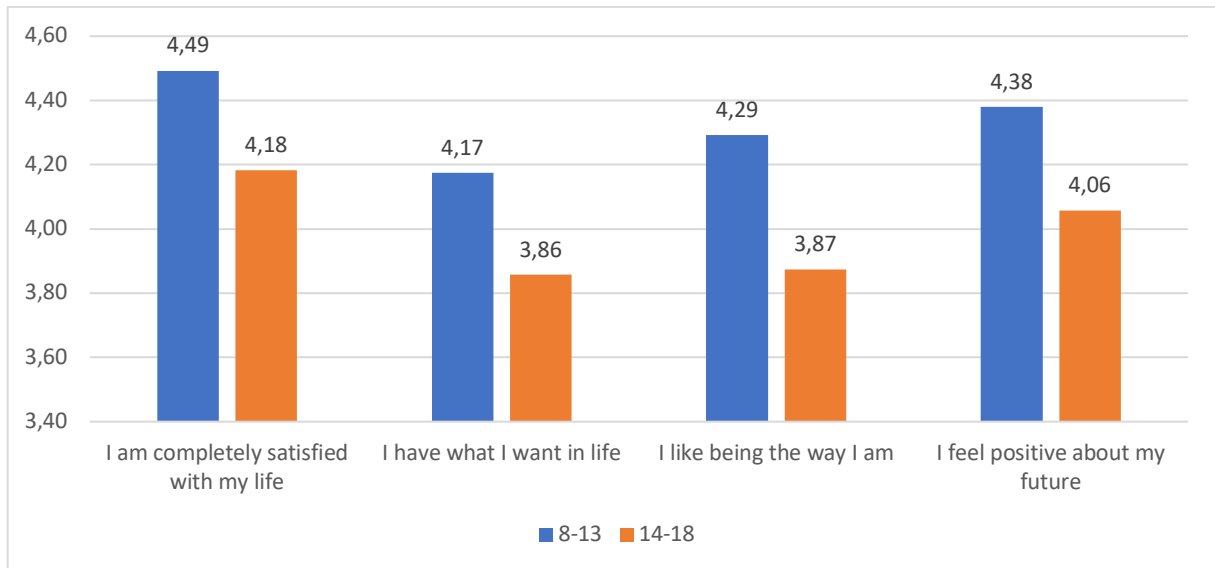


Figure 66.1

Table 66 - Age × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	8-13	N	52	142	84	278
		%	18.7%	51.1%	30.2%	100%
	14-18	N	93	99	43	235
		%	39.6%	42.1%	18.3%	100%
Meeting, playing with friends	8-13	N	36	126	114	276
		%	13%	45.7%	41.3%	100%
	14-18	N	33	110	91	234
		%	14.1%	47%	38.9%	100%
Using smartphone or computer to stay in touch with friends/relatives**	8-13	N	10	61	205	276
		%	3.6%	22.1%	74.3%	100%
	14-18	N	3	18	212	233
		%	1.3%	7.7%	91%	100%
Spending time just being by myself***	8-13	N	109	107	58	274
		%	39.8%	39.1%	21.2%	100%
	14-18	N	47	96	91	234
		%	20.1%	41%	38.9%	100%

* Cramer's V:0.238, Sig.:0.000

** Cramer's V:0.216, Sig.: 0.000

*** Cramer's V:0.241, Sig.: 0.000

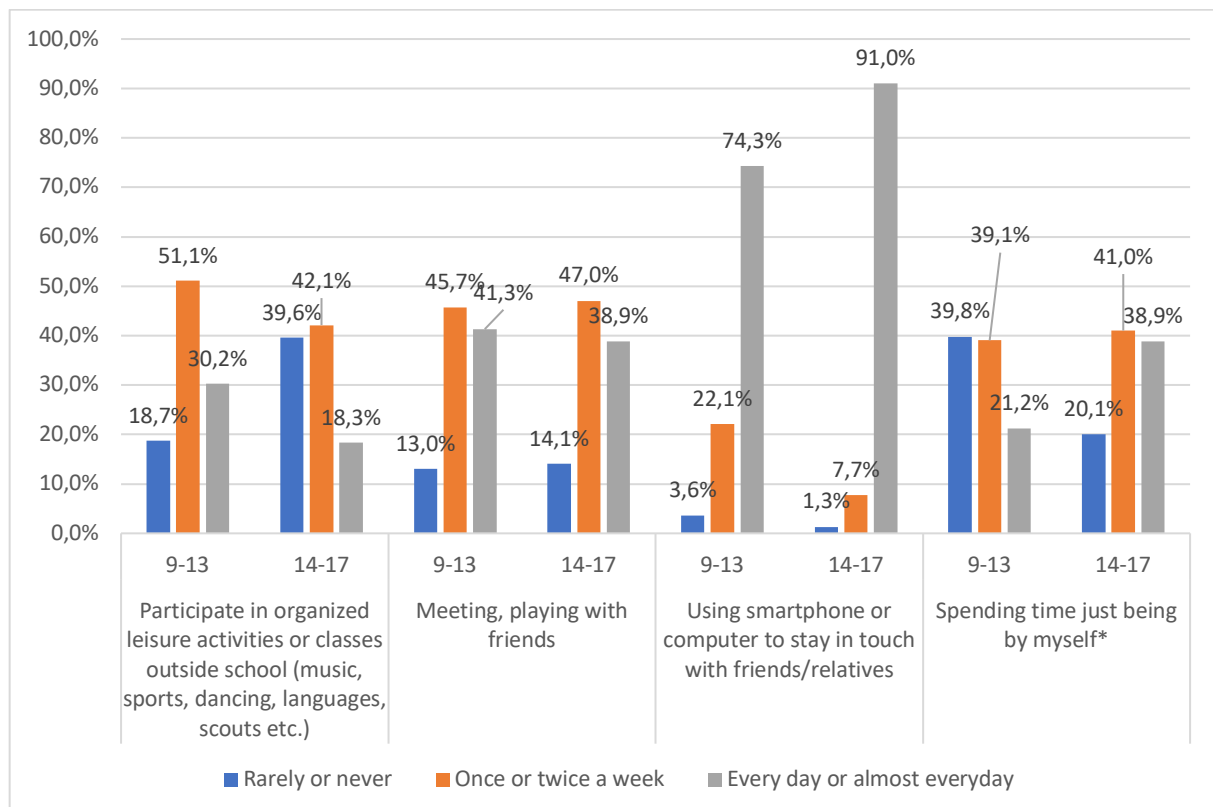


Figure 67.1

Table 67 - Age × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	8-13	273	4.67	0.644
	14-18	224	4.45	0.824
My parents (carers) listen to me and take what I say into account**	8-13	276	4.43	0.835
	14-18	229	4.25	0.906
I have enough friends***	8-13	275	4.52	0.856
	14-18	224	4.22	0.855
If I have a problem, I have a friend who will support me	8-13	272	4.30	0.839
	14-18	222	4.14	0.975

*Mann-Whitney U: 26154.5, Sig.: 0.001

** Mann-Whitney U: 27774.5, Sig.:0.009

*** Mann-Whitney U: 23426.5, Sig.:0.000

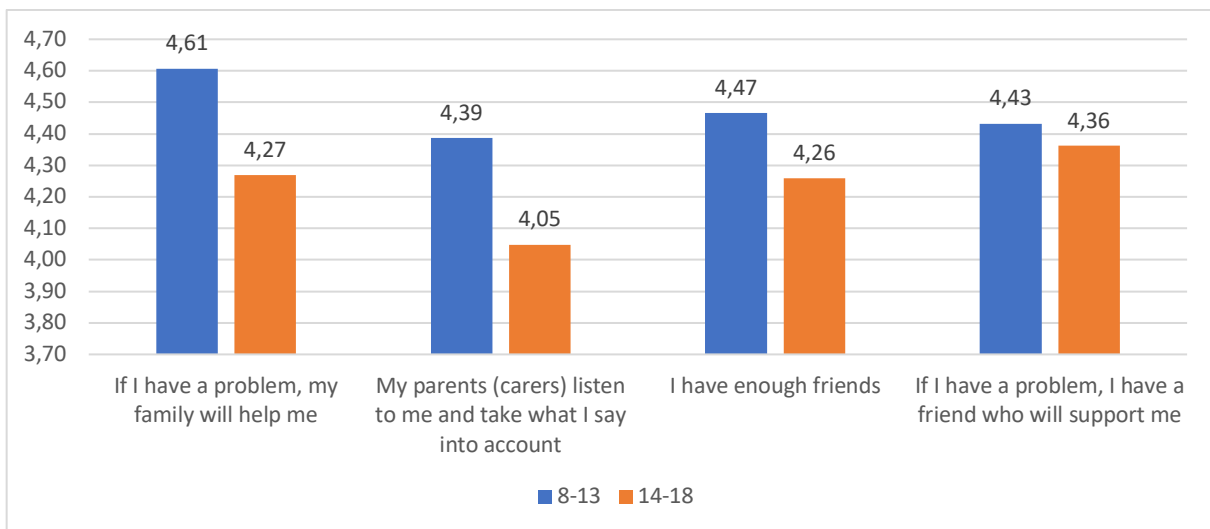


Figure 68.1

Table 68 - Age × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	8-13	N	38	243	281
		%	13.5%	86.5%	100%
	14-18	N	70	163	233
		%	30%	70%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)**	8-13	N	127	154	281
		%	45.2%	54.8%	100%
	14-18	N	80	153	233
		%	34.3%	65.7%	100%
Out of school, I don't spend time with friends ***	8-13	N	241	30	271
		%	88.9%	11.1%	100%
	14-18	N	118	31	149
		%	79.2%	20.8%	100%

*Cramer's V:0.202, Sig.:0.000

** Cramer's V:0.110, Sig.: 0.012

***Cramer's V:0.132, Sig.: 0.007

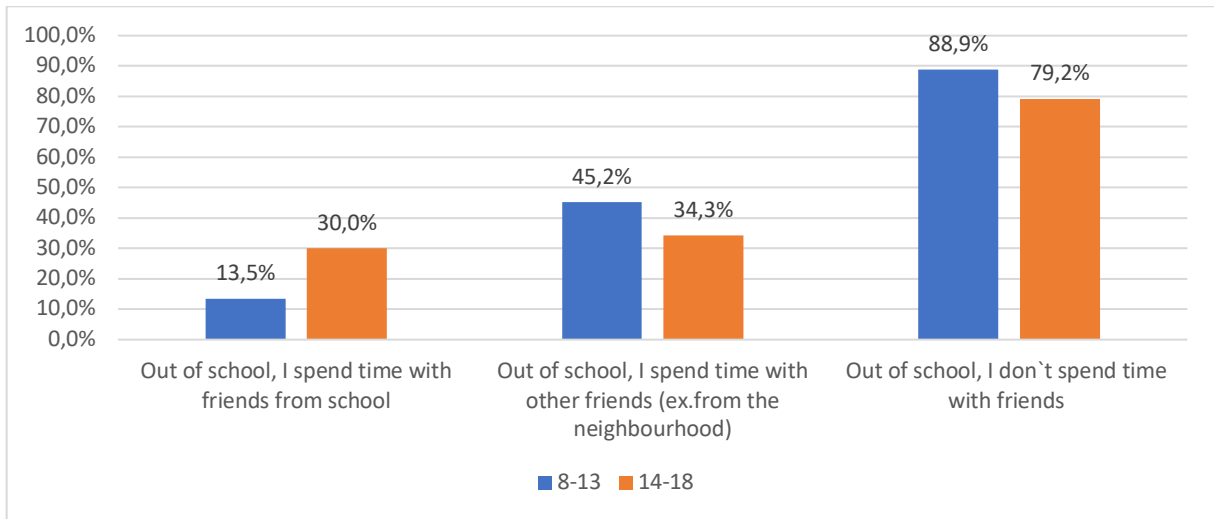


Figure 69.1

Table 69 - Age x Leisure time 2

		Never	Rarely	Occasionally	Often	(Almost) Always	Total	
Out of school, I often spend time with my friends face to face	8-13	N	8	20	77	90	76	271
		%	3%	7.4%	28.4%	33.2%	28%	100%
	14-18	N	7	20	69	87	46	229
		%	3.1%	8.7%	30.1%	38%	20.1%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	8-13	N	6	19	52	86	107	270
		%	2.2%	7%	19.3%	31.9%	39.6%	100%
	14-18	N	7	12	32	64	118	233
		%	3%	5.2%	13.7%	27.5%	50.6%	100%

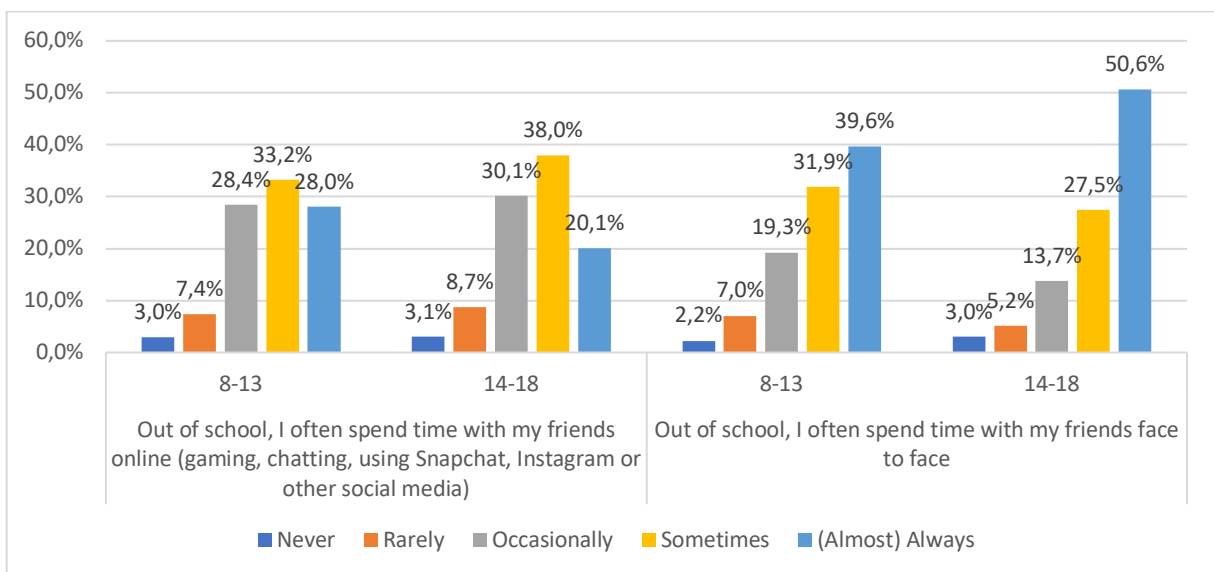


Figure 70.1

Age - School life

Regarding school life, there are some differences between the age groups. In general, the younger group seems to more often like being in school, and they are more likely to feel safe, to feel that they belong in the class, and to feel comfortable when asked questions by their teachers and with what their classmates think about them. In all these cases, the older group tend to answer 'sometimes' rather than 'often' (Table 71).

Regarding feeling comfortable at school, there are differences between the age groups. While six out of 10 in the younger group often feel accepted by their classmates, and three out of 10 sometimes feel accepted by their classmates, only half of the older group often and four out of 10 sometimes feel accepted. A similar tendency applies to the feeling of acceptance by classmates. Regarding the feeling of being listened to by teachers, the answers of the younger and older respondents are more similarly distributed. Eight out of 10 of the younger respondents and nine out of 10 of the older respondents report that their teachers often or sometimes listen to them and take into account what they say. Finally, while almost six out of 10 in the younger group report that their teachers sometimes or often talk about other countries, languages, cultures or religions, this is true for only half of the older respondents (Table 72).

There is a difference between the age groups in terms of experiences that can be linked to bullying, harassment and social exclusion. A larger proportion of the older group report that they have never experienced bullying, violence and exclusion in this school year (Table 73).

As far as the experience of unfair treatment by classmates and teachers is concerned, there are no noticeable differences between the age groups. However, in the younger age group, almost one in 10 say they have been treated unfairly by classmates because of their gender and by teachers because of where they live. In the older age group, 8% say they have been treated unfairly by teachers because of their gender (Table 74).

In the study sample, being in the age group and being allowed to speak other languages in the hallways or while playing at school was significantly moderately associated, $V = 0.326$, $p = .000$. A significantly smaller proportion of students in the youngest age group (63%) than in the oldest age group (91%) reported being allowed to speak other languages at school (Table 75). A slightly larger proportion of 8–13-year-olds (51%) than 14–18 year olds (43%) reported that their teachers often or sometimes included other languages in lessons (excluding foreign language lessons) (Table 76).

A slightly smaller proportion of the older age group than the younger group report that they do better than average in their class. The share of respondents who say they do not do as well as average is the same in both age groups (Table 77).

In terms of recognising the right of newcomers to follow their customs and cultural expressions, the level of positivity is significantly lower in the older group. The older group is also significantly less positive about diversity in class and the different groups' getting along than the younger age group (Table 78).

Almost nine out of 10 in both age groups (89% of 8–13-year-olds and 87% of 14–17 year olds) say they have either several or a few friends from different countries (Table 79).

Table 70 - Age × How do you feel about your school?

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
I like being in school*	8-13	N	4	17	50	91	118	280
		%	1.4%	6.1%	17.9%	32.5%	42.1%	100%
	14-18	N	6	9	37	111	69	232
		%	2.6%	3.9%	15.9%	47.8%	29.7%	100%
I feel safe when I am at school**	8-13	N	10	18	30	95	124	277
		%	3.6%	6.5%	10.8%	34.3%	44.8%	100%
	14-18	N	0	6	38	106	81	231
		%	0%	2.6%	16.5%	45.9%	35.1%	100%
I feel like I belong in this class***	8-13	N	5	16	23	67	162	273
		%	1.8%	5.9%	8.4%	24.5%	59.3%	100%
	14-18	N	3	11	46	95	73	228
		%	1.3%	4.8%	20.2%	41.7%	32%	100%
I am OK when a teacher asks me a question***	8-13	N	6	12	38	88	129	273
		%	2.2%	4.4%	13.9%	32.2%	47.3%	100%
	14-18	N	8	16	48	97	63	232
		%	3.4%	6.9%	20.7%	41.8%	27.2%	100%
I feel OK what my classmates think of me****	8-13	N	8	21	48	90	102	269
		%	3%	7.8%	17.8%	33.5%	37.9%	100%
	14-18	N	8	10	42	111	56	227
		%	3.5%	4.4%	18.5%	48.9%	24.7%	100%

* Cramer's V:0.173, Sig.:0.004

** Cramer's V:0.211, Sig.:0.000

*** Cramer's V:0.296, Sig.:0.000

**** Cramer's V:0.209, Sig.:0.000

***** Cramer's V:0.182, Sig.:0.002

Table 71 - Age × Relationship with classmates

			Never	Rarely	Occasional ly	Often	(Almost) Always	Total
My classmates accept me just the way I am*	8-13	N	3	6	19	75	166	269
		%	1.1%	2.2%	7.1%	27.9%	61.7%	100%
	14-18	N	2	3	18	92	104	219
		%	0.9%	1.4%	8.2%	42%	47.5%	100%
My teachers accept me the same way as other classmates**	8-13	N	4	2	17	52	191	266
		%	1.5%	0.8%	6.4%	19.5%	71.8%	100%
	14-18	N	1	6	12	94	112	225
		%	0.4%	2.7%	5.3%	41.8%	49.8%	100%
My classmates care about how I feel***	8-13	N	6	6	43	85	106	246
		%	2.4%	2.4%	17.5%	34.6%	43.1%	100%
	14-18	N	8	16	42	93	44	203
		%	3.9%	7.9%	20.7%	45.8%	21.7%	100%
My teachers listen to me and take what I say into account****	8-13	N	5	8	37	86	134	270
		%	1.9%	3%	13.7%	31.9%	49.6%	100%
	14-18	N	0	4	20	107	95	226
		%	0%	1.8%	8.8%	47.3%	42%	100%
My teachers talk about different countries, languages, cultures or religion	8-13	N	5	18	77	91	71	262
		%	1.9%	6.9%	29.4%	34.7%	27.1%	100%
	14-18	N	11	21	75	71	41	219
		%	5%	9.6%	34.2%	32.4%	18.7%	100%

* Cramer's V:0.158, Sig.:0.016

** Cramer's V:0.264, Sig.:0.000

*** Cramer's V:0.245, Sig.:0.000

**** Cramer's V:0.209, Sig.:0.000

***** Cramer's V:0.183, Sig.:0.002

Table 72 - Age × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	8-13	N	164	49	41	25	279
		%	58.8%	17.6%	14.7%	9%	100%
	14-18	N	173	28	20	13	234
		%	73.9%	12%	8.5%	5.6%	100%
Hit or hurt you (not including play fight)**	8-13	N	172	60	30	16	278
		%	61.9%	21.6%	10.8%	5.8%	100%
	14-18	N	216	9	4	4	233
		%	92.7%	3.9%	1.7%	1.7%	100%
Leave you out of their games or activities***	8-13	N	168	66	23	22	279
		%	60.2%	23.7%	8.2%	7.9%	100%
	14-18	N	179	34	11	7	231
		%	77.5%	14.7%	4.8%	3%	100%

* Cramer's V:0.160, Sig.:0.004

** Cramer's V:0.360, Sig.:0.000

*** Cramer's V:0.189, Sig.:0.000

Table 73 - Age × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	8-13	F	19	247	266	25	233	258
		%	7.1%	92.9%	100%	9.7%	90.3%	100%
	14-18	F	19	207	226	14	210	224
		%	8.4%	91.6%	100%	6.3%	93.8%	100%
Your economic status (poor/rich)	8-13	F	9	247	256	13	247	260
		%	3.5%	96.5%	100%	5%	95%	100%
	14-18	F	10	216	226	15	213	228
		%	4.4%	95.6%	100%	6.6%	93.4%	100%
Your religion	8-13	F	15	240	255	16	239	255
		%	5.9%	94.1%	100%	6.3%	93.7%	100%
	14-18	F	15	211	226	11	215	226
		%	6.6%	93.4%	100%	4.9%	95.1%	100%
Your nationality/race	8-13	F	17	243	260	13	248	261
		%	6.5%	93.5%	100%	5%	95%	100%
	14-18	F	14	214	228	15	212	227
		%	6.1%	93.9%	100%	6.6%	93.4%	100%
Where you live (district, village/town)	8-13	F	25	234	259	17	244	261
		%	9.7%	90.3%	100%	6.5%	93.5%	100%
	14-18	F	15	213	228	17	207	224
		%	6.6%	93.4%	100%	7.6%	92.4%	100%
Language you speak	8-13	F	18	240	258	21	239	260
		%	7%	93%	100%	8.1%	91.9%	100%
	14-18	F	12	216	228	11	216	227
		%	5.3%	94.7%	100%	4.8%	95.2%	100%

Table 74 - Age × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
8-13	F	174	102	276
	%	63%	37%	100%
14-18	F	213	21	234
	%	91%	9%	100%

* Cramer's V:0.326, Sig.:0.000

Table 75 - Age × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
8-13	F	49	93	89	46	277
	%	17.7%	33.6%	32.1%	16.6%	100%
14-18	F	29	72	85	48	234
	%	12.4%	30.8%	36.3%	20.5%	100%

Table 76 - Age × How successful are you in school in relation to your classmates?

		I am doing better than most others	I am doing average in school, neither good nor bad	I am not doing as good as most others	Total
8-13	F	93	163	21	277
	%	33.6%	58.8%	7.6%	100%
14-18	F	66	151	18	235
	%	28.1%	64.3%	7.7%	100%

Table 77 - Age × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Denmark from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language**	8-13	259	4.36	0.861
	14-18	221	3.87	1.067
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	8-13	260	4.37	0.777
	14-18	221	4.00	0.951
In our class, pupils of different ethnicities/races/religion get along well***	8-13	253	4.38	0.791
	14-18	207	4.12	0.876

*Mann-Whitney U: 21182.500, Sig.: 0.000

** Mann-Whitney U: 27774.5, Sig.: 0.000

*** Mann-Whitney U: 23426.5, Sig.:0.000

Table 78 - Age × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
8-13	F	80	165	10	19	274
	%	29.2%	60.2%	3.6%	6.9%	100%
14-18	F	50	153	21	9	233
	%	21.5%	65.7%	9%	3.9%	100%

* Cramer's V:0.151, Sig.:0.009

Gender - Well-being and everyday life

While there was a possibility for children to select also the answer "other", the number was too little to make any comparative analyses, therefore these answers were left out. There are some gendered differences when it comes to life satisfaction and positive feelings about the future. While boys report a higher degree of satisfaction with their lives, and with being the way they are, girls report a higher degree of feeling positive about their future (Table 80).

Regarding social contact and leisure activities, there are some gendered differences. Boys report a higher frequency of participating in organized leisure activities. While three out of 10 boys participate in such activities every day or almost every day, this only goes for two out of 10 girls. Half of the girls participate in organized leisure activities once or twice a week, while three out of 10 girls rarely or never do. Regarding meeting and playing with friends, more boys than girls report doing it every day or almost every day. However, the proportion of boys reporting that they rarely or never spend time with friends are slightly larger than for girls. The patterns of virtual contact with friends or relatives and spending time by oneself are more similar (Table 81).

Regarding experiences of family help, support and listening, some gendered differences appear. Boys to a lesser degree tend to feel that their parents or carers listen to them, and that if they have a problem, a friend will help. Regarding expectations of help from family, and experience of having enough friends, there are not big differences between the genders (Table 82)

A slightly larger proportion of girls report that they spend time with friends out of school, while a slightly larger proportion of boys report that they don't spend time with friends (Table 83). Regarding spending time with friends face to face and online, when not in school, girls and boys report quite similar patterns (Table 84).

Table 79 - Gender × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Girl	258	4.30	0.833
	Boy	229	4.41	0.826
I have what I want in life	Girl	263	4.05	0.935
	Boy	227	4.00	0.952
I like being the way I am*	Girl	257	3.98	1.038
	Boy	232	4.24	0.945
I feel positive about my future	Girl	254	4.27	0.830
	Boy	227	4.19	0.880

*Mann-Whitney U:27400.500, Sig.:0.004

Table 80 - Gender × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Girl	N	82	133	52	267
		%	30.7%	49.8%	19.5%	100%
	Boy	N	62	107	73	242
		%	25.6%	44.2%	30.2%	100%
Meeting, playing with friends**	Girl	N	32	141	94	267
		%	12%	52.8%	35.2%	100%
	Boy	N	37	94	108	239
		%	15.5%	39.3%	45.2%	100%
Using smartphone or computer to stay in touch with friends/relatives	Girl	N	5	46	215	266
		%	1.9%	17.3%	80.8%	100%
	Boy	N	8	33	198	239
		%	3.3%	13.8%	82.8%	100%
Spending time just being by myself	Girl	N	74	110	81	265
		%	27.9%	41.5%	30.6%	100%
	Boy	N	82	91	66	239
		%	34.3%	38.1%	27.6%	100%

* Cramer's V:0.125, Sig.:0.019

** Cramer's V:0.135, Sig.:0.010

Table 81 - Gender × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Girl	259	4.56	0.746
	Boy	234	4.56	0.734
My parents (carers) listen to me and take what I say into account	Girl	264	4.41	0.799
	Boy	237	4.30	0.937
I have enough friends	Girl	263	4.39	0.816
	Boy	232	4.38	0.928
If I have a problem, I have a friend who will support me	Girl	262	4.28	0.851
	Boy	228	4.16	0.963

Table 82 - Gender × Leisure time

		No	Yes	Total	
Out of school, I spend time with friends from school*	Girl	N	48	222	270
		%	17.8%	82.2%	100%
	Boy	N	60	180	240
		%	25%	75%	100%
Out of school, I spend time with other friends (ex.from the neighbourhood)	Girl	N	107	163	270
		%	39.6%	60.4%	100%
	Boy	N	99	141	240
		%	41.3%	58.8%	100%
Out of school, I don't spend time with friends	Girl	N	187	28	215
		%	87%	13%	100%
	Boy	N	171	32	203
		%	84.2%	15.8%	100%

* Cramer's V:0.088, Sig.:0.046

Table 83 - Gender × Leisure time 2

		Never	Rarely	Occasionally	Often	(Almost) Always	Total	
Out of school, I often spend time with my friends face to face*	Girl	N	5	10	86	100	265	
		%	1.9%	3.8%	32.5%	37.7%	24.2%	100%
	Boy	N	10	29	59	76	57	231
		%	4.3%	12.6%	25.5%	32.9%	24.7%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Girl	N	6	15	51	79	111	262
		%	2.3%	5.7%	19.5%	30.2%	42.4%	100%
	Boy	N	7	16	33	70	111	237
		%	3%	6.8%	13.9%	29.5%	46.8%	100%

* Cramer's V:0.187, Sig.:0.002

Gender - School life

Regardless of gender, children enjoy being at school, feel safe at school, feel like they belong to the class and are OK when a teacher asks them a question. They also feel OK what their classmates think of them (Table 85).

There are also no significant gender differences with regard to relationships at school, as both girls and boys feel accepted and listen to by their teachers and classmates. About the same number (more than 50%) also agree that teachers often or almost always talk about other countries, languages, cultures or religions (Table 86).

A slightly larger proportion of girls (eight out of 10) than boys (7 out of 10) say they have never been hit or hurt during this school year, while a larger proportion of boys report that

they have never been excluded by their peers in games or activities at school (75% boys compared to 62% girls) (Table 87).

There is a significant but weak association between the gender of the respondent and the feeling of being treated unfairly. Thus, a greater proportion of boys answered yes to being discriminated against because of their gender. In addition, a larger proportion of boys feel unfairly treated by teachers on grounds of their religion and where they live (Table 88).

A slightly larger proportion of girls report that they are not allowed to speak other languages at school during breaks and when playing (Table 89). A larger proportion of boys (18%) than girls (13%) report that their teachers include other languages in their lessons (foreign language teaching) (Table 90). There are almost no gender differences when it comes to respondents' assessment of how well they do in school (Table 91).

For all questions on acknowledgment of newcomers to follow customs and keep cultural expressions, diversity in class and getting along with each other, there seems to be a higher degree of positive attitudes among girls than among boys (Table 92). Slightly more boys than girls report that they have several or a few friends from other countries (Table 93).

Table 84 - Gender × How do you feel about your school?

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
I like being in school	Girl	N	3	15	42	106	103	269
		%	1.1%	5.6%	15.6%	39.4%	38.3%	100%
	Boy	N	6	11	45	94	84	240
		%	2.5%	4.6%	18.8%	39.2%	35%	100%
I feel safe when I am at school	Girl	N	4	18	40	99	104	265
		%	1.5%	6.8%	15.1%	37.4%	39.2%	100%
	Boy	N	6	6	27	100	101	240
		%	2.5%	2.5%	11.3%	41.7%	42.1%	100%
I feel like I belong in this class	Girl	N	2	19	38	82	122	263
		%	0.8%	7.2%	14.4%	31.2%	46.4%	100%
	Boy	N	6	8	30	78	113	235
		%	2.6%	3.4%	12.8%	33.2%	48.1%	100%
I am OK when a teacher asks me a question	Girl	N	8	23	49	88	95	263
		%	3%	8.7%	18.6%	33.5%	36.1%	100%
	Boy	N	5	5	37	95	97	239
		%	2.1%	2.1%	15.5%	39.7%	40.6%	100%
I feel OK what my classmates think of me	Girl	N	9	20	56	99	75	259
		%	3.5%	7.7%	21.6%	38.2%	29%	100%
	Boy	N	6	11	34	100	83	234
		%	2.6%	4.7%	14.5%	42.7%	35.5%	100%

Table 85 - Gender × Relationships in school

			Never	Rarely	Occasion ally	Often	(Almost) Always	Total
My classmates accept me just the way I am*	Girl	F	0	7	24	84	143	258
		%	0%	2.7%	9.3%	32.6%	55.4%	100%
	Boy	F	5	2	13	82	126	228
		%	2.2%	0.9%	5.7%	36%	55.3%	100%
My teachers accept me the same way as other classmates	Girl	F	2	3	11	85	160	261
		%	0.8%	1.1%	4.2%	32.6%	61.3%	100%
	Boy	F	3	5	18	60	142	228
		%	1.3%	2.2%	7.9%	26.3%	62.3%	100%
My classmates care about how I feel	Girl	F	6	10	41	96	85	238
		%	2.5%	4.2%	17.2%	40.3%	35.7%	100%
	Boy	F	8	11	44	81	64	208
		%	3.8%	5.3%	21.2%	38.9%	30.8%	100%
My teachers listen to me and take what I say into account	Girl	F	3	4	28	104	121	260
		%	1.2%	1.5%	10.8%	40%	46.5%	100%
	Boy	F	2	8	29	89	106	234
		%	0.9%	3.4%	12.4%	38%	45.3%	100%
My teachers talk about different countries, languages, cultures or religions	Girl	F	7	17	86	84	59	253
		%	2.8%	6.7%	34%	33.2%	23.3%	100%
	Boy	F	9	22	65	77	52	225
		%	4%	9.8%	28.9%	34.2%	23.1%	100%

* Cramer's V:0.146, Sig.:0.035

Table 86 - Gender x Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Girl	N	169	39	37	22	267
		%	63.3%	14.6%	13.9%	8.2%	100%
	Boy	N	164	38	24	16	242
		%	67.8%	15.7%	9.9%	6.6%	100%
Hit or hurt you (not including play fight)	Girl	N	211	32	15	8	266
		%	79.3%	12%	5.6%	3%	100%
	Boy	N	173	37	19	12	241
		%	71.8%	15.4%	7.9%	5%	100%
Leave you out of their games or activities	Girl	N	166	58	22	21	267
		%	62.2%	21.7%	8.2%	7.9%	100%
	Boy	N	179	40	12	8	239
		%	74.9%	16.7%	5%	3.3%	100%

* Cramer's V:0.148, Sig.:0.011

Table 87 - Gender × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender**	Girl	F	12	246	258	24	230	254
		%	4.7%	95.3%	100%	9.4%	90.6%	100%
	Boy	F	26	205	231	15	210	225
		%	11.3%	88.7%	100%	6.7%	93.3%	100%
Your economic status (poor/rich)	Girl	F	6	246	252	14	243	257
		%	2.4%	97.6%	100%	5.4%	94.6%	100%
	Boy	F	13	214	227	14	214	228
		%	5.7%	94.3%	100%	6.1%	93.9%	100%
Your religion	Girl	F	13	241	254	15	243	258
		%	5.1%	94.9%	100%	5.8%	94.2%	100%
	Boy	F	17	207	224	12	208	220
		%	7.6%	92.4%	100%	5.5%	94.5%	100%
Your nationality/race	Girl	F	15	241	256	15	245	260
		%	5.9%	94.1%	100%	5.8%	94.2%	100%
	Boy	F	16	213	229	13	212	225
		%	7%	93%	100%	5.8%	94.2%	100%
Where you live (district, village/town)	Girl	F	18	241	259	17	243	260
		%	6.9%	93.1%	100%	6.5%	93.5%	100%
	Boy	F	22	203	225	17	205	222
		%	9.8%	90.2%	100%	7.7%	92.3%	100%
Language you speak	Girl	F	14	242	256	17	241	258
		%	5.5%	94.5%	100%	6.6%	93.4%	100%
	Boy	F	16	211	227	15	211	226
		%	7%	93%	100%	6.6%	93.4%	100%

*Teachers, gender: Cramer's V:0.123, Sig.:0.006

Table 88 - Gender × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
Girl	F	197	71	268
	%	73.5%	26.5%	100%
Boy	F	186	52	238
	%	78.2%	21.8%	100%

Table 89 - Gender × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don` t know	Total
Girl	F	35	81	94	59	269
	%	13%	30.1%	34.9%	21.9%	100%
Boy	F	43	81	80	34	238
	%	18.1%	34%	33.6%	14.3%	100%

Table 90 - Gender × How successful are you in school in relation to your classmates?

		I am doing better than most others	I am doing average in school, neither good nor bad	I am not doing as good as most others	Total
Girl	F	82	168	18	268
	%	30.6%	62.7%	6.7%	100%
Boy	F	75	145	20	240
	%	31.3%	60.4%	8.3%	100%

Table 91 - Gender × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Denmark from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Girl	250	4.19	0.953
	Boy	227	4.07	1.030
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Girl	255	4.26	0.821
	Boy	223	4.11	0.940
In our class, pupils of different ethnicities/races/religion get along well	Girl	243	4.32	0.789
	Boy	215	4.20	0.894

Table 92 - Gender × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Girl	F	65	162	19	20	266
	%	24.4%	60.9%	7.1%	7.5%	100%
Boy	F	64	154	12	8	238
	%	26.9%	64.7%	5%	3.4%	100%

Ethnicity – Well-being and everyday life

Regarding ethnicity we distinguish between three groups: a) children born abroad (migrant children), b) children born in Denmark, both parents born abroad, and c) children born in Denmark, one or both parents born in Denmark. The latter category corresponds to the category »non-immigrant student« in PISA surveys, in which students are seen as without an immigrant background if at least one of the parents was born in the country, where the student lives (OECD, n.d.).

Furthermore, the national backgrounds of both migrant children and children born in Denmark with migrant parents (see table 1.8) point to a large share of the respondents being affiliated with countries categorised as non-western in Danish statistics (see p. 8). Besides from having a migration experience or migration history in the family, it is therefore reasonable to assume that these respondents belong to ethnic minorities.

Thus, the ethnicity of local children is divided into two groups: children with both parents born abroad (14% of the study sample) and children with at least one parent born in Denmark (seven out of 10). In other words, the ethnicity may be described as migrants (children born abroad), locals with a migrant background (children born in Denmark, both parents born abroad), and locals without a migrant background (one or both parents born in Denmark) (Table 94).

Regarding life satisfaction, positive feelings about the future, and especially having what they want in their life, local children with a migrant background tend to answer more positively than the other groups (Table 95). Regarding organized leisure activities, meeting with friends, using electronic devices to stay in contact with friends and relatives, and spending time just with oneself, there are no big differences associated with ethnicity (Table 96).

Regarding confidence in help from family and friends and having enough friends there is a significant association between local children with a migrant background and positive answers. Thus, they have more positive expectations of receiving help from family and friends when needed, and to a higher degree agree that they have enough friends. Local children without migrant background tend to estimate their parents or carers listening to them less positively than the other groups (Table 97).

A larger proportion of local children without migrant background report that they spend time with friends from school in their spare time (eight out of 10 compared to seven out of 10).

A lower proportion of migrant children respond that they spend time with other friends out of school, while a higher proportion (almost three out of 10) of migrant children report that they don't spend time with friends in their spare time. In this respect the local children with and without migration background report more similar patterns (Table 98). Regarding spending time with friends face to face, when not in school, children born abroad to a lesser degree than local children with or without migrant background report that they spend time with their friends face to face. The respondents born in Denmark but with immigrant background are the most likely to report that they 'often' spend time with friends face to face when not in school. The distribution of answers regarding online contact is more similar between groups (Table 99).

Table 93 - Ethnicity (recoded)

	F	%
Children born abroad	79	15.5%
Children born in Denmark, both parents born abroad	73	14.3%
Children born in Denmark, one or both parents born in Denmark	357	70.1%
Total	509	100%

Table 94 - Ethnicity × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Children born abroad	4.38	76	0.765
	Children born in Denmark, both parents born abroad	4.48	69	0.851
	Children born in Denmark, one or both parents born in Denmark	4.32	338	0.829
I have what I want in life*	Children born abroad	3.86	72	1.011
	Children born in Denmark, both parents born abroad	4.38	71	0.851
	Children born in Denmark, one or both parents born in Denmark	4.01	343	0.911
I like being the way I am**	Children born abroad	4.39	71	0.801
	Children born in Denmark, both parents born abroad	4.36	69	0.954
	Children born in Denmark, one or both parents born in Denmark	4.00	345	1.027
I feel positive about my future	Children born abroad	4.20	71	0.839
	Children born in Denmark, both parents born abroad	4.39	70	0.906
	Children born in Denmark, one or both parents born in Denmark	4.21	336	0.846
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Children born abroad	4.14	73	0.962
	Children born in Denmark, both parents born abroad	4.01	68	1.215
	Children born in Denmark, one or both parents born in Denmark	4.22	323	0.865

*Kruskal Wallis: Chi square:, 14.534 Sig.:0.001

**Kruskal Wallis: Chi square:, 716.734 Sig.: 0.000

Table 95 - Ethnicity x How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Children born abroad	N	24	36	19	79
		%	30.4%	45.6%	24.1%	100%
	Children born in Denmark, both parents born abroad	N	23	27	19	69
		%	33.3%	39.1%	27.5%	100%
	Children born in Denmark, one or both parents born in Denmark	N	97	173	87	357
		%	27.2%	48.5%	24.4%	100%
Meeting, playing with friends	Children born abroad	N	16	32	30	78
		%	20.5%	41%	38.5%	100%
	Children born in Denmark, both parents born abroad	N	6	28	36	70
		%	8.6%	40%	51.4%	100%
	Children born in Denmark, one or both parents born in Denmark	N	46	172	136	354
		%	13%	48.6%	38.4%	100%
Using smartphone or computer to stay in touch with friends/relatives	Children born abroad	N	3	11	62	76
		%	3.9%	14.5%	81.6%	100%
	Children born in Denmark, both parents born abroad	N	0	15	57	72
		%	0%	20.8%	79.2%	100%
	Children born in Denmark, one or both parents born in Denmark	N	10	52	291	353
		%	2.8%	14.7%	82.4%	100%
Spending time just being by myself*	Children born abroad	N	3	11	62	76
		%	3.9%	14.5%	81.6%	100%
	Children born in Denmark, both parents born abroad	N	35	30	12	77
		%	45.5%	39%	15.6%	100%
	Children born in Denmark, one or both parents born in Denmark	N	31	26	12	69
		%	44.9%	37.7%	17.4%	100%

*Cramer's V:0.158, Sig.:0.000

Table 96 - Ethnicity × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Children born abroad	75	4.59	0.737
	Children born in Denmark, both parents born abroad	72	4.58	0.868
	Children born in Denmark, one or both parents born in Denmark	343	4.57	0.689
My parents (carers) listen to me and take what I say into account	Children born abroad	79	4.34	0.932
	Children born in Denmark, both parents born abroad	72	4.36	0.939
	Children born in Denmark, one or both parents born in Denmark	346	4.36	0.827
I have enough friends*	Children born abroad	75	4.09	0.975
	Children born in Denmark, both parents born abroad	71	4.61	0.836
	Children born in Denmark, one or both parents born in Denmark	345	4.42	0.807
If I have a problem, I have a friend who will support me**	Children born abroad	73	4.37	0.773
	Children born in Denmark, both parents born abroad	71	4.42	0.921
	Children born in Denmark, one or both parents born in Denmark	342	4.16	0.891

*Kruskal Wallis: Chi square:, 17.434 Sig.:0.000

**Kruskal Wallis: Chi square:, 10.462 Sig.: 0.005

Table 97 - Ethnicity × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Children born abroad	N	22	56	78
		%	28.2%	71.8%	100%
	Children born in Denmark, both parents born abroad	N	20	52	72
		%	27.8%	72.2%	100%
	Children born in Denmark, one or both parents born in Denmark	N	64	292	356
		%	18%	82%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)	Children born abroad	N	42	36	78
		%	53.8%	46.2%	100%
	Children born in Denmark, both parents born abroad	N	27	45	72
		%	37.5%	62.5%	100%
	Children born in Denmark, one or both parents born in Denmark	N	131	225	356
		%	36.8%	63.2%	100%
Out of school, I don't spend time with friends	Children born abroad	N	45	17	62
		%	72.6%	27.4%	100%
	Children born in Denmark, both parents born abroad	N	48	8	56
		%	85.7%	14.3%	100%
	Children born in Denmark, one or both parents born in Denmark	N	261	34	295
		%	88.5%	11.5%	100%

Table 98 - Ethnicity × Leisure time 2

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
Out of school, I often spend time with my friends face to face*	Children born abroad	N	7	8	17	24	20	76
		%	9.2%	10.5%	22.4%	31.6%	26.3%	100%
	Children born in Denmark, both parents born abroad	N	2	3	18	17	30	70
		%	2.9%	4.3%	25.7%	24.3%	42.9%	100%
	Children born in Denmark, one or both parents born in Denmark	N	5	29	108	134	70	346
		%	1.4%	8.4%	31.2%	38.7%	20.2%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Children born abroad	N	4	5	17	21	29	76
		%	5.3%	6.6%	22.4%	27.6%	38.2%	100%
	Children born in Denmark, both parents born abroad	N	2	1	12	24	31	70
		%	2.9%	1.4%	17.1%	34.3%	44.3%	100%
	Children born in Denmark, one or both parents born in Denmark	N	6	25	53	103	162	349
		%	1.7%	7.2%	15.2%	29.5%	46.4%	100%

*Cramer's V:0.184, Sig.:0.000

Ethnicity - School life

Regarding questions on well-being and feeling of safety, belonging and acceptance in school, the answers of local children with migrant background points towards a more widespread feeling of safety, belonging, feeling OK with the teacher asking questions, and with classmates' thinking of them, than the other two groups (Table 100).

Children born abroad to a higher degree report that their teachers accept them and listen to them, while the answers of local children with and without migrant background are more similarly distributed (Table 101).

Regarding being left out of games or activities, being made fun of, and being hit or hurt, a slightly larger proportion of respondents born in Denmark with migrant background report that they never had such experiences during the school year in which the survey took place (Table 102). When it comes to experiences of being treated unfairly by classmates or teachers, migrant children and local children with migrant background to a higher degree report of unfair treatment than children without migrant background. Especially religion, nationality/race, and where they live are reported as causes for unfair treatment. In all these categories, teachers are estimated to treat them unfairly slightly more than classmates. A larger proportion of children born in Denmark with migrant parents report unfair treatment because of their gender than in the two other groups (Table 103).

There is a significant association between being born in Denmark with both parents born abroad and not being allowed to speak other languages than Danish in the hallways of the school or during breaks. Almost four out of 10 report this, while it only goes for three out of 10 of the migrant children and two out of 10 of the local children (Table 104). About one

third of the respondents in each category report that their teachers do not include other languages than Danish as a resource in the lessons. Among children born abroad 13% report that it often happens, while 16% of children without migrant background and 18% of children born in Denmark with migrant background report that it often happens (Table 105).

A much larger proportion of respondents born in Denmark with migrant background (half of them) find that they are doing very good in school compared to their classmates. Thus, there is a significant association between having this background and experienced school success (Table 106).

Respondents born in Denmark with migrant background tend to answer most positively on the questions on children's rights to keep their customs and cultural expressions when coming from another country and that children from different backgrounds get along well in their class. Migrant children answer more positively that they like that there are students with different backgrounds (Table 107).

A larger proportion of respondents born in Denmark with migrant background (56%) and migrant respondents (42%) report having several friends from different countries. Only 16% of respondents born in Denmark report this (Table 108).

Table 99 - Ethnicity × Relationships in school

			Never	Rarely	Occasio nally	Often	(Almost) Always	Total
I like being in school	Children born abroad	N	0	4	13	27	33	77
		%	0%	5.2%	16.9%	35.1%	42.9%	100%
	Children born in Denmark, both parents born abroad	N	2	5	10	22	34	73
		%	2.7%	6.8%	13.7%	30.1%	46.6%	100%
	Children born in Denmark, one or both parents born in Denmark	N	7	17	62	150	119	355
		%	2%	4.8%	17.5%	42.3%	33.5%	100%
I feel safe when I am at school*	Children born abroad	N	2	3	13	26	33	77
		%	2.6%	3.9%	16.9%	33.8%	42.9%	100%
	Children born in Denmark, both parents born abroad	N	3	6	7	17	39	72
		%	4.2%	8.3%	9.7%	23.6%	54.2%	100%
	Children born in Denmark, one or both parents born in Denmark	N	4	15	48	156	130	353
		%	1.1%	4.2%	13.6%	44.2%	36.8%	100%
I feel like I belong in this class**	Children born abroad	N	0	3	8	26	37	74
		%	0%	4.1%	10.8%	35.1%	50%	100%
	Children born in Denmark, both parents born abroad	N	3	4	2	16	45	70
		%	4.3%	5.7%	2.9%	22.9%	64.3%	100%
	Children born in Denmark, one or both parents born in Denmark	N	4	19	58	119	150	350
		%	1.1%	5.4%	16.6%	34%	42.9%	100%
I am OK when a teacher asks me a question	Children born abroad	N	1	3	11	26	34	75
		%	1.3%	4%	14.7%	34.7%	45.3%	100%
	Children born in Denmark, both parents born abroad	N	2	3	10	17	39	71
		%	2.8%	4.2%	14.1%	23.9%	54.9%	100%
	Children born in Denmark, one or both parents born in Denmark	N	10	22	62	142	116	352
		%	2.8%	6.3%	17.6%	40.3%	33%	100%
I feel OK what my classmates think of me***	Children born abroad	N	3	2	20	25	25	75
		%	4%	2.7%	26.7%	33.3%	33.3%	100%
	Children born in Denmark, both parents born abroad	N	4	7	12	19	28	70
		%	5.7%	10%	17.1%	27.1%	40%	100%
	Children born in Denmark, one or both parents born in Denmark	N	8	22	58	154	102	344
		%	2.3%	6.4%	16.9%	44.8%	29.7%	100%

*Cramer's V:0.137, Sig.:0.016

**Cramer's V:0.150, Sig.:0.004

*** Cramer's V:0.130, Sig.:0.037

Table 100- Ethnicity × Relationship with classmates

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
My classmates accept me just the way I am*	Children born abroad	N	1	2	7	27	38	75
		%	1.3%	2.7%	9.3%	36%	50.7%	100%
	Children born in Denmark, both parents born abroad	N	3	1	4	16	44	68
		%	4.4%	1.5%	5.9%	23.5%	64.7%	100%
	Children born in Denmark, one or both parents born in Denmark	N	0	6	26	122	184	338
		%	0%	1.8%	7.7%	36.1%	54.4%	100%
My teachers accept me the same way as other classmates**	Children born abroad	N	2	1	3	14	53	73
		%	2.7%	1.4%	4.1%	19.2%	72.6%	100%
	Children born in Denmark, both parents born abroad	N	1	4	5	16	41	67
		%	1.5%	6%	7.5%	23.9%	61.2%	100%
	Children born in Denmark, one or both parents born in Denmark	N	1	3	20	115	205	344
		%	0.3%	0.9%	5.8%	33.4%	59.6%	100%
My classmates care about how I feel	Children born abroad	N	2	4	17	27	17	67
		%	3%	6%	25.4%	40.3%	25.4%	100%
	Children born in Denmark, both parents born abroad	N	5	3	10	22	25	65
		%	7.7%	4.6%	15.4%	33.8%	38.5%	100%
	Children born in Denmark, one or both parents born in Denmark	N	6	15	56	126	107	310
		%	1.9%	4.8%	18.1%	40.6%	34.5%	100%
My teachers listen to me and take what I say into account***	Children born abroad	N	1	4	2	23	45	75
		%	1.3%	5.3%	2.7%	30.7%	60%	100%
	Children born in Denmark, both parents born abroad	N	2	1	16	21	28	68
		%	2.9%	1.5%	23.5%	30.9%	41.2%	100%
	Children born in Denmark, one or both parents born in Denmark	N	1	7	36	149	154	347
		%	0.3%	2%	10.4%	42.9%	44.4%	100%
My teachers talk about different countries, languages, cultures or religion	Children born abroad	N	3	3	22	26	21	75
		%	4%	4%	29.3%	34.7%	28%	100%
	Children born in Denmark, both parents born abroad	N	3	6	17	22	18	66
		%	4.5%	9.1%	25.8%	33.3%	27.3%	100%
	Children born in Denmark, one or both parents born in Denmark	N	9	30	110	113	72	334
		%	2.7%	9%	32.9%	33.8%	21.6%	100%

*Cramer's V:0.139, Sig.:0.018

**Cramer's V:0.0176, Sig.:0.000

***Cramer's V:0.176, Sig.:0.000

Table 101 - Ethnicity × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Children born abroad	N	46	18	9	6	79
		%	58.2%	22.8%	11.4%	7.6%	100%
	Children born in Denmark, both parents born abroad	N	52	10	6	5	73
		%	71.2%	13.7%	8.2%	6.8%	100%
	Children born in Denmark, one or both parents born in Denmark	N	233	49	45	27	354
		%	65.8%	13.8%	12.7%	7.6%	100%
Hit or hurt you (not including play fight)	Children born abroad	N	58	8	8	4	78
		%	74.4%	10.3%	10.3%	5.1%	100%
	Children born in Denmark, both parents born abroad	N	57	9	4	3	73
		%	78.1%	12.3%	5.5%	4.1%	100%
	Children born in Denmark, one or both parents born in Denmark	N	268	50	22	13	353
		%	75.9%	14.2%	6.2%	3.7%	100%
Leave you out of their games or activities	Children born abroad	N	53	17	5	4	79
		%	67.1%	21.5%	6.3%	5.1%	100%
	Children born in Denmark, both parents born abroad	N	53	9	5	4	71
		%	74.6%	12.7%	7%	5.6%	100%
	Children born in Denmark, one or both parents born in Denmark	N	236	73	23	20	352
		%	67%	20.7%	6.5%	5.7%	100%

Table 102 - Ethnicity × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender*	Children born abroad	F	6	66	72	3	65	68
		%	8.3%	91.7%	100%	4.4%	95.6%	100%
	Children born in Denmark, both parents born abroad	F	12	57	69	8	60	68
		%	17.4%	82.6%	100%	11.8%	88.2%	100%
	Children born in Denmark, one or both parents born in Denmark	F	20	325	345	27	314	341
		%	5.8%	94.2%	100%	7.9%	92.1%	100%
Your economic status (poor/rich)	Children born abroad	F	4	62	66	7	64	71
		%	6.1%	93.9%	100%	9.9%	90.1%	100%
	Children born in Denmark, both parents born abroad	F	4	64	68	3	65	68
		%	5.9%	94.1%	100%	4.4%	95.6%	100%
	Children born in Denmark, one or both parents born in Denmark	F	11	332	343	17	326	343
		%	3.2%	96.8%	100%	5%	95%	100%
Your religion*	Children born abroad	F	10	55	65	8	60	68
		%	15.4%	84.6%	100%	11.8%	88.2%	100%
	Children born in Denmark, both parents born abroad	F	12	56	68	10	57	67
		%	17.6%	82.4%	100%	14.9%	85.1%	100%
	Children born in Denmark, one or both parents born in Denmark	F	8	335	343	8	332	340
		%	2.3%	97.7%	100%	2.4%	97.6%	100%
Your nationality/race***	Children born abroad	F	11	60	71	10	61	71
		%	15.5%	84.5%	100%	14.1%	85.9%	100%
	Children born in Denmark, both parents born abroad	F	14	54	68	11	55	66
		%	20.6%	79.4%	100%	16.7%	83.3%	100%
	Children born in Denmark, one or both parents born in Denmark	F	6	338	344	6	339	345
		%	1.7%	98.3%	100%	1.7%	98.3%	100%
Where you live (district, village/town)****	Children born abroad	F	12	58	70	9	61	70
		%	17.1%	82.9%	100%	12.9%	87.1%	100%
	Children born in Denmark, both parents born abroad	F	12	56	68	8	59	67
		%	17.6%	82.4%	100%	11.9%	88.1%	100%
	Children born in Denmark, one or both parents born in Denmark	F	16	328	344	16	326	342
		%	4.7%	95.3%	100%	4.7%	95.3%	100%
Language you speak*****	Children born abroad	F	9	61	70	11	59	70
		%	12.9%	87.1%	100%	15.7%	84.3%	100%
	Children born in Denmark, both parents born abroad	F	8	59	67	9	58	67
		%	11.9%	88.1%	100%	13.4%	86.6%	100%
	Children born in Denmark, one or both parents born in Denmark	F	13	330	343	10	334	344
		%	3.8%	96.2%	100%	2.9%	97.1%	100%

*Gender, Teachers: Cramer's V: 0.149, Sig.:0.005

**Religion, Teachers: Cramer's V:0.264, Sig.:0.000; Classmates: Cramer's V:0.221, Sig.:0.000

***Nationality, Teachers: Cramer's V:0.305, Sig.:0.000; Classmates: Cramer's V: 0.268; Sig.: 0.000

****Where you live, Teachers: Cramer's V:0.209; Sig.:0.000, Classmates: Cramer's V: 0.138; Sig.: 0.010

*****Language you speak, Teachers: Cramer's V: 0.161; 0.002; Classmates: Cramer's V:0.220 ; Sig.:0.000

Table 103 - Ethnicity * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Children born abroad	F	52	24	76
	%	68.4%	31.6%	100%
Children born in Denmark, both parents born abroad	F	45	28	73
	%	61.6%	38.4%	100%
Children born in Denmark, one or both parents born in Denmark	F	285	68	353
	%	80.7%	19.3%	100%

*Cramer's V:0.173, Sig.:0.001

Table 104 - Ethnicity * During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Children born abroad	F	10	30	26	12	78
	%	12.8%	38.5%	33.3%	15.4%	100%
Children born in Denmark, both parents born abroad	F	13	21	24	15	73
	%	17.8%	28.8%	32.9%	20.5%	100%
Children born in Denmark, one or both parents born in Denmark	F	55	113	120	64	352
	%	15.6%	32.1%	34.1%	18.2%	100%

Table 105 - Ethnicity * How successful are you in school in relation to your classmates?

		I am doing better than most others	I am doing average in school, neither good nor bad	I am not doing as good as most others	Total
Children born abroad	F	20	51	7	78
	%	25.6%	65.4%	9%	100%
Children born in Denmark, both parents born abroad	F	39	31	3	73
	%	53.4%	42.5%	4.1%	100%
Children born in Denmark, one or both parents born in Denmark	F	99	227	27	353
	%	28%	64.3%	7.6%	100%

*Cramer's V:0.140, Sig.:0.001

Table 106 - Ethnicity * Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Denmark from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Children born abroad	73	4.27	0.976
	Children born in Denmark, both parents born abroad	67	4.63	0.714
	Children born in Denmark, one or both parents born in Denmark	70	4.34	0.700
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Children born abroad	64	4.66	0.623
	Children born in Denmark, both parents born abroad	70	4.24	0.824
	Children born in Denmark, one or both parents born in Denmark	67	4.37	0.813
In our class, pupils of different ethnicities/races/religion get along well	Children born abroad	73	4.27	0.976
	Children born in Denmark, both parents born abroad	67	4.63	0.714
	Children born in Denmark, one or both parents born in Denmark	70	4.34	0.700

*Kruskal Wallis: Chi square:, 28.080 Sig.:0.000

**Kruskal Wallis: Chi square:, 28.132 Sig.:0.000

Table 107 - Ethnicity × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Children born abroad	F	32	36	4	5	77
	%	41.6%	46.8%	5.2%	6.5%	100%
Children born in Denmark, both parents born abroad	F	39	26	1	4	70
	%	55.7%	37.1%	1.4%	5.7%	100%
Children born in Denmark, one or both parents born in Denmark	F	57	254	24	18	353
	%	16.1%	72%	6.8%	5.1%	100%

Cramer's V: 0.251, Sig.: 0.000

Citizenship – Well-being and everyday life

Regarding life satisfaction and positive feelings about the future respondents with and without citizenship tend to answer positively to the same degree. Respondents without citizenship express less positive answers to what they want in their life, while they to a higher degree report that they like being the way they are (Table 109).

Regarding organized leisure activities, using electronical devices to stay in contact with friends and relatives, and spending time just with oneself, there are no big differences associated with citizenship. A slightly larger proportion of respondents without citizenship (almost one fourth compared to about one tenth) report that they rarely or never meet and play when friends when they are not in school (Table 110).

Regarding confidence in help from family, being listened to by parents (carers) and having enough friends, respondents without citizenship respond less positively. Their answers are a little more positive regarding confidence in support of friends (Table 111).

A smaller proportion of respondents without citizenship report that they spend time with friends from school face to face and online in their spare time. Three out of 10 report that they don't spend time with friends in their spare time while this is the case for one out of 10 respondents with citizenship (Table 112).

Children with citizenship tend to spend more time with friends online (gaming, chatting, using Snapchat, Instagram or other social media) compared to those without citizenship (75 % compared to 66.7% who chose the answers sometimes or often).

Table 108 - Citizenship × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Citizenship	399	4.34	0.832
	Without citizenship	41	4.34	0.883
I have what I want in life	Citizenship	403	4.04	0.932
	Without citizenship	40	3.85	1.122
I like being the way I am	Citizenship	402	4.06	1.025
	Without citizenship	39	4.23	0.986
I feel positive about my future	Citizenship	396	4.24	0.838
	Without citizenship	40	4.13	1.017

Table 109 - Citizenship × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	(almost) everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Citizenship	N	116	191	109	416
		%	27.9%	45.9%	26.2%	100%
	Without citizenship	N	13	22	9	44
		%	29.5%	50%	20.5%	100%
Meeting, playing with friends	Citizenship	N	51	197	166	414
		%	12.3%	47.6%	40.1%	100%
	Without citizenship	N	10	16	17	43
		%	23.3%	37.2%	39.5%	100%
Using smartphone or computer to stay in touch with friends/relatives	Citizenship	N	9	66	339	414
		%	2.2%	15.9%	81.9%	100%
	Without citizenship	N	2	3	36	41
		%	4.9%	7.3%	87.8%	100%
Spending time just being by myself	Citizenship	N	118	166	130	414
		%	28.5%	40.1%	31.4%	100%
	Without citizenship	N	14	19	10	43
		%	32.6%	44.2%	23.3%	100%

Table 110 - Citizenship × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Citizenship	403	4.58	0.716
	Without citizenship	40	4.35	1.027
My parents (carers) listen to me and take what I say into account	Citizenship	408	4.38	0.845
	Without citizenship	44	4.16	1.098
I have enough friends*	Citizenship	405	4.43	0.843
	Without citizenship	41	4.20	0.901
If I have a problem, I have a friend who will support me	Citizenship	402	4.23	0.903
	Without citizenship	40	4.35	0.893

*Mann-Whitney U:6881.500, Sig.:0.041

Table 111 - Citizenship * Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	Citizenship	N	78	340	418
		%	18.7%	81.3%	100%
	Without citizenship	N	14	28	42
		%	33.3%	66.7%	100%
Out of school, I spend time with other friends (for example from the neighbourhood where I live)	Citizenship	N	156	262	418
		%	37.3%	62.7%	100%
	Without citizenship	N	20	22	42
		%	47.6%	52.4%	100%
Out of school, I don't spend time with friends**	Citizenship	N	297	40	337
		%	88.1%	11.9%	100%
	Without citizenship	N	21	10	31
		%	67.7%	32.3%	100%

*Cramer's V:0.106, Sig.:0.023

** Cramer's V: 0.165 Sig.:0.002

Table 112 - Citizenship * Leisure time 2

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
Out of school, I often spend time with my friends face to face*	Citizenship	N	6	31	119	149	101	6
		%	1.5%	7.6%	29.3%	36.7%	24.9%	100%
	Without citizenship	N	6	4	9	13	10	6
		%	14.3%	9.5%	21.4%	31%	23.8%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)**	Citizenship	N	8	23	71	122	184	408
		%	2%	5.6%	17.4%	29.9%	45.1%	100%
	Without citizenship	N	4	4	6	13	15	42
		%	9.5%	9.5%	14.3%	31%	35.7%	100%

*Cramer's V:0.235, Sig.:0.000

** Cramer's V: 0.150 Sig.:0.039

Citizenship – School life

There are no big differences associated with citizenship regarding questions of well-being and feeling of safety, belonging and acceptance in school (Table 114). There are no big differences associated with citizenship and feeling accepted in school. A slightly larger proportion (three out of 10) of respondents without citizenship report that their teachers often talk about different countries, languages, cultures, and religions in school. Only two out of 10 with citizenship report that it happens often (Table 115).

There are no big differences regarding experiences of being made fun about during the school year in which the survey took place. A slightly larger proportions of the respondents without citizenship report that they have never experienced being hit or hurt while a slightly

smaller proportion report that they have never been left out of games or activities (Table 116).

In all questions of unfair treatment, respondents without citizenship feel that they have been treated unfairly by classmates and teachers to a higher degree than respondents with citizenship. Especially regarding religion, nationality/race, the place they live and the language they speak unfair treatment is experienced by about one fifth of the respondents without citizenship (Table 117).

The respondents with and without citizenship do almost not differ in their experience of not being allowed to speak other languages than Danish in the hallways of the school or during breaks (Table 118). Slightly more respondents without citizenship report experiencing that teachers often or sometimes include other languages than Danish as a resource in the lessons (Table 119).

While one third of respondents with citizenship report that they do better than average in school, only one fifth of respondents without citizenship share this experience. Thus, respondents without citizenship tend to estimate their school performance lower than respondents with citizenship (Table 120).

For all questions on acknowledgment of newcomers' right to follow customs and keep cultural expressions, diversity in class and getting along with each other, it appears that there is a slightly lower degree of positive attitudes among respondents without citizenship (Table 121).

A larger proportion (four out of 10) respondents without citizenship report that they have several friends from different countries, while only two out of 10 respondents with citizenship report that (Table 122).

Table 113 - Citizenship x Relationships in school

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
I like being in school	Citizenship	N	7	21	73	168	148	417
		%	1.7%	5%	17.5%	40.3%	35.5%	100%
	Without citizenship	N	1	1	6	15	19	42
		%	2.4%	2.4%	14.3%	35.7%	45.2%	100%
I feel safe when I am at school	Citizenship	N	6	20	52	164	170	412
		%	1.5%	4.9%	12.6%	39.8%	41.3%	100%
	Without citizenship	N	2	1	9	12	19	43
		%	4.7%	2.3%	20.9%	27.9%	44.2%	100%
I feel like I belong in this class	Citizenship	N	6	22	56	132	192	408
		%	1.5%	5.4%	13.7%	32.4%	47.1%	100%
	Without citizenship	N	1	2	7	14	19	43
		%	2.3%	4.7%	16.3%	32.6%	44.2%	100%
I am OK when a teacher asks me a question	Citizenship	N	10	25	68	155	155	413
		%	2.4%	6.1%	16.5%	37.5%	37.5%	100%
	Without citizenship	N	1	2	4	14	21	42
		%	2.4%	4.8%	9.5%	33.3%	50%	100%
I feel OK what my classmates think of me	Citizenship	N	12	28	69	163	130	402
		%	3%	7%	17.2%	40.5%	32.3%	100%
	Without citizenship	N	3	2	9	16	12	42
		%	7.1%	4.8%	21.4%	38.1%	28.6%	100%

Table 114 - Citizenship x Relationship with classmates

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
My classmates accept me just the way I am*	Citizenship	F	2	6	28	137	222	395
		%	0.5%	1.5%	7.1%	34.7%	56.2%	100%
	Without citizenship	F	2	2	2	15	20	41
		%	4.9%	4.9%	4.9%	36.6%	48.8%	100%
My teachers accept me the same way as other classmates	Citizenship	F	2	8	25	129	235	399
		%	0.5%	2%	6.3%	32.3%	58.9%	100%
	Without citizenship	F	2	0	3	11	26	42
		%	4.8%	0%	7.1%	26.2%	61.9%	100%
My classmates care about how I feel	Citizenship	F	10	18	66	144	125	363
		%	2.8%	5%	18.2%	39.7%	34.4%	100%
	Without citizenship	F	2	2	4	18	11	37
		%	5.4%	5.4%	10.8%	48.6%	29.7%	100%
My teachers listen to me and take what I say into account*	Citizenship	F	3	10	51	162	175	401
		%	0.7%	2.5%	12.7%	40.4%	43.6%	100%
	Without citizenship	F	1	2	1	14	25	43
		%	2.3%	4.7%	2.3%	32.6%	58.1%	100%
My teachers talk about different countries, languages, cultures or religion	Citizenship	F	12	35	126	132	84	389
		%	3.1%	9%	32.4%	33.9%	21.6%	100%
	Without citizenship	F	2	1	10	16	13	42
		%	4.8%	2.4%	23.8%	38.1%	31%	100%

*Cramer's V:0.157, Sig.:0.030

Table 115 - Citizenship * Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Citizenship	N	276	57	51	32	416
		%	66.3%	13.7%	12.3%	7.7%	100%
	Without citizenship	N	26	9	6	2	43
		%	60.5%	20.9%	14%	4.7%	100%
Hit or hurt you (not including play fight)	Citizenship	N	314	57	27	16	414
		%	75.8%	13.8%	6.5%	3.9%	100%
	Without citizenship	N	36	3	2	2	43
		%	83.7%	7%	4.7%	4.7%	100%
Leave you out of their games or activities	Citizenship	N	285	79	27	22	413
		%	69%	19.1%	6.5%	5.3%	100%
	Without citizenship	N	26	9	4	4	43
		%	60.5%	20.9%	9.3%	9.3%	100%

Table 116 - Citizenship * Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	Citizenship	F	31	373	404	33	366	399
		%	7.7%	92.3%	100%	8.3%	91.7%	100%
	Without citizenship	F	5	33	38	4	34	38
		%	13.2%	86.8%	100%	10.5%	89.5%	100%
Your economic status (poor/rich)*	Citizenship	F	14	387	401	20	381	401
		%	3.5%	96.5%	100%	5%	95%	100%
	Without citizenship	F	4	32	36	6	34	40
		%	11.1%	88.9%	100%	15%	85%	100%
Your religion**	Citizenship	F	19	380	399	17	379	396
		%	4.8%	95.2%	100%	4.3%	95.7%	100%
	Without citizenship	F	8	31	39	7	32	39
		%	20.5%	79.5%	100%	17.9%	82.1%	100%
Your nationality/race***	Citizenship	F	19	383	402	18	383	401
		%	4.7%	95.3%	100%	4.5%	95.5%	100%
	Without citizenship	F	7	32	39	8	31	39
		%	17.9%	82.1%	100%	20.5%	79.5%	100%
Where you live (district, village/town)****	Citizenship	F	27	374	401	26	373	399
		%	6.7%	93.3%	100%	6.5%	93.5%	100%
	Without citizenship	F	8	30	38	7	32	39
		%	21.1%	78.9%	100%	17.9%	82.1%	100%
Language you speak*****	Citizenship	F	20	381	401	20	381	401
		%	5%	95%	100%	5%	95%	100%
	Without citizenship	F	7	33	40	8	31	39
		%	17.5%	82.5%	100%	20.5%	79.5%	100%

*Economic status, Teachers: Cramer's V: 0.105, Sig.:0.028; Classmates: Cramer's V: 0.122, Sig:0.010

**Religion, Teachers: Cramer's V:0.187, Sig.:0.000; Classmates: Cramer's V:0.171, Sig.:0.000

***Nationality, Teachers: Cramer's V:0.159, Sig.:0.001; Classmates: Cramer's V: 0.193; Sig.: 0.000

****Where you live, Teachers: Cramer's V:0.149; Sig.:0.002; Classmates: Cramer's V: 0.123; Sig.:0.010

*****Language you speak, Teachers: Cramer's V: 0.150; 0.002; Classmates: Cramer's V:0.181; Sig.:0.000

Table 117 - Citizenship * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
Citizenship	F	323	90	413
	%	78.2%	21.8%	100%
Without citizenship	F	33	11	44
	%	75%	25%	100%

Table 118 - Citizenship * During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Citizenship	F	66	128	145	74	413
	%	16%	31%	35.1%	17.9%	100%
Without citizenship	F	5	20	12	7	44
	%	11.4%	45.5%	27.3%	15.9%	100%

Table 119 - Citizenship * How successful are you in school in relation to your classmates?

		I am doing better than most others	I am doing average in school, neither good nor bad	I am not doing as good as most others	Total
Citizenship	F	137	247	30	414
	%	33.1%	59.7%	7.2%	100%
Without citizenship	F	9	30	5	44
	%	20.5%	68.2%	11.4%	100%

Table 120 - Citizenship * Multiculturalism

			N	Mean	Std. Deviation
Pupils who come to Denmark from other countries should have the right to follow the customs of their countries, e.g., food, clothing, language	Citizenship		391	4.11	0.994
	Without citizenship		39	3.97	1.112
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Citizenship		391	4.19	0.866
	Without citizenship		40	4.08	0.997
In our class, pupils of different ethnicities/races/religion get along well	Citizenship		372	4.30	0.813
	Without citizenship		39	4.08	1.036

Table 121 - Citizenship * Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Citizenship	F	96	269	26	20	411
	%	23.4%	65.5%	6.3%	4.9%	100%
Without citizenship	F	18	21	3	2	44
	%	40.9%	47.7%	6.8%	4.5%	100%

Religion – Well-being and everyday life

Religion was recoded into four groups: Christianity; Islam; Hinduism, Buddhism, Sikhism, Judaism and other and not affiliated with religion. Since the group “Hinduism, Buddhism, Sikhism, Judaism, Other” has a small number of cases its explanatory power is low. Nevertheless, it is shown in tables.

Children affiliated with Islam tend to be more satisfied with their lives (average 4.5) compared to those not affiliated with religion (4.17). They also more express that they like being the way they are (4.43) compared to those who are not affiliated with religion (3.91) and children belonging to Christianity (4.04). Additionally, they also feel more positive about their future (4.39) compared to children not affiliated with religion (3.98) (Table 125).

Regarding organized leisure activities, meeting with friends, using electronic devices to stay in contact with friends and relatives, and spending time with friends there are not significant differences among different affiliations to religion. Compared to other children, those affiliated with Islam spend less time alone (14.4% everyday compared to more than 30% for other groups) (Table 126)

Children affiliated with a religion tend to agree more that family helps them when in need compared to those not affiliated with any religion. There is a significant difference between children affiliated with Islam and those not affiliated with any religion (Table 127).

Children affiliated with Christianity spend more time with friends out of school than other children. A larger proportion of respondents affiliated with Christianity report spending time with friends face to face, while a slightly larger proportion of respondents not affiliated with a religion report that they don't spend time with friends in their spare time (Table 128 and 129).

Table 122 - Religion results

	F	%
Christianity	220	43.1%
Islam	95	18.6%
Hinduism	3	0.6%
Buddhism	3	0.6%
Sikhism	0	0%
Judaism	0	0%
Some other religion.	17	3.3%
I am not affiliated with a religion	104	20.4%
I don't know	61	11.9%
I don't want to answer	8	1.6%
Total	511	100%

Table 123 - Religion grouping

	F	%
Christianity	220	49.8%
Islam	95	21.5%
Hinduism, Buddhism, Sikhism, Judaism, other	23	5.2%
I am not affiliated with a religion	104	23.5%
Total	442	100%

Table 124 - Religion × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Christianity	210	4.32	0.836
	Islam	90	4.50	0.811
	Hinduism, Buddhism, Sikhism, Judaism, other	22	4.64	0.581
	I am not affiliated with a religion	98	4.17	0.908
I have what I want in life	Christianity	213	4.04	0.837
	Islam	90	4.16	1.005
	Hinduism, Buddhism, Sikhism, Judaism, other	20	4.20	0.894
	I am not affiliated with a religion	100	3.81	1.061
I like being the way I am**	Christianity	214	4.04	1.013
	Islam	90	4.43	0.925
	Hinduism, Buddhism, Sikhism, Judaism, other	21	4.29	0.845
	I am not affiliated with a religion	98	3.91	1.094
I feel positive about my future***	Christianity	205	4.25	0.760
	Islam	89	4.39	0.863
	Hinduism, Buddhism, Sikhism, Judaism, other	21	4.45	0.739
	I am not affiliated with a religion	86	3.98	1.074

Notes: Response scale: 1 = "strongly disagree", 2 = "disagree", 3 "neither agree nor disagree", 4 = "agree", 5 "strongly agree"

*Kruskal Wallis: Chi square:, 11.402 Sig.:0.010 – No religion, Islam (0.021)

**Kruskal Wallis: Chi square:, 17.601 Sig.: 0.001 – No religion- Islam (0.001), Christianity- Islam (0.002)

***Kruskal Wallis: Chi square:, 10.133 Sig.: 0.017– No religion, Islam (0.021)

Table 125 - Religion × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Christianity	N	45	112	63	220
		%	20.5%	50.9%	28.6%	100%
	Islam	N	28	41	23	92
		%	30.4%	44.6%	25%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	5	12	6	23
		%	21.7%	52.2%	26.1%	100%
	I am not affiliated with a religion	N	36	44	23	103
		%	35%	42.7%	22.3%	100%
Meeting, playing with friends	Christianity	N	31	102	85	218
		%	14.2%	46.8%	39%	100%
	Islam	N	9	40	43	92
		%	9.8%	43.5%	46.7%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	3	7	12	22
		%	13.6%	31.8%	54.5%	100%
	I am not affiliated with a religion	N	14	54	36	104
		%	13.5%	51.9%	34.6%	100%
Using smartphone or computer to stay in touch with friends/relatives	Christianity	N	9	32	177	218
		%	4.1%	14.7%	81.2%	100%
	Islam	N	0	20	72	92
		%	0%	21.7%	78.3%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	4	19	23
		%	0%	17.4%	82.6%	100%
	I am not affiliated with a religion	N	3	10	90	103
		%	2.9%	9.7%	87.4%	100%
Spending time just being by myself*	Christianity	N	54	92	72	218
		%	24.8%	42.2%	33%	100%
	Islam	N	46	31	13	90
		%	51.1%	34.4%	14.4%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	6	9	7	22
		%	27.3%	40.9%	31.8%	100%
	I am not affiliated with a religion	N	24	40	40	104
		%	23.1%	38.5%	38.5%	100%

*Cramer's V:0.181, Sig.:0.000

Table 126 - Religion × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Christianity	214	4.59	0.642
	Islam	93	4.69	0.722
	Hinduism, Buddhism, Sikhism, Judaism, other	22	4.77	0.528
	I am not affiliated with a religion	98	4.34	0.919
My parents (carers) listen to me and take what I say into account	Christianity	217	4.41	0.771
	Islam	94	4.37	0.973
	Hinduism, Buddhism, Sikhism, Judaism, other	23	4.57	0.662
	I am not affiliated with a religion	100	4.11	1.081
I have enough friends	Christianity	216	4.37	0.868
	Islam	92	4.50	0.871
	Hinduism, Buddhism, Sikhism, Judaism, other	22	4.50	0.673
	I am not affiliated with a religion	99	4.32	0.843
If I have a problem, I have a friend who will support me	Christianity	211	4.17	0.913
	Islam	92	4.51	0.763
	Hinduism, Buddhism, Sikhism, Judaism, other	22	4.55	0.858
	I am not affiliated with a religion	98	4.07	1.038

*Kruskal Wallis: Chi square: 14.429 Sig.:0.002, No religion – Islam (0.003)

Table 127 - Religion × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	Christianity	N	28	191	219
		%	12.8%	87.2%	100%
	Islam	N	22	73	95
		%	23.2%	76.8%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	7	15	22
		%	31.8%	68.2%	100%
	I am not affiliated with a religion	N	26	77	103
		%	25.2%	74.8%	100%
Out of school, I spend time with other friends (for example from the neighbourhood where I live)	Christianity	N	86	133	219
		%	39.3%	60.7%	100%
	Islam	N	39	56	95
		%	41.1%	58.9%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	6	16	22
		%	27.3%	72.7%	100%
	I am not affiliated with a religion	N	47	56	103
		%	45.6%	54.4%	100%
Out of school, I don't spend time with friends	Christianity	N	165	21	186
		%	88.7%	11.3%	100%
	Islam	N	65	11	76
		%	85.5%	14.5%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	15	2	17
		%	88.2%	11.8%	100%
	I am not affiliated with a religion	N	63	15	78
		%	80.8%	19.2%	100%

*Cramer's V: 0.162, Sig.:0.009

Table 128 - Religion × Leisure time 2

			Never	Rarely	Occasio nally	Often	(Almost) Always	Total
Out of school, I often spend time with my friends face to face*	Christianity	N	2	14	32	67	99	214
		%	0.9%	6.5%	15%	31,3%	46,3%	100%
	Islam	N	3	4	18	31	34	90
		%	3.3%	4.4%	20%	34.4%	37.8%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	5	6	10	23
		%	4.3%	4.3%	21.7%	26.1%	43.5%	100%
I am not affiliated with a religion	N	6	6	16	26	50	104	
	%	5.8%	5.8%	15.4%	25%	48.1%	100%	
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Christianity	N	2	14	32	67	99	214
		%	0.9%	6.5%	15%	31.3%	46.3%	100,0%
	Islam	N	3	4	18	31	34	90
		%	3.3%	4.4%	20%	34.4%	37.8%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	5	6	10	23
		%	4.3%	4.3%	21.7%	26.1%	43.5%	100%
I am not affiliated with a religion	N	6	6	16	26	50	104	
	%	5.8%	5.8%	15.4%	25%	48.1%	100%	

*Cramer's V: 0.157, Sig.:0.001

Religion - School life

A larger proportion of respondents affiliated with Islam that they often like being in school, feel safe in school, feel that they belong in school, and feel OK when the teacher asks them a question. Regarding feeling OK about what the classmates think about them, the distribution of responses differs less between the groups (Table 130).

While a majority of children feel accepted in school by their classmates, children affiliated with Islam feel slightly less accepted compared to children of other religions (6.6% say they never or rarely feel accepted and 85.5% often or almost always feel accepted compared to 3.3% and 90.6% of children affiliated with Christianity and 0% and 91.8% of children not affiliated with religion). Similarly, while they feel accepted by their teachers, the share is slightly lower compared to other groups of children (86.5% compared to 92.4% of children affiliated with Christianity and 90.3% of children not affiliated with religion). Those who are not affiliated with religion slightly less agree that teachers listen to them and take into account what they say (Table 131).

There are no big differences associated with religious affiliation regarding being left out of games or activities, being made fun of or called names. A slightly bigger proportion of those who are not affiliated with a religion said they were never hit or hurt or left out of activities (Table 132).

Respondents with religious affiliation to Islam and Hinduism, Buddhism etc. report having experienced unfair treatment to a larger degree than other religious affiliations regarding their nationality/race, where they live and their language. In the study sample, respondents' affiliation with religion was significantly moderately and positively associated with feelings of discrimination by teachers because of nationality/race. A larger proportion of respondents affiliated with Islam (22.1%) reported feelings of discrimination by teachers due to nationality than respondents affiliated with Christianity (2%) or not feeling affiliated with any religion (4%). Also, a larger proportion of respondents affiliated with Islam (18%) felt treated unfairly by their teachers because of the place they live. Similarly, a larger proportion of respondents affiliated with Islam and those affiliated with Hinduism, Buddhism and other religions reported being treated differently by their classmates, because of their religion, nationality and the language they speak compared to those affiliated with Christianity or not feeling affiliated with any religion (weak associations) (Table 133).

Being affiliated with Islam or Hinduism, Buddhism and other religions is associated with responding that children are not allowed to speak other languages in school. Almost four out of 10 report this, while in the other two groups two out of 10 report that there is such a policy in their school (Table 134).

There are no big differences associated with religion regarding experiencing that teachers do not include other languages than Danish as a resource in the lessons. However, a slightly larger proportion of respondents not affiliated with a religion report that their teachers often do that (Table 135).

When it comes to respondents' estimation of how well they do in school, almost four out of 10 respondents either affiliated with Islam, Hinduism, Buddhism et al. or not affiliated with a religion, report that they do better than the average in their class. This only goes for almost three out of 10 respondents associated with Christianity (Table 136).

According to Table 137, respondents affiliated with Islam to a higher degree than those affiliated with Christianity or other religions tend to having a positive approach to migrants and linguistic, cultural, and religious diversity in society and school.

While more than half of the respondents affiliated with Islam and other religions report having several friends from other countries, cultural, religious or linguistic backgrounds, this only goes for less than one fifth of respondents not affiliated with a religion and affiliated with Islam (Table 138).

Table 129 - Religion × How do you feel about your school?

			Never	Rarely	Occasio nally	Often	(Almost) Always	Total
I like being in school*	Christianity	N	2	6	40	100	72	220
		%	0.9%	2.7%	18.2%	45.5%	32.7%	100%
	Islam	N	2	6	13	28	45	94
		%	2.1%	6.4%	13.8%	29.8%	47.9%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	3	5	6	9	23
		%	0%	13%	21.7%	26.1%	39.1%	100%
	I am not affiliated with a religion	N	6	8	16	35	38	103
		%	5.8%	7.8%	15.5%	34%	36.9%	100%
I feel safe when I am at school	Christianity	N	2	7	26	88	93	216
		%	0.9%	3.2%	12%	40.7%	43.1%	100%
	Islam	N	4	6	13	26	45	94
		%	4.3%	6.4%	13.8%	27.7%	47.9%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	1	5	8	8	22
		%	0%	4.5%	22.7%	36.4%	36.4%	100%
	I am not affiliated with a religion	N	2	5	14	45	36	102
		%	2%	4.9%	13.7%	44.1%	35.3%	100%
I feel like I belong in this class**	Christianity	N	2	11	27	81	97	218
		%	0.9%	5%	12.4%	37.2%	44.5%	100%
	Islam	N	3	4	6	21	56	90
		%	3.3%	4.4%	6.7%	23.3%	62.2%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	2	2	8	9	21
		%	0%	9.5%	9.5%	38.1%	42.9%	100%
	I am not affiliated with a religion	N	1	6	25	32	36	100
		%	1%	6%	25%	32%	36%	100%
I am OK when a teacher asks me a question	Christianity	N	5	13	34	87	79	218
		%	2.3%	6%	15.6%	39.9%	36.2%	100%
	Islam	N	1	5	14	24	46	90
		%	1.1%	5.6%	15.6%	26.7%	51.1%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	1	2	9	11	23
		%	0%	4.3%	8.7%	39.1%	47.8%	100%
	I am not affiliated with a religion	N	6	6	20	33	38	103
		%	5	13	34	87	79	218
I feel OK what my classmates think of me	Christianity	N	6	14	38	87	70	215
		%	2.8%	6.5%	17.7%	40.5%	32.6%	100%
	Islam	N	3	8	20	28	33	92
		%	3.3%	8.7%	21.7%	30.4%	35.9%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	5	8	8	23
		%	4.3%	4.3%	21.7%	34.8%	34.8%	100%
	I am not affiliated with a religion	N	5	6	18	39	29	97
		%	5.2%	6.2%	18.6%	40.2%	29.9%	100%

*Cramer's V:0.141, Sig.:0.003

**Cramer's V:0.148, Sig.:0.005

Table 130 - Religion × Relationship with classmates

			Never	Rarely	Occasio nally	Often	(Almost) Always	Total
My classmates accept me just the way I am*	Christianity	N	0	7	13	73	121	214
		%	0%	3.3%	6.1%	34.1%	56.5%	100%
	Islam	N	4	2	7	21	56	90
		%	4.4%	2.2%	7.8%	23.3%	62.2%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	0	4	9	8	21
		%	0%	0%	19%	42.9%	38.1%	100%
	I am not affiliated with a religion	N	0	0	9	37	47	93
		%	0%	0%	9.7%	39.8%	50.5%	100%
My teachers accept me the same way as other classmates**	Christianity	N	1	1	14	72	122	210
		%	0.5%	0.5%	6.7%	34.3%	58.1%	100%
	Islam	N	4	3	5	19	58	89
		%	4.5%	3.4%	5.6%	21.3%	65.2%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	0	1	3	3	15	22
		%	0%	4.5%	13.6%	13.6%	68.2%	100%
	I am not affiliated with a religion	N	0	2	6	35	55	98
		%	0%	2%	6.1%	35.7%	56.1%	100%
My classmates care about how I feel	Christianity	N	4	6	37	88	63	198
		%	2%	3%	18.7%	44.4%	31.8%	100%
	Islam	N	4	2	16	28	30	80
		%	5%	2.5%	20%	35%	37.5%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	3	5	8	18
		%	5.6%	5.6%	16.7%	27.8%	44.4%	100%
	I am not affiliated with a religion	N	3	10	20	34	24	91
		%	3.3%	11%	22%	37.4%	26.4%	100%
My teachers listen to me and take what I say into account***	Christianity	N	4	6	37	88	63	198
		%	2%	3%	18.7%	44.4%	31.8%	100%
	Islam	N	4	2	16	28	30	80
		%	5%	2.5%	20%	35%	37.5%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	3	5	8	18
		%	5.6%	5.6%	16.7%	27.8%	44.4%	100%
	I am not affiliated with a religion	N	3	10	20	34	24	91
		%	3.3%	11%	22%	37.4%	26.4%	100%
My teachers talk about different countries, languages, cultures or religion	Christianity	N	6	13	64	76	48	207
		%	2.9%	6.3%	30.9%	36.7%	23.2%	100%
	Islam	N	1	6	27	30	24	88
		%	1.1%	6.8%	30.7%	34.1%	27.3%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	2	0	5	4	11	22
		%	9.1%	0%	22.7%	18.2%	50%	100%
	I am not affiliated with a religion	N	2	11	29	30	23	95
		%	2.1%	11.6%	30.5%	31.6%	24.2%	100%

*Cramer's V:0.154 Sig.:0.003

**Cramer's V:0.138. Sig.:0.020

***Cramer's V:0.037. Sig.:0.020

Table 131 - Religion × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Christianity	N	145	30	28	15	218
		%	66.5%	13.8%	12.8%	6.9%	100%
	Islam	N	67	16	10	2	95
		%	70.5%	16.8%	10.5%	2.1%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	13	2	3	5	23
		%	56.5%	8.7%	13%	21.7%	100%
I am not affiliated with a religion	N	65	21	9	8	103	
	%	63.1%	20.4%	8.7%	7.8%	100%	
Hit or hurt you (not including play fight)	Christianity	N	163	34	13	7	217
		%	75.1%	15.7%	6%	3.2%	100%
	Islam	N	70	13	10	2	95
		%	73.7%	13.7%	10.5%	2.1%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	16	2	1	4	23
		%	69.6%	8.7%	4.3%	17.4%	100%
I am not affiliated with a religion	N	82	9	7	4	102	
	%	80.4%	8.8%	6.9%	3.9%	100%	
Leave you out of their games or activities	Christianity	N	141	47	14	15	217
		%	65%	21.7%	6.5%	6.9%	100%
	Islam	N	65	19	7	3	94
		%	69.1%	20.2%	7.4%	3.2%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	N	18	1	1	3	23
		%	78.3%	4.3%	4.3%	13%	100%
I am not affiliated with a religion	N	76	17	5	4	102	
	%	74.5%	16.7%	4.9%	3.9%	100%	

Table 132 - Religion × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	Christianity	F	11	199	210	18	194	212
		%	5.2%	94.8%	100%	8.5%	91.5%	100%
	Islam	F	12	75	87	6	77	83
		%	13.8%	86.2%	100%	7.2%	92.8%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	F	3	20	23	4	18	22
		%	13%	87%	100%	18.2%	81.8%	100%
	I am not affiliated with a religion	F	9	92	101	7	92	99
		%	8.9%	91.1%	100%	7.1%	92.9%	100%
Your economic status (poor/rich)	Christianity	F	5	206	211	9	204	213
		%	2.4%	97.6%	100%	4.2%	95.8%	100%
	Islam	F	5	77	82	6	80	86
		%	6.1%	93.9%	100%	7%	93%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	F	1	20	21	1	20	21
		%	4.8%	95.2%	100%	4.8%	95.2%	100%
	I am not affiliated with a religion	F	4	97	101	7	94	101
		%	4%	96%	100%	6.9%	93.1%	100%
Your religion*	Christianity	F	6	203	209	7	202	209
		%	2.9%	97.1%	100%	3.3%	96.7%	100%
	Islam	F	14	67	81	13	71	84
		%	17.3%	82.7%	100%	15.5%	84.5%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	F	5	17	22	3	19	22
		%	22.7%	77.3%	100%	13.6%	86.4%	100%
	I am not affiliated with a religion	F	4	98	102	3	100	103
		%	3.9%	96.1%	100%	2.9%	97.1%	100%
Your nationality/race**	Christianity	F	4	206	210	7	206	213
		%	1.9%	98.1%	100%	3.3%	96.7%	100%
	Islam	F	19	67	86	12	73	85
		%	22.1%	77.9%	100%	14.1%	85.9%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	F	3	18	21	2	20	22
		%	14.3%	85.7%	100%	9.1%	90.9%	100%
	I am not affiliated with a religion	F	4	98	102	4	98	102
		%	3.9%	96.1%	100.0%	3.9%	96.1%	100.0%
Where you live (district. village/town)***	Christianity	F	10	203	213	10	203	213
		%	4.7%	95.3%	100.0%	4.7%	95.3%	100.0%
	Islam	F	15	71	86	15	71	86
		%	17.4%	82.6%	100.0%	17.4%	82.6%	100.0%
	Hinduism, Buddhism, Sikhism, Judaism, other	F	4	18	22	4	18	22
		%	18.2%	81.8%	100.0%	18.2%	81.8%	100.0%
	I am not affiliated with a religion	F	4	93	97	4	93	97
		%	10	203	213	10	203	213
Language you speak****	Christianity	F	7	202	209	10	203	213
		%	3.3%	96.7%	100%	4.7%	95.3%	100%
	Islam	F	10	76	86	12	75	87
		%						

		%	11.6%	88.4%	100%	13.8%	86.2%	100%
	Hinduism, Buddhism, Sikhism, Judaism, other	F	3	19	22	4	18	22
		%	13.6%	86.4%	100%	18.2%	81.8%	100%
	I am not affiliated with a religion	F	6	95	101	4	97	101
		%	5.9%	94.1%	100%	4%	96%	100%

*Religion, Teachers: Cramer's V:0.262. Sig.:0.000; Classmates: Cramer's V:0.215. Sig.:0.000

**Nationality. Teachers: Cramer's V:0.312. Sig.:0.000; Classmates: Cramer's V: 0.170; Sig.: 0.007

***Where you live. Teachers: Cramer's V:0.213; Sig.:0.000

****Language you speak. Teachers: Cramer's V: 0.150; 0.025; Classmates: Cramer's V:0.178 ; Sig.:0.004

Table 133 - Religion × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Christianity	F	175	43	218
	%	80.3%	19.7%	100%
Islam	F	57	36	93
	%	61.3%	38.7%	100%
Hinduism, Buddhism, Sikhism, Judaism, other	F	15	8	23
	%	65.2%	34.8%	100%
I am not affiliated with a religion	F	82	21	103
	%	79.6%	20.4%	100%

*Cramer's V:0.185. Sig.:0.002

Table 134 - Religion × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Christianity	F	60	143	16	219	60
	%	27.4%	65.3%	7.3%	100%	27.4%
Islam	F	35	54	5	94	35
	%	37.2%	57.4%	5.3%	100%	37.2%
Hinduism, Buddhism, Sikhism, Judaism, other	F	11	10	2	23	11
	%	47.8%	43.5%	8.7%	100%	47.8%
I am not affiliated with a religion	F	38	60	6	104	38
	%	36.5%	57.7%	5.8%	100%	36.5%

Table 135 - Religion × How successful are you in school in relation to your classmates?

		I am doing better than most others	I am doing average in school, my grades are average	I am not doing as good as most others	Total
Christianity	F	60	143	16	219
	%	27,4%	65,3%	7,3%	100,0%
Islam	F	35	54	5	94
	%	37,2%	57,4%	5,3%	100,0%
Hinduism, Buddhism, Sikhism, Judaism, other	F	11	10	2	23
	%	47,8%	43,5%	8,7%	100,0%
I am not affiliated with a religion	F	38	60	6	104
	%	36,5%	57,7%	5,8%	100,0%

Table 136 - Religion × Multiculturality

		N	Mean	Std. Deviation
Children who come to Denmark from other countries should have the right to follow the customs of their countries. e.g. food, clothing, language*	Christianity	212	3.98	1.000
	Islam	84	4.46	0.911
	Hinduism, Buddhism, Sikhism, Judaism, other	21	4.14	1.276
	I am not affiliated with a religion	94	4.10	0.995
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Christianity	210	4.06	0.889
	Islam	87	4.52	0.776
	Hinduism, Buddhism, Sikhism, Judaism, other	20	4.25	1.118
	I am not affiliated with a religion	95	4.17	0.883
In our class, pupils of different ethnicities/races/religion get along well	Christianity	200	4.23	0.867
	Islam	89	4.35	0.813
	Hinduism, Buddhism, Sikhism, Judaism, other	19	4.53	0.697
	I am not affiliated with a religion	89	4.10	0.867

*Kruskal Wallis: Chi square.: 19.142 Sig.:0.000; Christianity – Islam: 0.000; No religion – Islam: 0.029

**Kruskal Wallis: Chi square.: 22.082 Sig.:0.000, Christianity – Islam: 0.000; No religion – Islam: 0.014

Table 137 - Religion × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Christianity	F	36	148	19	15	218
	%	16.5%	67.9%	8.7%	6.9%	100%
Islam	F	53	35	2	3	93
	%	57%	37.6%	2.2%	3.2%	100%
Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	10	8	3	2	23
	%	43.5%	34.8%	13%	8.7%	100%
I am not affiliated with a religion	F	19	72	6	4	101
	%	18.8%	71.3%	5.9%	4%	100%

Cramer's V: 0.226. Sig.: 0.000

Socio-economic status – Well-being and everyday life

Since there were only 31 answering that they had less things (for example, toys, clothes, computer) than the others in class, which was meant to point to difficulties to cover economic necessities, the numbers to make relevant analyses is too small and the variable was recorded in a way that the answers of those who have about the same things and of those who have less things were merged for further analyses. In the analyses, no difficulties point to respondents reporting that they have more things than others and some or a lot of difficulties point to respondents having the same or less things than others.

Regarding life satisfaction, having what they want in their life, being the way they are, and positive feelings about the future, respondents with more material goods tend to answer more positively (Table 140).

In relation to organized leisure activities, meeting with friends, using electronic devices to stay in contact with friends and relatives, and spending time just with oneself, there are no big differences associated with socio-economic status (Table 141).

Regarding confidence in help from family and feeling listened to by carers there are no differences associated with material goods. Respondents experiencing having the same or less goods than others tend to respond more positively on having enough friends while they answer a little less positively regarding confidence in support from friends (Table 142)

There are no big differences associated with material goods regarding spending time with friends face to face or online, or not spending time with friends (Table 143).

Regarding patterns of social interaction with friends (face to face or online) in leisure time are no big differences associated with material goods (Table 144).

Table 138 - Socio-economic status

	F	%
I have more things (for example, toys, clothes, computer) than the others in my class	93	18.1%
I have about the same things (for example, toys, clothes, computer) than the others in my class	390	75.9%
I have less things (for example, toys, clothes, computer) than the others in my class	31	6%

Table 139 - Socio-economic status × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	No difficulties	86	4.55	0.714
	Some or a lot of difficulties	402	4.31	0.839
I have what I want in life	No difficulties	87	4.13	1.043
	Some or a lot of difficulties	404	4.01	0.924
I like being the way I am	No difficulties	89	4.21	1.050
	Some or a lot of difficulties	401	4.08	0.990
I feel positive about my future*	No difficulties	84	4.37	0.788
	Some or a lot of difficulties	398	4.21	0.865

*Mann-Whitney U: 14523 . Sig.:0.010

Table 140 - Socio-economic status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	No difficulties	N	21	52	19	92
		%	22.8%	56.5%	20.7%	100%
	Some or a lot of difficulties	N	124	189	107	420
		%	29.5%	45%	25.5%	100%
Meeting, playing with friends	No difficulties	N	9	47	36	92
		%	9.8%	51.1%	39.1%	100%
	Some or a lot of difficulties	N	59	188	169	416
		%	14.2%	45.2%	40.6%	100%
Using smartphone or computer to stay in touch with friends/relatives*	No difficulties	N	2	15	75	92
		%	2.2%	16.3%	81.5%	100%
	Some or a lot of difficulties	N	11	62	342	415
		%	2.7%	14.9%	82.4%	100%
Spending time just being by myself	No difficulties	N	29	43	20	92
		%	31.5%	46.7%	21.7%	100%
	Some or a lot of difficulties	N	127	159	129	415
		%	30.6%	38.3%	31.1%	100%

Table 141 - Socio-economic status × Family and friends

		N	Mean	Std. Deviation
If I have a problem. my family will help me	No difficulties	91	4.58	0.790
	Some or a lot of difficulties	403	4.57	0.724
My parents (carers) listen to me and take what I say into account	No difficulties	92	4.36	0.956
	Some or a lot of difficulties	410	4.36	0.840
I have enough friends	No difficulties	89	4.30	1.027
	Some or a lot of difficulties	407	4.41	0.813
If I have a problem. I have a friend who will support me	No difficulties	90	4.32	0.776
	Some or a lot of difficulties	401	4.21	0.918

Table 142 - Socio-economic status × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	No difficulties	N	19	73	92
		%	20.7%	79.3%	100%
	Some or a lot of difficulties	N	88	331	419
		%	21%	79%	100%
Out of school, I spend time with other friends (for example from the neighbourhood where I live)	No difficulties	N	41	51	92
		%	44.6%	55.4%	100%
	Some or a lot of difficulties	N	163	256	419
		%	38.9%	61.1%	100%
Out of school, I don't spend time with friends	No difficulties	N	64	12	76
		%	84.2%	15.8%	100%
	Some or a lot of difficulties	N	293	48	341
		%	85.9%	14.1%	100%

Table 143 - Socio-economic status × Leisure time 2

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
Out of school, I often spend time with my friends face to face	No difficulties	N	5	9	23	27	26	90
		%	5.6%	10%	25.6%	30%	28.9%	100%
	Some or a lot of difficulties	N	10	31	122	150	95	408
		%	2.5%	7.6%	29.9%	36.8%	23.3%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	No difficulties	N	4	2	12	31	40	89
		%	4.5%	2.2%	13.5%	34.8%	44.9%	100%
	Some or a lot of difficulties	N	9	29	71	119	184	412
		%	2.2%	7%	17.2%	28.9%	44.7%	100%

Socio-economic status - School life

There are generally no big differences associated with material goods regarding the experience of being in school and feelings of safety and belonging in class. Respondents with more material goods tend to answer a little more positively on feeling OK when a teacher asks a question and about what their classmates think of them (Table 145).

There are generally no big differences associated with material goods regarding the experience of being in school and feelings of safety and belonging in class. Respondents with more material goods tend to answer a little more positively on feeling accepted and listened to by their teachers (Table 146).

Regarding being left out of games or activities, being made fun of, and being hit or hurt, a slightly larger proportion of respondents having the same or less material goods than the average report that they never had such experiences during the school year in which the survey took place (Table 147).

There are no big differences to be associated with material goods regarding experienced unfair treatment due to economic status and language. A larger proportion of respondents having more material goods than the average report being treated unfairly because of their gender, especially by classmates (15%) and because of compared to 7%) the place they live, especially by teachers (14% compared to 7%), and religion, especially by teachers (11% compared to 5%) and language (10 % compared to 5%). (Table 148)

A larger proportion of respondents (78%) having the same or less material goods than the average report experiencing that they were not allowed to speak other languages than Danish in the hallways of the school or during breaks. compared with respondents having more material goods than the average (66%) (Table 149).

There are no big differences between respondents with more material goods and respondents with average or less material goods regarding experiencing that teachers do not include other languages than Danish as a resource in the lessons (Table 150).

A larger proportion of respondents with more material goods (almost four out of 10) find that they are very good in school compared to classmates, while almost three out of 10 respondents with average or less material goods report that they do better than the average in school (Table 151).

While respondents with more material goods than others tend to have a positive approach being in a class with students with different backgrounds. respondents with average or less material goods tend to have a positive experience of children with different backgrounds getting along well in class. Regarding the attitude towards migrant children's right to keep their customs and cultural expressions there is no difference to be associated with socio-economic status (Table 152).

One third of respondents with more material goods than others report having several friends from other countries, while half of those respondents report having a few friends from other countries. Only about one fifth of respondents with average or less goods report having several friends from other countries. while 65% report that they have a few (Table 153).

Table 144 - Socio-economic status × How do you feel about your school?

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
I like being in school	No difficulties	N	4	6	13	31	36	90
		%	4.4%	6.7%	14.4%	34.4%	40%	100%
	Some or a lot of difficulties	N	6	19	74	170	150	419
		%	1.4%	4.5%	17.7%	40.6%	35.8%	100%
I feel safe when I am at school	No difficulties	N	2	2	8	43	37	92
		%	2.2%	2.2%	8.7%	46.7%	40.2%	100%
	Some or a lot of difficulties	N	8	21	60	158	166	413
		%	1.9%	5.1%	14.5%	38.3%	40.2%	100%
I feel like I belong in this class*	No difficulties	N	3	8	5	31	43	90
		%	3.3%	8.9%	5.6%	34.4%	47.8%	100%
	Some or a lot of difficulties	N	4	19	64	131	190	408
		%	1%	4.7%	15.7%	32.1%	46.6%	100%
I am OK when a teacher asks me a question	No difficulties	N	5	3	10	35	39	92
		%	5.4%	3.3%	10.9%	38%	42.4%	100%
	Some or a lot of difficulties	N	9	25	75	148	153	410
		%	2.2%	6.1%	18.3%	36.1%	37.3%	100%
I feel OK what my classmates think of me	No difficulties	N	4	5	14	29	36	88
		%	4.5%	5.7%	15.9%	33%	40.9%	100%
	Some or a lot of difficulties	N	12	25	76	171	121	405
		%	3%	6.2%	18.8%	42.2%	29.9%	100%

*Cramer's V:0.148. Sig.: 0.027

Table 145 - Socio-economic status × Relationship with classmates

			Never	Rarely	Occasionally	Often	(Almost) Always	Total
My classmates accept me just the way I am	No difficulties	N	0	1	10	26	54	91
		%	0%	1.1%	11%	28.6%	59.3%	100%
	Some or a lot of difficulties	N	5	8	27	140	215	395
		%	1.3%	2%	6.8%	35.4%	54.4%	100%
My teachers accept me the same way as other classmates	No difficulties	N	1	3	4	20	60	88
		%	1.1%	3.4%	4.5%	22.7%	68.2%	100%
	Some or a lot of difficulties	N	4	5	25	125	242	401
		%	1%	1.2%	6.2%	31.2%	60.3%	100%
My classmates care about how I feel	No difficulties	N	5	3	17	23	35	83
		%	6%	3.6%	20.5%	27.7%	42.2%	100%
	Some or a lot of difficulties	N	9	19	68	154	114	364
		%	2.5%	5.2%	18.7%	42.3%	31.3%	100%
My teachers listen to me and take what I say into account	No difficulties	N	1	3	10	28	48	90
		%	1.1%	3.3%	11.1%	31.1%	53.3%	100%
	Some or a lot of difficulties	N	4	9	47	164	180	404
		%	1%	2.2%	11.6%	40.6%	44.6%	100%
My teachers talk about different countries. Languages, cultures or religion	No difficulties	N	2	10	26	25	23	86
		%	2.3%	11.6%	30.2%	29.1%	26.7%	100%
	Some or a lot of difficulties	N	14	29	125	137	89	394
		%	3.6%	7.4%	31.7%	34.8%	22.6%	100%

Table 146 - Socio-economic status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	No difficulties	N	55	19	12	7	93
		%	59.1%	20.4%	12.9%	7.5%	100%
	Some or a lot of difficulties	N	280	57	49	31	417
		%	67.1%	13.7%	11.8%	7.4%	100%
Hit or hurt you (not including play fight?)*	No difficulties	N	61	20	7	4	92
		%	66.3%	21.7%	7.6%	4.3%	100%
	Some or a lot of difficulties	N	326	47	27	16	416
		%	78.4%	11.3%	6.5%	3.8%	100%
Leave you out of their games or activities	No difficulties	N	57	19	11	5	92
		%	62%	20.7%	12%	5.4%	100%
	Some or a lot of difficulties	N	288	81	23	24	416
		%	69.2%	19.5%	5.5%	5.8%	100%

*Cramer's V:0.124. Sig.: 0.049

Table 147 - Socio-economic status × Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers			By the classmates (Yes)				
		Yes	No	Total	Yes	No	Total	
Your gender	No difficulties	F	8	79	87	13	72	85
		%	9.2%	90.8%	100%	15.3%	84.7%	100%
	Some or a lot of difficulties	F	30	373	403	26	369	395
		%	7.4%	92.6%	100%	6.6%	93.4%	100%
Your economic status (poor/rich)	No difficulties	F	4	82	86	6	80	86
		%	4.7%	95.3%	100%	7%	93%	100%
	Some or a lot of difficulties	F	15	379	394	22	378	400
		%	3.8%	96.2%	100%	5.5%	94.5%	100%
Your religion*	No difficulties	F	10	76	86	7	79	86
		%	11.6%	88.4%	100%	8.1%	91.9%	100%
	Some or a lot of difficulties	F	20	373	393	20	373	393
		%	5.1%	94.9%	100%	5.1%	94.9%	100%
Your nationality/race**	No difficulties	F	5	81	86	1	84	85
		%	5.8%	94.2%	100%	1.2%	98.8%	100%
	Some or a lot of difficulties	F	26	374	400	27	374	401
		%	6.5%	93.5%	100%	6.7%	93.3%	100%
Where you live (district, village/town)***	No difficulties	F	12	76	88	6	81	87
		%	13.6%	86.4%	100%	6.9%	93.1%	100%
	Some or a lot of difficulties	F	28	369	397	28	368	396
		%	7.1%	92.9%	100%	7.1%	92.9%	100%
Language you speak	No difficulties	F	9	79	88	5	78	83
		%	10.2%	89.8%	100%	6%	94%	100%
	Some or a lot of difficulties	F	21	375	396	27	375	402
		%	5.3%	94.7%	100%	6.7%	93.3%	100%

*Teachers: Cramer's V:0.104 Sig.: 0.023; Classmates: Cramer's V:0.122 Sig.: 0.008

**Classmates: Cramer's V:0.091. Sig.:0.046

***Teachers: Cramer's V:0.092 Sig.: 0.042

Table 148- Socio-economic status × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
No difficulties	F	60	31	91
	%	65.9%	34.1%	100%
Some or a lot of difficulties	F	324	92	416
	%	77.9%	22.1%	100%

Cramer's V:0.107 Sig.: 0.016

Table 149 - Socio-economic status × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
No difficulties	F	16	28	33	14	91
	%	17.6%	30.8%	36.3%	15.4%	100%
Some or a lot of difficulties	F	62	136	139	80	417
	%	14.9%	32.6%	33.3%	19.2%	100%

Cramer's V: 0.107 Sig.: 0.016

Table 150 - Socio-economic status × How successful are you in school in relation to your classmates?

		I am doing better than most others	I am doing average in school. neither good nor bad	I am not doing as good as most others	Total
No difficulties	F	35	48	9	92
	%	38%	52.2%	9.8%	100%
Some or a lot of difficulties	F	124	263	30	417
	%	29.7%	63.1%	7.2%	100%

Table 151- Socio-economic status × Multiculturality

			N	Mean	Std. Deviation
Children who come to Denmark from other countries should have the right to follow the customs of their countries, e. g. food, clothing, language	No difficulties		84	4.11	1.042
	Some or a lot of difficulties		394	4.14	0.982
I like that in our class and our school there are children with different backgrounds (language, religion, culture)	No difficulties		85	4.25	0.898
	Some or a lot of difficulties		394	4.19	0.879
In our class, children of different ethnicities/races/religion get along well*	No difficulties		84	4.14	1.031
	Some or a lot of difficulties		374	4.29	0.790

Table 152 - Socio-economic status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
No difficulties	F	32	46	8	4	90
	%	35.6%	51.1%	8.9%	4.4%	100%
Some or a lot of difficulties	F	98	270	23	24	415
	%	23.6%	65.1%	5.5%	5.8%	100%

Cramer's V: 0.126 Sig.: 0.046

4. Conclusions and discussions

The children in our study express high level of life satisfaction and family support. Nevertheless, older children reporting less positive feelings regarding life satisfaction, having what they want in their life, being who they are, and the future. There exist differences in terms of experiences of help, support and listening from family across the age groups. A lower proportion of older respondents feel that their parents or caregivers listen to them and that their family is willing to help them. In terms of gender, boys report a higher degree of satisfaction with their lives, and with being the way they are, while girls report a higher degree of feeling positive about their future. Boys to a lesser degree tend to feel that their parents or carers listen to them, and that if they have a problem, a friend will help.

In relation to ethnic background, local children with a migrant background tend to answer more positively than the other groups that they are satisfied with their lives, have positive feelings about the future and have what they want in life. This group of children also has more positive expectations of receiving help from family and friends when needed, and to a higher degree agree that they have enough friends. Local children without migrant background tend to estimate their parents or carers listening to them less positively than the other groups. Respondents without citizenship also express less positive answers to what they want in their life, while they to a higher degree report that they like being the way they are. Regarding confidence in help from family, being listened to by parents (carers) and having enough friends, respondents without citizenship respond less positively. Their answers are a little more positive regarding confidence in support of friends. Children affiliated with Islam tend to be more satisfied with their lives compared to those not affiliated with religion. Generally, children affiliated with a religion, and particularly Islam, tend to agree more that family helps them when in need compared to those not affiliated with any religion.

Almost one third of respondents indicate that they never or rarely participate in organised recreational activities. While this might be attributed to COVID-19 lockdowns, there exist differences according to age and gender as in the younger group, a larger proportion say they participate in organised leisure activities. Also, more boys than girls participate in organised leisure activities, while there were no big differences associated with ethnicity.

Regardless of age children rather often spend time with friends when they are not in school. Both face to face contacts and online communication are frequent. The older respondents are more likely to use smartphones or other devices to keep in touch with friends and relatives than the younger ones. Older children also more frequently spend time just being with themselves almost every day. More boys than girls report meeting friends every day or almost every day. However, the proportion of boys reporting that they rarely or never spend time with friends are slightly larger than for girls. In terms of ethnic background, migrant children spend less time with friends in their spare time. They less frequently spend time with their friends face to face. On the other hand, local children without migrant background spend more time with friends from school in their free time. A slightly larger proportion of respondents without citizenship report that they rarely or never meet and play

when friends when they are not in school. They also less frequently report that they spend time with friends from school face to face and online in their spare time. Children with citizenship tend to spend more time with friends online (gaming, chatting, using Snapchat, Instagram or other social media) compared to those without citizenship. In terms of religion, children affiliated with Christianity spend more time with friends out of school than other children. Regarding life satisfaction, having what they want in their life, being the way they are, and positive feelings about the future, respondents with more material goods tend to answer more positively.

Children generally report feeling well and safe at school, they feel they belong to school and feel comfortable at school. They also feel that their teachers and classmates listen to them and care about them. In general, the younger group seems more often to like being in school, and they are more likely to feel safe, to feel that they belong in the class, and to feel comfortable when asked questions by their teachers and with what their classmates think about them. In relation to ethnicity, children with migrant background more often express feelings of safety, belonging, feeling OK with the teacher asking questions, and with classmates' thinking of them, than the other two groups. Children born abroad to a higher degree report that their teachers accept them and listen to them. A larger proportion of respondents affiliated with Islam that they often like being in school, feel safe in school, feel that they belong in school, and feel OK when the teacher asks them a question. While children generally feel accepted in school by their classmates, children affiliated with Islam feel slightly less accepted compared to children belonging to other religions.

The majority of children do not experience violence in school. Nevertheless, about one third experienced psychological violence or exclusion and about one quarter physical violence. A larger proportion of the older group report that they have never experienced bullying, violence and exclusion in this school year. Boys experienced more physical violence and less psychological violence compared to girls. Only a small share of respondents (less than 10%) feel they have been treated unfairly by classmates or teachers. Gender and place of residence are the most common reasons for unfair treatment, while unfair treatment based on economic status is the least common. A greater proportion of boys say they feel discriminated against because of their gender. In addition, a larger proportion of boys feel unfairly treated by teachers on grounds of their religion and where they live. When it comes to experiences of being treated unfairly by classmates or teachers, migrant children and local children with migrant background to a higher degree report of unfair treatment than children without migrant background. Especially religion, nationality/race, and where they live are reported as causes for unfair treatment. In all these categories, teachers are estimated to treat them unfairly slightly more than classmates. In all questions of unfair treatment, respondents without citizenship feel that they have been treated unfairly by classmates and teachers to a higher degree than respondents with citizenship. Especially regarding religion, nationality/race, the place they live and the language they speak. Also In the study sample, respondents' affiliation with religion was significantly moderately and positively associated with feelings of discrimination by teachers because of nationality/race. A larger proportion of respondents affiliated with Islam and those affiliated with Hinduism, Buddhism and other religions reported being treated differently by their

classmates, because of their religion, nationality and the language they speak compared to those affiliated with Christianity or not feeling affiliated with any religion.

Only a small proportion of children report that their teachers talk about different countries, languages, cultures and religions at school. A quarter of respondents report that they were not allowed to speak any language other than Danish in the school corridors or during breaks and one third say that teachers do not include languages other than Danish as a resource in the lessons. There is a significant association between being born in Denmark with both parents born abroad and not being allowed to speak other languages than Danish in the hallways of the school or during breaks.

Generally, children have positive attitudes towards migrants and towards linguistic, cultural and religious diversity in society and school, girls and respondents born in Denmark with migrant background expressing higher degree of more positive attitudes. For all questions on acknowledgment of newcomers' right to follow customs and keep cultural expressions, diversity in class and getting along with each other, it appears that there is a slightly lower degree of positive attitudes among respondents without citizenship. In terms of religion, respondents affiliated with Islam to a higher degree than those affiliated with Christianity or other religions tend to have a positive approach to migrants and linguistic, cultural, and religious diversity in society and school. Most of children also have friends from other countries. Nevertheless, a larger proportion of respondents born in Denmark with migrant background and migrant respondents as well as respondents affiliated with Islam report having several friends from different countries. Respondents with more material goods than others to a higher degree report having several friends from other countries.

A much larger proportion of respondents born in Denmark with migrant background (half of them) find that they are doing very good in school compared to their classmates. Thus, there is a significant association between having this background and experienced school success. A larger proportion of respondents with more material goods report that they are doing very good in school compared to classmates.

Comparison of newly arrived and long-term migrant children with local children shows that they are all generally satisfied with their lives and have positive views on the future. Migrant children are generally more satisfied with the way they are, while local children tend to agree more with what they have in their lives.

Patterns of social contact, particularly spending time with friends as one of the most important factors of integration do not differ significantly across groups, however more migrant children compared to local say they do not spend time with friends in their free time. This is particularly true for face to face contacts. Migrant children are also less likely to agree that they have enough friends, even if they generally agree more often that in need they have a friend who would support them. They also more rarely spend time alone compared to migrant children.

All groups of children generally perceive schools as safe environment, where they feel comfortable and welcomed by both, teachers and classmates. A larger proportion of respondents with a migrant background say that they often feel accepted by their teachers and listened to.

While there were no big differences in relation to peer violence among the groups, respondents with a migration background state to a greater extent that they feel treated unfairly by teachers and fellow pupils than local respondents. They more often state that they were treated unfairly by their classmates because of their gender, economic status and language and by their teachers because of their religion, nationality and the district they live in.

One fifth of the local respondents and one third of the newly arrived and long-term migrant respondents state that children are not allowed to speak other languages than Danish when they are at school during breaks, in the corridors and when playing. They also say that their teachers do not use languages other than Danish during classes.

A slightly larger proportion of migrant respondents feel that they are less successful than their classmates.

With regard to interculturality, newly arrived and long-term migrant children express more positive views towards migrant children right to follow the customs of their countries of origin and also view diversity in the classroom somewhat more positively. A large majority in both groups report they have friends from other countries, but more migrant respondents report that they have several.

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SLOVENIA

Zorana Medarić

1. Introduction

The report presents the research results of a survey conducted in seven schools across Slovenia, three primary and four secondary schools. The aim was to explore their well-being in everyday lives and relations in schools and attitudes as well as opinions related to multiculturalism, cultural and religious diversity, migration etc. First, the descriptive results for the whole population are presented, followed by a more detailed presentation of results for the three groups of children central to the MiCreate project: newly arrived children who migrated to Slovenia less than three years ago, long-term children who migrated to Slovenia more than three years ago, and local children without migration experience.

Finally, also results according to demographic variables: age, gender, ethnicity, religion, citizenship, socio-economic status are presented. In the final section of the report main conclusions are presented.

2. Methodological approach

The survey was implemented between September 2020 and January 2021 in 3 primary and 4 secondary schools. Students from the age group between 10 and 17 (though some were older) were invited to participate in research. The classes were mostly selected with assistance of the contact person in school – often the teacher, school principal or school counsellor. In each school one researcher coordinated the implementation of the survey, a total of six researchers were involved in the survey. The consent signed by all students and their parents was gained by the contact person at the beginning of the research for both, quantitative and qualitative research. Students were also informed of their voluntary participation in the research by the researcher in the class. A total of 712 students participated in the survey. The survey was implemented CAWI either in computer class or over smartphones with a presence of researcher or in the period of lockdown, the links were sent to pupils via email and the survey was completed during one of the classes without the presence of researcher. Questionnaires were translated to different languages: Bosnian, Macedonian, Albanian and English. Staff facilitated the implementation of research in different ways, for example, by making agreements with teachers and arranging schedules, additionally explaining the relevance of the study, by forwarding instructions, project's aim and link to the survey to pupils via e-mail etc. When present in classes, researchers explained the overall aim and objectives of the survey and helped with the interpretation of the questions when needed; additionally, they tried to motivate students for participation. The major difficulties encountered were related to school closure due to COVID – 19 that prevented the surveying in classrooms in some schools. Consequently, the researcher established online communication with the teacher and school counsellor and provide them with instructions. In relation to the research implemented in schools, some students had difficulties with web connection or did not have smartphone. Researcher lent their own smartphones or created a personal hotspot.

3. Results

What follows is the presentation of main findings from the quantitative research in Slovenian primary and secondary schools.

3.1 Sample population

Demographic data

In this section a description of the data by demographic characteristics is presented. The majority of respondents in our study were children aged between 14 and 20 years (72.5%), i.e. secondary school students (Table 1). The gender ratio was balanced: 52% were girls and 48% boys (Table 3). The group included 6.6% newly arrived children - i.e. those who have been in Slovenia for three or less years, 10.2% long-term children - who migrated to Slovenia more than three years ago, and 83.2% local children who have no migration experience (Table 10). Most migrant children come mainly from Bosnia and Herzegovina

(47.9%), Kosovo (7.7%) and Serbia (7.7%) (Table 9). In terms of ethnicity, where multiple answers were possible, 74.9% of the children reported being Slovenian and 36.4% belonging to one of the ethnic groups of the former Yugoslavia (13% Bosnian, 8.2% Serb, 5.5% Croat, 5.2%, Albanian, 3.1% Macedonian, 1.4% Montenegrin), 2% Italian, 0.3% Roma 0.4% and other 5.9% (including Russian 0.7% and Ukrainian 0.5%) (Table 5). 87.8% of children speak one language at home, while 11.4% are bilingual or speak several languages at home (Table 6). Almost all children reported that they speak the Slovenian language well or very well (Table 6). Most of the children also reported having Slovenian citizenship (Table 11). One third of the children stated that they had at least one parent who was born in another country (Table 14).

About one third of the children stated that they did not belong to any religion, one fifth of the children declared to be Roman Catholic (21.4%), while 18.8% did not want to answer or did not know, 17.4% declared to be Muslim and 8.9% Orthodox (Table 15).

Slightly more than a third of the children live in a big city, slightly less than one- third live in a city or small town, and one- third live in a rural village (Table 16). 45.9% of the children consider their neighbourhood to be culturally diverse (Table 17). The majority of children, 79.7%, like to live in Slovenia, 12.7% were undecided in this respect and those who do not like to live in Slovenia most often mentioned the USA, the UK, Germany, Spain, France, Austria, Switzerland and Canada (Tables 18 and 19). The vast majority live with their family members (98.6%) (Table 21).

In terms of socio-economic status, most children indicated that they have a medium socio-economic status and that they generally own about as many material things as their classmates. A minority reported owning fewer (5%) or more material things (12.3%) than their classmates (Table 20).

Table 1 – Age

	F	%
10	19	2.7%
11	47	6.6%
12	67	9.4%
13	63	8.8%
14	61	8.6%
15	64	9.0%
16	279	39.2%
17	76	1.7%
18	21	2.9%
19	13	1.8%
20	2	0.3%
Total	712	100%

Table 2 - Age groups

	F	%
10-13	196	27.5%
14-20	516	72.5%
Total	712	100%

Table 3- Gender

	F	%
A girl	370	52%
A boy	342	48%
Total	712	100%

Table 4- Age and Gender

		Are you a girl or a boy?		
		A girl	A boy	Total
10-13	F	106	90	196
	%	54.1%	45.9%	100%
14-20	F	264	252	516
	%	51.2%	48.8%	100%

Table 5- Ethnic background

	F	%
Slovenian	531	74.9%
Croatian	39	5.5%
Serbian	58	8.2%
Albanian	37	5.2%
Macedonian	22	3.1%
Bosnian	92	13%
Montenegrin	10	1.4%
Italian	14	2%
Hungarian	2	0.3%
Roma	3	0.4%
Other	42	5.9%
I don't know	3	0.4%

*Multiple responses were possible

"Other" ethnicities include: Russian (5), Ukrainian (4) Chinese (3), Turkish (2), Austrian (1), Bulgarian (1), French (1), Greek (1), Canadian (1), Moldavian (1), German (1), Romanian (1), Slovakian (1), Scottish (1), Swedish (1)

Table 6– Language(s) you speak at home

1 LANGUAGE				
	F	%		
Slovenian	490	71.6%	Croatian and Slovenian	4 0.6%
Bosnian	55	8%	Macedonian and Slovenian	3 0.4%
Serbian	20	2.9%	Bosnian, English and Slovenian	2 0.3%
Albanian	16	2.3%	Bosnian and English	2 0.3%
Macedonian	7	1%	Russian and Slovenian	2 0.3%
Russian	4	0.6%	Albanian and English	1 0.1%
Chinese	3	0.4%	Bosnian and Montenegrin	1 0.1%
Local, dialect	2	0.3%	French and Slovenian	1 0.1%
Hindi	1	0.1%	Greek and Macedonian	1 0.1%
Lingala	1	0.1%	Croatian and English	1 0.1%
Roma	1	0.1%	Croatian, Russian and Slovenian	1 0.1%
Turkish	1	0.1%	Chinese and Slovenian	1 0.1%
TOTAL	601	87.8%	German, Slovenian and English	1 0.1%
2 OR MORE LANGUAGES			Roma and Slovenian	1 0.1%
Bosnian and Slovenian	22	3.2%	Russian, Slovenian and English	1 0.1%
Albanian and Slovenian	15	2.2%	Slovenian, Italian, Serbo-Croatian	1 0.1%
Italian and Slovenian	7	1%	Slovenian and German	1 0.1%
English and Slovenian	6	0.9%	Slovenian and Slovakian	1 0.1%
Serbian and Slovenian	5	0.7%	Slovenian and Serbo-Croatian	1 0.1%
			Slovenian, Albanian, Croatian	1 0.1%
			TOTAL BILINGUAL	83 11.40%

Table 7 - How well do you speak Slovenian?

	F	%
Very well	567	79.9%
Well	130	18.3%
Not well	12	1.7%
Little/not at all	1	0.1%
Total	710	100.0

Table 8 - Were you born in Slovenia?

	F	%
Yes	592	83.4%
No	118	16.6%
Total	710	100%

Table 9 - Which country were you born in?

	F	%
Albania	1	0.9%
Austria	8	6.8%
Bosnia and Herzegovina	56	47.9%
Croatia	3	2.6%
India	1	0.9%
China	3	2.6%
Kongo	1	0.9%
Kosovo	15	12.8%
Hungary	1	0.9%
North Macedonia	10	8.5%
Germany	1	0.9%
Republic Srpska (Bosnia)	1	0.9%
Russia	3	2.6%
Serbia	9	7.7%
Switzerland	1	0.9%
Ukraine	3	2.6%

Table 10 - Newly arrived, long-term, local

	F	%
Newly arrived	47	6.6%
Long-term	72	10.2%
Local	590	83.2%
Total	709	100%

Table 11 - Do you have a Slovenian citizenship?

	F	%
Yes	593	83.8%
No	95	13.4%
I don't know	16	2.3%
I don't want to answer	4	0.6%
Total	708	100%

Table 12 - Citizenship & gender

		Boy	Girl	Total
Yes	F	291	302	593
	%	49.1%	50.9%	100%
No	F	36	59	95
	%	37.9%	62.1%	100%
I don't know	F	9	7	16
	%	56.3%	43.8%	100%
I don't want to answer	F	4	0	4
	%	100%	0%	100%

Table 13 - Citizenship and age

		9-13	14-18	Total
Yes	F	138	455	593
	%	23.3%	76.7%	100%
No	F	36	59	95
	%	37.9%	62.1%	100%
I don` t know	F	15	1	16
	%	93.8%	6.3%	100%
I don` t want to answer	F	4	0	4
	%	100%	0%	100%

Table 14 – At least one parent born in another country

	F	%
Yes	245	34.4%
No	465	65.3%
Total	710	99.7%

Table 15 - Do you feel affiliated with a religion?

	F	%
Roman Catholic	149	21.4%
Protestant	4	0.6%
Orthodox	62	8.9%
Muslim	121	17.4%
Eastern religions (Hinduism, Buddhism)	3	0.4%
I do not belong to any religion	225	32.4%
I don` t know/I don` t want to answer	131	18.8%
Total	695	100%

Table 16 - Where do you live?

	F	%
A large city (like Ljubljana, Maribor, Celje)	260	36.6%
A town or a small city (like Koper, Izola, Kranj)	214	30.1%
Rural area or village	236	33.2%
Total	710	100%

Table 17 - Do you live in an area where many people are of a different race, ethnic or religious group?

	F	%
Yes	326	45.9%
No	260	36.6%
I don` t know	125	17.6%
Total	711	100%

Table 18Ta - Do you like living in this country?

	F	%
Yes	565	79.7%
No	54	7.6%
I don` t know	90	12.7%
Total	709	100%

Table 19 - If you could live in another country, which country would that be?

	F
USA	60
UK	41
Germany	25
Spain	25
France	21
Austria	19
Switzerland	18
Canada	17
Italy	12
Bosnia	11
Serbia	11
Australia	6
Norway	6
Japan	6
Turkey	6
Mexico	5
Russia	5
Sweden	4
Greece	4
Finland	3

Iceland	3
South Korea	3
Macedonia	3
New Zealand	3
Dubai	2
Netherlands	2
Bahamas	1
Bali	1
English speaking	1
Ireland	1
South Africa	1
China	1
Korea	1
Kosovo	1
Poland	1
Portugal	1
North European	1
Scotland	1
UAE	1

N.B. Multiple answers were possible

13 respondents answered Slovenia, 1 answer was "disappointment island"

Table 20 - Socio-economic status

	F	%
In general, I have more material things than my classmates	86	12.3%
In general, I have about the same amount of material things than my classmates	580	82.7%
In general, I have less material things than my classmates	35	5%
Total	701	100%

Table 21 - Do you live with the members of your family?

	F	%
Yes	698	98.6%
No	10	1.4%
Total	708	100%

Well-being and everyday life

Respondents chose answers on a scale from 1 - strongly disagree to 5 - strongly agree. The majority of children are satisfied with their lives (80%), feel that they have what they want in life (70.4%), like being who they are (66.2%), are positive about their future (80.1%) and feel that there are people around them who are willing to help them when they are in need (81.4%) (Table 22). The lowest levels of satisfaction is related to the self – perception (I like being the way I am), where 13.6% of children disagree or strongly disagree with the statement and with having what they want in life, where 11.4% of children disagree or strongly disagree.

The majority of children at least once a week or more often keep in touch with friends/relatives through smartphone or computer (94.7%), meet and play with friends (86.3%), spend time with themselves (68.4%) or participate in organised leisure activities or courses outside school (music, sports, dancing, languages, scouts, etc.) (40.8%) (Table 23).

Regarding family and friends, 91.2% of respondents agree or strongly agree that there is someone in their family who helps them when they have a problem. 79.3% agree or strongly agree that their parents listen to them and take into account what they say. 85.7 feel that they have enough friends and 91.8 feel that they have a friend who supports them when they have a problem (Table 24).

Outside of school, 67.6% of children spend time with other friends (e.g. from the neighbourhood), 54.2% spend time with friends from school and 23.1% spend no time with friends (Table 25). 88.1% of children occasionally, sometimes or often spend time with friends face to face, while 85.3% spend time with friends online.

Table 22 - Life satisfaction

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
I am completely satisfied with my life	F	9	27	94	279	276	685
	%	1.3%	3.9%	13.7%	40.7%	40.3%	100%
I have what I want in life	F	21	58	126	261	226	692
	%	3%	8.4%	18.2%	37.7%	32.7%	100%
I like being the way I am	F	34	60	140	214	244	692
	%	4.9%	8.7%	20.2%	30.9%	35.3%	100%
I feel positive about my future	F	12	14	106	306	225	663
	%	1.8%	2.1%	16%	46.2%	33.9%	100%
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	F	19	27	81	247	309	683
	%	2.8%	4%	11.9%	36.2%	45.2%	100%

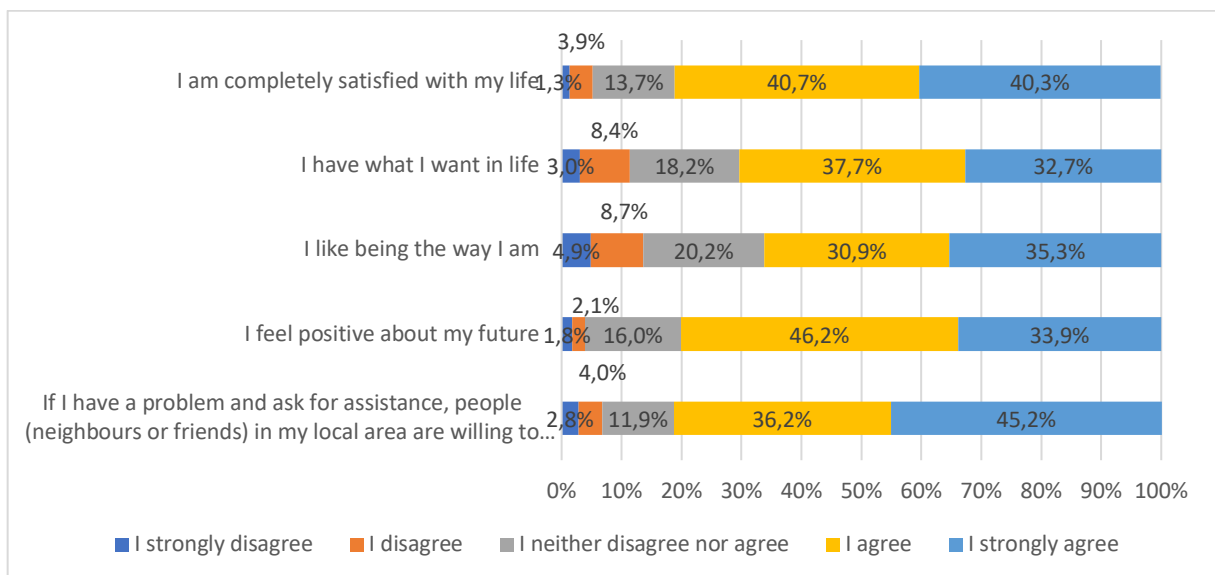


Figure 22.1

Table 23 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	F	418	149	139	706
	%	59.2%	21.1%	19.7%	100%
Meeting, playing with friends	F	97	291	323	711
	%	13.6%	40.9%	45.4%	100%
Using smartphone or computer to stay in touch with friends/relatives	F	41	118	548	707
	%	5.8%	16.7%	77.5%	100%
Spending time just being by myself	F	224	250	233	707
	%	31.7%	35.4%	33%	100%

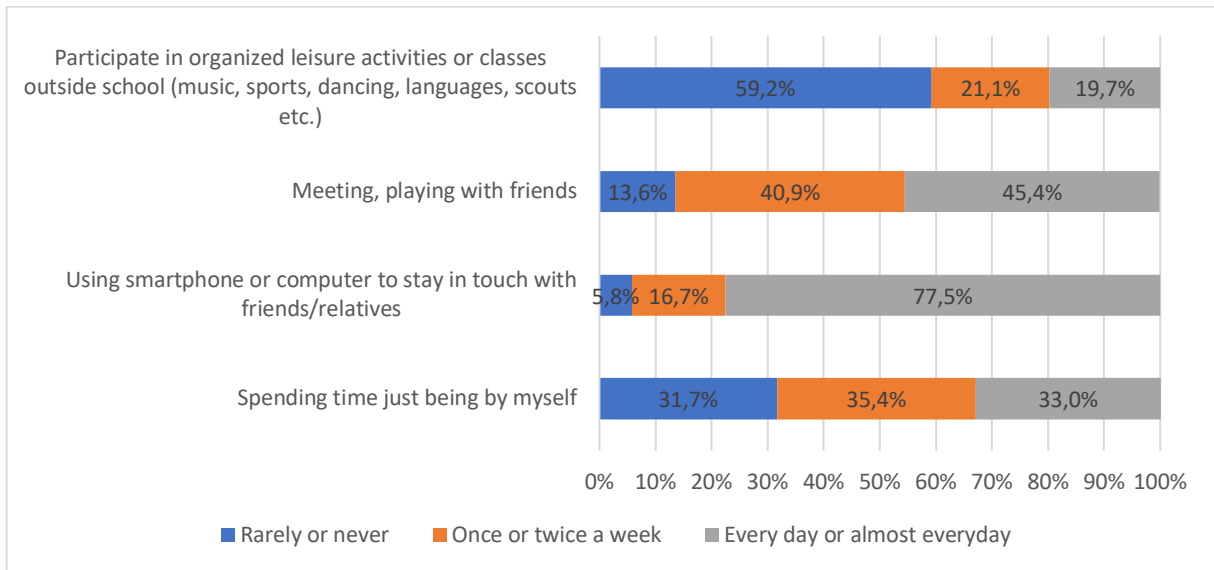


Figure 23.1

Table 24 - Family and friends

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
If I have a problem, my family will help me	F	9	18	35	124	516	702
	%	1.3%	2.6%	5%	17.7%	73.5%	100%
My parents (carers) listen to me and take what I say into account	F	16	23	105	251	302	697
	%	2.3%	3.3%	15.1%	36%	43.3%	100%
I have enough friends	F	11	20	68	208	386	693
	%	1.6%	2.9%	9.8%	30%	55.7%	100%
If I have a problem, I have a friend who will support me	F	8	14	35	155	482	694
	%	1.2%	2%	5%	22.3%	69.5%	100%

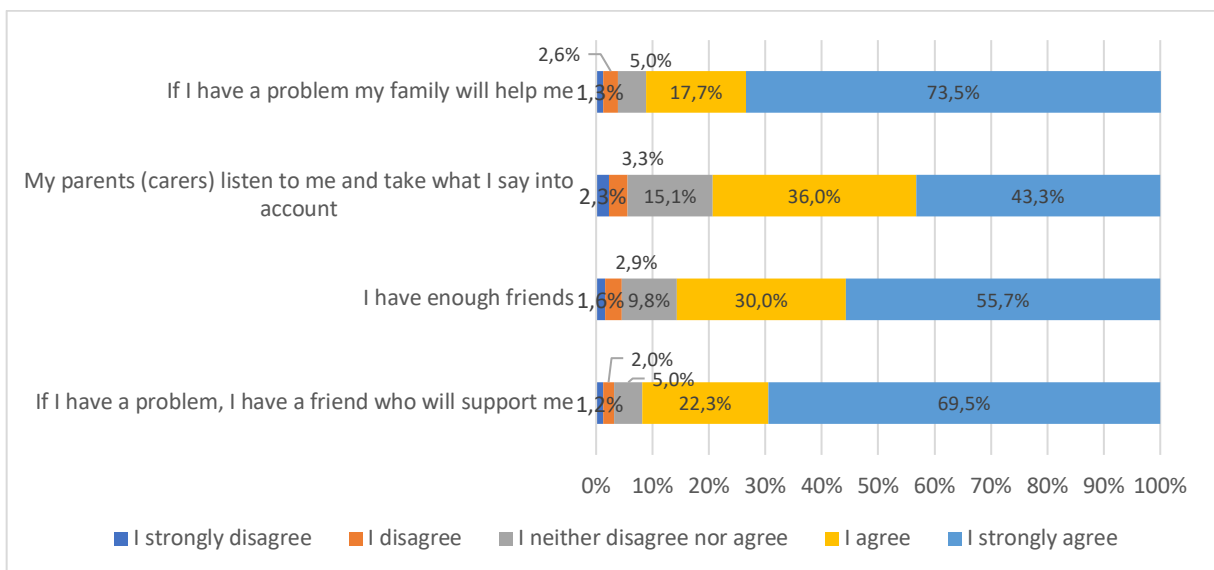


Figure 24.1

Table 25 - Leisure time

		True	False	Total
Out of school, I spend time with friends from school	F	377	318	695
	%	54.2%	45.8%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	F	470	225	695
	%	67.6%	32.4%	100%
Out of school, I don't spend time with friends	F	123	410	533
	%	23.1%	76.9%	100%

Table 26 - Leisure time 2:

		Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	F	21	63	98	169	354	705
	%	3%	8.9%	13.9%	24%	50.2%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	F	24	79	116	125	355	699
	%	3.4%	11.3%	16.6%	17.9%	50.8%	100%

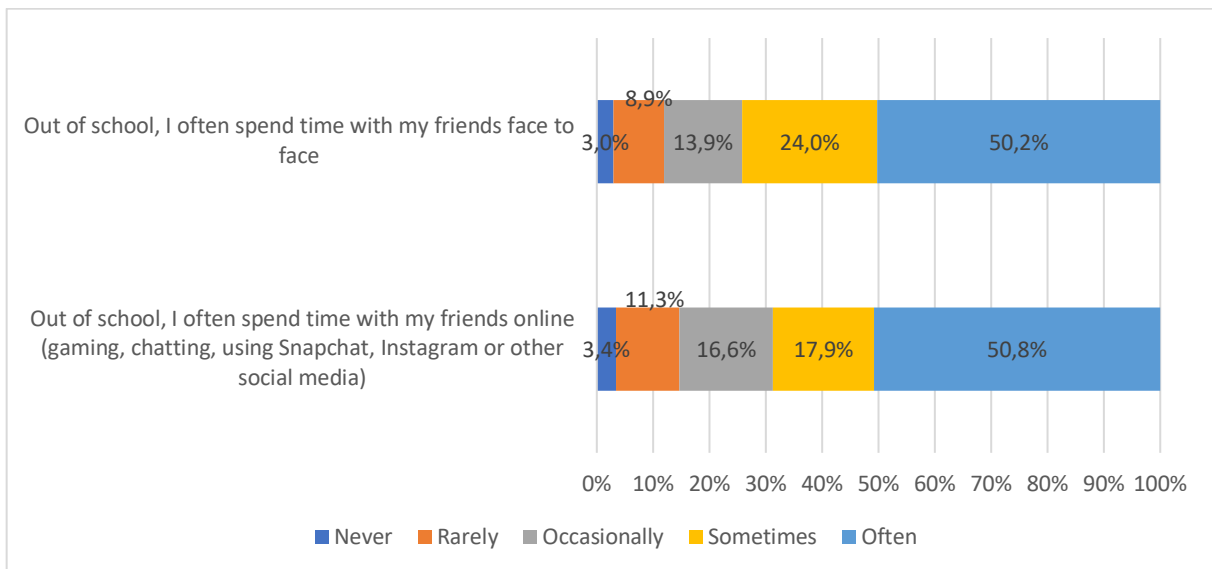


Figure 26.1

School life

The majority of children occasionally (29.9%), sometimes (31.4%) or often (18.5%) enjoy being at school and 90.5% occasionally (12.2%), sometimes (28.9%) or often (49.4%) feel safe when they are at school. They occasionally or often feel like they belong in their class (89.4%), they are OK when a teacher asks them a question (75.7%) and they feel okay about what their classmates think of them (87.3%) (Table 27).

In relation to their classmates, 93.3% feel accepted by them occasionally, sometimes or often and 87.3% think that their classmates care about their feelings. In relation to teachers, 91.2% feel that their teachers accept them for who they are. Less so, 72.2% say that

teachers at least occasionally talk about other countries, languages, cultures or religions (Table 28).

Regarding violence, 42.5% of children have experienced psychological violence in the form of taunting, name-calling, spreading lies and the like in the last year, 12.3% more than three times, 18.4% of children have experienced physical violence and 3.7% more than three times, and 36% of children have been excluded from other children's activities (Table 29).

Sometimes children felt discriminated against by their teachers because of their gender (14.9%), economic status (5.5%), religion (5.3%), ethnicity/culture (7.7%), where they live (5.1%) or the language they speak (8.4%). They also felt they were treated differently by their classmates. Compared to teachers, this happened to a lesser extent because of their gender (8.4%), but the figures were higher for feeling treated differently because of their economic status (9.7%), religion (9.7%), ethnicity (8.9), where they live (7.9%) and the language they speak (9.1%) (Table 30).

The majority of children (88.4%) say they are allowed to speak other languages at school and 51% say teachers sometimes use other languages in class (Tables 31 and 32).

Regarding academic achievement, more than half of the students (53.8%) think they do averagely well in school and 43.4% think they do well. Only a few pupils think that they are not successful at school (2.8%) (Table 33).

The children who participated in the survey generally have a positive attitude towards multiculturalism. They stress the importance of preserving their own culture (72.9%) as well as like multiculturalism in their class and school (77.6%). They also have friends from other cultures (87%) (Tables 34 and 35).

Table 27 - What do you think about your school?

		Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	F	59	84	212	222	131	708
	%	8.3%	11.9%	29.9%	31.4%	18.5%	100%
I feel safe when I am at school	F	25	42	85	202	345	699
	%	3.6%	6%	12.2%	28.9%	49.4%	100%
I feel like I belong in this class	F	31	42	89	202	326	690
	%	4.5%	6.1%	12.9%	29.3%	47.2%	100%
I am OK when a teacher asks me a question	F	68	101	176	209	141	695
	%	9.8%	14.5%	25.3%	30.1%	20.3%	100%
I feel OK about what my classmates think of me	F	43	41	126	231	216	657
	%	6.5%	6.2%	19.2%	35.2%	32.9%	100%

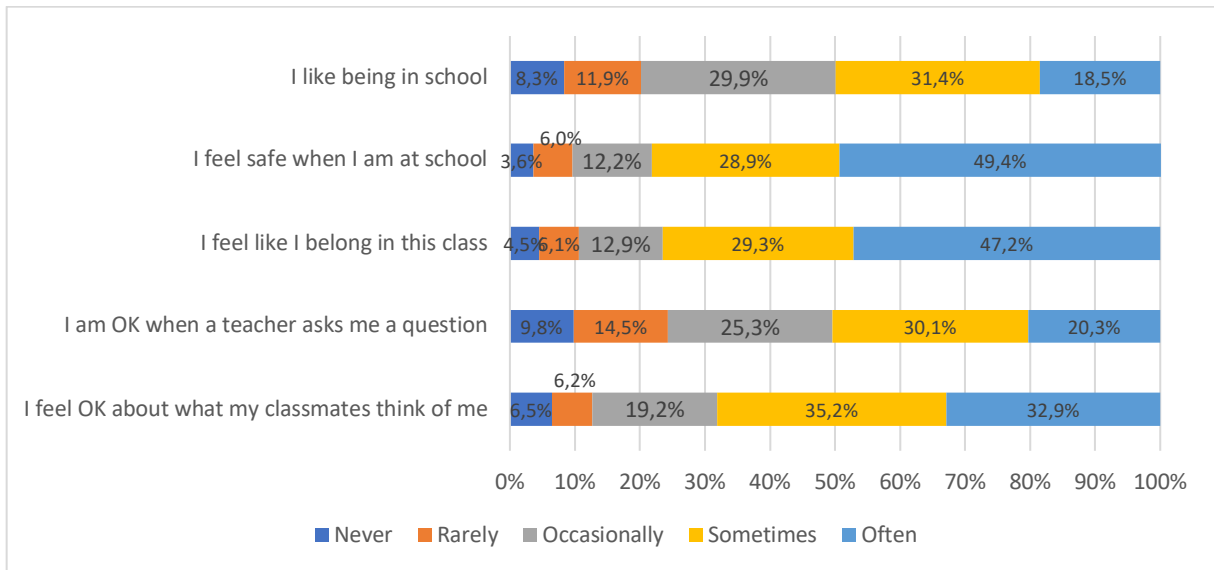


Figure 27.1

Table 28 - Relationships in class

		Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	F	15	30	62	173	390	670
	%	2.2%	4.5%	9.3%	25.8%	58.2%	100%
My teachers accept me the same way as other classmates.	F	27	32	66	175	370	670
	%	4%	4.8%	9.9%	26.1%	55.2%	100%
My classmates care about how I feel.	F	35	50	131	225	227	668
	%	5.2%	7.5%	19.6%	33.7%	34%	100%
My teachers listen to me and take what I say into account	F	24	71	130	231	216	672
	%	3.6%	10.6%	19.3%	34.4%	32.1%	100%
My teachers talk about different countries, languages, cultures or religion	F	62	123	180	195	105	665
	%	9.3%	18.5%	27.1%	29.3%	15.8%	100%

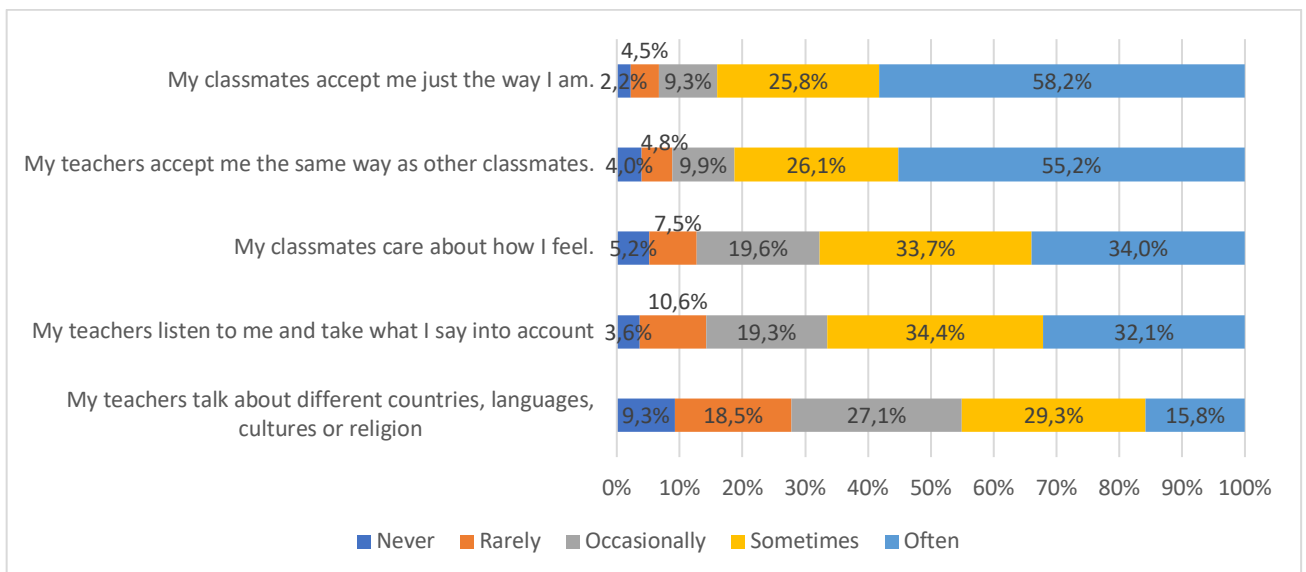


Figure 28.1

Table 29 - Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	F	408	127	89	86	710
	%	57.5%	17.9%	12.5%	12.1%	100%
Hit or hurt you	F	580	70	34	26	710
	%	81.7%	9.9%	4.8%	3.7%	100%
Leave you out of their games or activities	F	453	113	60	81	707
	%	64.1%	16%	8.5%	11.5%	100%

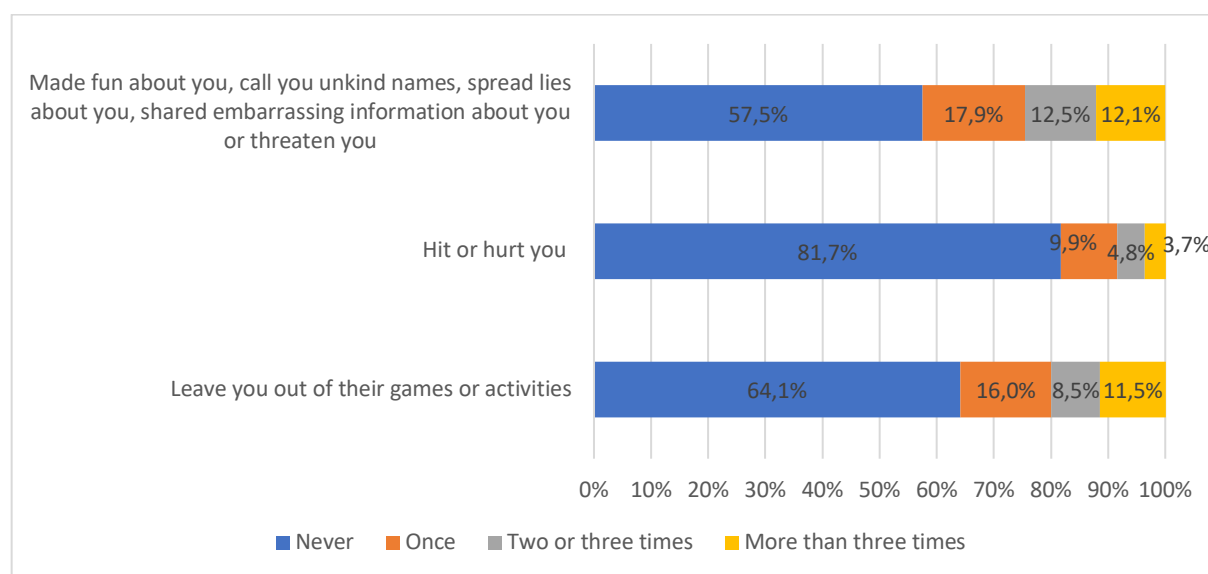


Figure 29.1

Table 30 - Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates		
		Yes	No	Total	Yes	No	Total
Your gender	F	100	571	671	58	633	691
	%	14.9%	85.1%	100%	8.4%	91.6%	100%
Your economic status (poor/rich)	F	37	641	678	66	615	681
	%	5.5%	94.5%	100%	9.7%	90.3%	100%
Your religion	F	36	644	680	67	627	694
	%	5.3%	94.7%	100%	9.7%	90.3%	100%
Your ethnicity/culture	F	52	622	674	61	628	689
	%	7.7%	92.3%	100%	8.9%	91.1%	100%
Where you live (district, village/town)	F	35	653	688	55	638	693
	%	5.1%	94.9%	100%	7.9%	92.1%	100%
Language you speak	F	58	630	688	63	632	695
	%	8.4%	91.6%	100%	9.1%	90.9%	100%

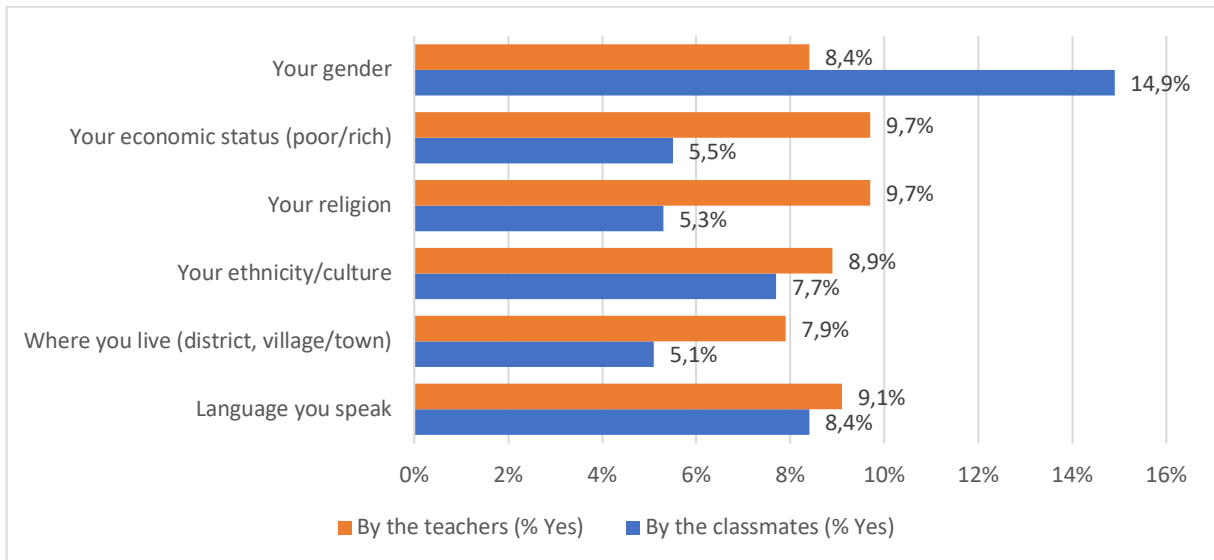


Figure 30.1

Table 31 - Are children allowed to speak other languages in your school (in the hallways, when playing)?

	F	%
Yes	625	88.4%
No	82	11.6%
Total	707	100%

Table 32 - During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

	F	%
Often	51	7.2%
Sometimes	310	43.8%
No	193	27.3%
I don` t know	154	21.8%
Total	708	100%

Table 33 - How successful are you in school in relation to your classmates?

	F	%
I am doing very good in school, my grades are good	308	43.4%
I am doing average in school, my grades are average	382	53.8%
I am doing bad in school, my grades are bad	20	2.8%
Total	710	100%

Table 34 - Multiculturality

		I strongly disagree	I Disagree	I neither agree nor disagree	I agree	I strongly agree	Total
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	F	28	29	125	187	302	671
	%	4.2%	4.3%	18.6%	27.9%	45%	100%
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	F	19	20	133	217	287	676
	%	2.8%	3%	19.7%	32.1%	42.5%	100%
In our class, pupils of different ethnicities/races/religion get along well	F	8	16	70	259	288	641
	%	1.2%	2.5%	10.9%	40.4%	44.9%	100%

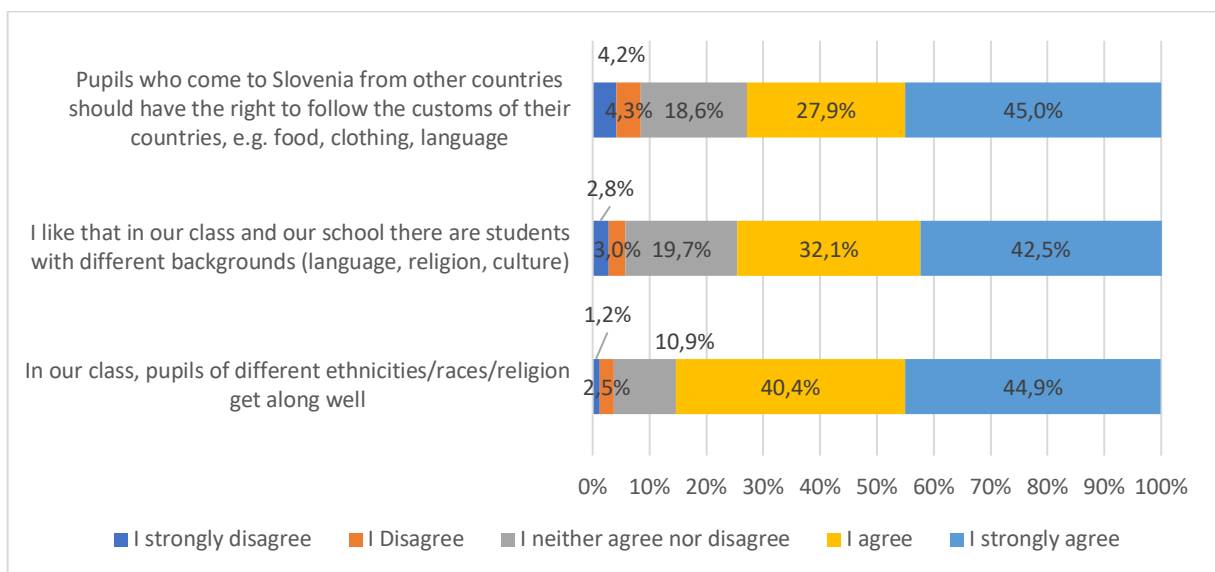


Figure 34.1

Table 35 - Do you have friends from different countries (cultures/religions)?

	F	%
Yes, several	196	27.6%
Yes, a few	422	59.4%
No, none at all	60	8.5%
Don` t know	32	4.5%
Total	710	100%

3.2 Newly arrived, long-term and local children

Demographic data

The children in our sample were divided into three groups: newly arrived children who migrated to Slovenia less than three years ago, long-term children who migrated to Slovenia more than three years ago, and local children without migration experience. The sample consisted of more children in the 14-20 age group, especially among the local children (75.6%) and more girls than boys, particularly among newly arrived migrant children (63.8%) (Table 36 and Table 37).

In terms of ethnic background, among migrant children, children from the republics of the former Yugoslavia predominate. There were multiple answers possible and 44.7% newly arrived children chose Bosnian ethnicity, 23.4% Serbian, 10.6% other (Chinese, Russian, Ukrainian), 8.5% Albanian and 8.5% Macedonian. Among long-term children 40.4% chose Bosnian ethnicity and as many as 20.8% chose Slovenian ethnicity, 19.4% Albanian, other (Greek, Chinese, German, Romanian, Russian, Slovak, Ukrainian) 13.9% Serbian and 11.1% Macedonian. 87.4% of local children chose Slovenian ethnicity, 8.5% Bosnian, 6.3% Serbian and 6% Croatian (Table 38).

In relation to languages spoken at home, 36.2% of newly arrived migrant children speak Bosnian, 23.4% Serbian and 6.4% Macedonian language. Among long-term migrant children most spoken languages are Bosnian (26.4%), Slovenian 13.9%, Albanian 11.1% and Serbian 11.1%). Majority of local children (81.2%) speak Slovenian language at home, followed by Bosnian (3.2%) or both, Slovenian and Bosnian (2.4%) (Tables 39, 40 and 41).

As expected, only 29.8% of the newly arrived migrant children, 70.8% of long-term migrant children and 85.2% of local children stated that they spoke the Slovenian language very well (Table 42). More than half of newly arrived migrant children were born in Bosnia and Herzegovina, 10.6% in Serbia, 8.5% in Northern Macedonia, 6.4% in Kosovo, 4.3% in Russia and 4.3% in Croatia. Among long-term migrant children, 41.7% were born in Bosnia and Herzegovina, 16.7% in Kosovo, 9.7% in Austria, 8.7% in Northern Macedonia, 5.6% in Serbia, while less than 3% were born in Ukraine, Russia, Croatia, India, China, Hungary and Switzerland (Table 44). The majority, namely 96.3% of local children, 36.6% of long-term migrant children and none of the newly arrived migrant children have Slovenian citizenship (Table 45). Three quarters (74.5%) of newly arrived migrant children, 67.6% of long-term migrant children and 27.5% of local children have parents born abroad (Table 46).

More than half of newly arrived (53.2%) and long-term (54.9%) migrant children and 9.8% of local children feel they belong to Islam. About one third of the newly arrived (29.8%), 19.7% of the long-term children and 5.9% of the local children feel they belong to the Orthodox religion and none of the newly arrived, 2.8% of the long-term and 25.6% of the local children affiliated with Roman Catholic religion. In addition, 6.4% of the newly arrived, 18.4% of the long-term and 36.2% of the local children did not feel they belonged to any religion (Table 47).

More local children lived in a rural area or village than newly arrived children and long-term children (Table 46). Newly arrived migrant children are more likely (78.7%) to report living in a multicultural area compared to long-term (52.8) and local children (42.3) (Table 47). Both newly arrived and long-term children were slightly more likely than local children to say that they liked living in Slovenia (Table 48).

Regardless of their status, most children assessed their socio-economic status as similar to other children and owned about the same amount of material things as their classmates (Table 49). Among newly arrived migrant children, there were 4.3% and among newly arrived migrant children 1.4% who did not live with the members of their family (Table 55).

Table 36 – Migrant status x Age

		Age		Total	
		10-13	14-20		
Migrant status	Newly arrived	F	20	27	47
		%	42.6%	57.4%	100%
	Long-term	F	30	42	72
		%	41.7%	58.3%	100%
	Local	F	144	446	590
		%	24.4%	75.6%	100%
Total		F	194	515	709
		%	27.4%	72.6%	100%

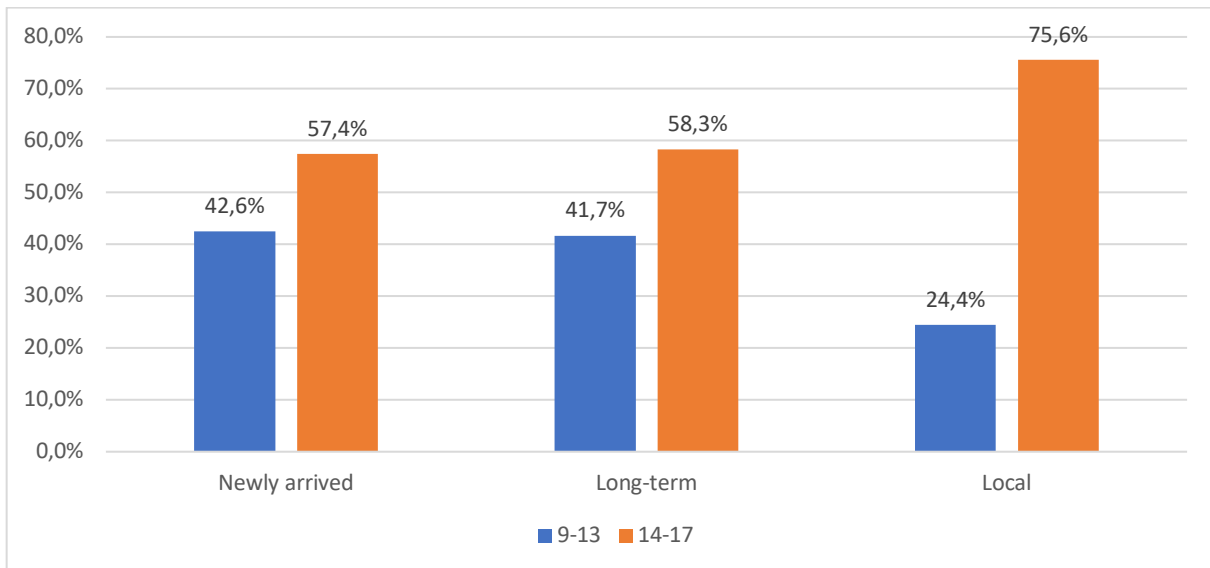


Figure 36.1

Table 37 – Migrant status × Gender

			Gender		Total
			Girl	Boy	
Migrant status	Newly arrived	F	30	17	47
		%	63.8%	36.2%	100%
	Long-term	F	42	30	72
		%	58.3%	41.7%	100%
	Local	F	297	293	590
		%	50.3%	49.7%	100%
Total		F	369	340	709
		%	52%	48%	100%

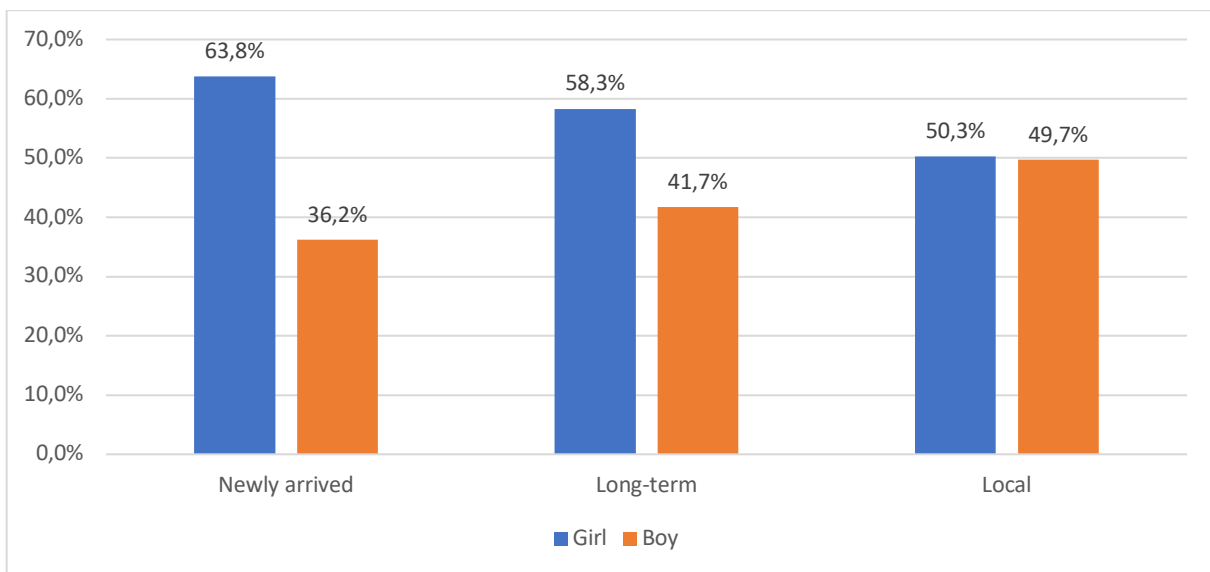


Figure 37.1

Table 38 – Migrant Status* Ethnic background

	Newly arrived			Long-term			Local			
		No	Yes	Total	No	Yes	Total	No	Yes	Total
Slovenian	F	46	1	47	57	15	72	74	513	587
	%	97.9%	2.1%	100%	79.2%	20.8%	100%	12.6%	87.4%	100%
Croatian	F	45	2	47	70	2	72	552	35	587
	%	95.7%	4.3%	100%	97.2%	2.8%	100%	94%	6%	100%
Serbian	F	36	11	47	62	10	72	550	37	587
	%	76.6%	23.4%	100%	86.1%	13.9%	100%	93.7%	6.3%	100%
Albanian	F	43	4	47	58	14	72	566	21	587
	%	91.5%	8.5%	100%	80.6%	19.4%	100%	96.4%	3.6%	100%
Macedonian	F	43	4	47	64	8	72	577	10	587
	%	91.5%	8.5%	100%	88.9%	11.1%	100%	98.3%	1.7%	100%
Bosnian	F	26	21	47	43	29	72	537	50	587
	%	55.3%	44.7%	100%	59.7%	40.3%	100%	91.5%	8.5%	100%
Montenegrin	F	46	1	47	70	2	72	580	7	587
	%	97.9%	2.1%	100%	97.2%	2.8%	100%	98.8%	1.2%	100%
Italian	F	47	0	47	72	0	72	573	14	587
	%	100%	0%	100%	100%	0%	100%	97.6%	2.4%	100%
Hungarian	F	47	0	47	71	1	72	586	1	587
	%	100%	0%	100%	98.6%	1.4%	100%	99.8%	0.2%	100%
Roma	F	47	0	47	71	1	72	585	2	587
	%	100%	0%	100%	98.6%	1.4%	100%	99.7%	0.3%	100%
Other	F	42	5	47	61	11	72	572	15	587
	%	89.4%	10.6%	100%	84.7%	15.3%	100%	97.4%	2.6%	100%

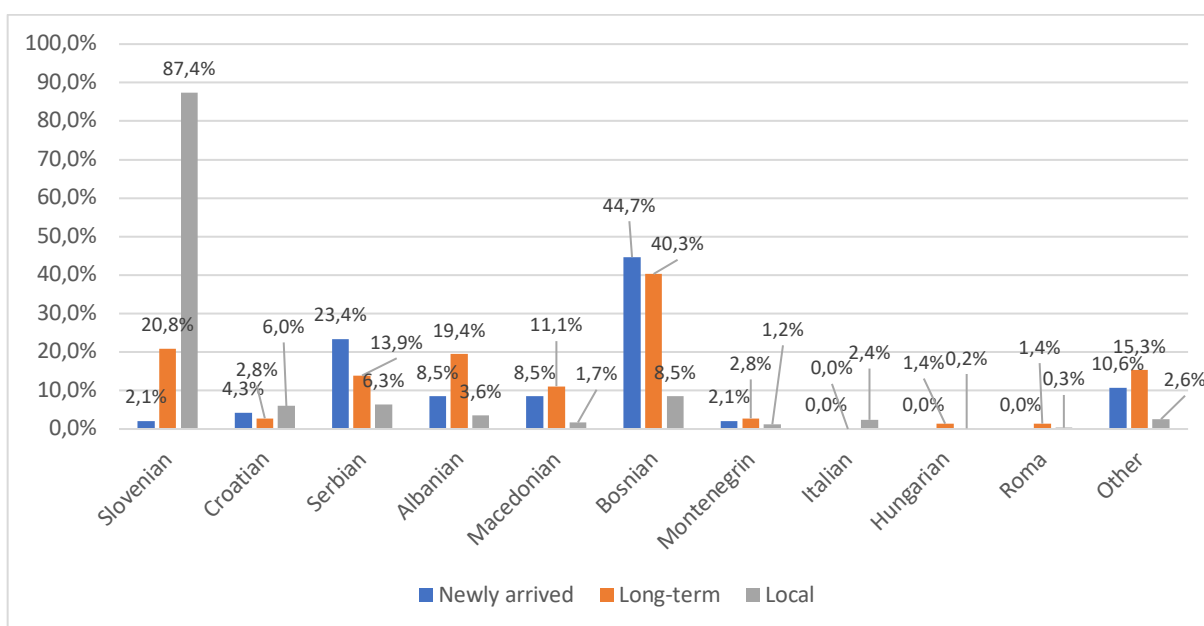


Figure 38.1

Answers »other« include:

Newly arrived: 1 Chinese, 2 Russian, 1 Ukrainian

Long-term: 1 Greek, 1 Chinese, 1 German, 1 orthodox, 1 Romanian, 2 Russian, 1 Slovak, 3 Ukrainian

Local: 1 Austrian, 1 Bulgarian, 1 French, 1 Canadian, 1 Chinese, 1 Moldavian, 1 mother is Croatian, 1 Russian, 1 Scottish, 1 Swedish and Australian, 2 Turkish

Table 39 – Newly arrived x Languages you speak at home

	F	%
Bosnian	17	36.2%
Serbian	11	23.4%
Macedonian	3	6.4%
Albanian	2	4.3%
Albanian and Slovenian	2	4.3%
Chinese	2	4.3%
Russian	2	4.3%
Bosnian and Slovenian	2	4.3%
Bosnian English and Slovenian	1	2.1%
Croatian, English	1	2.1%
Lingala	1	2.1%
Macedonian, Slovenian	1	2.1%
Russian, Slovenian	1	2.1%
No answer	1	2.1%
Total	47	100%

Table 40 - Long-term x Languages you speak at home

	F	%
Bosnian	19	26.4%
Slovenian	10	13.9%
Albanian	8	11.1%
Serbian	8	11.1%
Bosnian and Slovenian	6	8.4%
Macedonian	3	4.2%
Albanian and Slovenian	2	2.8%
Bosnian and English	2	2.8%
Russian	2	2.8%
Albanian and English	1	1.4%
Greek and Macedonian	1	1.4%
Hindi	1	1.4%
Croatian, Russian, Slovenian	1	1.4%
Chinese	1	1.4%
Macedonian, Slovenian	1	1.4%
Ferman, Slovenian, English	1	1.4%
Roma	1	1.4%
Russian, Slovenian, English	1	1.4%
Russian, Slovenian	1	1.4%
No answer	2	2.8%
Total	72	100%

Table 41 - Local x Languages you speak at home

	F	%
Slovenian	479	81,2%
Bosnian	19	3,2%
Slovenian and Bosnian	14	2,4%
Slovenian and Albanian	11	1,9%
Albanian	6	1,0%
Slovenian and English	6	1,0%
Slovenian and Italian	7	1,2%
Slovenian and Croatian	4	0,7%
Serbian and Slovenian	5	0,8%
Bosnian and Montenegrin	1	0,2%
Local	2	0,3%
French and Slovenian	1	0,2%
Chinese and Slovenian	1	0,2%
Macedonian	1	0,2%
Macedonian and Slovenian	1	0,2%
Roma and Slovenian	1	0,2%
Slovenian, Bosnian, English	1	0,2%
Slovenian, Italian, Serbo - Croatian	1	0,2%
Slovenian, German	1	0,2%
Slovenian, Slovakian	1	0,2%
Slovenian, Serbo-Croatian	1	0,2%
Slovenian, Albanian, Croatian	1	0,2%
No answer	25	4,2%
Total	590	100%

Table 42 - Migrant Status * How well do you speak Slovenian?

		Slovenian				Total	
		Very well	Well	Little	Not at all		
Migrant status	Newly arrived	F	14	28	5	0	47
		%	29.8%	59.6%	10.6%	0%	100%
	Long-term	F	51	18	3	0	72
		%	70.8%	25%	4.2%	0%	100%
	Local	F	502	83	4	0	589
		%	85.2%	14.1%	0.7%	0%	100%
Total		F	567	129	12	0	0
		%	80.1%	18.2%	1.7%	0%	0%

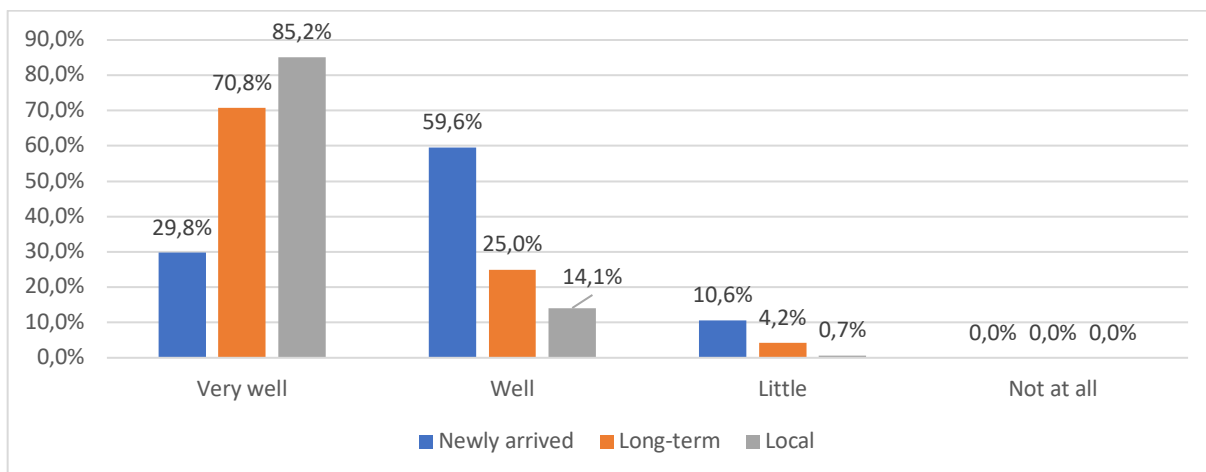


Figure 40.1

Table 43 - Migrant Status * Were you born in Slovenia?

			Yes	No	Total
Migrant status	Newly arrived	F	0	47	47
		%	0%	100%	100%
	Long-term	F	0	72	72
		%	0%	100%	100%
	Local	F	590	0	590
		%	100%	0%	100%
Total		F	590	119	709
		%	83.2%	16.8%	100%

Table 44 - Migrant Status x What country were you born in?

	Newly arrived		Long-term	
	F	%	F	%
Austria	1	2.1%	7	9.7%
Bosnia and Herzegovina	26	55.3%	30	41.7%
Croatia	2	4.3%	1	1.4%
India	0	0%	1	1.4%
China	2	4.3%	1	1.4%
Kongo	1	2.1%	0	0%
Kosovo	3	6.4%	12	16.7%
Hungary	0	0%	1	1.4%
North Macedonia	4	8.5%	6	8.3%
Germany	0	0%	1	1.4%
Republic Serbia (Bosnia and Herzegovina)	0	0%	1	1.4%
Russia	2	4.3%	1	1.4%
Serbia	5	10.6%	4	5.6%
Switzerland	0	0%	1	1.4%
Ukraine	1	2.1%	2	2.8%
Total	47	100%	72	100%

Table 45 - Migrant Status x Do you have a Slovenian citizenship?

			Citizenship				Total
			Yes	No	Don't know	Don't want to answer	
Migrant status	Newly arrived	F	0	41	6	0	47
		%	0%	87.2%	12.8%	0%	100%
	Long-term	F	26	42	3	0	71
		%	36.6%	59.2%	4.2%	0%	100%
	Local	F	567	12	6	4	589
		%	96.3%	2%	1%	0.7%	100%
Total		F	593	95	15	4	707
		%	83.9%	13.4%	2.1%	0.6%	100%

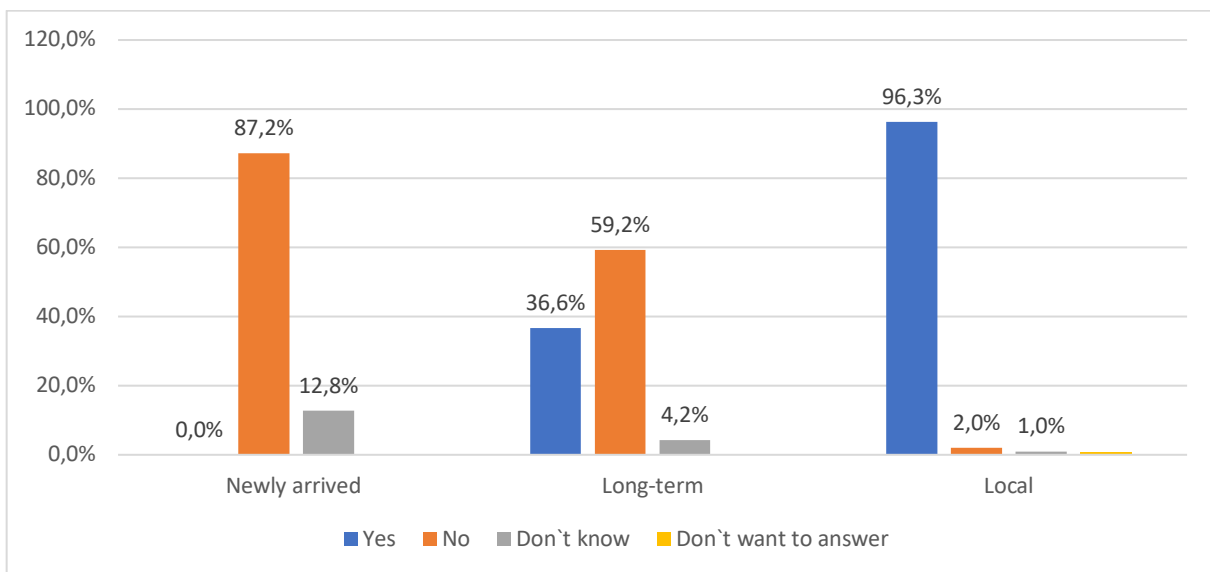


Figure 45.1

Table 46 - Migrant Status x Do you have parents that were born in another country?

			Parents born in another country		Total
			Yes	No	
Migrant status	Newly arrived	F	35	12	47
		%	74.5%	25.5%	100%
	Long-term	F	48	23	71
		%	67.6%	32.4%	100%
	Local	F	162	428	590
		%	27.5%	72.5%	100%
Total		F	245	463	708
		%	34.6%	65.4%	100%

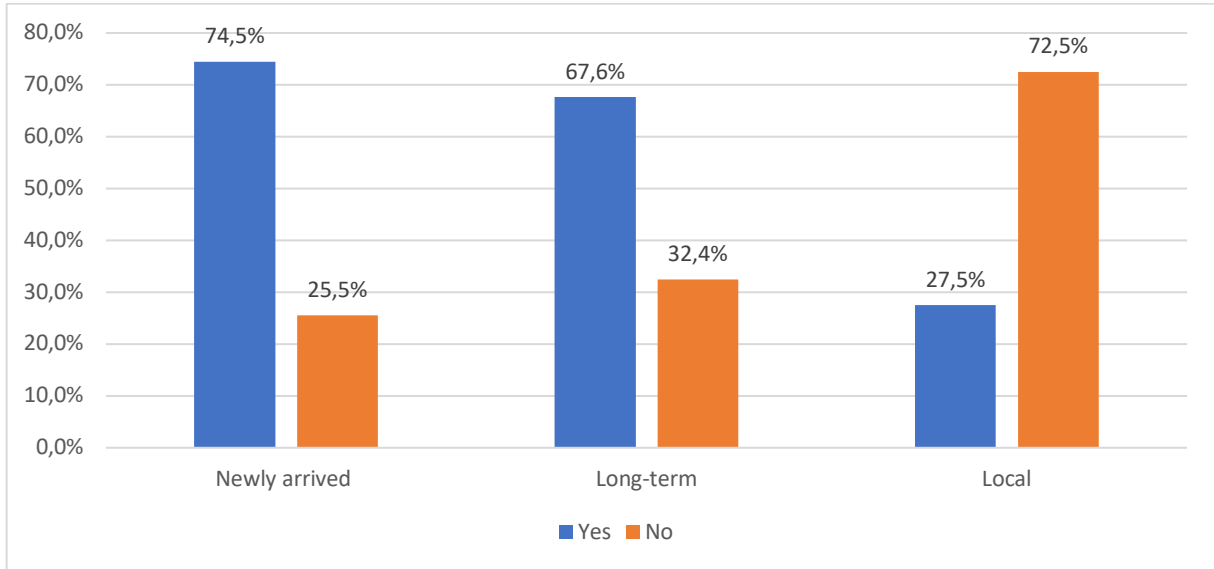


Figure 46.1

Table 47 - Migrant Status * Do you feel affiliated with a religion?

		Do you feel affiliated with a religion?								
		Roman Catholic	Protestant	Orthodox	Muslim	Eastern religions (Hinduism, Buddhism)	I do not belong to any religion	I don't know/I don't want to answer	Roman Catholic	
Migrant status	Newly arrived	F	0	0	14	25	1	3	4	47
		%	0%	0%	29,8%	53,2%	2,1%	6,4%	8,5%	100%
	Long-term	F	2	0	14	39	0	13	3	71
		%	2,8%	0%	19,7%	54,9%	0%	18,3%	4,2%	100%
Local	F	147	4	34	56	2	208	123	574	
	%	25,6%	0,7%	5,9%	9,8%	0,3%	36,2%	21,4%	100%	
Total	F	149	4	62	120	3	224	130	692	
	%	21,5%	0,6%	9%	17,3%	0,4%	32,4%	18,8%	100%	

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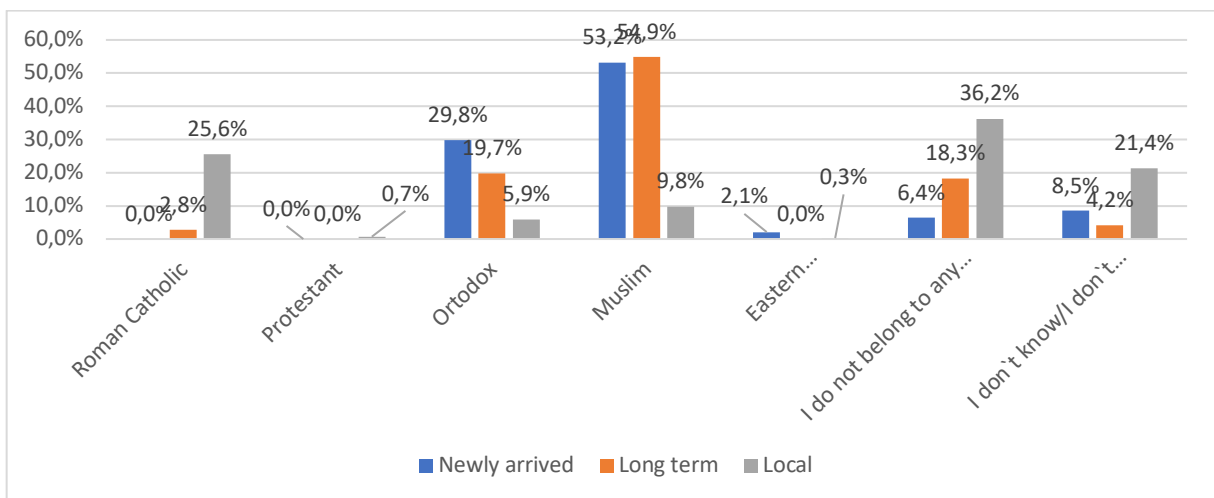


Figure 47.1

Table 48 - Migrant Status × Where do you live?

		Where do you live?				Total
		A large city (like Ljubljana, Maribor, Celje)	A town or a small city (like Koper, Izola, Kranj)	Rural area or village		
Migrant status	Newly arrived	F	24	20	3	47
		%	51.1%	42.6%	6.4%	100%
	Long-term	F	34	31	6	71
		%	47.9%	43.7%	8.5%	100%
	Local	F	202	161	226	589
		%	34.3%	27.3%	38.4%	100%
Total		F	260	212	235	707
		%	36.8%	30%	33.2%	100%

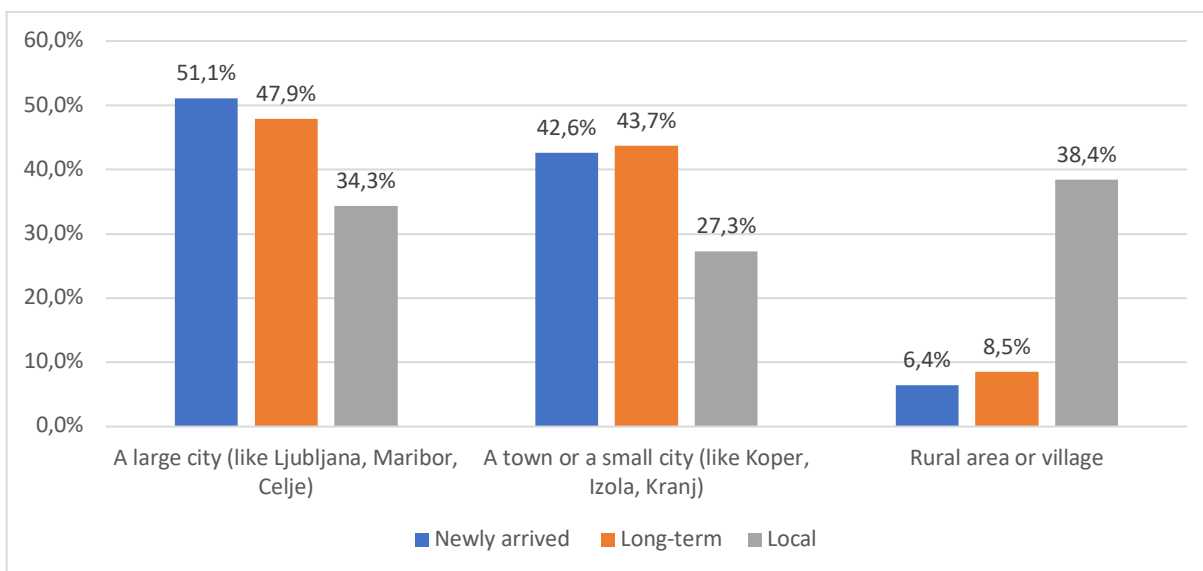


Table 49 - Migrant Status × Do you live in an area where many people are of a different race, ethnic or religious group?

		Do you live in an area where many people are of a different race, ethnic or religious group?			Total	
		Yes	No	I don't know		
Migrant status	Newly arrived	F	37	6	4	47
		%	78.7%	12.8%	8.5%	100%
	Long-term	F	38	21	13	72
		%	52.8%	29.2%	18.1%	100%
	Local	F	249	232	108	589
		%	42.3%	39.4%	18.3%	100%
Total		F	324	259	125	708
		%	45.8%	36.6%	17.7%	100%

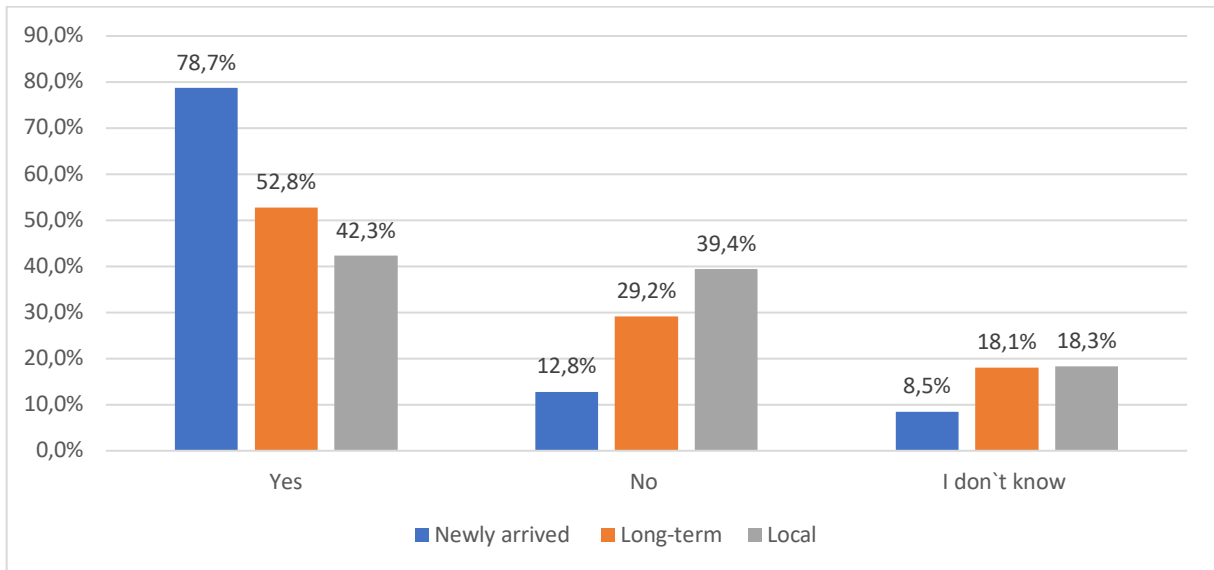


Figure 49.1

Table 50 - Migrant Status x Do you like living in this country?

			Yes	No	I don't know	Total
Migrant status	Newly arrived	F	40	1	6	47
		%	85.1%	2.1%	12.8%	100%
	Long-term	F	61	3	8	72
		%	84.7%	4.2%	11.1%	100%
	Local	F	461	50	76	587
		%	78.5%	8.5%	12.9%	100%
Total		F	562	54	90	706
		%	79.6%	7.6%	12.7%	100%

Table 51 – Newly arrived x If you could live in another country, which country would that be?

Austria	4	Macedonia	1
Germany	3	Germany or Kosovo	1
UK	4	Russia	1
USA	3	Serbia	1
Bosnia and Herzegovina	1	Switzerland	2
France	2	Slovenia	1
Italy	1	Kosovo	1
Japan	1	No answer	21
Canada	1	Total	48

Table 52 – Long- term x If you could live in another country, which country would that be?

		Austria	2
USA	6	Bosnia and Herzegovina	1
Turkey	3	Disappointment island	1
UK	4	Greece	1
Bosnia	2	South Korea	1
Serbia	3	Netherlands	1
Switzerland	3	Norway	1
Canada	3	Italy	1
Germany	2	No answer	43
France	2	Total	80

Table 53 – Local x If you could live in another country, which country would that be?

		Greece	3
USA	47	New Zeland	3
UK	31	Iceland	3
Spain	25	Netherlands	3
Germany	19	Finland	3
France	18	Dubaj	2
Canada	15	Macedonia	2
Austria	14	Anywhere except Slovenia	2
Slovenia	13	Poland	1
Switzerland	12	UAE	1
Italy	9	Bahamas	1
Serbia	7	Bali	1
Australia	6	English speaking	1
Japan	5	Ireland	1
Mexico	5	South Africa	1
Norway	5	South Korea	1
Bosnia	4	China	1
Russia	4	Korea	1
Sweden	4	Portugal	1
Turkey	3	European only	1
Bosna in Hercegovina	3	Scotland	1

Table 54 - Migrant Status × Socio-economic status

			In general, I have more material things than my classmates	In general, I have about the same amount of material things than my classmates	In general, I have less material things than my classmates	Total
Migrant status	Newly arrived	F	5	36	4	45
		%	11.1%	80%	8.9%	100%
	Long-term	F	15	50	5	70
		%	21.4%	71.4%	7.1%	100%
	Local	F	66	491	26	583
		%	11.3%	84.2%	4.5%	100%
Total		F	324	86	35	698
		%	45.8%	12.3%	5%	100%

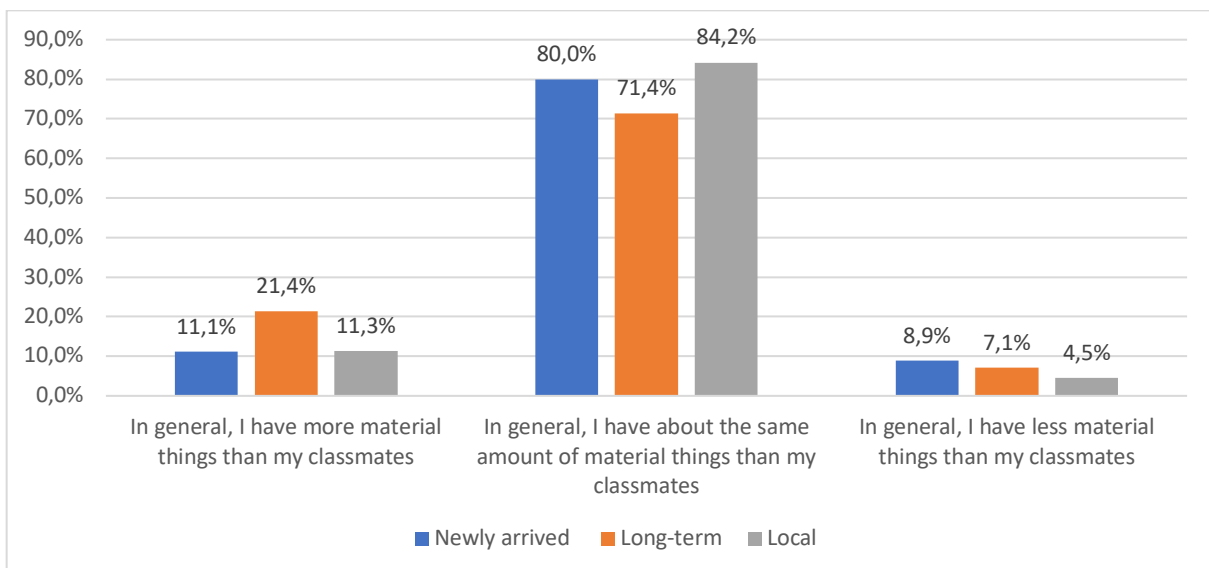


Figure 54.1

Table 55 - Migrant Status × Do you live with the members of your family?

			Yes	No	Total
Migrant status	Newly arrived	F	45	2	47
		%	95.7%	4.3%	100%
	Long-term	F	72	0	72
		%	100%	0%	100%
	Local	F	578	8	586
		%	98.6%	1.4%	100%
Total		F	695	10	705
		%	98.6%	1.4%	100%

Well-being and everyday life

In terms of their well-being, newly arrived children and long-term children on average express similar levels of satisfaction with life (slightly above 4), agreement that they have what they want in life (slightly below 4) and a positive feeling about their future (slightly above 4). On average, newly arrived children express higher levels of agreement with being the way they are (average 4.32) compared to long-term (3.94) and local children (3.87). Newly arrived migrant children are also slightly less likely to agree (3.89) than long-term migrant children (4.13) and local children (4.19) that they have support from local people if they need it (Table 56).

When not at school, newly arrived migrant children are less likely to participate in organised leisure activities, meet and play with friends and spend time alone compared to the other two groups, while local children are slightly more likely to meet and play with friends. The differences are not statistically significant (Table 57).

In terms of friends and family, newly arrived children are generally more likely to feel that they are supported by their family (4.83 newly arrived compared to 4.51 long-term and 4.59 local) and especially by their parents (4.59 newly arrived compared to 3.9 long-term and 4.15 local). All three groups feel that they have enough friends and are supported by a friend when needed (Table 58). Newly arrived migrant children spend less time with friends from school compared to the other two groups, and local children spend statistically significantly more time with other friends (70.3% compared to 52.9% and 54.3%). Newly arrived migrant children spend less time with friends face-to-face (Table 59).

Table 56 - Migrant Status * Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Newly arrived	47	4.26	0.871
	Long-term	68	4.25	0.853
	Local	567	4.12	0.899
I have what I want in life	Newly arrived	47	3.94	1.051
	Long-term	70	3.97	1.007
	Local	572	3.87	1.057
I like being the way I am*	Newly arrived	47	4.32	1.024
	Long-term	70	3.94	1.141
	Local	572	3.77	1.149
I feel positive about my future	Newly arrived	44	4.14	0.955
	Long-term	67	4.21	0.826
	Local	549	4.06	0.859
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Newly arrived	47	3.98	1.053
	Long-term	70	4.13	1.166
	Local	563	4.19	0.943

* Kruskal Wallis: Chi square: 13.479 Sig.:0.008

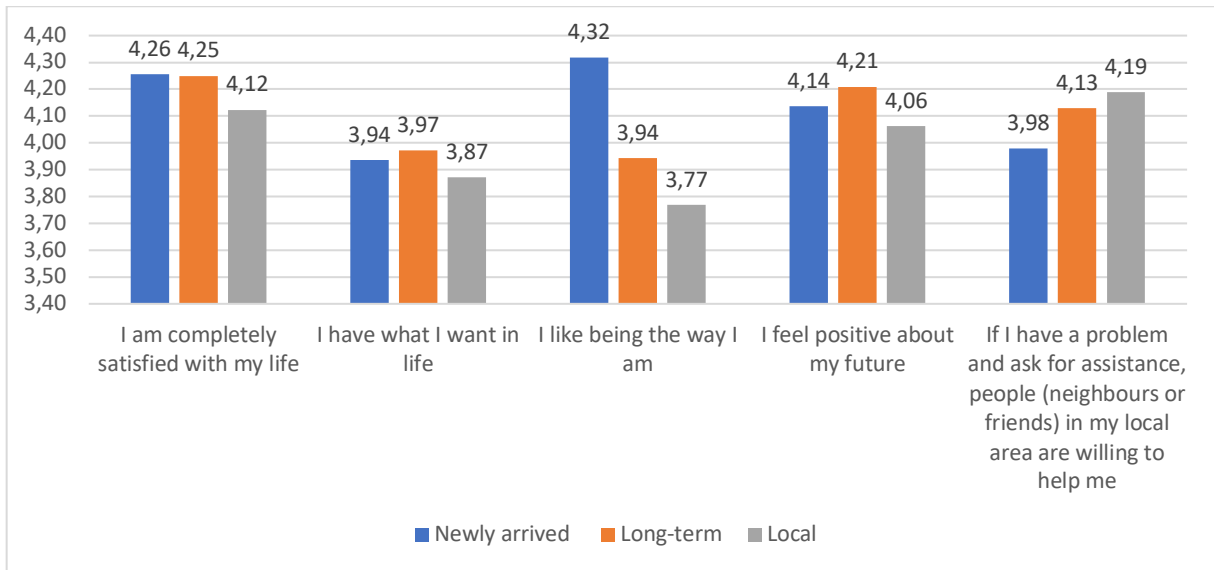


Figure 56.1

Table 57 - Migrant Status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Newly arrived	N	36	6	4	46
		%	78.3%	13%	8.7%	100%
	Long-term	N	45	11	15	71
		%	63.4%	15.5%	21.1%	100%
	Local	N	335	131	120	586
		%	57.2%	22.4%	20.5%	100%
Meeting, playing with friends	Newly arrived	N	9	21	17	47
		%	19.1%	44.7%	36.2%	100%
	Long-term	N	10	35	26	71
		%	14.1%	49.3%	36.6%	100%
	Local	N	78	235	277	590
		%	13.2%	39.8%	46.9%	100%
Using smartphone or computer to stay in touch with friends/relatives	Newly arrived	N	0	7	40	47
		%	0%	14.9%	85.1%	100%
	Long-term	N	4	14	53	71
		%	5.6%	19.7%	74.6%	100%
	Local	N	37	97	452	586
		%	6.3%	16.6%	77.1%	100%
Spending time just being by myself	Newly arrived	N	18	17	12	47
		%	38.3%	36.2%	25.5%	100%
	Long-term	N	22	23	26	71
		%	31%	32.4%	36.6%	100%
	Local	N	182	209	195	586
		%	31.1%	35.7%	33.3%	100%

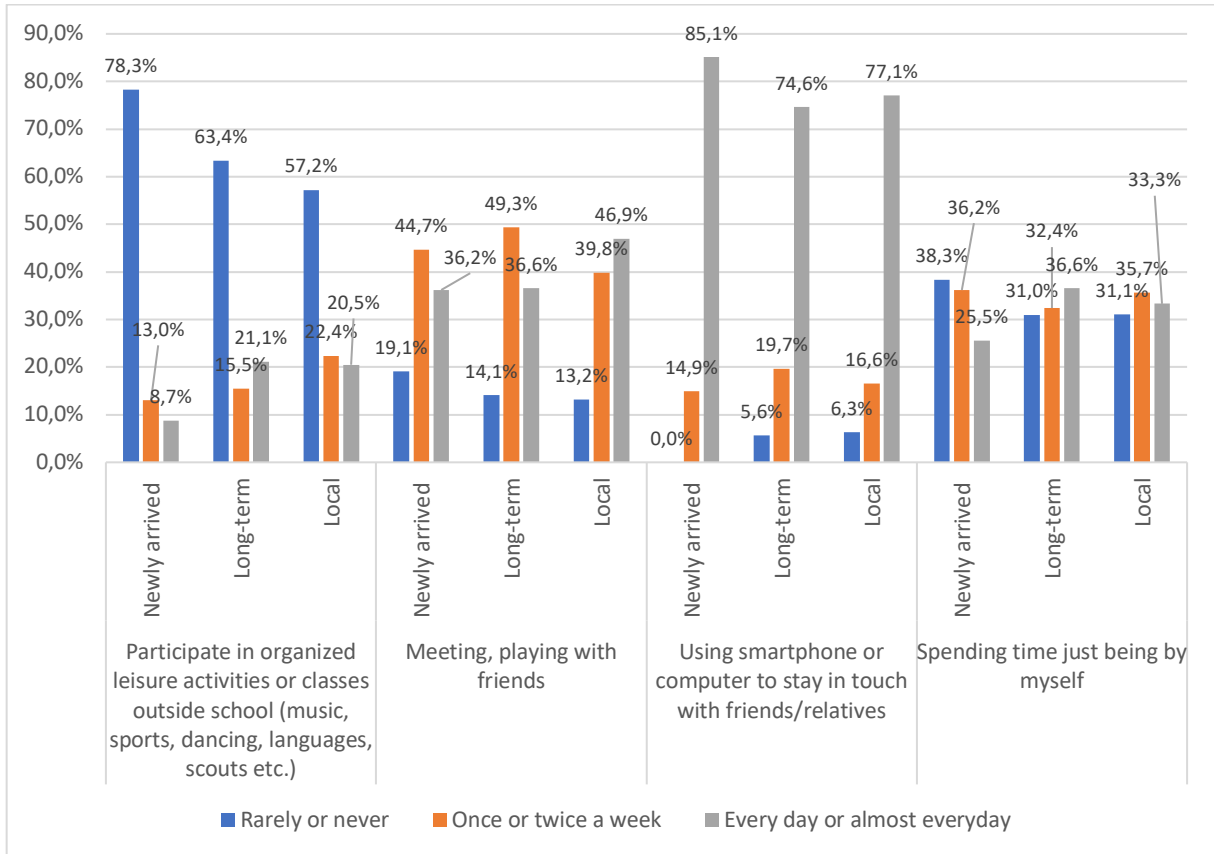


Figure 57.1

Table 58 - Migrant Status * Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Newly arrived	46	4.83	0.643
	Long-term	72	4.51	0.949
	Local	581	4.59	0.798
My parents (carers) listen to me and take what I say into account**	Newly arrived	46	4.46	0.808
	Long-term	70	3.90	1.092
	Local	578	4.15	0.936
I have enough friends	Newly arrived	47	4.15	1.021
	Long-term	69	4.54	0.698
	Local	574	4.34	0.896
If I have a problem, I have a friend who will support me	Newly arrived	47	4.47	0.952
	Long-term	71	4.61	0.665
	Local	573	4.57	0.778

* Kruskal Wallis: Chi square: 7.457 Sig.:0.024

** Kruskal Wallis: Chi square: 9.772 Sig.:0.008

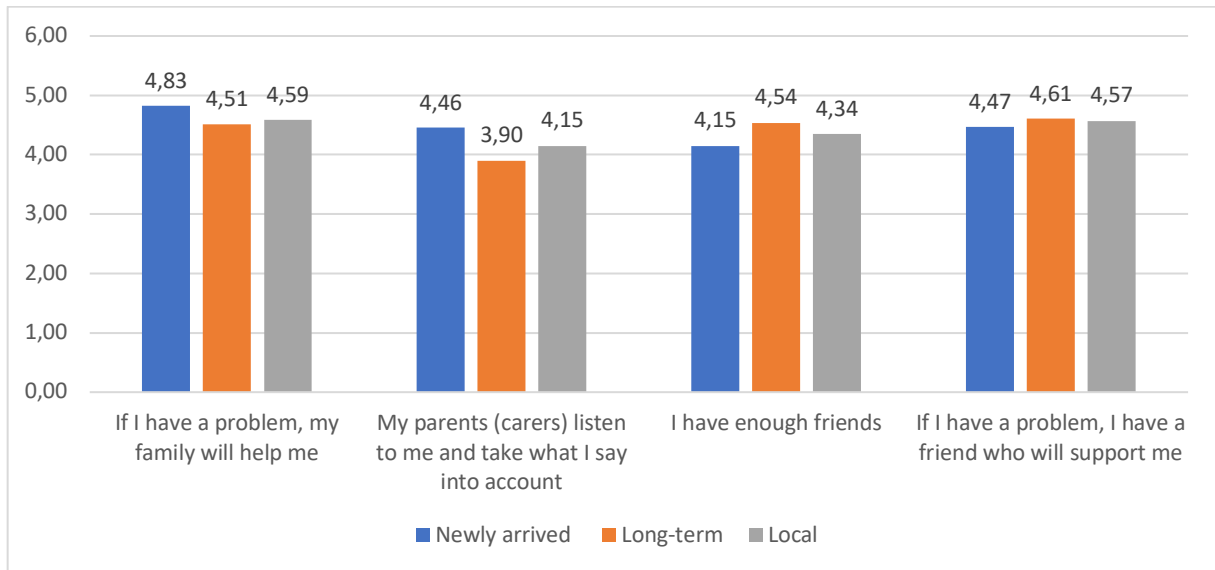


Figure 58.1

Table 59 - Migrant Status × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Newly arrived	N	25	21	46
		%	54.3%	45.7%	100%
	Long-term	N	24	46	70
		%	34.3%	65.7%	100%
	Local	N	269	307	576
		%	46.7%	53.3%	100%
Out of school, I spend time with other friends (ex.from the neighbourhood)*	Newly arrived	N	21	25	46
		%	45.7%	54.3%	100%
	Long-term	N	33	37	70
		%	47.1%	52.9%	100%
	Local	N	171	405	576
		%	29.7%	70.3%	100%
Out of school, I don't spend time with friends	Newly arrived	N	27	9	36
		%	75%	25%	100%
	Long-term	N	41	11	52
		%	78.8%	21.2%	100%
	Local	N	341	103	444
		%	76.8%	23.2%	100%

*Cramer`s V: 0.135, Sig.:0.002

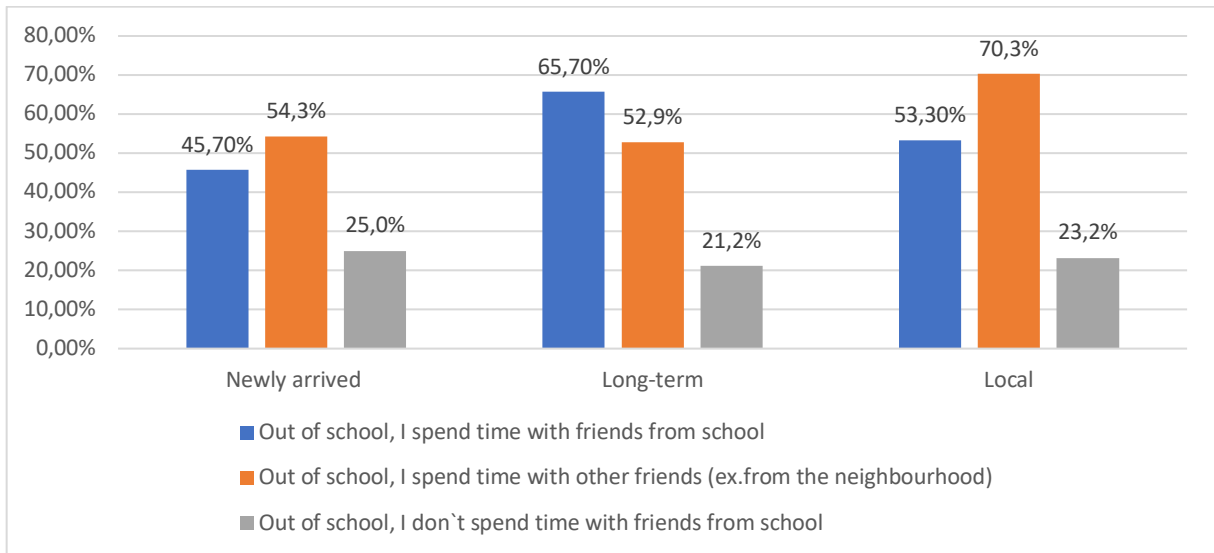


Figure 59.1

Table 60 - Migrant Status * Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face*	Newly arrived	N	1	11	8	8	19	47
		%	2.1%	23.4%	17%	17%	40.4%	100%
	Long-term	N	4	5	8	20	34	71
		%	5.6%	7%	11.3%	28.2%	47.9%	100%
	Local	N	16	47	82	141	298	584
		%	2.7%	8%	14%	24.1%	51%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Newly arrived	N	2	5	9	10	20	46
		%	4.3%	10.9%	19.6%	21.7%	43.5%	100%
	Long-term	N	3	6	12	18	32	71
		%	4.2%	8.5%	16.9%	25.4%	45.1%	100%
	Local	N	19	67	95	95	303	579
		%	3.3%	11.6%	16.4%	16.4%	52.3%	100%

Cramer's V: 0.110 Sig.:0.032

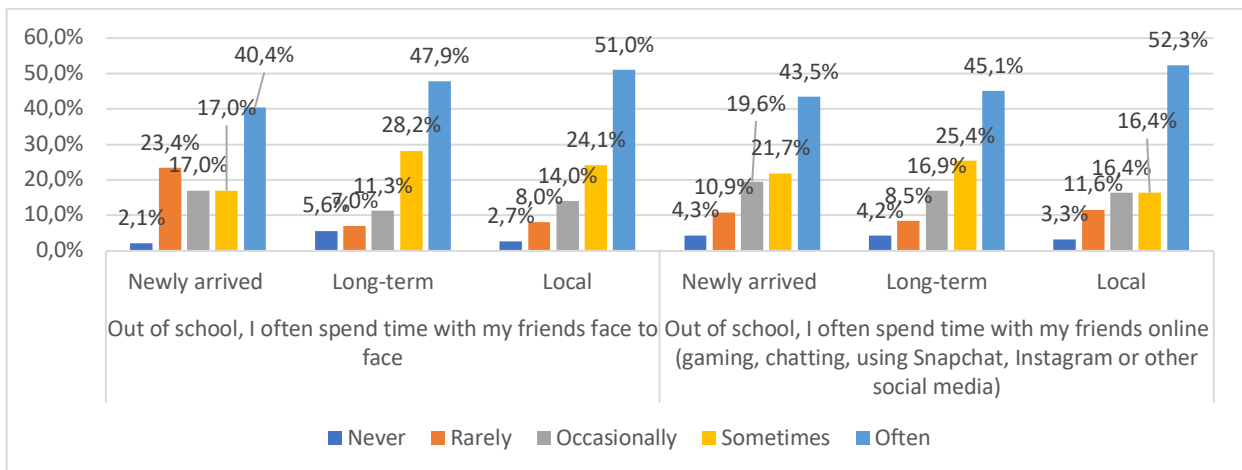


Figure 60.1

School life

In relation to school life, newly arrived migrant children more often express they enjoy being at school than long – term migrant or local children. They also less frequently express they feel safe when they are at school. The differences are statistically significant. (Table 61) In terms of relationships with other pupils, the majority of all three groups (more than three quarters) sometimes or often feel that they belong to their class and occasionally or often feel comfortable with their classmates' opinions about them, they also feel ok when addressed by teachers. All three groups feel accepted by their classmates and generally feel that their teachers listen to them. However, there were slightly more local children who felt that they were rarely listened to. Compared to the other two groups, newly arrived migrant children were more likely to report that their teachers talk about different cultures, religions, etc. 69.5% compared to 45.6% for long-term migrant children and 42.9% of local children (significant differences) (Table 62).

There were no statistically significant differences in the experience of different types of violence between the three groups of children, however, the percentage of children who never experienced physical violence, psychological violence or shunning was always highest among the local children (Table 63).

Regarding discriminatory treatment based on various factors, both newly arrived and long-term migrant children are more likely than local children to report that they have been treated unequally because of their religion, ethnicity/culture and the language they speak by both, teachers and classmates (statistically significant differences) (Table 64). There are no significant differences between the three groups in terms of self-perceived school success. The majority of all groups also feel that children are allowed to speak other languages in their school and that teachers sometimes speak to children in other languages, with newly arrived children and long-term migrant children more likely to feel that this happens often or sometimes than local children (Table 65 and Table 66).

Migrant children, both newly arrived and long-term migrants, are more positive about multiculturalism. On average, they are more likely to agree that migrants should maintain their customs and culture (average 4.37 and 4.41 compared to 3.98) and that they like multiculturalism in their class and school (average 4.44 and 4.36 compared to 4.02). Newly arrived migrant children slightly more agree that students of different ethnicities get along well in their class (Table 68). Newly arrived children and long-term term migrant children also have more friends from different countries (Table 69).

Table 61 - Migrant Status × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	Newly arrived	N	0	4	11	18	13	46
		%	0%	8.7%	23.9%	39.1%	28.3%	100%
	Long-term	N	6	11	15	19	21	72
		%	8.3%	15.3%	20.8%	26.4%	29.2%	100%
	Local	N	53	68	185	185	96	587
		%	9%	11.6%	31.5%	31.5%	16.4%	100%
I feel safe when I am at school**	Newly arrived	N	1	5	3	10	27	46
		%	2.2%	10.9%	6.5%	21.7%	58.7%	100%
	Long-term	N	5	2	13	10	41	71
		%	7%	2.8%	18.3%	14.1%	57.7%	100%
	Local	N	19	35	69	181	275	579
		%	3.3%	6%	11.9%	31.3%	47.5%	100%
I feel like I belong in this class	Newly arrived	N	3	0	7	13	23	46
		%	6.5%	0%	15.2%	28.3%	50%	100%
	Long-term	N	2	6	9	19	33	69
		%	2.9%	8.7%	13%	27.5%	47.8%	100%
	Local	N	26	36	73	169	268	572
		%	4.5%	6.3%	12.8%	29.5%	46.9%	100%
I am OK when a teacher asks me a question	Newly arrived	N	2	4	12	17	12	47
		%	4.3%	8.5%	25.5%	36.2%	25.5%	100%
	Long-term	N	7	6	16	25	16	70
		%	10%	8.6%	22.9%	35.7%	22.9%	100%
	Local	N	59	90	147	167	112	575
		%	10.3%	15.7%	25.6%	29%	19.5%	100%
I feel OK what my classmates think of me	Newly arrived	N	3	4	8	13	17	45
		%	6.7%	8.9%	17.8%	28.9%	37.8%	100%
	Long-term	N	4	4	13	23	25	69
		%	5.8%	5.8%	18.8%	33.3%	36.2%	100%
	Local	N	36	33	105	194	172	540
		%	6.7%	6.1%	19.4%	35.9%	31.9%	100%

*Cramer's V: 0.113 Sig.:0.021

** Cramer's V: 0.116, Sig.:0.016

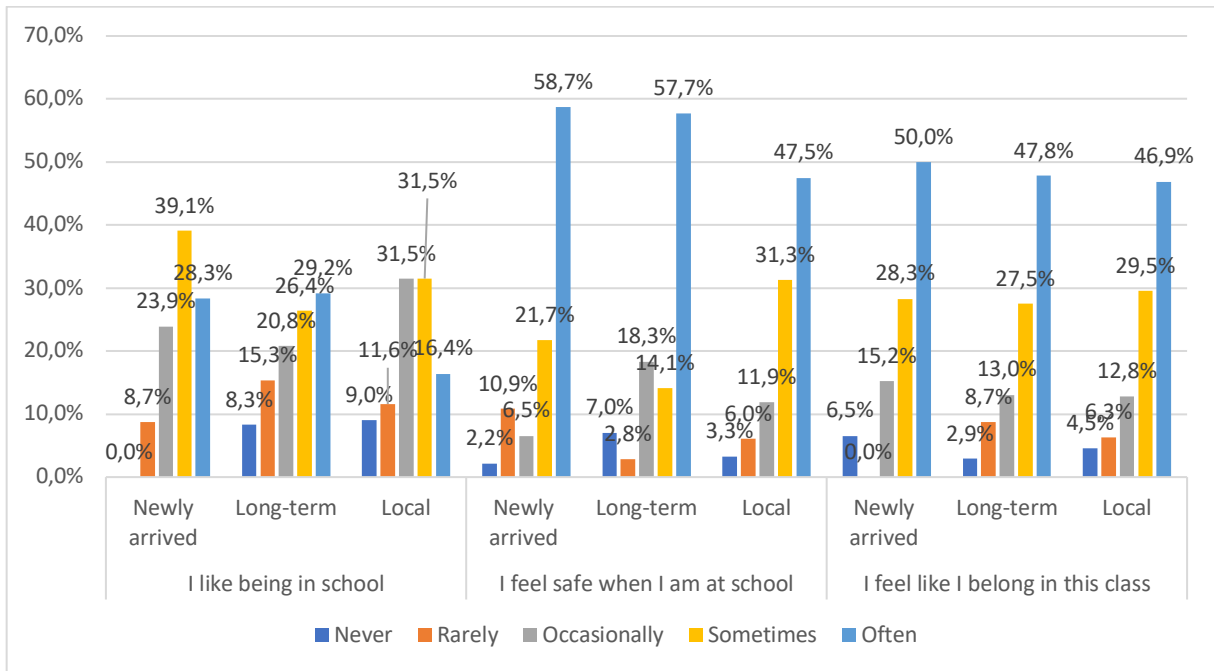


Figure 61.1

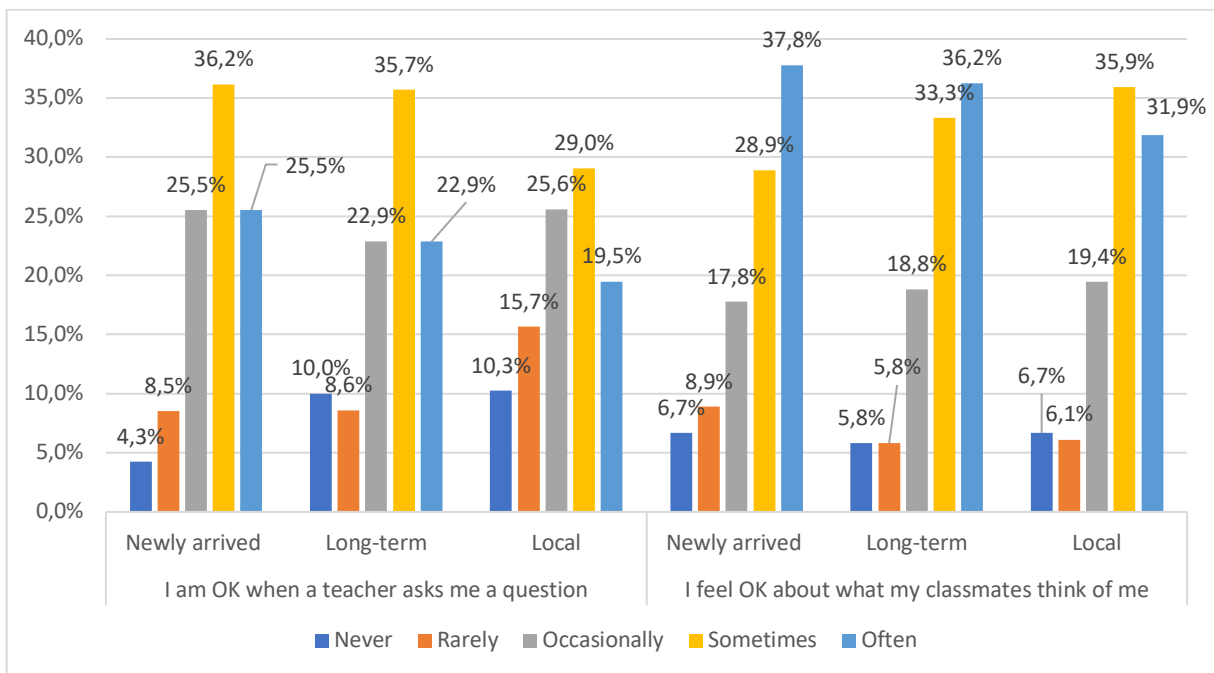


Figure 61.2

Table 62 - Migrant Status × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Newly arrived	F	0	2	4	13	25	44
		%	0%	4.5%	9.1%	29.5%	56.8%	100%
	Long-term	F	3	2	10	13	42	70
		%	4.3%	2.9%	14.3%	18.6%	60%	100%
	Local	F	12	26	48	147	320	553
		%	2.2%	4.7%	8.7%	26.6%	57.9%	100%
My teachers accept me the same way as other classmates	Newly arrived	F	2	2	0	14	28	46
		%	4.3%	4.3%	0%	30.4%	60.9%	100%
	Long-term	F	7	3	8	12	40	70
		%	10%	4.3%	11.4%	17.1%	57.1%	100%
	Local	F	18	27	57	149	300	551
		%	3.3%	4.9%	10.3%	27%	54.4%	100%
My classmates care about how I feel.	Newly arrived	F	2	3	11	14	12	42
		%	4.8%	7.1%	26.2%	33.3%	28.6%	100%
	Long-term	F	5	4	16	23	21	69
		%	7.2%	5.8%	23.2%	33.3%	30.4%	100%
	Local	F	28	43	104	187	192	554
		%	5.1%	7.8%	18.8%	33.8%	34.7%	100%
My teachers listen to me and take what I say into account	Newly arrived	F	1	3	4	15	21	44
		%	2.3%	6.8%	9.1%	34.1%	47.7%	100%
	Long-term	F	2	3	18	26	20	69
		%	2.9%	4.3%	26.1%	37.7%	29%	100%
	Local	F	21	64	108	190	173	556
		%	3.8%	11.5%	19.4%	34.2%	31.1%	100%
My teachers talk about different countries, languages, cultures or religion*	Newly arrived	F	2	6	6	14	18	46
		%	4.3%	13%	13%	30.4%	39.1%	100%
	Long-term	F	8	11	18	16	15	68
		%	11.8%	16.2%	26.5%	23.5%	22.1%	100%
	Local	F	52	105	156	164	71	548
		%	9.5%	19.2%	28.5%	29.9%	13%	100%

*Cramer's V: 0.145 Sig.:0.001

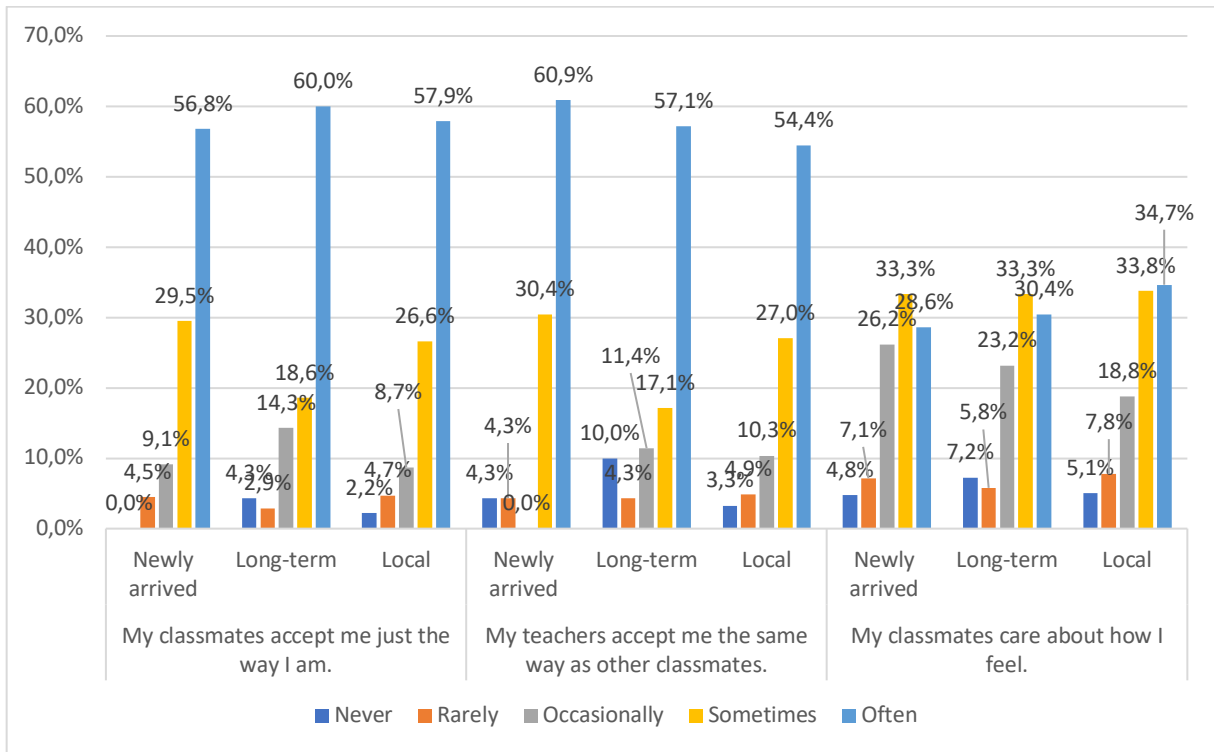


Figure 62.1

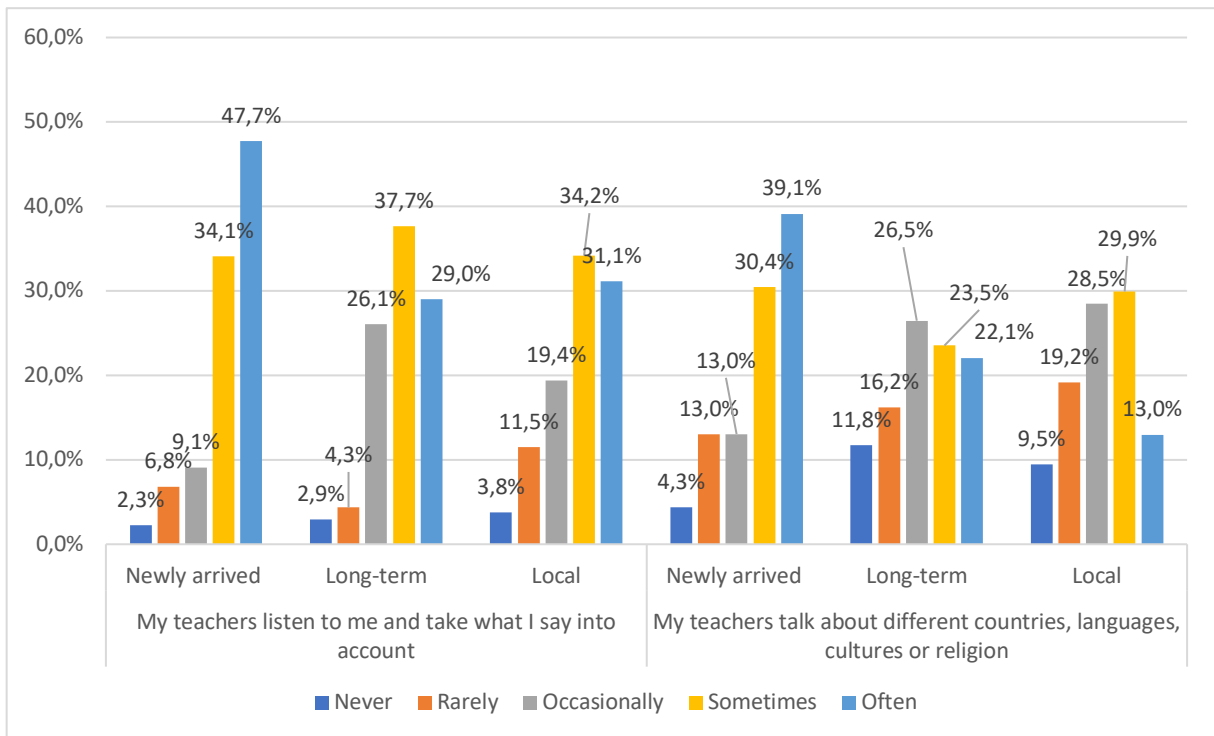


Figure 62.2

Table 63 - Migrant Status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Newly arrived	N	24	10	4	8	46
		%	52.2%	21.7%	8.7%	17.4%	100%
	Long-term	N	34	14	11	12	71
		%	47.9%	19.7%	15.5%	16.9%	100%
	Local	N	349	102	73	66	590
		%	59.2%	17.3%	12.4%	11.2%	100%
Hit or hurt you (not including play fight)	Newly arrived	N	34	4	5	3	46
		%	73.9%	8.7%	10.9%	6.5%	100%
	Long-term	N	52	15	3	2	72
		%	72.2%	20.8%	4.2%	2.8%	100%
	Local	N	491	51	26	21	589
		%	83.4%	8.7%	4.4%	3.6%	100%
Leave you out of their games or activities	Newly arrived	N	27	9	6	4	46
		%	58.7%	19.6%	13%	8.7%	100%
	Long-term	N	43	9	8	12	72
		%	59.7%	12.5%	11.1%	16.7%	100%
	Local	N	381	95	46	64	586
		%	65%	16.2%	7.8%	10.9%	100%

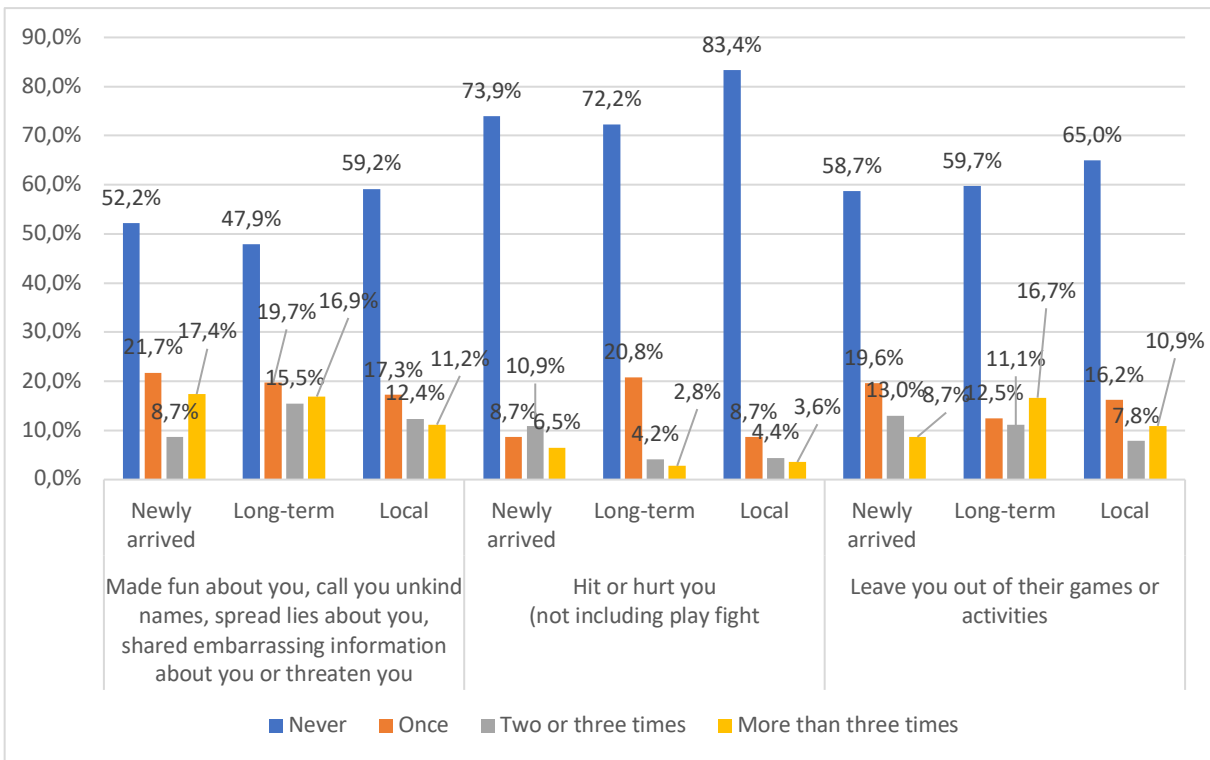


Figure 63.1

Table 64 - Migrant Status × Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates		
			Yes	No	Total	Yes	No	Total
Your gender	Newly arrived	F	2	40	42	2	42	44
		%	4.8%	95.2%	100%	4.5%	95.5%	100%
	Long-term	F	14	52	66	8	60	68
		%	21.2%	78.8%	100%	11.8%	88.2%	100%
	Local	F	84	476	560	48	528	576
		%	15%	85%	100%	8.3%	91.7%	100%
Your economic status (poor/rich)	Newly arrived	F	2	41	43	3	41	44
		%	4.7%	95.3%	100%	6.8%	93.2%	100%
	Long-term	F	2	64	66	8	58	66
		%	3%	97%	100%	12.1%	87.9%	100%
	Local	F	33	533	566	55	513	568
		%	5.8%	94.2%	100%	9.7%	90.3%	100%
Your religion*	Newly arrived	F	7	35	42	7	36	43
		%	16.7%	83.3%	100%	16.3%	83.7%	100%
	Long-term	F	7	61	68	23	46	69
		%	10.3%	89.7%	100%	33.3%	66.7%	100%
	Local	F	22	545	567	37	542	579
		%	3.9%	96.1%	100%	6.4%	93.6%	100%
Your ethnicity/culture**	Newly arrived	F	5	37	42	7	34	41
		%	11.9%	88.1%	100%	17.1%	82.9%	100%
	Long-term	F	18	50	68	18	49	67
		%	26.5%	73.5%	100%	26.9%	73.1%	100%
	Local		28	533	561	35	543	578
			5%	95%	100%	6.1%	93.9%	100%
Where you live (district, village/town)	Newly arrived	F	3	42	45	5	39	44
		%	6.7%	93.3%	100%	11.4%	88.6%	100%
	Long-term	F	3	65	68	7	62	69
		%	4.4%	95.6%	100%	10.1%	89.9%	100%
	Local	F	29	543	572	43	534	577
		%	5.1%	94.9%	100%	7.5%	92.5%	100%
Language you speak***	Newly arrived	F	7	36	43	9	33	42
		%	16.3%	83.7%	100%	21.4%	78.6%	100%
	Long-term	F	18	50	68	22	47	69
		%	26.5%	73.5%	100%	31.9%	68.1%	100%
	Local	F	32	542	574	31	550	581
		%	5.6%	94.4%	100%	5.3%	94.7%	100%

*Teachers, Religion: Cramer`s V:0.156, Sig.0.000; Classmates: Cramer`s V:0.278, Sig.0.000

**Teachers, Ethnicity/Culture: Cramer`s V:0.247, Sig.0.000; Classmates: Cramer`s V:0.230, Sig.0.000

***Teachers, Language: Cramer`s V:0.237, Sig.0.000; Classmates: Cramer`s V:0.299, Sig.0.000

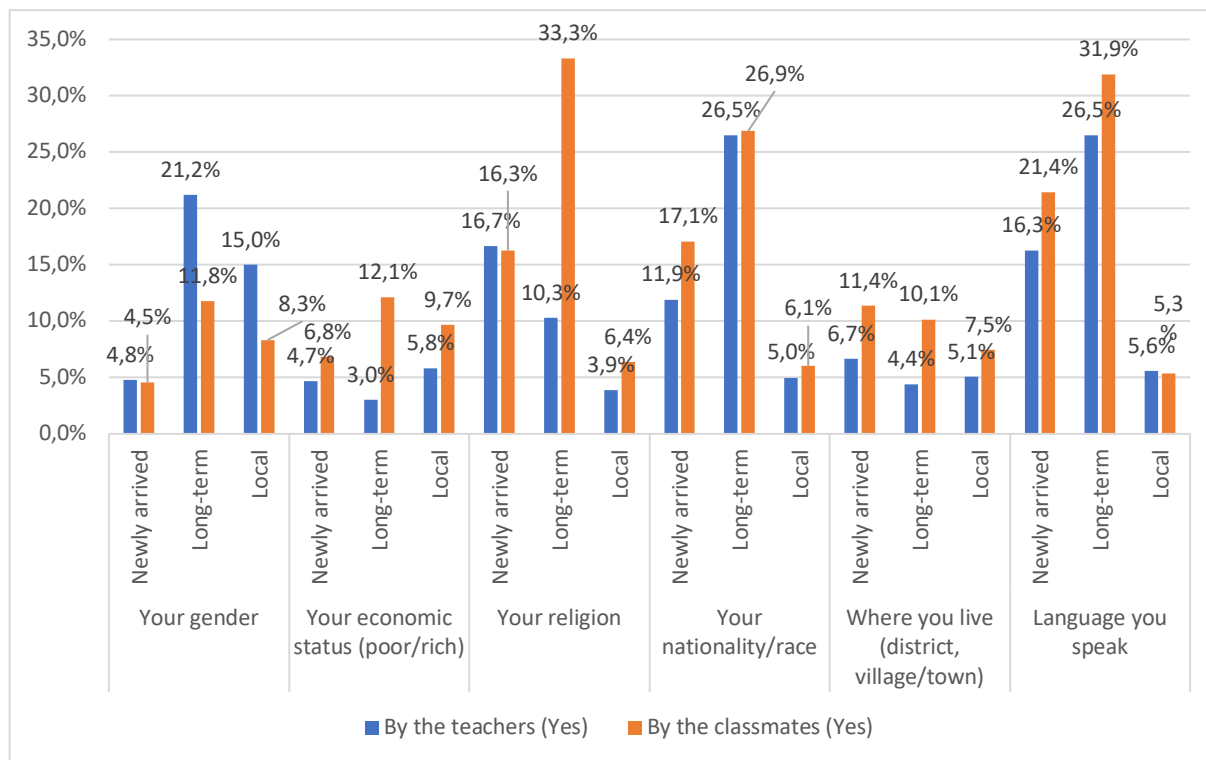


Table 65 - Migrant Status × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Newly arrived	F	40	7	47
	%	85.1%	14.9%	100%
Long-term	F	61	11	72
	%	84.7%	15.3%	100%
Local	F	521	64	585
	%	89.1%	10.9%	100%

Table 66 - Migrant Status × During classes do teachers sometimes speak with children in languages or ask pupils how some things are said in other languages

		Often	Sometimes	No	I don't know	Total
Newly arrived	F	7	25	12	3	47
	%	14.9%	53.2%	25.5%	6.4%	100%
Long-term	F	9	36	14	13	72
	%	12.5%	50%	19.4%	18.1%	100%
Local	F	34	247	167	138	586
	%	5.8%	42.2%	28.5%	23.5%	100%

Cramer's V:0.115, Sig.0.000

Table 67 - Migrant Status * How successful are you in relation to your classmates

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Newly arrived	F	15	30	2	47
	%	31.9%	63.8%	4.3%	100%
Long-term	F	32	36	3	71
	%	45.1%	50.7%	4.2%	100%
Local	F	260	314	15	589
	%	44.1%	53.3%	2.5%	100%

Table 68 - Migrant Status * Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Newly arrived	41	4.37	0.968
	Long-term	69	4.41	0.828
	Local	558	3.98	1.114
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Newly arrived	43	4.44	0.700
	Long-term	70	4.36	0.917
	Local	560	4.02	1.012
In our class, pupils of different ethnicities/races/religion get along well	Newly arrived	41	4.46	0.745
	Long-term	67	4.18	1.029
	Local	530	4.25	0.823

*Kruskal Wallis: Chi square: 13.473; Sig.:0.001

** Kruskal Wallis: Chi square: 14.257; Sig.:0.001

Table 69 - Migrant Status * Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Newly arrived	F	21	26	0	0	47
	%	44.7%	55.3%	0%	0%	100%
Long-term	F	41	28	3	0	72
	%	56.9%	38.9%	4.2%	0%	100%
Local	F	133	366	57	32	588
	%	22.6%	62.2%	9.7%	5.4%	100%

3.3 Analyses according to demographic variables

In this section the attitudes of children/youth were analysed according to various demographic variables. This section will be the basis for the crosscutting analysis.

Age - Well-being and everyday life

Younger children are generally more satisfied with their lives, with having what they want in life, with their self-perception and their views about their future. These differences are statistically relevant (Table 70). Younger children are also more likely to participate in organised activities outside school - 66.8% participate in such activities at least once a week, compared to 31% of older children. They also spend more often spend time meeting and playing with friends. On the other hand, older children are more likely to use smartphones or computers to keep in touch with relatives and friends - 80.7% of older children use them daily or almost daily, compared to 69.1% of younger children. They are also more likely to spend time just being by themselves (36.1% of older children compared to 24.6% of younger children) (Table 71).

Younger children feel more supported by their family and friends. Compared to older children, they are more likely on average to say that their family helps them when they have a problem (average 4.79 compared to 4.52) and that their parents listen to them and take into account what they say (average 4.35 compared to 4.07). They are also more likely, on average, to feel that they have enough friends (4.46 vs. 4.31) and that they are supported by their friends when they have a problem (4.70 vs. 4.52) (Table 72).

As expected, older children spend more time with other friends, such as friends from the neighbourhood, when they are not at school (71.3%), compared to the younger group of children (57.8%) (Table 73). Older children also spend more time with their friends online (55.8%) compared to the younger group (often – 37.1%) (Table 74 and Table 75).

Table 70 – Age x Well-being and everyday life

		N	Mean	Std. Deviation
I am completely satisfied with my life*	10-13	266	4.49	0.811
	14-20	225	4.18	0.833
I have what I want in life**	10-13	270	4.17	0.898
	14-20	224	3.86	0.974
I like being the way I am***	10-13	271	4.29	0.958
	14-20	222	3.87	1.026
I feel positive about my future****	10-13	261	4.38	0.831
	14-20	224	4.06	0.874
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	10-13	251	4.22	0.936
	14-20	219	4.11	0.959

*Mann-Whitney U, Sig.:0.000

**Mann-Whitney U, Sig.:0.000

***Mann-Whitney U, Sig.:0.000

****Mann-Whitney U, Sig.:0.000

Table 71 - Age × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	10-13	N	64	63	66	193
		%	33.2%	32.6%	34.2%	100%
	14-20	N	354	86	73	513
		%	69%	16.8%	14.2%	100%
Meeting, playing with friends**	10-13	N	16	78	102	196
		%	8.2%	39.8%	52%	100%
	14-20	N	81	213	221	515
		%	15.7%	41.4%	42.9%	100%
Using smartphone or computer to stay in touch with friends/relatives***	10-13	N	14	46	134	194
		%	7.2%	23.7%	69.1%	100%
	14-20	N	27	72	414	513
		%	5.3%	14%	80.7%	100%
Spending time just being by myself****	10-13	N	81	66	48	195
		%	41.5%	33.8%	24.6%	100%
	14-20	N	143	184	185	512
		%	27.9%	35.9%	36.1%	100%

*Cramer`s V:0.27, Sig.:0.000

** Cramer`s V:0.110, Sig.: 0.013

*** Cramer`s V:0.126, Sig.: 0.004

**** Cramer`s V:0.141, Sig.:0.001

Table 72 - Age × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	10-13	194	4.79	0.568
	14-20	508	4.52	0.869
My parents (carers) listen to me and take what I say into account**	8-13	192	4.35	0.837
	14-20	505	4.07	0.979
I have enough friends***	8-13	186	4.46	0.982
	14-20	507	4.31	0.849
If I have a problem, I have a friend who will support me****	8-13	187	4.70	0.661
	14-20	507	4.52	0.813

*Mann-Whitney U: 41724.0, Sig.: 0.000

** Mann-Whitney U: 40436.0, Sig.:0.000

*** Mann-Whitney U: 39694.0, Sig.:0.000

**** Mann-Whitney U: 41700.0 Sig.:0.004

Table 73 - Age × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	10-13	N	78	109	187
		%	41.7%	58.3%	100%
	14-20	N	240	268	508
		%	47.2%	52.8%	100%
Out of school, I spend time with other friends (ex.from the neighbourhood)*	10-13	N	79	108	187
		%	42.2%	57.8%	100%
	14-20	N	146	362	508
		%	28.7%	71.3%	100%
Out of school, I don't spend time with friends	10-13	N	107	38	145
		%	73.8%	26.2%	100%
	14-20	N	303	85	388
		%	78.1%	21.9%	100%

*Cramer's V:0.128, Sig.:0.001

Table 74 - Age × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	10-13	N	8	16	28	47	95	194
		%	4.1%	8.2%	14.4%	24.2%	49%	100%
	14-20	N	13	47	70	122	259	511
		%	2.5%	9.2%	13.7%	23.9%	50.7%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	10-13	N	9	26	39	43	69	186
		%	4.8%	14%	21%	23.1%	37.1%	100%
	14-20	N	15	53	77	82	286	513
		%	2.9%	10.3%	15%	16%	55.8%	100%

*Cramer's V:0.166 Sig.:0.001

Age - School life

With regard to school and school life, there are significant differences in their views on school life. Younger children are more likely to say that they enjoy being at school (often - 32.3% vs. 13.3%), feel safe at school (often - 61.6% vs. 44.8%), feel like they belong to the class (often - 59.3% vs. 42.7%), are OK when a teacher asks them a question (often - 36.4% vs. 14.4%) and feel OK what their classmates think of them (often - 40.3% vs. 30%) (Table 75). Compared to older children, they also feel accepted by teachers (often - 69.2% vs. 49.9%) and feel that their teachers listen to them and take into account what they say (often - 47.3% vs. 26.5%). They are also more likely to say that teachers talk about intercultural issues at school (often - 23.6% vs. 12.8%) (Table 76).

Younger pupils are more likely than older children to have experienced various forms of violence, such as psychological violence (at least once 56.7% vs. 37.2%), physical violence

(at least once 34.8% vs. 12%) or being excluded from activities (at least once 49.7% vs. 44.9%) (Table 77).

There is a difference between the two groups in terms of being treated differently by both teachers and classmates because of their gender. Younger children are more likely to feel they have been treated unequally by their classmates, while older children feel they have been treated differently by their teachers. They did not feel that they were treated differently because of other variables such as economic status, religion, ethnicity, district of residence and language (Table 78).

Both groups agree that children are allowed to speak different languages in their school, with the percentage being slightly higher among older children. However, younger children are more likely to say that teachers sometimes speak to children in other languages during lessons or ask them how certain things are said in other languages (Table 79 and Table 80).

Younger children also rate their academic performance better compared to older children. For example, 68.2% of younger children and 34% of older children say they do very well in school and their grades are good (Table 81).

Younger people are more positive about multiculturalism. They are more likely to agree that they have the right to follow their country's customs when they move to another country and like multiculturalism in their class and school more. They are also slightly more likely to agree that intercultural relations in their class are good (Table 82). Both groups have friends from different cultures (Table 83).

Table 75 - Age x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	10-13	N	13	14	45	60	63	195
		%	6.7%	7.2%	23.1%	30.8%	32.3%	100%
	14-20	N	46	70	167	162	68	513
		%	9%	13.6%	32.6%	31.6%	13.3%	100%
I feel safe when I am at school**	10-13	N	7	10	12	44	117	190
		%	3.7%	5.3%	6.3%	23.2%	61.6%	100%
	14-20	N	18	32	73	158	228	509
		%	3.5%	6.3%	14.3%	31%	44.8%	100%
I feel like I belong in this class***	10-13	N	6	8	22	41	112	189
		%	3.2%	4.2%	11.6%	21.7%	59.3%	100%
	14-20	N	25	34	67	161	214	501
		%	5%	6.8%	13.4%	32.1%	42.7%	100%
I am OK when a teacher asks me a question***	10-13	N	12	11	30	66	68	187
		%	6.4%	5.9%	16%	35.3%	36.4%	100%
	14-20	N	56	90	146	143	73	508
		%	11%	17.7%	28.7%	28.1%	14.4%	100%
I feel OK what my classmates think of me****	10-13	N	18	13	25	52	73	181
		%	9.9%	7.2%	13.8%	28.7%	40.3%	100%
	14-20	N	25	28	101	179	143	476
		%	5.3%	5.9%	21.2%	37.6%	30%	100%

* Cramer`s V:0.231, Sig.:0.000

** Cramer`s V:0.162, Sig.:0.001

*** Cramer`s V:0.152, Sig.:0.003

**** Cramer`s V:0.293, Sig.:0.000

***** Cramer`s V:0.154, Sig.:0.003

Table 76 - Age × Relationships in school

		Never	Rarely	Occasionally	Sometimes	Often	Total	
My classmates accept me just the way I am	10-13	N	5	10	12	45	117	189
		%	2.6%	5.3%	6.3%	23.8%	61.9%	100%
	14-20	N	10	20	50	128	273	481
		%	2.1%	4.2%	10.4%	26.6%	56.8%	100%
My teachers accept me the same way as other classmates*	10-13	N	7	5	9	36	128	185
		%	3.8%	2.7%	4.9%	19.5%	69.2%	100%
	14-20	N	20	27	57	139	242	485
		%	4.1%	5.6%	11.8%	28.7%	49.9%	100%
My classmates care about how I feel	10-13	N	7	16	31	65	70	189
		%	3.7%	8.5%	16.4%	34.4%	37%	100%
	14-20	N	28	34	100	160	157	479
		%	5.8%	7.1%	20.9%	33.4%	32.8%	100%
My teachers listen to me and take what I say into account***	10-13	N	5	8	26	57	86	182
		%	2.7%	4.4%	14.3%	31.3%	47.3%	100%
	14-20	N	19	63	104	174	130	490
		%	3.9%	12.9%	21.2%	35.5%	26.5%	100%
My teachers talk about different countries, languages, cultures or religion***	10-13	N	17	19	40	63	43	182
		%	9.3%	10.4%	22%	34.6%	23.6%	100%
	14-20	N	45	104	140	132	62	483
		%	9.3%	21.5%	29%	27.3%	12.8%	100%

* Cramer's V:0.182, Sig.:0.000

** Cramer's V:0.215, Sig.:0.000

*** Cramer's V:0.187, Sig.:0.000

Table 77 - Age × Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total	
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	10-13	N	84	50	28	32	194
		%	43.3%	25.8%	14.4%	16.5%	100%
	14-20	N	324	77	61	54	516
		%	62.8%	14.9%	11.8%	10.5%	100%
Hit or hurt you (not including play fight)**	10-13	N	127	35	22	11	195
		%	65.1%	17.9%	11.3%	5.6%	100%
	14-20	N	453	35	12	15	515
		%	88%	6.8%	2.3%	2.9%	100%
Leave you out of their games or activities***	10-13	N	97	40	22	34	193
		%	50.3%	20.7%	11.4%	17.6%	100%
	14-20	N	356	73	38	47	514
		%	69.3%	14.2%	7.4%	9.1%	100%

* Cramer's V:0.182, Sig.:0.000

** Cramer's V:0.274, Sig.:0.000

*** Cramer's V:0.181, Sig.:0.000

Table 78 - Age × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender*	10-13	N	18	170	188	25	166	191
		%	9.6%	90.4%	100%	13.1%	86.9%	100%
	14-20	N	82	401	483	33	467	500
		%	17%	83%	100%	6.6%	93.4%	100%
Your economic status (poor/rich)	10-13	N	8	176	184	19	167	186
		%	4.3%	95.7%	100%	10.2%	89.8%	100%
	14-20	N	29	465	494	47	448	495
		%	5.9%	94.1%	100%	9.5%	90.5%	100%
Your religion	10-13	N	6	178	184	27	164	191
		%	3.3%	96.7%	100%	14.1%	85.9%	100%
	14-20	N	30	466	496	40	463	503
		%	6%	94%	100%	8%	92%	100%
Your ethnicity/culture	10-13	N	10	170	180	23	164	187
		%	5.6%	94.4%	100%	12.3%	87.7%	100%
	14-20	N	42	452	494	38	464	502
		%	8.5%	91.5%	100%	7.6%	92.4%	100%
Where you live (district, village/town)	10-13	N	10	179	189	17	172	189
		%	5.3%	94.7%	100%	9%	91%	100%
	14-20	N	25	474	499	38	466	504
		%	5%	95%	100%	7.5%	92.5%	100%
Language you speak	10-13	N	17	168	185	28	161	189
		%	9.2%	90.8%	100%	14.8%	85.2%	100%
	14-20	N	41	462	503	35	471	506
		%	8.2%	91.8%	100%	6.9%	93.1%	100%

*Teachers Cramer's V: 0.093, Sig.:0.016; classmates: Cramer's V: 0.105, Sig.: 0.006

Table 79 - Age × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
10-13	N	166	29	195
	%	85.1%	14.9%	100%
14-20	N	459	53	512
	%	89.6%	10.4%	100%

Table 80 - Age × During classes do teachers sometimes speak with children in languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
10-13	N	24	91	47	34	196
	%	12.2%	46.4%	24%	17.3%	100%
14-20	N	27	219	146	120	512
	%	5.3%	42.8%	28.5%	23.4%	100%

Cramer's V: 0.138, Sig.: 0.004

Table 81 - Age × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
10-13	N	133	61	1	195
	%	68.2%	31.3%	0.5%	100%
14-20	N	175	321	19	515
	%	34%	62.3%	3.7%	100%

Cramer's V: 0.311, Sig.: 0.000

Table 82- Age × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	10-13	180	4.37	0.915
	14-20	491	3.94	1.124
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	10-13	186	4.26	0.917
	14-20	490	4.02	1.014
In our class, pupils of different ethnicities/races/religion get along well	10-13	170	4.28	0.850
	14-20	471	4.24	0.839

*Mann-Whitney U: 34928.5, Sig.: 0.000

** Mann-Whitney U: 39372.5, Sig.: 0.004

Table 83 - Age × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
10-13	N	43	131	14	7	195
	%	22.1%	67.2%	7.2%	3.6%	100%
10-13	N	153	291	46	25	515
	%	29.7%	56.5%	8.9%	4.9%	100%

Gender - Well-being and everyday life

Boys generally report higher levels of well-being, especially in life satisfaction (mean 4.30 vs. 4.01) and positive self-perception (mean 4.04 vs. 3.64), where the differences are statistically different. Boys also value higher having what they want in life and having someone around them to turn to in their local areas when they are in need. Girls, on the other hand, are somewhat more positive about their future (Table 84).

In terms of activities, boys spend more time meeting and playing with friends (57.2% (almost) every day) than girls (34.6% (almost) every day). A higher percentage of girls also spend time just being by themselves (but without a significant difference) (Table 85).

Girls more often feel they have a supportive friend (mean score 4.62) than boys (mean score 4.51). However, they spend less time outside school with friends from school (51.9% girls and 56.8% boys) and other friends (64.3% girls and 71.3% boys). There are no gender differences in the amount of time they spend in person or online, occasionally or more often they all spend time with friends (Table 86, Table 87 & Table 88).

Table 84- Gender × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Girl	359	4.01	0.966
	Boy	326	4.30	0.774
I have what I want in life	Girl	365	3.82	1.049
	Boy	327	3.95	1.051
I like being the way I am**	Girl	359	3.64	1.238
	Boy	333	4.04	1.002
I feel positive about my future	Girl	345	4.10	0.848
	Boy	318	4.06	0.875
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Girl	363	4.15	1.043
	Boy	320	4.20	0.893

*Mann-Whitney U:48856.500, Sig.:0.004

** Mann-Whitney U:49486.500, Sig.:0.004

Table 85 - Gender × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Girl	N	216	85	67	368
		%	58.7%	23.1%	18.2%	100%
	Boy	N	202	64	72	338
		%	59.8%	18.9%	21.3%	100%
Meeting, playing with friends*	Girl	N	70	172	128	370
		%	18.9%	46.5%	34.6%	100%
	Boy	N	27	119	195	341
		%	7.9%	34.9%	57.2%	100%
Using smartphone or computer to stay in touch with friends/relatives	Girl	N	19	59	290	368
		%	5.2%	16%	78.8%	100%
	Boy	N	22	59	258	339
		%	6.5%	17.4%	76.1%	100%
Spending time just being by myself	Girl	N	109	125	134	368
		%	29.6%	34%	36.4%	100%
	Boy	N	115	125	99	339
		%	33.9%	36.9%	29.2%	100%

* Cramer`s V:0.242, Sig.:0.000

Table 86 - Gender × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Girl	366	4.57	0.863
	Boy	336	4.63	0.739
My parents (carers) listen to me and take what I say into account	Girl	365	4.12	0.974
	Boy	332	4.17	0.923
I have enough friends	Girl	361	4.30	0.923
	Boy	332	4.41	0.801
If I have a problem, I have a friend who will support me*	Girl	367	4.62	0.769
	Boy	327	4.51	0.787

*Mann-Whitney U:54969.000, Sig.:0.018

Table 87 - Gender × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Girl	N	175	189	364
		%	48.1%	51.9%	100%
	Boy	N	143	188	331
		%	43.2%	56.8%	100%
Out of school, I spend time with other friends (ex.from the neighbourhood)*	Girl	N	130	234	364
		%	35.7%	64.3%	100%
	Boy	N	95	236	331
		%	28.7%	71.3%	100%
Out of school, I don't spend time with friends	Girl	N	216	71	287
		%	75.3%	24.7%	100%
	Boy	N	194	52	246
		%	78.9%	21.1%	100%

* Cramer's V:0.075, Sig.:0.048

Table 88 - Gender × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Girl	N	8	31	47	98	184	368
		%	2.2%	8.4%	12.8%	26.6%	50%	100%
	Boy	N	13	32	51	71	170	337
		%	3.9%	9.5%	15.1%	21.1%	50.4%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Girl	N	13	44	52	66	190	365
		%	3.6%	12.1%	14.2%	18.1%	52.1%	100%
	Boy	N	11	35	64	59	165	334
		%	3.3%	10.5%	19.2%	17.7%	49.4%	100%

Gender - School life

In relation to school, there are no significant gender differences when it comes to liking being in school, feeling safe at school and belonging to the class. However, fewer girls (26.5%) are OK when a teacher asks them a question compared to 21.9% of boys. They are also less likely to feel OK with their classmates' opinion of them - 16.8% of girls never or rarely agree, compared to 8.4% of boys (Table 89).

There are also no gender differences in the perception of being accepted by teachers and that classmates care about their feelings. However, more boys (87.7% sometimes or often) than girls (80.7% sometimes or often) feel that their classmates accept them as they are, but more girls (71.7% sometimes or often) than boys (60.8% sometimes or often) feel that teachers listen to them and take into account what they say. There are also gender differences in perceptions of multicultural teaching, with more girls (49.7% sometimes or often) than boys (39.8% sometimes or often) saying that their teachers talk about different countries, languages, cultures, or religions (Table 90).

No gender differences were found in relation to psychological violence, but more boys (23.2%) than girls (13.9% at least once) experienced physical violence, while more girls (41.6% at least once) than boys (29.8% at least once) experienced being excluded from games or activities (Table 91).

Boys (18%) more often than girls (11.9%) state they were treated differently by their teachers because of their gender, while girls (11.9%) more often than boys (4.5%) perceive they were treated differently by their classmates because of their gender. No gender differences were found in terms of socio-economic status, ethnicity/culture, neighbourhood, or language, but girls (11.6%) were more likely than boys (7.6%) to say they had been treated differently because of their religion (Table 92).

Both groups agree that children are allowed to speak different languages in their school (Table 94). More girls (49.2%) than boys (37.1%) say they have good grades (Table 95).

In terms of attitudes towards multiculturalism, girls on average are more likely to agree that migrants should keep their culture and customs (average 4.2 vs. 3.89) and that they like having a multicultural class/school (average 4.28 vs. 3.86) (Table 96). There are no gender differences in terms of friendships from different countries (Table 97).

Table 89 - Gender × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Girl	N	27	38	107	114	83	369
		%	7.3%	10.3%	29%	30.9%	22.5%	100%
	Boy	N	32	46	105	108	48	339
		%	9.4%	13.6%	31%	31.9%	14.2%	100%
I feel safe when I am at school	Girl	N	10	23	44	102	186	365
		%	2.7%	6.3%	12.1%	27.9%	51%	100%
	Boy	N	15	19	41	100	159	334
		%	4.5%	5.7%	12.3%	29.9%	47.6%	100%
I feel like I belong in this class	Girl	N	17	23	43	116	160	359
		%	4.7%	6.4%	12%	32.3%	44.6%	100%
	Boy	N	14	19	46	86	166	331
		%	4.2%	5.7%	13.9%	26%	50.2%	100%
I am OK when a teacher asks me a question*	Girl	N	43	54	89	120	60	366
		%	11.7%	14.8%	24.3%	32.8%	16.4%	100%
	Boy	N	25	47	87	89	81	329
		%	7.6%	14.3%	26.4%	27.1%	24.6%	100%
I feel OK what my classmates think of me**	Girl	N	30	28	67	120	100	345
		%	8.7%	8.1%	19.4%	34.8%	29%	100%
	Boy	N	13	13	59	111	116	312
		%	4.2%	4.2%	18.9%	35.6%	37.2%	100%

* Cramer`s V:0.126, Sig.:0.026

** Cramer`s V:0.013, Sig.:0.001

Table 90 - Gender x Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	Girl	F	10	24	33	84	195	346
		%	2.9%	6.9%	9.5%	24.3%	56.4%	100%
	Boy	F	5	6	29	89	195	324
		%	1.5%	1.9%	9%	27.5%	60.2%	100%
My teachers accept me the same way as other classmates	Girl	F	11	18	31	93	195	348
		%	3.2%	5.2%	8.9%	26.7%	56%	100%
	Boy	F	16	14	35	82	175	322
		%	5%	4.3%	10.9%	25.5%	54.3%	100%
My classmates care about how I feel.	Girl	F	21	28	68	113	117	347
		%	6.1%	8.1%	19.6%	32.6%	33.7%	100%
	Boy	F	14	22	63	112	110	321
		%	4.4%	6.9%	19.6%	34.9%	34.3%	100%
My teachers listen to me and take what I say into account**	Girl	F	11	29	59	134	117	350
		%	3.1%	8.3%	16.9%	38.3%	33.4%	100%
	Boy	F	13	42	71	97	99	322
		%	4%	13%	22%	30.1%	30.7%	100%
My teachers talk about different countries, languages, cultures or religion***	Girl	F	20	60	99	116	61	356
		%	5.6%	16.9%	27.8%	32.6%	17.1%	100%
	Boy	F	42	63	81	79	44	309
		%	13.6%	20.4%	26.2%	25.6%	14.2%	100%

* Cramer`s V:0.135, Sig.:0.016

** Cramer`s V:0.122, Sig.:0.042

*** Cramer`s V:0.156, Sig.:0.003

Table 91 - Gender x Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Girl	N	201	65	52	51	369
		%	54.5%	17.6%	14.1%	13.8%	100%
	Boy	N	207	62	37	35	341
		%	60.7%	18.2%	10.9%	10.3%	100%
Hit or hurt you (not including play fight*)	Girl	N	318	29	17	5	369
		%	86.2%	7.9%	4.6%	1.4%	100%
	Boy	N	262	41	17	21	341
		%	76.8%	12%	5%	6.2%	100%
Leave you out of their games or activities**	Girl	N	215	67	35	51	368
		%	58.4%	18.2%	9.5%	13.9%	100%
	Boy	N	238	46	25	30	339
		%	70.2%	13.6%	7.4%	8.8%	100%

* Cramer`s V:0.151, Sig.:0.001

** Cramer`s V:0.125, Sig.:0.012

Table 92 - Gender × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender*	Girl	F	41	303	344	43	317	360
		%	11.9%	88.1%	100%	11.9%	88.1%	100%
	Boy	F	59	268	327	15	316	331
		%	18%	82%	100%	4.5%	95.5%	100%
Your economic status (poor/rich)	Girl	F	21	332	353	41	312	353
		%	5.9%	94.1%	100%	11.6%	88.4%	100%
	Boy	F	16	309	325	25	303	328
		%	4.9%	95.1%	100%	7.6%	92.4%	100%
Your religion**	Girl	F	22	332	354	43	317	360
		%	6.2%	93.8%	100%	11.9%	88.1%	100%
	Boy	F	14	312	326	24	310	334
		%	4.3%	95.7%	100%	7.2%	92.8%	100%
Your ethnicity/culture	Girl	F	28	327	355	33	322	355
		%	7.9%	92.1%	100%	9.3%	90.7%	100%
	Boy	F	24	295	319	28	306	334
		%	7.5%	92.5%	100%	8.4%	91.6%	100%
Where you live (district, village/town)	Girl	F	16	348	364	28	334	362
		%	4.4%	95.6%	100%	7.7%	92.3%	100%
	Boy	F	19	305	324	27	304	331
		%	5.9%	94.1%	100%	8.2%	91.8%	100%
Language you speak	Girl	F	31	331	362	25	309	334
		%	8.6%	91.4%	100%	7.5%	92.5%	100%
	Boy	F	27	299	326	38	323	361
		%	8.3%	91.7%	100%	10.5%	89.5%	100%

* Teachers, gender: Cramer's V:0.086, Sig.:0.026, classmates, gender: Cramer's V:0.134, Sig.:0.000

**Classmates, religion: Cramer's V:0.081, Sig.:0.034

Table 93 - Gender × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
Girl	F	329	36	365
	%	90.1%	9.9%	100%
Boy	F	296	46	342
	%	86.5%	13.5%	100%

Table 94 - Gender × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Girl	F	29	180	93	65	367
	%	7.9%	49%	25.3%	17.7%	100%
Boy	F	22	130	100	89	341
	%	6.5%	38.1%	29.3%	26.1%	100%

Cramer's V: 0.131, Sig.: 0.007

Table 95 - Gender × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Girl	F	181	175	12	368
	%	49.2%	47.6%	3.3%	100%
Boy	F	127	207	8	342
	%	37.1%	60.5%	2.3%	100%

Table 96 - Gender × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Girl	351	4.20	1.018
	Boy	320	3.89	1.139
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Girl	358	4.28	0.944
	Boy	318	3.86	1.003
In our class, pupils of different ethnicities/races/religion get along well	Girl	343	4.26	0.824
	Boy	298	4.24	0.862

*Mann-Whitney U:46974.500, Sig.:0.000

**Mann-Whitney U:42500.00, Sig.:0.000

Table 97 - Gender × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Girl	F	105	215	37	12	369
	%	28.5%	58.3%	10%	3.3%	100%
Boy	F	91	207	23	20	341
	%	26.7%	60.7%	6.7%	5.9%	100%

Ethnicity – Well-being and everyday life

The children could choose several answers when asked about their ethnicity. The majority, 74.9% of the children, said they were Slovenian, 36.4% belonged to one of the ethnic groups of the former Yugoslavia (13% Bosnian, 8.2% Serbian, 5.5% Croatian, 5.2% Albanian, 3.1% Macedonian, 1.4% Montenegrin), 2% Italian, 0.3% Roma 0.4% and other 5.9% (including Russian 0.7% and Ukrainian 0.5%). The multiple responses were recoded into three groups. Those who selected only Slovenian ethnicity (62.8%), those who selected

mixed ethnicity (Slovenian and other), and those who selected one, two or more migrant ethnicities (Table 98).

97.9% of newly arrived migrant children, 78.9% of long-term migrant children and 12.6% of local children, thus those without migration experience, chose a migrant ethnicity. 2.1% of the newly arrived migrant children, 8.5% of the long-term migrant children and 74.6% chose only the Slovenian ethnicity. None of the newly arrived children, 12.7% of the long-term migrant children and 12.8% of local children chose the Slovenian and the migrant ethnicity (Table 99).

Children with a migrant background show a statistically significant higher well-being than children with a mixed or Slovenian background. They are generally more satisfied with their lives, feel that they have what they want in life, like being who they are and are positive about their future. The only dimension of well-being where the average score was lower compared to other groups was, unsurprisingly, the one related to support in their local environment. As these are mostly newly arrived migrant children, their social network in local community may not yet be as developed. The least satisfied with their well-being are children with mixed Slovenian and ethnic migrant backgrounds (Table 100). This group consists of 10.7% long-term children and 89.3% of local children, which we can assume are children of migrant parents born in Slovenia.

There were no significant differences between the three groups when it came to meeting and playing with friends in their free time or using computers and smartphones to communicate with friends and relatives (Table 101). However, there were differences in terms of participation in organised leisure activities or lessons outside school. Thus, 72.4% of the children with a migration background rarely or never participate in such activities. This figure is significantly higher than that of children of mixed (50%) or Slovenian (55.9%) ethnic origin. Moreover, the three groups spend a similar amount of time alone.

In relation to family and friends, children of mixed ethnicity are more likely to agree that their family will help them if they need help (average 4.66 compared to 4.54 for children of mixed ethnicity and 4.58 for children of Slovenian ethnicity). Children of mixed ethnic background are on average more likely to agree that they have a friend who supports them (4.69 compared to 4.57 mixed and 4.54 Slovenian) (Table 102). Children with a migrant background are less likely to spend time with other friends outside school (54.7%) than children with a mixed (75.3%) or Slovenian background (71.2%). They also spend less time with their friends online (44.5% - often) than children with a mixed (48.8% - often) or Slovenian background (53.9%) (Table 104 and Table 104).

Table 98 - Ethnicity (recoded)

	F	%
Slovenian	447	62.8
Mixed-Slovenian and migrant	84	11.8
Migrant	177	24.9
Total	708	99.4

Table 99 - Ethnicity x Migration status

			Newly arrived	Long - term	Local	Total
Ethnicity	Slovenian	F	1	6	438	445
		%	0.2%	1.3%	98.4%	100%
	Mixed – Slovenian and migrant	F	0	9	75	84
		%	0%	10.7%	89.3%	100%
	Migrant	F	46	56	74	587
		%	26.1%	31.8%	42%	100%
Total		F	47	71	587	705
		%	6.7%	10.1%	83.3%	100%
			Slovenian	Mixed –	Migrant	Total
Ethnicity	Newly arrived	F	1	0	46	47
		%	2.1%	0%	97.9%	100%
	Long-term	F	6	9	56	71
		%	8.5%	12.7%	78.9%	100%
	Local	F	438	75	74	587
		%	74.6%	12.8%	12.6%	100%
Total		F	445	84	176	705
		%	63.1%	11.9%	25%	100%

Table 100- Ethnicity x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Slovenian	429	4.13	0.898
	Mixed-Slovenian and migrant	82	3.96	0.867
	Migrant	170	4.29	0.846
I have what I want in life**	Slovenian	436	3.86	1.063
	Mixed-Slovenian and migrant	81	3.72	1.028
	Migrant	173	4.05	1.002
I like being the way I am***	Slovenian	435	3.75	1.136
	Mixed-Slovenian and migrant	81	3.62	1.220
	Migrant	172	4.17	1.060
I feel positive about my future****	Slovenian	414	4.03	0.881
	Mixed-Slovenian and migrant	81	4.05	0.850
	Migrant	164	4.23	0.811
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Slovenian	424	4.17	0.943
	Mixed-Slovenian and migrant	82	4.23	0.934
	Migrant	173	4.14	1.080

*Kruskal Wallis: Chi square:, 10.138 Sig.:0.006

**Kruskal Wallis: Chi square:., 7.894 Sig.: 0.019

***Kruskal Wallis: Chi square:., 23.766 Sig.: 0.000

****Kruskal Wallis: Chi square:., 7.017 Sig.: 0.030

Table 101 - Ethnicity x How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Slovenian	N	248	97	99	444
		%	55.9%	21.8%	22.3%	100%
	Mixed-Slovenian and migrant	N	42	27	15	84
		%	50%	32.1%	17.9%	100%
	Migrant	N	126	23	25	174
		%	72.4%	13.2%	14.4%	100%
Meeting, playing with friends	Slovenian	N	64	177	206	447
		%	14.3%	39.6%	46.1%	100%
	Mixed-Slovenian and migrant	N	6	40	38	84
		%	7.1%	47.6%	45.2%	100%
	Migrant	N	27	71	78	176
		%	15.3%	40.3%	44.3%	100%
Using smartphone or computer to stay in touch with friends/relatives	Slovenian	N	29	79	337	445
		%	6.5%	17.8%	75.7%	100%
	Mixed-Slovenian and migrant	N	2	12	69	83
		%	2.4%	14.5%	83.1%	100%
	Migrant	N	9	26	140	175
		%	5.1%	14.9%	80%	100%
Spending time just being by myself	Slovenian	N	134	153	156	443
		%	30.2%	34.5%	35.2%	100%
	Mixed-Slovenian and migrant	N	27	30	27	84
		%	32.1%	35.7%	32.1%	100%
	Migrant	N	63	65	48	176
		%	35.8%	36.9%	27.3%	100%

*Cramer`s V:0.158, Sig.:0.000

Table 102 - Ethnicity × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Slovenian	440	4.58	0.794
	Mixed-Slovenian and migrant	84	4.54	0.735
	Migrant	174	4.66	0.871
My parents (carers) listen to me and take what I say into account	Slovenian	439	4.13	0.978
	Mixed-Slovenian and migrant	82	4.09	0.849
	Migrant	172	4.21	0.925
I have enough friends	Slovenian	435	4.35	0.863
	Mixed-Slovenian and migrant	81	4.46	0.807
	Migrant	173	4.30	0.989
If I have a problem, I have a friend who will support me**	Slovenian	435	4.54	0.762
	Mixed-Slovenian and migrant	81	4.69	0.683
	Migrant	174	4.57	0.862

*Kruskal Wallis: Chi square:, 8.027 Sig.:0.018

Table 103 - Ethnicity × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Slovenian	N	207	231	438
		%	47.3%	52.7%	100%
	Mixed-Slovenian and migrant	N	36	45	81
		%	44.4%	55.6%	100%
	Migrant	N	74	98	172
		%	43%	57%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood) *	Slovenian	N	126	312	438
		%	28.8%	71.2%	100%
	Mixed-Slovenian and migrant	N	20	61	81
		%	24.7%	75.3%	100%
	Migrant	N	78	94	172
		%	45.3%	54.7%	100%
Out of school, I don't spend time with friends	Slovenian	N	268	86	354
		%	75.7%	24.3%	100%
	Mixed-Slovenian and migrant	N	51	9	60
		%	85%	15%	100%
	Migrant	N	88	28	116
		%	75.9%	24.1%	100%

*Cramer`s V:0.161, Sig.:0.000

Table 104 - Ethnicity × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Slovenian	N	12	42	59	110	218	441
		%	2.7%	9.5%	13.4%	24.9%	49.4%	100%
	Mixed – Slovenian and migrant	N	1	2	13	22	46	84
		%	1.2%	2.4%	15.5%	26.2%	54.8%	100%
	Migrant	N	8	19	25	36	88	176
		%	4.5%	10.8%	14.2%	20.5%	50%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Slovenian	N	17	48	68	69	236	438
		%	3.9%	11%	15.5%	15.8%	53.9%	100%
	Mixed – Slovenian and migrant	N	1	14	12	16	41	84
		%	1.2%	16.7%	14.3%	19%	48.8%	100%
	Migrant	N	6	16	34	40	77	173
		%	3.5%	9.2%	19.7%	23.1%	44.5%	100%

Ethnicity - School life

There are no differences between the three groups in terms of acceptance and care for them by their peers. The three groups also tend to agree that teachers listen to them and take into account what they say. Children from mixed ethnic backgrounds are less likely to agree that teachers accept them the same way as their classmates (42.5 often), compared to children of migrant ethnicity (57.9% often) or Slovenian backgrounds (56.6% often) (Table 106). They are also the least likely to agree that their teachers talk about different countries, languages, cultures or religions (8.8% often), compared to children of migrant ethnicity (25.9% often)* or of Slovenian ethnicity (13.1% often) (Table 106).

With regard to experiences of violence, there were no significant differences between the three groups (Table 107). However, children with a migration background experienced more often that they were treated differently by their teachers or fellow pupils because of their religion, their ethnic origin and the language they speak. That they were treated differently by their teachers because of their religion was reported by 14.2% of children with a migrant background, 6.3% of children with a mixed ethnic background and 1.8% of children with a Slovenian ethnic background. The percentages are higher in relation to being treated differently by their classmates because of their religion (23.4% with a migrant background, 14.5% with a mixed background and 3.4% with a Slovenian background). 20% of children with a migrant background, 11.7% of children with a mixed ethnic background and 2.5% of children with a Slovenian ethnic background stated that they had been treated differently by their teachers because of their ethnicity. The same applies to different treatment by their classmates. More migrant children were also treated differently by their teachers (21.3% migrant, 14.6% mixed and 2.5% Slovenian) and by their classmates (25.3% migrant, 10.8% mixed and 2.7% Slovenian) because of the language they speak (Table 108).

The three groups generally agree, but children with a migrant background agree to a lesser extent that they are allowed to speak other languages at school (83.5% migrant, 91.7% mixed and 90.1% Slovenian) (Table 109).

Children with a Slovenian ethnic background are more likely than the other two groups not to know whether teachers sometimes speak to children in other languages in class (Table 110). There were no significant differences between the three groups in terms of self-perceived school success (Table 111).

In terms of attitudes towards multiculturalism, children with a migrant background expressed the highest levels of agreement with statements about migrants preserving their culture (average 4.4 migrant, 4.26 mixed and 3.87 Slovenian), about interculturalism in their class/school (average 4.50 migrant, 4.37 mixed and 3.86 Slovenian) and about the relationships between pupils of different ethnicities in their class (average 4.37 migrant, 4.37 mixed and 4.19 Slovenian). Children with a Slovenian ethnic background are the least positive about multiculturalism. The average is still quite high (Table 112).

Children with mixed or migrant backgrounds have more friends from different countries. Thus, 14.8% of children with Slovenian ethnic background, 44% of children with mixed ethnic background and 52.3% of those of migrant ethnic background stated that they have several friends in different countries (Table 113).

Table 105 - Ethnicity × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school**	Slovenian	N	41	53	145	139	66	444
		%	9.2%	11.9%	32.7%	31.3%	14.9%	100%
	Mixed – Slovenian and migrant	N	7	12	23	26	16	84
		%	8.3%	14.3%	27.4%	31%	19%	100%
	Migrant	N	10	19	42	56	49	176
		%	41	53	145	139	66	444
I feel safe when I am at school***	Slovenian	N	9.2%	11.9%	32.7%	31.3%	14.9%	100%
		%	7	12	23	26	16	84
	Mixed – Slovenian and migrant	N	8.3%	14.3%	27.4%	31%	19%	100%
		%	10	19	42	56	49	176
	Migrant	N	41	53	145	139	66	444
		%	9.2%	11.9%	32.7%	31.3%	14.9%	100%
I feel like I belong in this class	Slovenian	N	7	12	23	26	16	84
		%	8.3%	14.3%	27.4%	31%	19%	100%
	Mixed – Slovenian and migrant	N	10	19	42	56	49	176
		%	41	53	145	139	66	444
	Migrant	N	9.2%	11.9%	32.7%	31.3%	14.9%	100%
		%	7	12	23	26	16	84
I am OK when a teacher asks me a question***	Slovenian	N	8.3%	14.3%	27.4%	31%	19%	100%
		%	10	19	42	56	49	176
	Mixed – Slovenian and migrant	N	41	53	145	139	66	444
		%	9.2%	11.9%	32.7%	31.3%	14.9%	100%
	Migrant	N	7	12	23	26	16	84
		%	8.3%	14.3%	27.4%	31%	19%	100%
I feel OK what my classmates think of me	Slovenian	N	10	19	42	56	49	176
		%	41	53	145	139	66	444
	Mixed – Slovenian and migrant	N	9.2%	11.9%	32.7%	31.3%	14.9%	100%
		%	7	12	23	26	16	84
	Migrant	N	8.3%	14.3%	27.4%	31%	19%	100%
		%	10	19	42	56	49	176

*Cramer`s V: 0.111, Sig.:0.026

** Cramer`s V: 0.116, Sig.:0.017

*** Cramer`s V: 0.115, Sig.:0.020

Table 106 - Ethnicity × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Slovenian	N	8	19	39	110	244	420
		%	1.9%	4.5%	9.3%	26.2%	58.1%	100%
	Mixed – Slovenian and migrant	N	2	2	7	21	44	76
		%	2.6%	2.6%	9.2%	27.6%	57.9%	100%
	Migrant	N	5	9	14	40	102	170
		%	2.9%	5.3%	8.2%	23.5%	60%	100%
My teachers accept me the same way as other classmates*	Slovenian	N	11	15	42	112	235	415
		%	2.7%	3.6%	10.1%	27%	56.6%	100%
	Mixed – Slovenian and migrant	N	4	8	11	23	34	80
		%	5%	10%	13.8%	28.8%	42.5%	100%
	Migrant	N	11	9	13	39	99	171
		%	6.4%	5.3%	7.6%	22.8%	57.9%	100%
My classmates care about how I feel	Slovenian	N	23	30	83	147	138	421
		%	5.5%	7.1%	19.7%	34.9%	32.8%	100%
	Mixed – Slovenian and migrant	N	2	9	21	21	26	79
		%	2.5%	11.4%	26.6%	26.6%	32.9%	100%
	Migrant	N	10	11	27	55	61	164
		%	6.1%	6.7%	16.5%	33.5%	37.2%	100%
My teachers listen to me and take what I say into account	Slovenian	N	13	44	79	151	133	420
		%	3.1%	10.5%	18.8%	36%	31.7%	100%
	Mixed – Slovenian and migrant	N	4	13	20	19	23	79
		%	5.1%	16.5%	25.3%	24.1%	29.1%	100%
	Migrant	N	7	14	30	58	60	169
		%	4.1%	8.3%	17.8%	34.3%	35.5%	100%
My teachers talk about different countries, languages, cultures or religion**	Slovenian	N	45	86	112	114	54	411
		%	10.9%	20.9%	27.3%	27.7%	13.1%	100%
	Mixed – Slovenian and migrant	N	5	9	27	32	7	80
		%	6.3%	11.3%	33.8%	40%	8.8%	100%
	Migrant	N	12	26	40	48	44	170
		%	7.1%	15.3%	23.5%	28.2%	25.9%	100%

*Cramer`s V:0.111, Sig.:0.037

**Cramer`s V:0.146, Sig.:0.000

Table 107 - Ethnicity × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Slovenian	N	263	81	53	50	447
		%	58.8%	18.1%	11.9%	11.2%	100%
	Mixed-Slovenian and other	N	46	16	9	13	84
		%	54.8%	19%	10.7%	15.5%	100%
	Other	N	98	29	25	23	175
		%	56%	16.6%	14.3%	13.1%	100%
Hit or hurt you (not including play fight)	Slovenian	N	377	40	17	12	446
		%	84.5%	9%	3.8%	2.7%	100%
	Mixed-Slovenian and other	N	67	9	3	5	84
		%	79.8%	10.7%	3.6%	6%	100%
	Other	N	134	20	14	8	176
		%	76.1%	11.4%	8%	4.5%	100%
Leave you out of their games or activities	Slovenian	N	292	74	29	49	444
		%	65.8%	16.7%	6.5%	11%	100%
	Mixed-Slovenian and other	N	51	12	7	14	84
		%	60.7%	14.3%	8.3%	16.7%	100%
	Other	N	107	26	24	18	175
		%	61.1%	14.9%	13.7%	10.3%	100%

Table 108 - Ethnicity * Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates (Yes)		
			Yes	No	Total	Yes	No	Total
Your gender	Slovenian	F	56	367	423	31	408	439
		%	13.2%	86.8%	100%	7.1%	92.9%	100%
	Mixed-Slovenian and other	F	18	63	81	12	70	82
		%	22.2%	77.8%	100%	14.6%	85.4%	100%
	Other	F	24	139	163	14	152	166
		%	14.7%	85.3%	100%	8.4%	91.6%	100%
Your economic status (poor/rich)	Slovenian	F	23	404	427	37	392	429
		%	5.4%	94.6%	100%	8.6%	91.4%	100%
	Mixed-Slovenian and other	F	6	74	80	13	70	83
		%	7.5%	92.5%	100%	15.7%	84.3%	100%
	Other	F	8	159	167	16	149	165
		%	4.8%	95.2%	100%	37	392	429
Your religion*	Slovenian	F	8	427	435	15	425	440
		%	1.8%	98.2%	100%	3.4%	96.6%	100%
	Mixed-Slovenian and other	F	5	74	79	12	71	83
		%	6.3%	93.7%	100%	14.5%	85.5%	100%
	Other	F	23	139	162	39	128	167
		%	14.2%	85.8%	100%	23.4%	76.6%	100%
Your ethnicity/culture*	Slovenian	F	11	422	433	11	430	441
		%	2.5%	97.5%	100%	2.5%	97.5%	100%
	Mixed-Slovenian and other	F	9	68	77	13	70	83
		%	11.7%	88.3%	100%	15.7%	84.3%	100%
	Other	F	32	128	160	37	124	161
		%	20%	80%	100%	23%	77%	100%
Where you live (district, village/town)	Slovenian	F	22	410	432	32	407	439
		%	5.1%	94.9%	100%	7.3%	92.7%	100%
	Mixed-Slovenian and other	F	5	76	81	8	74	82
		%	6.2%	93.8%	100%	9.8%	90.2%	100%
	Other	F	8	163	171	15	153	168
		%	4.7%	95.3%	100%	8.9%	91.1%	100%
Language you speak***	Slovenian	F	11	427	438	12	430	442
		%	2.5%	97.5%	100%	2.7%	97.3%	100%
	Mixed-Slovenian and other	F	12	70	82	9	74	83
		%	14.6%	85.4%	100%	10.8%	89.2%	100%
	Other	F	35	129	164	42	124	166
		%	21.3%	78.7%	100%	25.3%	74.7%	100%

*Religion, Teachers: Cramer`s V:0.231, Sig.:0.000; Classmates: Cramer`s V: 0.298; Sig.: 0.000

**Ethnicity, Teachers: Cramer`s V:0.278, Sig.:0.000; Classmates: Cramer`s V: 0.311; Sig.: 0.000

***Language you speak, Teachers: Cramer`s V: 0.0.294; 0.000; Classmates: Cramer`s V:0.329 ; Sig.:0.000

Table 109 - Ethnicity × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Slovenian	F	399	44	443
	%	90.1%	9.9%	100%
Mixed-Slovenian and other	F	77	7	84
	%	91.7%	8.3%	100%
Other*	F	147	29	176
	%	83.5%	16.5%	100%

*Cramer's V:0.094, Sig.: 0.044

Table 110 - Ethnicity × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Slovenian	F	23	182	124	116	445
	%	5.2%	40.9%	27.9%	26.1%	100%
Mixed-Slovenian and other	F	10	39	22	13	84
	%	11.9%	46.4%	26.2%	15.5%	100%
Other	F	17	88	45	25	175
	%	9.7%	50.3%	25.7%	14.3%	100%

*Cramer's V:0.166, Sig.:0.004

Table 111 - Ethnicity × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Slovenian	F	197	238	12	447
	%	44.1%	53.2%	2.7%	100%
Mixed-Slovenian and other	F	36	47	1	84
	%	42.9%	56%	1.2%	100%
Other	F	74	95	6	175
	%	42.3%	54.3%	3.4%	100%

Table 112 - Ethnicity × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Slovenian	420	3.87	1.144
	Mixed-Slovenian and other	81	4.26	0.891
	Mixed	166	4.40	0.928
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Slovenian	421	3.86	1.053
	Mixed-Slovenian and other	82	4.37	0.794
	Mixed	169	4.50	0.741
In our class, pupils of different ethnicities/races/religion get along well***	Slovenian	397	4.19	0.838
	Mixed-Slovenian and other	75	4.37	0.802
	Mixed	166	4.37	0.848

*Kruskal Wallis: Chi square: 34.481 Sig.:0.000

**Kruskal Wallis: Chi square: 60.334 Sig.:0.000

*** Kruskal Wallis: Chi square: 10.785 Sig.:0.005

Table 113 - Ethnicity × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Slovenian	N	66	301	51	28	446
	%	14.8%	67.5%	11.4%	6.3%	100%
Mixed-Slovenian and other	N	37	41	3	3	84
	%	44%	48.8%	3.6%	3.6%	100%
Other	N	92	77	6	1	176
	%	52.3%	43.8%	3.4%	0.6%	100%

*Cramer's V: 0.251, Sig.: 0.000

Citizenship – Well-being and everyday life

None of the newly arrived migrant children, 36.6% of long-term migrant children and 96.3% of local children have Slovenian citizenship (Table 43). On average, children without citizenship are more satisfied with their lives, have what they want, are positive about their future and like being who they are (4.24 without citizenship and 3.74 with citizenship). The latter is statistically different. The only dimension of well-being where the average was lower compared to the children with citizenship is the one related to receiving help from people in their local environment when they are in need (Table 114).

In terms of time spent outside of school, there were also differences in relation to meeting and playing with friends. For example, 45.9% of respondents with citizenship and less, 39.4% of respondents without citizenship reported meeting and playing with friends. This is not surprising as 87.4% of non-citizen children without citizenship are newly arrived children or children of long-term migrants and may not have made many friends yet (Table 115).

On average, children without citizenship (4.69) rely more on their family to solve their problems than children with citizenship (4.58). There were no differences between the two groups on other dimensions related to friends and family, as both agree to the same extent that their parents listen to them and take into account what they say (4.15) and that they have enough friends (4.35). Also, children with (4.57) and without citizenship agree that they have a friend who supports them (4.55) when they have problems (Table 116).

While both groups spend about the same amount of time with friends from school, children without citizenship spend significantly less time with other friends (57.4%) than those with citizenship (69.4%) (Table 117). Both groups spend similar amounts of time with friends face-to-face and online (Table 118).

Table 114 - Citizenship × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Citizenship	568	4.11	0.896
	Without citizenship	94	4.28	0.897
I have what I want in life	Citizenship	574	3.86	1.058
	Without citizenship	94	4.03	0.999
I like being the way I am*	Citizenship	574	3.74	1.152
	Without citizenship	95	4.24	1.039
I feel positive about my future	Citizenship	553	4.07	0.855
	Without citizenship	88	4.20	0.846
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Citizenship	565	4.19	0.943
	Without citizenship	94	3.99	1.141

*Mann-Whitney U:20020.000, Sig.:0.000

Table 115 - Citizenship × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Citizenship	N	331	134	125	590
		%	56.1%	22.7%	21.2%	100%
	Without citizenship	N	75	7	11	93
		%	80.6%	7.5%	11.8%	100%
Meeting, playing with friends*	Citizenship	N	79	242	272	593
		%	13.3%	40.8%	45.9%	100%
	Without citizenship	N	16	41	37	94
		%	17%	43.6%	39.4%	100%
Using smartphone or computer to stay in touch with friends/relatives	Citizenship	N	38	98	454	590
		%	6.4%	16.6%	76.9%	100%
	Without citizenship	N	2	11	82	95
		%	2.1%	11.6%	86.3%	100%
Spending time just being by myself	Citizenship	N	180	208	201	589
		%	30.6%	35.3%	34.1%	100%
	Without citizenship	N	35	32	28	95
		%	36.8%	33.7%	29.5%	100%

*Cramer`s V: 0.174, Sig.:0.000

Table 116 - Citizenship × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Citizenship	585	4.58	0.801
	Without citizenship	93	4.69	0.847
My parents (carers) listen to me and take what I say into account	Citizenship	581	4.15	0.930
	Without citizenship	93	4.15	0.999
I have enough friends	Citizenship	575	4.35	0.884
	Without citizenship	95	4.35	0.943
If I have a problem, I have a friend who will support me	Citizenship	577	4.57	0.772
	Without citizenship	95	4.55	0.822

*Mann-Whitney U:24203.000, Sig.:0.027

Table 117 - Citizenship × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Citizenship	N	271	308	579
		%	46.8%	53.2%	100%
	Without citizenship	N	38	56	94
		%	40.4%	59.6%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)*	Citizenship	N	177	402	579
		%	30.6%	69.4%	100%
	Without citizenship	N	40	54	94
		%	42.6%	57.4%	100%
Out of school, I don't spend time with friends	Citizenship	N	345	105	450
		%	76.7%	23.3%	100%
	Without citizenship	N	53	15	68
		%	77.9%	22.1%	100%

*Cramer's V:0.089, Sig.:0.02

Table 118 - Citizenship × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Citizenship	N	19	48	81	145	293	586
		%	3.2%	8.2%	13.8%	24.7%	50%	100%
	Without citizenship	N	1	15	14	19	46	95
		%	1.1%	15.8%	14.7%	20%	48.4%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Citizenship	N	20	64	98	97	303	582
		%	3.4%	11%	16.8%	16.7%	52.1%	100%
	Without citizenship	N	4	9	13	22	46	94
		%	4.3%	9.6%	13.8%	23.4%	48.9%	100%

Citizenship – School life

There were no significant differences between the two groups in terms of school life. Nevertheless, more children without citizenship (58.9%) said they often feel safe at school than the children with citizenship (47.6%). They also say they often feel OK when a teacher asks them a question (25.5% without citizenship and 18.9% with citizenship) (Table 120). Both groups of children generally feel accepted, cared for and considered by their classmates and their teachers. The only statistically significant difference was in the statement that teachers discuss intercultural issues. Here, more non-citizen children (31.9%) than citizen children (12.9%) agreed that this happens often (Table 120).

Violence was experienced about equally often by both groups. A slight, though not statistically significant, difference was seen in relation to teasing, name-calling, etc., where children without citizenship (19.1%) more often than children with citizenship (11%) said that this happened to them three or more times (Table 121). Children without citizenship were more often felt they were treated differently by their teachers and classmates because of their ethnicity/culture, religion and language they speak. Children without citizenship were treated differently by their teachers (23.2% without citizenship and 6.1% with citizenship) and by their classmates (29.2% without citizenship and 5.6% with citizenship) because of their language. This also applies to ethnicity, as they felt treated differently both by teachers (23.6% without citizenship and 5.3% with citizenship) and to a greater extent by their classmates (28.7% without citizenship and 5.8% with citizenship). Finally, they also felt treated differently because of their religion by teachers (12.1% without citizenship and 4.2% with citizenship) and their classmates (28.6% without citizenship and 6.7% with citizenship) (Table 122).

Both groups agree that children are allowed to speak other languages in their school (Table 123). Those without citizenship agree to a greater extent (61%) that teachers sometimes speak to children in other languages during lessons (49%) (Table 124).

Self-perceived academic success is similar in both groups (Table 125). In relation to views on interculturality, children without citizenship are on average more likely to agree (mean score 4.36) that pupils coming to Slovenia from other countries should have the right to follow the customs of their countries than children with citizenship (3.99). They are also more in favour of multiculturalism in their class (average 4.46) compared to pupils with citizenship (mean score 4.01). Both groups are similarly likely to think that the students in their class get along well, regardless of the different ethnicities/cultures/religions (Table 126). Finally, 98.9% of non-citizen children have several or few friends from different countries, compared to 85.1% of citizen children (Table 127).

Table 119 - Citizenship x What do you think about your school?

			Never	Rarely	Occasio nally	Someti mes	Often	Total
I like being in school	Citizenship	N	52	69	185	184	100	590
		%	8.8%	11.7%	31.4%	31.2%	16.9%	100%
	Without citizenship	N	6	12	23	32	22	95
		%	6.3%	12.6%	24.2%	33.7%	23.2%	100%
I feel safe when I am at school	Citizenship	N	19	34	74	178	277	582
		%	3.3%	5.8%	12.7%	30.6%	47.6%	100%
	Without citizenship	N	5	6	9	19	56	95
		%	5.3%	6.3%	9.5%	20%	58.9%	100%
I feel like I belong in this class	Citizenship	N	26	37	74	167	271	575
		%	4.5%	6.4%	12.9%	29%	47.1%	100%
	Without citizenship	N	4	5	12	26	45	92
		%	4.3%	5.4%	13%	28.3%	48.9%	100%
I am OK when a teacher asks me a question	Citizenship	N	60	89	152	168	109	578
		%	10.4%	15.4%	26.3%	29.1%	18.9%	100%
	Without citizenship	N	6	10	18	36	24	94
		%	6.4%	10.6%	19.1%	38.3%	25.5%	100%
I feel OK what my classmates think of me	Citizenship	N	36	33	106	191	176	542
		%	6.6%	6.1%	19.6%	35.2%	32.5%	100%
	Without citizenship	N	5	7	14	33	33	92
		%	5.4%	7.6%	15.2%	35.9%	35.9%	100%

Table 120 - Citizenship x Relationships in school

			Never	Rarely	Occasio nally	Someti mes	Often	Total
My classmates accept me just the way I am	Citizenship	F	12	26	52	147	319	556
		%	2.2%	4.7%	9.4%	26.4%	57.4%	100%
	Without citizenship	F	3	4	8	22	54	91
		%	3.3%	4.4%	8.8%	24.2%	59.3%	100%
My teachers accept me the same way as other classmates	Citizenship	F	18	27	60	146	303	554
		%	3.2%	4.9%	10.8%	26.4%	54.7%	100%
	Without citizenship	F	7	5	5	24	52	93
		%	7.5%	5.4%	5.4%	25.8%	55.9%	100%
My classmates care about how I feel	Citizenship	F	27	44	107	188	191	557
		%	4.8%	7.9%	19.2%	33.8%	34.3%	100%
	Without citizenship	F	8	5	18	31	27	89
		%	9%	5.6%	20.2%	34.8%	30.3%	100%
My teachers listen to me and take what I say into account	Citizenship	F	19	62	110	194	174	559
		%	3.4%	11.1%	19.7%	34.7%	31.1%	100%
	Without citizenship	F	3	6	19	31	32	91
		%	3.3%	6.6%	20.9%	34.1%	35.2%	100%
My teachers talk about different countries, languages, cultures or religion*	Citizenship	F	55	108	156	161	71	551
		%	10%	19.6%	28.3%	29.2%	12.9%	100%
	Without citizenship	F	5	12	19	26	29	91
		%	5.5%	13.2%	20.9%	28.6%	31.9%	100%

*Cramer`s V:0.190, Sig.:0.000

Table 121 - Citizenship × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Citizenship	N	349	105	74	65	593
		%	58.9%	17.7%	12.5%	11%	100%
	Without citizenship	N	51	11	14	18	94
		%	54.3%	11.7%	14.9%	19.1%	100%
Hit or hurt you (not including play fight)	Citizenship	N	492	54	25	21	592
		%	83.1%	9.1%	4.2%	3.5%	100%
	Without citizenship	N	75	9	6	4	94
		%	79.8%	9.6%	6.4%	4.3%	100%
Leave you out of their games or activities	Citizenship	N	385	93	46	65	589
		%	65.4%	15.8%	7.8%	11%	100%
	Without citizenship	N	54	16	11	13	94
		%	57.4%	17%	11.7%	13.8%	100%

Table 122- Citizenship × Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates (Yes)		
			Yes	No	Total	Yes	No	Total
Your gender	Citizenship	F	15%	85%	100%	48	531	579
		%	14	73	87	8.3%	91.7%	100%
	Without citizenship	F	16.1%	83.9%	100%	9	81	90
		%	98	550	648	10%	90%	100%
Your economic status (poor/rich)	Citizenship	F	34	535	569	56	515	571
		%	6%	94%	100%	9.8%	90.2%	100%
	Without citizenship	F	3	84	87	10	78	88
		%	3.4%	96.6%	100%	11.4%	88.6%	100%
Your religion*	Citizenship	F	24	544	568	39	543	582
		%	4.2%	95.8%	100%	6.7%	93.3%	100%
	Without citizenship	F	11	80	91	26	65	91
		%	12.1%	87.9%	100%	28.6%	71.4%	100%
Your ethnicity/culture**	Citizenship	F	30	535	565	34	548	582
		%	5.3%	94.7%	100%	5.8%	94.2%	100%
	Without citizenship	F	21	68	89	25	62	87
		%	23.6%	76.4%	100%	28.7%	71.3%	100%
Where you live (district, village/town)	Citizenship	F	30	544	574	43	537	580
		%	5.2%	94.8%	100%	7.4%	92.6%	100%
	Without citizenship	F	5	88	93	10	81	91
		%	5.4%	94.6%	100%	11%	89%	100%
Language you speak***	Citizenship	F	35	542	577	33	552	585
		%	6.1%	93.9%	100%	5.6%	94.4%	100%
	Without citizenship	F	21	69	90	26	63	89
		%	23.3%	76.7%	100%	29.2%	70.8%	100%

*Religion, Teachers: Cramer`s V: 0.121, Sig.:0.002; Classmates: Cramer`s V:0.253, Sig.:0.000

***Ethnicity/culture, Teachers: Cramer`s V: 0.234, Sig.:0.000; Classmates: Cramer`s V: 0.272; Sig.: 0.000

***Language you speak, Teachers: Cramer`s V: 0.213; 0.000; Classmates: Cramer`s V: 0.282; Sig.:0.000

Table 123 - Citizenship × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Citizenship	F	523	65	588
	%	88.9%	11.1%	100%
Without citizenship	F	81	14	95
	%	85.3%	14.7%	100%

Table 124 - Citizenship × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Citizenship	F	35	254	167	133	589
	%	5.9%	43.1%	28.4%	22.6%	100%
Without citizenship	F	12	46	22	15	95
	%	12.6%	48.4%	23.2%	15.8%	100%

Cramer's V:0.121, Sig.:0.039

Table 125 - Citizenship × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Citizenship	F	261	315	16	592
	%	44.1%	53.2%	2.7%	100%
Without citizenship	F	36	56	2	94
	%	38.3%	59.6%	2.1%	100%

Table 126 - Citizenship × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Citizenship	562	3.99	1.108
	Without citizenship	89	4.36	0.956
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Citizenship	563	4.01	1.016
	Without citizenship	91	4.46	0.807
In our class, pupils of different ethnicities/races/religion get along well	Citizenship	533	4.24	0.821
	Without citizenship	89	4.34	0.916

*Mann-Whitney U: 20132.500, Sig.: 0.002

** Mann-Whitney U: 18979.000, Sig.: 0.000

Table 127 - Citizenship × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Citizenship	F	136	367	58	30	591
	%	23%	62.1%	9.8%	5.1%	100%
Without citizenship	F	54	40	1	0	95
	%	56.8%	42.1%	1.1%	0%	100%

Cramer's V:0.253, Sig.:0.000

Religion – Well-being and everyday life

About one third of the children stated that they did not belong to any religion, one fifth of the children stated that they were Roman Catholic (21.4%), while 18.8% did not want to give an answer or did not know, 17.4% stated that they were Muslim and 8.9% Orthodox (Table 129). The variable was recoded into three main groups: 1) Christianity (Roman Catholic, Protestant) and Eastern religions (Hinduism, Buddhism), which were combined as there were only 3 representatives of Eastern religions, 2) Islam and 3) a group of children not belonging to any religion. Those who did not know or did not answer the question were excluded from further analyses (Table 129).

There were statistically significant differences between the three groups in terms of well-being. While all groups tended to rate various dimensions of well-being positively (average just below or above 4), children of Muslim religion were on average more positive about satisfaction with their lives, fulfilment of their life aspirations, orientation towards the future and perceived help from the local community. Those who did not belong to any religion had the lowest average score of the three groups for all the dimensions of well-being listed (Table 130).

In terms of time spent out of school, children who belong to Islam significantly less often participate in organised leisure activities or classes outside school (72% - rarely or never) than children who belong to Christianity or Eastern religions (63% - rarely or never) and especially children who do not belong to any religion (52.4% rarely or never). There were no differences in other leisure activities such as meeting, playing with friends, using smartphones or computers to keep in touch with friends and relatives or spending time alone (Table 131).

On average, all three groups strongly agree with the statements regarding their relationship with family and friends. Those who belong to Islam agree with all statements slightly more often than the other two groups. For example, children who belong to Islam on average more often agree that their family will help them with a problem (4.73 compared to 4.56 for Christians and Eastern and 4.56 not affiliated with religion) and that their parents will listen to them (4.31 compared to 4.11 for Christian and Eastern and 4.05 for non-religious). They also on average agree more that they have a friend who supports them in times of need (4.68 vs. 4.58 Christianity and Eastern and 4.58 not affiliated with religion.) (Table 132).

Outside school, all three groups spend time with friends from school, but children belonging to Christianity and Eastern religion more often (73.5%) also spend time with other friends - from the neighbourhood etc., compared to children not belonging to any religion (67.6%) and especially children belonging to Islam (57.6%). On the other hand, more children who do not belong to any religion said that they do not spend time with friends from school outside of school (29.3%), compared to children who belong to Christianity and the Eastern religion (17.8%) or Islam (17.8%) (Table 133 and Table 134).

Table 128 - Religion results

	F	%
Roman Catholic	193	22%
Protestant	4	0.6%
Orthodox	62	8.9%
Islam	121	17.4%
Eastern (Hinduism, Buddhism)	3	0.4%
I am not affiliated with any religion	225	32.4%
I don't know/ I don't want to answer	131	18.8%
Total	695	100%

Table 129 - Religion grouping

	F	%
Christianity and Eastern	218	38.7%
Islam	121	21.5%
I am not affiliated with a religion	225	39.9%
Total	564	100.0

Table 130 - Religion × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Christianity and Eastern	208	4.13	0.887
	Islam	117	4.38	0.786
	I am not affiliated with a religion	218	4.07	0.936
I have what I want in life**	Christianity and Eastern	213	3.87	1.024
	Islam	119	4.18	0.939
	I am not affiliated with a religion	217	3.73	1.091
I like being the way I am***	Christianity and Eastern	211	3.76	1.113
	Islam	120	4.21	1.122
	I am not affiliated with a religion	220	3.70	1.146
I feel positive about my future****	Christianity and Eastern	201	4.00	0.849
	Islam	113	4.31	0.733
	I am not affiliated with a religion	213	3.97	0.959
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	Christianity and Eastern	211	4.18	1.003
	Islam	119	4.22	1.051
	I am not affiliated with a religion	216	4.09	0.920

*Kruskal Wallis: Chi square:, 10.693 Sig.:0.005

**Kruskal Wallis: Chi square:, 15.685 Sig.: 0.000

***Kruskal Wallis: Chi square:, 22.761 Sig.: 0.000

****Kruskal Wallis: Chi square:, 12.622 Sig.:0.002

Table 131 - Religion × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Christianity and Eastern	N	136	43	37	216
		%	63%	19.9%	17.1%	100%
	Islam	N	85	20	13	118
		%	72%	16.9%	11%	100%
	I am not affiliated with a religion	N	118	49	58	225
		%	52.4%	21.8%	25.8%	100%
Meeting, playing with friends	Christianity and Eastern	N	22	95	100	217
		%	10.1%	43.8%	46.1%	100%
	Islam	N	15	51	55	121
		%	12.4%	42.1%	45.5%	100%
	I am not affiliated with a religion	N	38	83	104	225
		%	16.9%	36.9%	46.2%	100%
Using smartphone or computer to stay in touch with friends/relatives	Christianity and Eastern	N	15	32	168	215
		%	7%	14.9%	78.1%	100%
	Islam	N	3	17	100	120
		%	2.5%	14.2%	83.3%	100%
	I am not affiliated with a religion	N	16	41	168	225
		%	15	32	168	215
Spending time just being by myself	Christianity and Eastern	N	65	85	66	216
		%	30.1%	39.4%	30.6%	100%
	Islam	N	44	45	31	120
		%	36.7%	37.5%	25.8%	100%
	I am not affiliated with a religion	N	66	75	82	223
		%	65	85	66	216

*Cramer's V:0.168, Sig.:0.003

Table 132 - Religion × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Christianity and Eastern	217	4.56	0.911
	Islam	120	4.73	0.698
	I am not affiliated with a religion	222	4.56	0.798
My parents (carers) listen to me and take what I say into account**	Christianity and Eastern	216	4.11	0.975
	Islam	118	4.31	0.844
	I am not affiliated with a religion	220	4.05	0.971
I have enough friends	Christianity and Eastern	215	4.29	0.917
	Islam	119	4.41	0.896
	I am not affiliated with a religion	217	4.38	0.826
If I have a problem, I have a friend who will support me***	Christianity and Eastern	216	4.58	0.737
	Islam	120	4.68	0.747
	I am not affiliated with a religion	218	4.49	0.805

*Kruskal Wallis: Chi square:, 6.383 Sig.:0.041

**Kruskal Wallis: Chi square:, 5.325 Sig.:0.042

***Kruskal Wallis: Chi square:, 7.313 Sig.:0.026

Table 133 - Religion × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Christianity and Eastern	N	105	110	215
		%	48.8%	51.2%	100%
	Islam	N	49	69	118
		%	41.5%	58.5%	100%
	I am not affiliated with a religion	N	100	122	222
		%	45%	55%	100%
Out of school, I spend time with other friends (ex. from the neighbourhood)*	Christianity and Eastern	N	57	158	215
		%	26.5%	73.5%	100%
	Islam	N	50	68	118
		%	42.4%	57.6%	100%
	I am not affiliated with a religion	N	72	150	222
		%	32.4%	67.6%	100%
Out of school, I don't spend time with friends **	Christianity and Eastern	N	143	31	174
		%	82.2%	17.8%	100%
	Islam	N	67	14	81
		%	82.7%	17.3%	100%
	I am not affiliated with a religion	N	116	48	164
		%	70.7%	29.3%	100%

*Cramer`s V:0.056, Sig.:0.423

**Cramer`s V:0.126, Sig.:0.012

Table 134 - Religion × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Christianity and Eastern	N	5	20	25	55	111	216
		%	2.3%	9.3%	11.6%	25.5%	51.4%	100%
	Islam	N	6	4	18	30	62	120
		%	5%	3.3%	15%	25%	51.7%	100%
	I am not affiliated with a religion	N	5	25	36	46	109	221
		%	2.3%	11.3%	16.3%	20.8%	49.3%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Christianity and Eastern	N	4	19	40	29	123	215
		%	1.9%	8.8%	18.6%	13.5%	57.2%	100%
	Islam	N	2	13	21	31	52	119
		%	1.7%	10.9%	17.6%	26.1%	43.7%	100%
	I am not affiliated with a religion	N	13	29	34	38	108	222
		%	5.9%	13.1%	15.3%	17.1%	48.6%	100%

*Cramer's V: 0.131, Sig.:0.015

Religion - School life

Children affiliated to Islam more often express higher levels of satisfaction with school and belonging to class and school. For example, 28.9% of children from an Islamic background said that they often enjoy being at school. This figure is higher than that of children who belong to Christianity or an Eastern religion (16.6) and children who do not belong to any religion (10.3%). They also say they feel safer at school (64.4 - often) than children who belong to Christianity or Eastern religions (47.2%) or do not belong to any religion (45.9%). They also feel they belong to their class more often (59% - often) than children who belong to Christianity or Eastern religions (40.3%) or do not belong to any religion (47.5%). In addition, 26.3% say that it is okay for them when a teacher asks them a question (Christianity or Eastern religions 18.1% and no religion 19.2% (Table 135).

The children generally feel accepted and cared for by their teachers and classmates. Children who belong to Christianity or an Eastern religions less frequently (49.3%) say that their classmates often accept them for who they are compared to the other two groups (percentage around 65%). Children who belong to Islam are more likely to report that teachers often talk about other countries, languages, cultures or religions (26.1%), compared to children who do not belong to any religion (11.6%) and children who belong to Christianity and Eastern religions (15%) (Table 136).

Violence was similarly common across religions. However, those belonging to no religion were more likely (70.9%) to report that they were never excluded from games or activities, compared to 63.3% of those belonging to Islam and 65.3% of those belonging to Christianity and Eastern religions (Table 137).

Children belonging to Islam more often said they were treated unfairly by teachers (16.7%) and even more often by their classmates (25%) because of their religion, compared to the other two groups where the percentages are much lower for both teachers (4.3% Christianity and Eastern religions and 2.3% I am not affiliated with a religion) and classmates (9.3% Christianity and Eastern religions and 2.7% I am not affiliated with a religion). They were also treated differently because of their ethnicity and the language they speak. 22.2% of children affiliated with Islam feel they have been treated differently by their teachers because of their ethnicity (compared to 7.2% who belong to Christianity and Eastern religion and 2.3% who belong to no religion). The same is true for classmates (23% compared to 7.5% Christianity and Eastern and 3.2% I am not affiliated with a religion). In addition, 36.7% of children who belong to Islam feel treated differently by their teachers because of the language they speak (6.2% Christianity and Eastern and 2.8% I am not affiliated with a religion). They were also treated differently by their classmates (25.2% compared to 7% Christianity and Eastern and 3.7% I am not affiliated with a religion) (Table 138).

65.6% of children who belong to Islam and less, 49.8% of children affiliated with Christianity and Eastern religion and only 44.6% of children not affiliated with a religion agree that teachers sometimes speak to children in other languages during lessons (Table 140).

Self-perceived academic success did not differ between religions (Table 141). However, there were differences in the perception of multiculturalism. Again, children who belong to Islam agree to a higher degree that migrants coming to Slovenia have the right to preserve their culture (4.55 vs. 3.77 Christianity and Eastern and 3.97 I am not affiliated with a religion), that they like multiculturalism of their class and school (4.67 vs. 3.89 Christianity and Eastern and 3.92 I am not affiliated with a religion) and that they think there are good relations between pupils of different ethnicities and religions in their class (4.49 vs. 4.2 Christianity and Eastern and 4.19 I am not affiliated with a religion) (Table 142).

98.3% of children affiliated with Islam, and 85.3% of children who belong to Christianity and Eastern religion and 83.9% of children who do not belong to any religion have friends from different countries (Table 143).

Table 135 - Religion × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school**	Christianity and Eastern	N	21	26	68	66	36	217
		%	9.7%	12%	31.3%	30.4%	16.6%	100%
	Islam	N	7	11	24	44	35	121
		%	5.8%	9.1%	19.8%	36.4%	28.9%	100%
	I am not affiliated with a religion	N	22	33	76	70	23	224
		%	9.8%	14.7%	33.9%	31.3%	10.3%	100%
I feel safe when I am at school***	Christianity and Eastern	N	13	11	27	63	102	216
		%	6%	5.1%	12.5%	29.2%	47.2%	100%
	Islam	N	6	6	9	21	76	118
		%	5.1%	5.1%	7.6%	17.8%	64.4%	100%
	I am not affiliated with a religion	N	5	16	34	65	102	222
		%	2.3%	7.2%	15.3%	29.3%	45.9%	100%
I feel like I belong in this class****	Christianity and Eastern	N	10	20	28	71	87	216
		%	4.6%	9.3%	13%	32.9%	40.3%	100%
	Islam	N	5	3	10	30	69	117
		%	4.3%	2.6%	8.5%	25.6%	59%	100%
	I am not affiliated with a religion	N	9	15	34	58	105	221
		%	4.1%	6.8%	15.4%	26.2%	47.5%	100%
I am OK when a teacher asks me a question*****	Christianity and Eastern	N	17	39	58	63	39	216
		%	7.9%	18.1%	26.9%	29.2%	18.1%	100%
	Islam	N	11	5	27	44	31	118
		%	9.3%	4.2%	22.9%	37.3%	26.3%	100%
	I am not affiliated with a religion	N	28	35	48	66	42	219
		%	12.8%	16%	21.9%	30.1%	19.2%	100%
I feel OK what my classmates think of me	Christianity and Eastern	N	12	14	44	83	54	207
		%	5.8%	6.8%	21.3%	40.1%	26.1%	100%
	Islam	N	6	10	21	35	44	116
		%	5.2%	8.6%	18.1%	30.2%	37.9%	100%
	I am not affiliated with a religion	N	13	11	34	67	79	204
		%	6.4%	5.4%	16.7%	32.8%	38.7%	100%

*Cramer`s V:0.154, Sig.:0.001

**Cramer`s V:0.130, Sig.:0.016

***Cramer`s V:0.119, Sig.:0.049

****Cramer`s V:0.132, Sig.:0.013

Table 136 - Religion × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	Christianity and Eastern	N	6	9	22	68	102	207
		%	2.9%	4.3%	10.6%	32.9%	49.3%	100%
	Islam	N	2	6	11	22	76	117
		%	1.7%	5.1%	9.4%	18.8%	65%	100%
	I am not affiliated with a religion	N	5	4	23	43	137	212
		%	2.4%	1.9%	10.8%	20.3%	64.6%	100%
My teachers accept me the same way as other classmates	Christianity and Eastern	N	9	17	24	47	110	207
		%	4.3%	8.2%	11.6%	22.7%	53.1%	100%
	Islam	N	6	4	7	29	69	115
		%	5.2%	3.5%	6.1%	25.2%	60%	100%
	I am not affiliated with a religion	N	7	5	23	61	116	212
		%	3.3%	2.4%	10.8%	28.8%	54.7%	100%
My classmates care about how I feel	Christianity and Eastern	N	14	20	42	61	70	207
		%	6.8%	9.7%	20.3%	29.5%	33.8%	100%
	Islam	N	4	8	22	41	41	116
		%	3.4%	6.9%	19%	35.3%	35.3%	100%
	I am not affiliated with a religion	N	12	15	40	74	73	214
		%	5.6%	7%	18.7%	34.6%	34.1%	100%
My teachers listen to me and take what I say into account	Christianity and Eastern	N	7	26	45	68	65	211
		%	3.3%	12.3%	21.3%	32.2%	30.8%	100%
	Islam	N	5	7	19	46	41	118
		%	4.2%	5.9%	16.1%	39%	34.7%	100%
	I am not affiliated with a religion	N	8	26	40	69	65	208
		%	3.8%	12.5%	19.2%	33.2%	31.3%	100%
My teachers talk about different countries, languages, cultures or religion**	Christianity and Eastern	N	13	39	67	57	31	207
		%	6.3%	18.8%	32.4%	27.5%	15%	100%
	Islam	N	7	14	29	38	31	119
		%	5.9%	11.8%	24.4%	31.9%	26.1%	100%
	I am not affiliated with a religion	N	31	48	50	54	24	207
		%	15%	23.2%	24.2%	26.1%	11.6%	100%

*Cramer's V:0.128, Sig.:0.026

**Cramer's V:0.167, Sig.:0.000

Table 137 - Religion × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Christianity and Eastern	N	127	41	25	24	217
		%	58.5%	18.9%	11.5%	11.1%	100%
	Islam	N	71	22	15	12	120
		%	59.2%	18.3%	12.5%	10%	100%
	I am not affiliated with a religion	N	132	36	30	27	225
		%	58.7%	16%	13.3%	12%	100%
Hit or hurt you (not including play fight)	Christianity and Eastern	N	187	15	6	9	217
		%	86.2%	6.9%	2.8%	4.1%	100%
	Islam	N	95	13	9	4	121
		%	78.5%	10.7%	7.4%	3.3%	100%
	I am not affiliated with a religion	N	182	29	6	7	224
		%	81.3%	12.9%	2.7%	3.1%	100%
Leave you out of their games or activities*	Christianity and Eastern	N	141	39	10	26	216
		%	65.3%	18.1%	4.6%	12%	100%
	Islam	N	76	19	16	9	120
		%	63.3%	15.8%	13.3%	7.5%	100%
	I am not affiliated with a religion	N	158	27	17	21	223
		%	70.9%	12.1%	7.6%	9.4%	100%

*Cramer`s V:0.107, Sig.:0.047

Table 138 - Religion × Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates (Yes)		
			Yes	No	Total	Yes	No	Total
Your gender	Christianity and Eastern	F	35	173	208	17	196	213
		%	16.8%	83.2%	100%	8%	92%	100%
	Islam	F	17	98	115	8	108	116
		%	14.8%	85.2%	100%	6.9%	93.1%	100%
	I am not affiliated with a religion	F	33	177	210	20	196	216
		%	15.7%	84.3%	100%	9.3%	90.7%	100%
Your economic status (poor/rich)	Christianity and Eastern	F	13	199	212	19	192	211
		%	6.1%	93.9%	100%	9%	91%	100%
	Islam	F	4	109	113	10	106	116
		%	3.5%	96.5%	100%	8.6%	91.4%	100%
	I am not affiliated with a religion	F	8	204	212	21	191	212
		%	3.8%	96.2%	100%	9.9%	90.1%	100%
Your religion*	Christianity and Eastern	F	9	202	211	20	194	214
		%	4.3%	95.7%	100%	9.3%	90.7%	100%
	Islam	F	18	90	108	29	87	116
		%	16.7%	83.3%	100%	25%	75%	100%
	I am not affiliated with a religion	F	5	211	216	6	213	219
		%	2.3%	97.7%	100%	2.7%	97.3%	100%
Your ethnicity/culture**	Christianity and Eastern	F	15	193	208	16	197	213
		%	7.2%	92.8%	100%	7.5%	92.5%	100%
	Islam	F	24	84	108	26	87	113
		%	22.2%	77.8%	100%	23%	77%	100%
	I am not affiliated with a religion	F	5	211	216	7	211	218
		%	2.3%	97.7%	100%	3.2%	96.8%	100%
Where you live (district, village/town)	Christianity and Eastern	F	9	203	212	15	199	214
		%	4.2%	95.8%	100%	7%	93%	100%
	Islam	F	6	110	116	9	107	116
		%	5.2%	94.8%	100%	7.8%	92.2%	100%
	I am not affiliated with a religion	F	10	206	216	16	201	217
		%	4.6%	95.4%	100%	7.4%	92.6%	100%
Language you speak***	Christianity and Eastern	F	13	198	211	15	199	214
		%	6.2%	93.8%	100%	7%	93%	100%
	Islam	F	31	85	116	29	86	115
		%	26.7%	73.3%	100%	25.2%	74.8%	100%
	I am not affiliated with a religion	F	6	212	218	8	211	219
		%	2.8%	97.2%	100%	3.7%	96.3%	100%

*Religion, Teachers: Cramer`s V:0.259, Sig.:0.000; Classmates: Cramer`s V:0.276, Sig.:0.000

**Ethnicity/culture, Teachers: Cramer`s V:0.268, Sig.:0.000; Classmates: Cramer`s V: 0.259; Sig.: 0.000

***Language you speak, Teachers: Cramer`s V: 0.320; 0.000; Classmates: Cramer`s V:0.281; Sig.:0.000

Table 139 - Religion × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Christianity and Eastern	F	193	24	217
	%	88.9%	11.1%	100%
Islam	F	105	15	120
	%	87.5%	12.5%	100%
I am not affiliated with a religion	F	196	28	224
	%	87.5%	12.5%	100%

Table 140 - Religion × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Christianity and Eastern	F	13	95	58	51	217
	%	6%	43.8%	26.7%	23.5%	100%
Islam	F	12	66	26	15	119
	%	10.1%	55.5%	21.8%	12.6%	100%
I am not affiliated with a religion	F	13	87	73	51	224
	%	5.8%	38.8%	32.6%	22.8%	100%

Cramer's V: 0.167, Sig.:0.015

Table 141 - Religion × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Christianity and Eastern	F	92	117	8	217
	%	42.4%	53.9%	3.7%	100%
Islam	F	46	71	3	120
	%	38.3%	59.2%	2.5%	100%
I am not affiliated with a religion	F	104	114	7	225
	%	46.2%	50.7%	3.1%	100%

Table 142 - Religion × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Christianity and Eastern	204	3.77	1.211
	Islam	117	4.55	0.713
	I am not affiliated with a religion	213	3.97	1.159
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Christianity and Eastern	206	3.89	1.044
	Islam	117	4.67	0.643
	I am not affiliated with a religion	214	3.92	1.034
In our class, pupils of different ethnicities/races/religion get along well***	Christianity and Eastern	198	4.20	0.871
	Islam	113	4.49	0.792
	I am not affiliated with a religion	201	4.19	0.829

*Kruskal Wallis: Chi square:, 36.183 Sig.:0.000

**Kruskal Wallis: Chi square:, 60.465 Sig.:0.000

***Kruskal Wallis: Chi square:, 14.687 Sig.:0.001

Table 143 - Religion × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Christianity and Eastern	F	63	123	24	8	218
	%	28.9%	56.4%	11%	3.7%	100%
Islam	F	64	54	2	0	120
	%	53.3%	45%	1.7%	0%	100%
I am not affiliated with a religion	F	43	145	24	12	224
	%	19.2%	64.7%	10.7%	5.4%	100%

Cramer's V: 0.213, Sig.: 0.000

Socio-economic status – Well-being and everyday life

The vast majority of students (82.7%) reported being from a middle socio-economic position. Only a few children (12.3%) reported being wealthier compared to their classmates, and even fewer (5%) reported being from a lower socio-economic position (Table 144).

Children's well-being increases with their socio-economic position, as reflected in their life satisfaction (average 3.71 lower, 4.14 middle and 4.36 higher), perception of having what they want in life (average 3.06 lower, 3.92 middle and 4.06 higher), a good self-perception (average 3.41 lower, 3.81 middle and 4.13 higher), a positive perception of the future (average 3.42 lower, 4.07 middle and 4.41 higher) and feeling they have support in the local community (average 3.82 lower, 4.20 middle and 4.14 higher) (Table 145).

Participation in organised leisure activities also depends on socio-economic status. For example, 65% of children with low economic status rarely or never participate in organised recreational activities outside the classroom, compared to 60% of children with middle

economic status and 49.4% of children with higher economic status. Similarly, children with a higher economic status play with friends more often. They meet and play with friends every day or almost every day 61.6% of children who self-perceived to own more material things meet and play with friends more often, 43.7% of children who reported owning about the same amount of material things as their classmates and only 37.1% of children with fewer material things. Children from a high socio-economic class also more frequently use smartphone or computer compared to other children. Also, children of lower socio-economic status spend significantly more time alone (48.6% low, 33% middle and 27.9% high) (Table 146).

With regard to friends and family, children with a higher economic status express on average a higher level of agreement with the various dimensions. Those with a higher economic status on average more often agree that their family offers them help when they need it (4.72 high, 4.62 medium and 3.91 low socioeconomic status) or that their parents listen to them and take into account what they say (4.37 high, 4.16 medium and 3.41 low socioeconomic status). In addition to these statistically significant differences, it appears that children of low socioeconomic status are less likely to agree that they have enough friends and that they have a friend who supports them when they have a problem (Table 147).

Socio-economic differences exist in relation to leisure time activities. Statistically, more children of low socioeconomic status report that they do not spend time with friends from school outside of school (44% compared to 22.3% from middle class and 19% from upper class) (Table 148). In addition, children with lower socio-economic status less often spend time with their friends online (42% - often) compared to children with middle (50.3% often) or high (57.8% often) (Table 149).

Table 144 - Socio-economic status

	F	%
In general, I have more material things than my classmates	86	12.3%
In general, I have about the same amount of material things than my classmates	580	82.7%
In general, I have less material things than my classmates	35	5%

Table 145 - Socio-economic status × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	More material things	84	4.36	0.786
	About the same amount of material things	557	4.14	0.886
	Less material things	34	3.71	0.938
I have what I want in life**	More material things	83	4.06	1.052
	About the same amount of material things	565	3.92	1.005
	Less material things	34	3.06	1.301
I like being the way I am***	More material things	85	4.13	1.055
	About the same amount of material things	563	3.81	1.136
	Less material things	34	3.41	1.417
I feel positive about my future****	More material things	83	4.41	0.681
	About the same amount of material things	538	4.07	0.836
	Less material things	33	3.42	1.200
If I have a problem and ask for assistance, people (neighbours or friends) in my local area are willing to help me	More material things	83	4.14	1.026
	About the same amount of material things	557	4.20	0.949
	Less material things	33	3.82	1.103

*Mann-Whitney U: 13.931 , Sig.:0.001

**Mann-Whitney U: 18.722 , Sig.:0.000

***Mann-Whitney U: 9.609 , Sig.:0.008

****Mann-Whitney U: 25.108 , Sig.:0.000

Table 146 - Socio-economic status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	More material things	N	42	12	31	85
		%	49.4%	14.1%	36.5%	100%
	About the same amount of material things	N	349	126	100	575
		%	60.7%	21.9%	17.4%	100%
	Less material things	N	23	7	5	35
		%	65.7%	20%	14.3%	100%
Meeting, playing with friends**	More material things	N	13	20	53	86
		%	15.1%	23.3%	61.6%	100%
	About the same amount of material things	N	74	252	253	579
		%	12.8%	43.5%	43.7%	100%
	Less material things	N	8	14	13	35
		%	22.9%	40%	37.1%	100%
Using smartphone or computer to stay in touch with friends/relatives	More material things	N	4	8	72	84
		%	4.8%	9.5%	85.7%	100%
	About the same amount of material things	N	32	102	443	577
		%	5.5%	17.7%	76.8%	100%
	Less material things	N	3	6	26	35
		%	8.6%	17.1%	74.3%	100%
Spending time just being by myself***	More material things	N	34	28	24	86
		%	39.5%	32.6%	27.9%	100%
	About the same amount of material things	N	177	208	190	575
		%	30.8%	36.2%	33%	100%
	Less material things	N	10	8	17	35
		%	28.6%	22.9%	48.6%	100%

* Cramer`s V:0.162, Sig.:0.001

** Cramer`s V:0.151, Sig.:0.003

*** Cramer`s V:0.195, Sig.:0.000

Table 147 - Socio-economic status × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	More material things	85	4.72	0.781
	About the same amount of material things	573	4.62	0.763
	Less material things	34	3.91	1.215
My parents (carers) listen to me and take what I say into account**	More material things	84	4.37	0.902
	About the same amount of material things	569	4.16	0.916
	Less material things	34	3.41	1.282
I have enough friends	More material things	84	4.32	1.043
	About the same amount of material things	564	4.38	0.842
	Less material things	34	4.03	1.058
If I have a problem, I have a friend who will support me	More material things	84	4.65	0.649
	About the same amount of material things	567	4.57	0.778
	Less material things	33	4.39	0.899

*Kruskal Wallis: 25.900 Chi square: 0.000

**Kruskal Wallis: 20.132 Chi square: 0.000

Table 148 - Socio-economic status × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	More material things	N	39	44	83
		%	47%	53%	100%
	About the same amount of material things	N	258	312	570
		%	45.3%	54.7%	100%
	Less material things	N	17	17	34
		%	50%	50%	100%
Out of school, I spend time with other friends (ex.from the neighbourhood)	More material things	N	25	58	83
		%	30.1%	69.9%	100%
	About the same amount of material things	N	187	383	570
		%	32.8%	67.2%	100%
	Less material things	N	10	24	34
		%	29.4%	70.6%	100%
Out of school, I don't spend time with friends *	More material things	N	51	12	63
		%	81%	19%	100%
	About the same amount of material things	N	341	98	439
		%	77.7%	22.3%	100%
	Less material things	N	14	11	25
		%	56%	44%	100%

* Cramer`s V:0.114, Sig.:0.032

Table 149 - Socio-economic status × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	More material things	N	2	7	10	16	50	85
		%	2.4%	8.2%	11.8%	18.8%	58.8%	100%
	About the same amount of material things	N	16	51	82	143	282	574
		%	2.8%	8.9%	14.3%	24.9%	49.1%	100%
	Less material things	N	2	4	5	6	18	35
		%	5.7%	11.4%	14.3%	17.1%	51.4%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	More material things	N	1	6	8	20	48	83
		%	1.2%	7.2%	9.6%	24.1%	57.8%	100%
	About the same amount of material things	N	18	67	99	101	289	574
		%	3.1%	11.7%	17.2%	17.6%	50.3%	100%
	Less material things	N	3	6	7	3	14	33
		%	9.1%	18.2%	21.2%	9.1%	42.4%	100%

*Cramer's V: 0.127, Sig.: 0.028

Socio-economic status - School life

In relation to school, children of lower socio-economic class less often feel accepted and listened to by both, their classmates and their teachers compared to children of middle or higher socio-economic class (Table 150).

With regard to experiencing violence, psychological violence, such as calling names was least often experienced by children who have about the same amount of material things. Namely, 61% never experiences mocking (compared to 34.3% of children of lower class and 45.9% of children of higher class), 83.8% of them were never hit or hurt (compared to 68.6% of children of lower class and 75.3% of children of higher class). Most of them (67.6%) were also never left out of games or activities (compared to 37.1% of children of lower class and 52.4% of children of higher class) (Table 152).

Children with higher or lower socio-economic status more often felt they were treated differently by their teachers and classmates compared to children of middle economic status for different reasons, including socio-economic status. Namely, 18.2% of children with higher economic status and 11.8% of those with lower, compared to 3.4% of those with middle economic status felt they were treated differently by their teachers because of their socio-economic status and 26.8% of those with higher economic status, 11.8% of those with lower economic status compared to 6.3% of those with middle economic status felt they were treated differently by their schoolmates for the same reason. Children of lower economic status were treated differently by their classmates also because of where they live (12.2% high, 6.5% middle and 20% low socioeconomic status) (Table 153).

Regardless of their socio-economic status children say that they are allowed to speak other languages in their school (around 90%) and that teachers sometimes speak with

children in other languages (Table 154 and Table 155). There were not significant differences according to socio-economic status in relation to self-perceived school performance (Table 155).

In relation to views on multiculturalism, there were not statistically significant differences among the groups (Table 157). Those with high socio-economic status more often stated that they have several or a few friends from different countries/cultures/religions (91.7%), compared to those of middle socio-economic status (86.5%) or lower socio-economic status (85.7%), but the differences are not significant (Table 158).

Table 150 - Socio-economic status × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	More material things	N	10	12	21	25	17	85
		%	11.8%	14.1%	24.7%	29.4%	20%	100%
	About the same amount of material things	N	45	59	186	184	103	577
		%	7.8%	10.2%	32.2%	31.9%	17.9%	100%
	Less material things	N	3	12	5	6	9	35
		%	8.6%	34.3%	14.3%	17.1%	25.7%	100%
I feel safe when I am at school	More material things	N	6	3	15	18	42	84
		%	7.1%	3.6%	17.9%	21.4%	50%	100%
	About the same amount of material things	N	16	34	62	171	286	569
		%	2.8%	6%	10.9%	30.1%	50.3%	100%
	Less material things	N	2	4	7	9	13	35
		%	5.7%	11.4%	20%	25.7%	37.1%	100%
I feel like I belong in this class	More material things	N	6	7	7	24	38	82
		%	7.3%	8.5%	8.5%	29.3%	46.3%	100%
	About the same amount of material things	N	19	30	69	171	275	564
		%	3.4%	5.3%	12.2%	30.3%	48.8%	100%
	Less material things	N	4	5	13	4	8	34
		%	11.8%	14.7%	38.2%	11.8%	23.5%	100%
I am OK when a teacher asks me a question	More material things	N	4	7	18	22	33	84
		%	4.8%	8.3%	21.4%	26.2%	39.3%	100%
	About the same amount of material things	N	57	85	148	177	101	568
		%	10%	15%	26.1%	31.2%	17.8%	100%
	Less material things	N	6	7	8	6	6	33
		%	18.2%	21.2%	24.2%	18.2%	18.2%	100%
I feel OK what my classmates think of me	More material things	N	8	5	10	27	32	82
		%	9.8%	6.1%	12.2%	32.9%	39%	100%
	About the same amount of material things	N	27	31	107	192	176	533
		%	5.1%	5.8%	20.1%	36%	33%	100%
	Less material things	N	8	5	10	27	32	82
		%	9.8%	6.1%	12.2%	32.9%	39%	100%

Table 151 - Socio-economic status × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	More material things	N	2	4	7	15	54	82
		%	2.4%	4.9%	8.5%	18.3%	65.9%	100%
	About the same amount of material things	N	12	20	48	144	320	544
		%	2.2%	3.7%	8.8%	26.5%	58.8%	100%
	Less material things	N	1	5	7	11	10	34
		%	2.9%	14.7%	20.6%	32.4%	29.4%	100%
My teachers accept me the same way as other classmates	More material things	N	4	7	4	21	48	84
		%	4.8%	8.3%	4.8%	25%	57.1%	100%
	About the same amount of material things	N	20	19	56	143	303	541
		%	3.7%	3.5%	10.4%	26.4%	56%	100%
	Less material things	N	3	6	6	9	11	35
		%	8.6%	17.1%	17.1%	25.7%	31.4%	100%
My classmates care about how I feel.	More material things	N	4	8	10	24	33	79
		%	5.1%	10.1%	12.7%	30.4%	41.8%	100%
	About the same amount of material things	N	17	56	109	198	169	549
		%	3.1%	10.2%	19.9%	36.1%	30.8%	100%
	Less material things	N	3	6	9	7	10	35
		%	8.6%	17.1%	25.7%	20%	28.6%	100%
My teachers listen to me and take what I say into account	More material things	N	8	4	15	18	36	81
		%	9.9%	4.9%	18.5%	22.2%	44.4%	100%
	About the same amount of material things	N	22	39	105	194	184	544
		%	4%	7.2%	19.3%	35.7%	33.8%	100%
	Less material things	N	5	6	9	9	5	34
		%	14.7%	17.6%	26.5%	26.5%	14.7%	100%
My teachers talk about different countries, languages, cultures or religion	More material things	N	11	14	23	11	22	81
		%	13.6%	17.3%	28.4%	13.6%	27.2%	100%
	About the same amount of material things	N	47	104	145	169	75	540
		%	8.7%	19.3%	26.9%	31.3%	13.9%	100%
	Less material things	N	4	4	9	14	3	34
		%	11.8%	11.8%	26.5%	41.2%	8.8%	100%

Table 152 - Socio-economic status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	More material things	N	39	13	13	20	85
		%	45.9%	15.3%	15.3%	23.5%	100%
	About the same amount of material things	N	353	101	71	54	579
		%	61%	17.4%	12.3%	9.3%	100%
	Less material things	N	12	9	4	10	35
		%	34.3%	25.7%	11.4%	28.6%	100%
Hit or hurt you (not including play fight?)**	More material things	N	64	9	8	4	85
		%	75.3%	10.6%	9.4%	4.7%	100%
	About the same amount of material things	N	485	54	21	19	579
		%	83.8%	9.3%	3.6%	3.3%	100%
	Less material things	N	24	6	4	1	35
		%	68.6%	17.1%	11.4%	2.9%	100%
Leave you out of their games or activities***	More material things	N	44	16	9	15	84
		%	52.4%	19%	10.7%	17.9%	100%
	About the same amount of material things	N	390	88	44	55	577
		%	67.6%	15.3%	7.6%	9.5%	100%
	Less material things	N	13	6	5	11	35
		%	37.1%	17.1%	14.3%	31.4%	100%

*Cramer`s V:0.145, Sig.: 0.000

**Cramer`s V:0.096, Sig.: 0.047

***Cramer`s V:0.139, Sig.: 0.000

Table 153 - Socio-economic status × Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates (Yes)		
			Yes	No	Total	Yes	No	Total
Your gender*	More material things	F	18	60	78	11	72	83
		%	23.1%	76.9%	100%	13.3%	86.7%	100%
	About the same amount of material things	F	74	476	550	41	521	562
		%	13.5%	86.5%	100%	7.3%	92.7%	100%
	Less material things	F	7	27	34	6	29	35
		%	20.6%	79.4%	100%	17.1%	82.9%	100%
Your economic status (poor/rich)**	More material things	F	14	63	77	22	60	82
		%	18.2%	81.8%	100%	26.8%	73.2%	100%
	About the same amount of material things	F	19	539	558	35	519	554
		%	3.4%	96.6%	100%	6.3%	93.7%	100%
	Less material things	F	4	30	34	8	26	34
		%	11.8%	88.2%	100%	23.5%	76.5%	100%
Your religion***	More material things	F	7	74	81	14	69	83
		%	8.6%	91.4%	100%	16.9%	83.1%	100%
	About the same amount of material things	F	25	529	554	46	520	566
		%	4.5%	95.5%	100%	8.1%	91.9%	100%
	Less material things	F	4	31	35	4	31	35
		%	11.4%	88.6%	100%	11.4%	88.6%	100%
Your ethnicity/culture****	More material things	F	8	70	78	12	70	82
		%	10.3%	89.7%	100%	14.6%	85.4%	100%
	About the same amount of material things	F	41	512	553	42	521	563
		%	7.4%	92.6%	100%	7.5%	92.5%	100%
	Less material things	F	3	30	33	6	27	33
		%	9.1%	90.9%	100%	18.2%	81.8%	100%
Where you live (district, village/town)***	More material things	F	8	72	80	10	72	82
		%	10%	90%	100%	12.2%	87.8%	100%
	About the same amount of material things	F	24	539	563	37	528	565
		%	4.3%	95.7%	100%	6.5%	93.5%	100%
	Less material things	F	8	72	80	7	28	35
		%	10%	90%	100%	20%	80%	100%
Language you speak	More material things	F	11	68	79	12	72	84
		%	13.9%	86.1%	100%	14.3%	85.7%	100%
	About the same amount of material things	F	43	522	565	45	521	566
		%	7.6%	92.4%	100%	8%	92%	100%
	Less material things	F	4	31	35	4	31	35
		%	11.4%	88.6%	100%	11.4%	88.6%	100%

*Classmates: Cramer`s V:0.100, Sig.:0.033

**Teachers: Cramer`s V:0.215 Sig.: 0.000, Classmates: Cramer`s V:0.251, Sig.:0.000

***Classmates: Cramer`s V:0.092 Sig.: 0.042

**** Classmates: Cramer`s V:0.111 Sig.: 0.016

***** Classmates: Cramer`s V:0.124 Sig.: 0.005

Table 154 - Socio-economic status × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
More material things	F	75	9	84
	%	89.3%	10.7%	100%
About the same amount of material things	F	508	69	577
	%	88%	12%	100%
Less material things	F	31	4	35
	%	88.6%	11.4%	100%

Table 155 - Socio-economic status × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
More material things	F	7	38	26	14	85
	%	8.2%	44.7%	30.6%	16.5%	100%
About the same amount of material things	F	37	258	152	130	577
	%	6.4%	44.7%	26.3%	22.5%	100%
Less material things	F	5	12	11	7	35
	%	14.3%	34.3%	31.4%	20%	100%

Table 156 - Socio-economic status × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
More material things	F	43	42	1	86
	%	50%	48.8%	1.2%	100%
About the same amount of material things	F	254	307	17	578
	%	43.9%	53.1%	2.9%	100%
Less material things	F	8	25	2	35
	%	22.9%	71.4%	5.7%	100%

Table 157 - Socio-economic status × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Slovenia from other countries should have the right to follow the customs of their countries, e.g., food, clothing, language	More material things	80	4.06	1.224
	About the same amount of material things	549	3.97	1.070
	Less material things	32	4.06	1.031
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	More material things	79	4.13	1.211
	About the same amount of material things	554	3.82	0.948
	Less material things	33	4.09	1.044
In our class, pupils of different ethnicities/races/religion get along well*	More material things	77	4.28	1.052
	About the same amount of material things	525	3.97	0.796
	Less material things	30	4.25	0.999

Table 158 Socio-economic status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
More material things	F	33	46	3	4	86
	%	38.4%	53.5%	3.5%	4.7%	100%
About the same amount of material things	F	155	345	53	25	578
	%	26.8%	59.7%	9.2%	4.3%	100%
Less material things	F	7	23	3	2	35
	%	20%	65.7%	8.6%	5.7%	100%

4. Conclusions and discussion

The population in our study reflects the Slovenian migration reality, which mainly attracts economic migrants from the republics of the former Yugoslavia. (SURS, 2018). There were 16.8% migrant children, 6.6% newly arrived and 10.2% long-term children in our study.. They moved to Slovenia mainly from Bosnia and Herzegovina (47.9%), Kosovo (7.7%) and Serbia (7.7%). In addition, about 30% of the children speak at least one language other than Slovenian in their family environment. The religious diversity corresponds to the ethnic diversity presented, as one fifth of the children declared to be Roman Catholic (21.4%), 17.4% declared to be Muslim and 8.9% were Orthodox.

The children in our study show high levels of general well-being, younger children more than older ones. In terms of ethnicity, children with a migrant background (those who reported belonging to one or more migrant ethnic groups) show higher levels of well-being than children with a mixed or Slovenian background. They are generally more satisfied with their lives, feel that they have what they want in life, like being who they are and are positive about their future. The same is true for newly arrived migrant children and children without citizenship, since these groups largely overlap.

The vast majority of children are supported by their families and friends, with younger children and boys feeling more supported by family and also having enough friends, while girls more often feel they have a supportive friend than boys. In terms of ethnicity, children from mixed ethnic backgrounds were more likely to report feeling supported by their family and friends. The same is true for children who belong to Islam. Friends play an important role in children's lives and they spend a lot of time with them, either online or face - to face. Expectedly, usually having more diverse social networks, older children spend more time with non-school friends. Older children also spend more time online. On the other hand, younger children spend more time just by themselves. Children with a migrant background spend less time with other friends outside of school than children with a mixed or Slovenian background.

Children spend a lot of time on the computer and meeting friends, about half of the children in our sample also participate in organised leisure activities. This is more true for younger than for older children. It is also worth noting that the majority of children with a migration background (which corresponds to a large extent to newly arrived migrant children) spend significantly less time participating in organised leisure activities. As far as religion is concerned, this is especially true for children who belong to Islam.

School plays a central role in the children's lives and it is positive that the majority of children enjoy going to school and feel safe there. They also generally feel that they belong to their class and are accepted by their classmates and teachers. Younger children show more satisfaction with all aspects of school life than older children.

On the other hand, children also experience various forms of peer violence at school, even if these are not very widespread. Psychological violence in the form of taunting, name-calling, spreading lies and the like was most common. More boys than girls experienced physical violence, while more girls than boys were excluded from their games or activities. Children did not often report being treated unequally by their teachers or classmates, as the proportions ranged from 5% to 14%. However, it is worth highlighting that children with a migrant background were more likely to report being treated unequally by both their teachers and their classmates because of their religion, ethnicity and/or the language they speak. The same is true for children without citizenship and both newly arrived and long-term children, with significant overlap between these groups. In terms of religion, children who belong to Islam also reported being treated differently because of their religion, ethnicity and language.

The children who participated in the survey generally have positive views about multiculturalism. They agree that it is important to preserve the migrants' own culture and that they like multiculturalism in their class and school. Children with a migrant background, younger children and girls express more positive attitudes towards multiculturalism. Children with a migrant background and/or religious affiliation with Islam were also more likely to acknowledge that teachers address multiculturalism in their school. Children with mixed or migrant ethnic background additionally have more friends from different countries.

According to our findings, children's socio-economic position influences their general well-being and their well-being at school. Indeed, children's well-being increases with their socio-economic position, which is reflected in their life satisfaction, perception of having what they want in life, good self-perception, positive perception of the future and feeling supported in the local community. Children from a lower socio-economic class are less likely to feel accepted and listened to by their peers and their teachers compared to children from a middle or higher socio-economic class. They also spend less time with friends from school outside of school and with friends on the internet. Participation in organised leisure activities also increases with socio-economic status.

Newly arrived migrant children

The majority of the newly arrived children in our sample (47) are between 14 and 20 years old (57.4%) and there are more girls (63.8%). More than half were born in Bosnia and Herzegovina, one in 10 in Serbia, 8.5% in Northern Macedonia, 6.4% in Kosovo, 4.3% in Russia and 4.3% in Croatia. They are of Bosnian, Serbian, Macedonian, Albanian, Croatian, Chinese, Russian and Ukrainian ethnic backgrounds. Half of them were affiliated with Islam, about three out of 10 are Orthodox and 6.4% do not belong to any religion. They live with their family in an area where there are many people of different ethnic or religious affiliation. They do not have Slovenian citizenship and state that they like living in Slovenia.

On the positive side, newly arrived migrant children express quite high levels of well-being, similar to long-term and local children. They are quite satisfied with their lives, feel that they have everything they want in life and are quite positive about their future. Compared to the other two groups of children, they show a higher level of self-acceptance and positive outlook on the future.

Newly arrived children also feel supported and accepted by their parents and family. They also feel that they have enough friends who also support them. On the other hand, they feel that they find somewhat less support in the local environment. Due to the short time they have spent in the new country (less than three years), this is not surprising.

Compared to local and long-term migrant children they meet with friends less often and also spend less time with their school friends than the other two groups, which could be due to the short length of stay in the new country and the fewer friendships formed as a result. They are also less likely to participate in organised leisure activities, which are often overlooked but are very important anchors that contribute to migrant children's belonging and identity (Grzymala-Kazłowska, 2018), as they provide opportunities to meet new friends, socialise, learn the language and socialise in general.

As school plays a central role for migrant children in making contacts and anchoring themselves in a society (Grzymala-Kazłowska 2016), it is satisfying that newly arrived migrant children express more often that they feel comfortable at school than long-term migrant children or local children, and that they also feel accepted by their classmates and teachers. In terms of discriminatory treatment due to various factors, both newly arrived and long-term migrant children are more likely than local children to report that they have been treated unequally by their teachers and classmates because of their religion, ethnicity/culture and the language they speak.

Newly arrived migrant children are more likely to recognise that teachers addressed multiculturalism in school during lessons and express positive attitudes towards multiculturalism in their class and school. They also feel that they are allowed to speak other languages in their school and agree more often than local children that teachers sometimes speak to (migrant) children in other languages. Newly arrived children and long-term migrant children also have more friends from different countries.

Long – term migrant children

Among long-term migrant children in our sample (72), 41.7% were born in Bosnia and Herzegovina, 16.7% in Kosovo, 9.7% in Austria, 8.7% in Northern Macedonia, 5.6% in Serbia, while less than 3% were born in Ukraine, Russia, Croatia, India, China, Hungary and Switzerland. They are of Bosnian, Albanian, Serbian, Slovenian, Croatian, Montenegrin, Roma, Greek, Chinese, German, Romanian, Russian, Slovakian and Ukrainian ethnic background. Half of them are affiliated with Islam, about two in 10 are Orthodox and 18.3% do not belong to any religion. More than a third have Slovenian citizenship. They live in a family, half of them say they live in an area where many people belong to a different racial, ethnic or religious group. More than 80% like living in Slovenia.

Long-term migrant children express high levels of life satisfaction and well-being, similar to the other two groups. They are satisfied with their lives, feel that they have what they want in life and are positive about their future. Long-term migrant children also feel supported and accepted by their parents and family. They feel that they have enough friends who also support them. Compared to newly arrived migrant children, they feel slightly less supported by their parents and more supported by their friends. They also feel that they are supported by people in their local environment.

Compared to newly arrived migrant children, long-term migrant children participate in organised leisure activities more often, but still slightly less often than local children. They spend time meeting and playing with friends, using the computer or smartphone to communicate with family and friends, but also on their own.

Long-term migrant children mostly express that they like being at school, but less than newly arrived migrant children. They feel accepted by their teachers and their school friends.. In terms of discriminatory treatment based on various factors, both newly arrived and long-term migrant children are more likely than local children to report that they have been treated unequally because of their religion, ethnicity/culture and the language they speak.

Like other groups of children, they also feel that children are allowed to speak other languages in their school and that teachers sometimes speak to children in other languages. Like newly arrived children, long-term migrant children are more likely to feel that this happens often or sometimes than local children.

Similar to newly arrived migrant children, long-term migrant children also express positive views about multiculturalism. On average, they are more likely to agree that migrants should maintain their customs and culture and that they like multiculturalism in their class. Like newly arrived migrant children, long-term term migrant children also have more friends from different countries., long-term term migrant children also have more friends from different countries.

Local children

Of local children in our sample (590), three quarters were in the older age group and there were about half boys and half girls. They were all born in Slovenia and were of Slovenian (almost 90%), Bosnian, Croatian, Serbian, Macedonian, Montenegrin, Italian, Hungarian and Roma ethnic backgrounds, but there were also individual cases of Austrian, Bulgarian, French, Canadian, Chinese, Moldavian, Russian, Scottish, Swedish, Australian and Turkish ethnic backgrounds. Compared to migrant children, they are less likely to belong to a religion, as one in four do not belong to any religion, a quarter feel they belong to the Roman Catholic religion, one in 10 to Islam and 5.9% to the Orthodox religion. More than a quarter have parents who were born in another country. Only 2% of local children do not have Slovenian citizenship. Compared to migrant children, local children live more often in rural areas. They also perceive the area they live as ethnically less diverse. Although the percentage of those who said they liked living in Slovenia is very high, it is somewhat lower than for newly arrived and long-term migrant children.

Like newly- arrived and long-term migrant children, local children express high levels of well-being in terms of satisfaction with their lives, agreement that they have what they want in life and positive future prospects, but on average somewhat less than newly arrived and long-term migrant children. Compared to children with a migrant background, they have more support in the local environment. They generally feel supported by family and friends. Compared to newly arrived migrant children, they are less likely to enjoy being at school.

Local children more frequently participate in leisure activities more often than both, newly arrived and long-term migrant children, meet and play with friends. They also frequently use the smartphone or computer to communicate with friends, but less frequently than newly arrived migrant children.

Compared to the other two groups, local children were less likely to say that their teachers talk about other cultures, religions, etc. Local children agree that children are allowed to speak other languages in their school and that teachers sometimes speak to children in other languages, but migrant children are more likely to say that this happens often or sometimes than local children.

Local children are also less positive about multiculturalism. On average, they are less likely to agree that migrants should maintain their customs and culture and that they like multiculturalism in their class and school in comparison to both, newly arrived and long-term migrant children. Compared to migrant children, they also have fewer friends from other cultures.

In summary, schools are recognised as playing a crucial role in the lives of all children and also in the lives of migrant children and their integration (Bešter, 2009; Janta and Harte, 2016; Jalušič, Bajt and Lebowitz, 2019). Therefore, it is positive that all children, including newly arrived and long-term migrant children most often perceive school as a safe and pleasant place where they feel accepted and supported. Nevertheless, it is important to address the perceived unequal treatment of migrant children based on their nationality/ethnicity, religion and language. Indeed, the Slovenian education system often

reproduces social inequalities, prejudices and discrimination, although at the same time it has the potential to address and combat them (Milharčič-Hladnik, 2012, Sedmak, 2013, Medarić et al. 2021). It would therefore be relevant to introduce the principle of interculturality at all levels of society, including curricula, and to address the attitudes, stereotypes and prejudices of both learners and teachers, as is often suggested (see Skubic Ermenc, 2006). Another issue worth exploring is also the result that migrant children are less often included in organised leisure activities than local children. Our qualitative research (Sedmak and Dežan, 2021) shows that leisure activities are vital for their well-being and allow them to spend time with peers as well as extend social networks and thus contribute to the sense of belonging and connecting to the new society.

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1. Introduction

The project MiCREATE deals with the integration of children from a child-centred perspective. The following report presents the results of the quantitative survey in eight different Viennese schools and one Viennese pupil organization in Austria. First, the methodology is explained and major difficulties and hurdles of data collection due to the Corona pandemic are addressed. Then, the data are described to clearly show the sample population. Afterwards, different categories and existing differences are pointed out. Finally, a chapter with the summary of all results follows.

2. Methodological approach

The survey was conducted from March 2020 to May 2021. All pupils from six Viennese schools, who were also part of the qualitative field research, were able to participate. Due to the Corona pandemic, one of the six schools no longer wanted to participate in the study. In addition, it was difficult to find enough participants, so three additional schools and one student's organization had to be brought in during the further data collection process. In two of the new schools, only the survey was conducted and there was no contact with teachers or pupils other than this data collection. Unfortunately, due to the Corona pandemic, this was not possible otherwise. In total eight Viennese schools and one student organization participated. At these Viennese schools, all pupils between the ages of ten and eighteen were eligible to participate in the survey.

For data collection, it was first necessary to obtain consent from parents or guardians and participants. In some schools, it was possible to obtain the printed consent forms before the Corona pandemic. Here it became already clear, that the pupils are difficult to motivate for the survey. Some feedback from the pupils was that they did not know what to expect and what questions would be asked. Since they mostly had little experience with empirical research. Another aspect regarding the consent forms was that they were not understandable for all parents and guardians, which is why there were repeatedly incomplete consent forms. In addition, some pupils did not return the completed forms or forgot them. Due to the lockdown, the consent forms had to be sent to the teachers. They printed them out and gave them to the pupils. Overall, the consent forms proved to be a hurdle to participate in the online questionnaire, so it was decided to include it in the questionnaire. This made it possible to consent to participation directly in the questionnaire. In addition, participation with only online consent was restricted to fourteen to eighteen year olds from this point on, as these can participate without parental consent in accordance with Austrian law.

A total of 493 pupils between the ages of 10 and 18 participated. Most of the surveys were conducted via CAWI. Only at the beginning of the quantitative survey was it possible to visit the schools and conduct the survey face-to-face. A total of four researchers were involved in the process. School staff assisted in finding participants and asked other teachers to participate with their classes. Some also conducted the survey in the classrooms. But most pupils did it independently. Due to the Corona pandemic, much depended on the commitment of the teachers. On the one hand, they were gatekeepers to other teachers to spread the word about the survey, and on the other hand, they were able to motivate the pupils to participate. As already mentioned, the most challenging aspect of data collection was finding participants. Even after recruiting three new schools and one student organization to participate in the survey, most of the pupils could not be motivated. Targeted incentives would have been necessary here to increase participation.

3. Results

What follows is the presentation of main findings from the quantitative research in Austrian primary and secondary schools.

3.1 Sample population

Demographic data

Table 1 lists the age distribution of the sample. Whereas the smallest age groups are found in the youngest (age 10-12) and oldest (age 18-19) of the interviewees with a share varying between 1% and 4.9%, the biggest age groups are found in the intermediate range, consisting of 13- to 16-year-old pupils with a sample share between 16% and 19.5%.

In terms of gender (Table 2), the sample consists of 54.8% girls, 43.8% boys, and 1.4% other gender. Thus, the study shows a small surplus of girls. Distributed across the two recoded age groups (Table 3), female respondents in the younger age group make up a smaller proportion (47.2%) than boys, but they dominate the older age group (59.1%). Gender and the likelihood of being in the younger or older group appear to be associated.

Table 4 shows the ethnic background of the respondents. It can be seen that four-fifths of the respondents (79.3%) are from Western Europe and thus form the most dominant ethnic group. This is followed by respondents from Asia, who make up 9.9% of the sample. Another 5.3% come from the former Yugoslavia and 4.5% from Eastern Europe. With 0.6%, respondents from Africa make up the smallest ethnic group in the sample.

Table 5 shows how many languages are spoken by the respondents at home. It shows that with 80.3% it is most likely that they speak one language at home. These are, for example, Turkish, German, Serbian, etc., 10.6% of the respondents speak two languages at home, one of which is non-European. Another 6.8% of the respondents speak two European languages at home. A small proportion of the sample speaks 3 or more than three languages at home (2.4% in total). In summary, one-fifth of the respondents have a multilingual home and of the other four-fifths there is a great diversity among the one language spoken at home.

According to Table 6, the vast majority of respondents (in total 96.8%) said they speak German well to very well. More precisely, nearly two thirds said they speak German very well (62.2%). In comparison to that only in total 3.2% indicate, that they speak German not well, little, or not at all. This means that the German language ability of the interviewed students is high.

This characteristic of the sample could be connected to the fact, that nearly four-fifths of the respondents (77.69%) said that they were born in Austria, as listed in Table 7.

In addition to the 78% of respondents born in Austria, the other countries of birth vary greatly. They are presented in Table 8, with countries indicated by less than one percent of

the respondents grouped together in the category "other than Austria" for clarity. They consist of, for example, Egypt, Cambodia, China, Croatia, Greece and so on. With 3%, the most frequent respondents who were not born in Austria stated that they were born in Serbia. This was closely followed by respondents with the place of birth Syria (3%). 2% of the respondents were born in Afghanistan. All other countries of birth such as Bosnia-Herzegovina, Bulgaria, Germany, Iraq, Iran, Poland, Romania, Russia and Slovakia each account for 1% of the sample. In summary, it can be said that respondents with Austria as their country of birth dominate, with Serbia and Syria in second place.

Table 9 shows descriptive statistics for the question for whether respondents were born in Austria or moved to Austria. Three time criteria were defined and the sample was divided into these three categories. "Newly arrived" means that the interviewees have moved to Austria in the last three years. This category accounts for 12% of the respondents. 16.8% of the sample accounts for the category "Long term". It describes those of the respondents who moved to Austria more than three years ago. The last category "locals" describes those of the interviewees, that were born in Austria. At, 78.3%, this makes up the largest group of the sample. There is a strong tendency among respondents to have been born in Austria or to have moved to Austria more than three years ago. In the following subchapter 3.2 "newly arrived, long-term and local children" this variable will be labelled "time of arrival".

However, this proportion of respondents who were born in Austria does not match the proportion of respondents with Austrian citizenship (68.9%), as one might assume (see Table 10). The percentage of students who do not have an Austrian citizenship is 24.6%, and the percentage of those who do not know is 5.3%. The fact that 1.2% of respondents refuse to answer this question could indicate that the question refers to an undesirable topic. Whereby the number of respondents indicating this last category is too small for a statistical evaluation.

Table 11 shows the distribution of whether one has Austrian citizenship or not under the condition of gender. The proportion of girls and boys whether they have an Austrian citizenship or not or do not know aligns almost exactly with the overall gender distribution of the sample (girls 54.8% and boys 43.8%).

A similar pattern as in Table 11 is also describable in Table 12. Split by age group membership, the proportion of younger respondents who either have an Austrian citizenship (34.5%) or not (34.2%) is comparable to the general share of younger respondents of the sample (36.5%). The same applies in reverse for the older respondents. The probabilities of having Austrian citizenship or not do only very slightly change under the condition of age group membership.

In contrast, 38.5% of the respondents who do not know whether they have Austrian citizenship belong to the older group, while 61.5% belong to the younger group. This differs from the general age distribution of the sample. Broken down by age group, it seems reasonable to assume that, in general, knowledge of one's own nationality could be related

to the age of the respondents. Whereby the number of respondents indicating this category is too small for a statistical evaluation.

As listed in Table 13, more than two-thirds of respondents (69.4%) indicated that at least one parent was born in another country. This means the parents of less than one-third of the sample were born in Austria. In this sense, the proportion of respondents in the sample with at least one parent who migrated to Austria predominates.

With regard to the question of which religion the interviewees are affiliated with (Table 14), the largest group, 39.8%, states that they are Christians. The second largest group, at 35.7%, is made up of Muslims. In third place, 14.2% of respondents say they do not belong to any religion. A total of 3.8% stated that they belonged to the Alevi, Buddhist or Sikh religion. At 4.9%, respondents stated that they belong to religions other than those mentioned in the questionnaire. The more detailed breakdown of this domain is given in the Table 15. With regard to religions other than those available for selection in Table 15, it turns out that 2.4% of the respondents belong to the Orthodox Church, 1.9% are Serbian Orthodox and 0.6% have indicated flying spaghetti monster, Jehovah's Witnesses or Satanism as their religious denomination.

Almost all respondents of the study are resident in Austria's capital Vienna. Accordingly, there are hardly any respondents who do not live in a large city. Table 16 shows how many respondents live in the inner districts and in the outer districts of this city. The latter can partly also be described as suburbs. The highest number of student respondents live in the outer districts of the city with 77.3%. Almost a quarter live in the inner districts of Vienna (22.7%). Only 1% of the persons live outside the city in rural areas. At 78.8%, the majority of respondents reported living in a diverse neighbourhood (see Table 17). Accordingly, one-fifth of the sample (21.3%) reported living in a homogeneous neighbourhood. The interpretation is permissible that most of the respondents is used to a diverse environment.

The vast majority of students (90.6%) said they liked living in Austria, while a minority of 9.4% said they did not (see Table 18). This indicates that satisfaction with one's place of residence is high among the sample. Of the respondents who would not like to live in Austria, the USA was named most frequently as a desired place of residence with 17% (see Table 19). The second most common place they would like to live is Germany (15%), followed by Turkey (10%) and Serbia (9%). The domain "other" groups together the desired countries that were only mentioned once and makes up 17% of the respondents who do not like to live in Austria. Preferred countries are, for example, Egypt, Bosnia-Herzegovina and France. In summary, it can be said that, apart from the USA and Germany, the desired places of residence indicated vary greatly among the respondents.

Table 20 lists the respondents' perceptions of their family's socioeconomic status. On the one hand, 15.2% of students reported that there is no difficulty for their family to meet economic necessities. On the other hand, 6.8% of the respondents has difficulties in covering economic necessities. The most common answer, 78%, is that the family has some

difficulties in meeting the economic needs. Consequently, the respondents in the sample are most likely to have slight difficulties in meeting their families' economic needs.

The probability of living with one's own family is 94.4% in the sample (see Table 21). This means that 5.6% of the sample is made up of those students who do not live with their family.

Table 1 - Age

	F	%
10-13	180	36.5%
14-19	313	63.5%
Total	493	100.0%

Table 2 - Gender

	F	%
A girl	270	54.8%
A boy	216	43.8%
Other (optional)	7	1.4%
Total	493	100.0%

Table 3 - Age and Gender

		Are you a girl or a boy?			Total
		A girl	A boy	Other	
10-13	F	85	94	1	180
	%	47.2%	52.2%	0.6%	100%
14-19	F	185	122	6	313
	%	59.1%	39%	1.9%	100%

Table 4 - Ethnic background

	F	%
West Europe	391	79.6%
East Europe	22	4.5%
former Yugoslavia	26	5.3%
Asia	49	10.0%
Africa	3	0.6%
Total	491	100.0%

Table 5 – Language(s) you speak at home

	F	%
One language	355	80.3%
2 languages (at least one not European)	47	10.6%
2 European languages	30	6.8%
3 languages	7	1.6%
More than 3 languages	3	0.7%
Total	442	100.0%

Table 6 - How well do you speak German?

German		
	F	%
Very well	306	62.2%
Well	170	34.6%
Not well	14	2.8%
Little/not at all	2	0.4%
Total	492	100.0%

Table 7 - Were you born in Austria?

	F	%
Yes	383	77.69%
No	110	22.31%
Total	493	100.00%

Table 8 – Which country were you born in?

	F	%
Afghanistan	11	2%
Bosnia-Herzegovina	4	1%
Bulgaria	4	1%
Germany	4	1%
Iraq	7	1%
Iran	4	1%
Poland	3	1%
Romania	7	1%
Russia	7	1%
Serbia	16	3%
Syria	14	3%
Slovakia	3	1%
Other (Austria)	383	78%
Other than Austria	23	5%
Total	490	100%

Table 9 - Newly arrived, long-term, local

	F	%
Newly arrived	24	4.9%
Long term	82	16.8%
Local	383	78.3%
Total	489	100.0%

Table 10 - Do you have an Austrian citizenship?

	F	%
Yes	336	68.9%
No	120	24.6%
I don` t know	26	5.3%
I don` t want to answer	6	1.2%
Total	488	100%

Table 11 - Citizenship & gender

		Boy	Other	Total
Yes	F	184	147	336
	%	54.8%	43.8%	100.0%
No	F	66	52	120
	%	55%	43.3%	100.0%
I don` t know	F	14	12	26
	%	53.8%	46.2%	100.0%
I don` t want to answer	F	4	2	6
	%	66.7%	33.3%	100.0%

Table 12 - Citizenship and age

		10-13	14-19	Total
Yes	F	116	220	336
	%	34.5%	65.5%	100.0%
No	F	41	79	120
	%	34.2%	65.8%	100.0%
I don` t know	F	16	10	26
	%	61.5%	38.5%	100.0%
I don` t want to answer	F	5	1	6
	%	83.3%	16.7%	100.0%

Table 13 - At least one parent was born in another country.

	F	%
Yes	331	69.4%
No	146	30.6%
Total	477	100%

Table 14 - Do you feel affiliated with a religion?

	F	%
Christianity	185	39.8%
Islam	166	35.7%
Alevism	5	1.1%
Buddhism	7	1.5%
Sikhism	9	1.9%
Some other religion. Which?	23	4.9%
I am not affiliated with a religion	66	14.2%
I don't know	4	0.9%
Total	466	100.0%

Table 15 - Other religion – which

	F	%
Orthodox	11	2.4%
Serbian Orthodox	9	1.9%
Other*	3	0.6%
Defined religions of table 14	443	95.1%
Total	466	100.0%

* Flying spaghetti monster, Jehovah's Witnesses, Satanism

Table 16 - Where do you live?

Residence	F	%
Inner Districts of Vienna	95	22.7%
Outer districts of Vienna	324	77.3%
Total	419	100%

Table 17 - Do you live in an area where many people are of a different race, ethnic or religious group?

	F	%
Yes	376	78.7%
No	102	21.3%
Total	478	100.0%

Table 18 - Do you like living in this country?

	F	%
Yes	442	90.6%
No	46	9.4%
Total	493	100.0%

Table 19 - If you don't like to live in Austria, which other country would you like to live in?

	F	%
Australia	2	3%
Canada	2	3%
England	3	4%
Germany	11	15%
Italy	2	3%
Japan	6	9%
Korea	4	6%
Northern Macedonia	2	3%
Switzerland	2	3%
Serbia	6	9%
Turkey	7	10%
USA	12	17%
other	12	17%
Total	71	100%

Table 20 - Socio-economic status

	F	%
In our family, we do not have difficulties to cover our economic necessities	74	15.2%
In our family, we have some difficulties to cover our economic necessities	380	78%
In our family, we have difficulties to cover our economic necessities	33	6.8%
Total	487	100%

Table 21 - Do you live with the members of your family?

	F	%
Yes	453	94.4%
No	31	5.6%
Total	484	100.0%

Well-being and everyday life

Table 22 lists how the pupils generally feel about their lives. When it comes to well-being and everyday life, nearly half of the respondents stated, that they are completely satisfied with their life (47.4%), followed by 29.9% who would agree. Interestingly, a full 14.7% said they were not or not at all satisfied with their lives. A similar pattern can be described when it comes to the question of whether the respondents like being the way they are. Here, one-fifth (19.4%) indicated that they disagree or strongly disagree with this statement. At the

same time, a total of 71.5% stated that they either agree or strongly agree that they like being the way they are. Although more than one in ten students are dissatisfied with their lives and one in eight students do not like how they are doing, 89.2% of respondents indicated that they have what they want in life. This indicates that there is a strong tendency for respondents' needs to be met. There is also a tendency to be positive about the future. Almost three quarters of respondents (72.4%) said they agreed or strongly agreed that they had a positive outlook for the future. 14.1% had an indifferent opinion and about 13.5% disagreed to varying degrees that they had a positive outlook on the future.

Table 23 focuses on how free time is spent by respondents. Outside of school, students are most likely to spend most of their time staying in touch with their friends and family via digital devices (81.1%) or spending time alone (42.2%). This is followed by weekly playdates with friends (53.3%) and participating in recreational activities as well as classes outside of school (41.9%). Being alone at least once or twice a week is also quite popular at 42.2%. Compared to all categories, not having regular recreational activities or classes outside of school is the most likely at 27.4%.

The question of how much the respondents can rely on their social environment is answered in Table 24. In general, the sample shows a high probability of both finding support and a sympathetic ear in their families and friends and of being considered by their families. In all categories, more than four-fifths agreed or strongly agreed that they get help from their families (85.6%) and friends (84%) when they have a problem, that they are taken seriously by their families (85.1%), and that they have enough friends (84.6%). In contrast, less than one-tenth of students in all categories describe a life situation in which they seriously lack support from a social network.

Table 25 shows the respondents' likeliness to spend time with different groups of friends outside of school. Since multiple responses were possible, the probability to often spend time with friends from school and or other friends outside of school hours was indicated by about half of the students (51.1% and 46.7%, respectively), while 19.5% indicated that they would not spend time with friends outside of school. A possible explanation for why about a quarter of the respondents reported do not spend time with friends during their free time could be found in special circumstances of social isolation during the Corona Lockdowns in 2020 and 2021.

With regard to the question of how much time respondents spend with their friends face-to-face on the one hand and online on the other, differences in response behaviour emerge (see Table 26). Thus, respondents are more likely to spend time with their friends online often (35.2%) than face-to-face (13.5%). Face-to-face time with friends is more likely to be spent "occasionally" (33.4%) or "sometimes" (34.6%). This shows that respondents are most likely to spend their free time online with friends "often" to "sometimes". Face-to-face, they are most likely to spend their free time "occasionally" or "sometimes".

Table 22 - Life satisfaction

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
I am completely satisfied with my life	F	18	51	37	140	222	468
	%	3.8%	10.9%	7.9%	29.9%	47.4%	100%
I have what I want in life	F	17	15	21	127	309	489
	%	3.5%	3.1%	4.3%	26%	63.2%	100%
I like being the way I am	F	43	50	37	124	225	479
	%	9%	10.4%	7.7%	25.9%	45.6%	100%
I feel positive about my future	F	28	34	65	132	202	461
	%	6.1%	7.4%	14.1%	28.6%	43.8%	100%

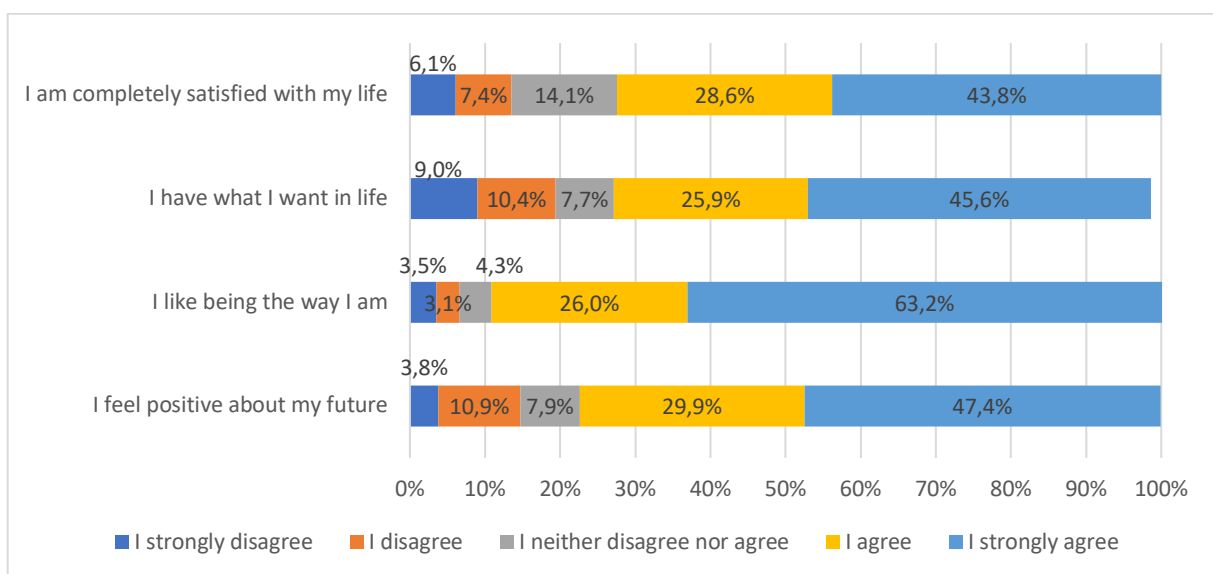


Figure 22. 1

Table 23 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	F	135	206	151	492
	%	27.4%	41.9%	30.7%	100.0%
Meeting, playing with friends	F	65	263	164	492
	%	13.2%	53.5%	33.3%	100.0%
Using smartphone or computer to stay in touch with friends/relatives	F	17	76	398	491
	%	3.5%	15.5%	81.1%	100.0%
Spending time just being by myself	F	77	207	207	491
	%	15.7%	42.2%	42.2%	100.0%

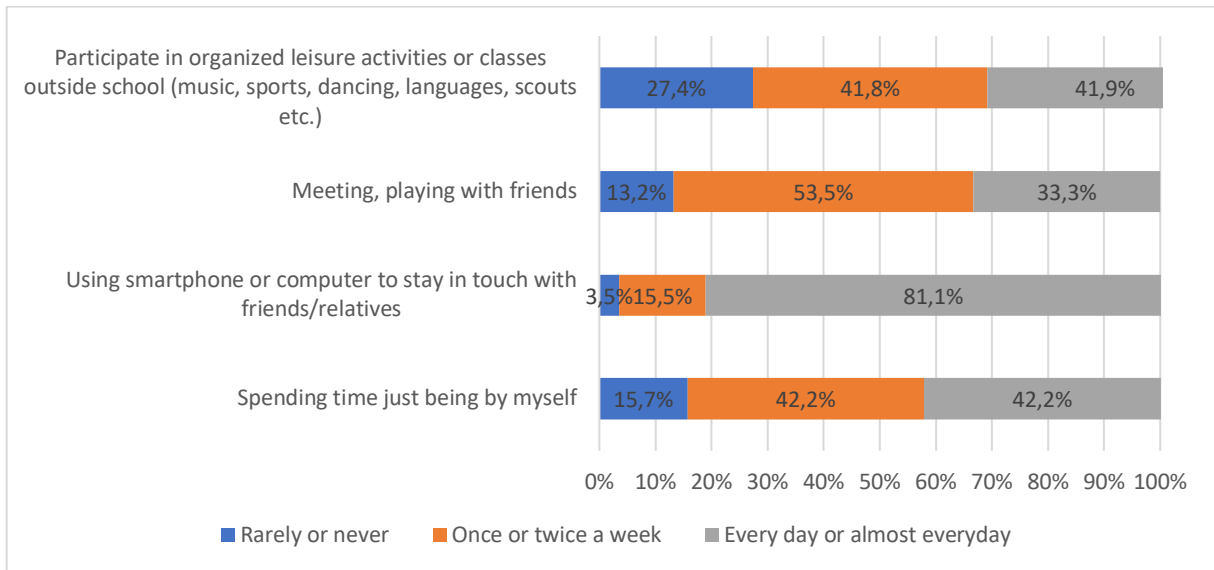


Figure 23. 2

Table 24 – Family and friends

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
If I have a problem, my family will help me	F	20	21	28	108	301	478
	%	4.2%	4.4%	5.9%	22.6%	63%	100
My parents (carers) listen to me and take what I say into account	F	15	23	32	105	300	475
	%	3.2%	4.8%	6.7%	22.1%	63%	100
I have enough friends	F	20	19	36	90	320	485
	%	4.1%	3.9%	7.4%	18.6%	66%	100
If I have a problem, I have a friend who will support me	F	20	25	32	135	269	481
	%	4.2%	5.2%	6.7%	28.1%	55.9%	100

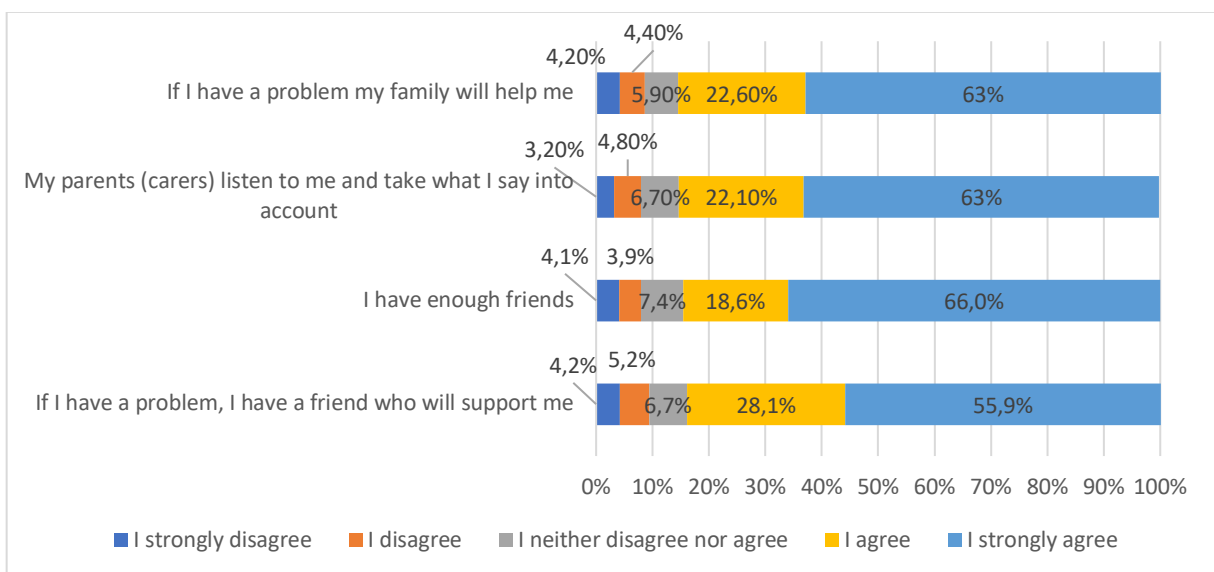


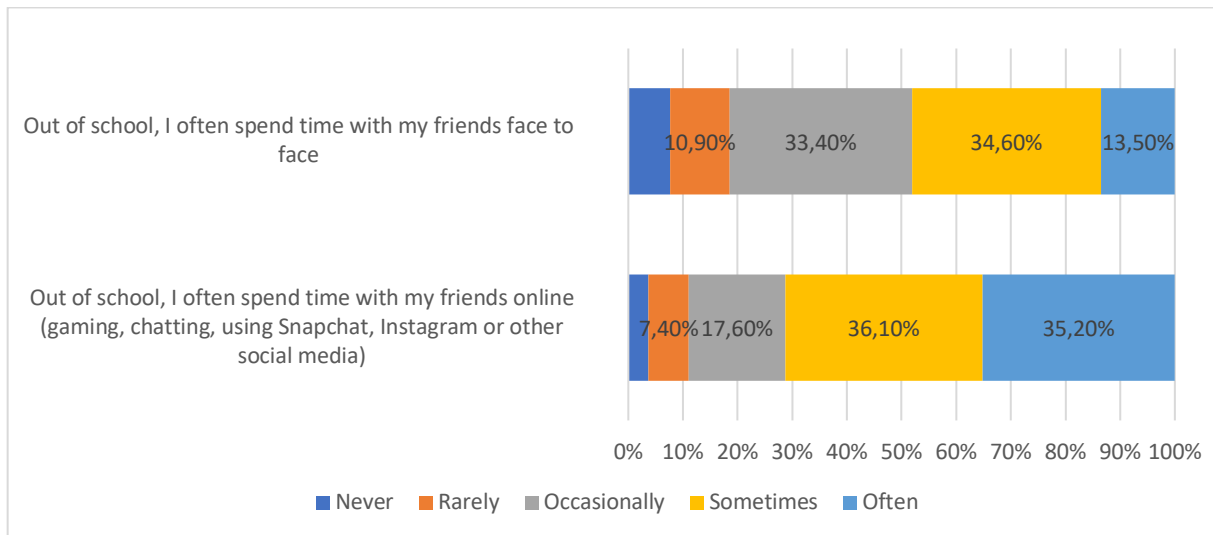
Figure 24. 3

Table 25 – Leisure time

	F	%
Out of school, I often spend time with friends from school	252	51.1%
Out of school, I often spend time with other friends (ex. from the neighbourhood)	230	46.7%
Out of school, I don't spend time with friends	96	19.5%
Total of responding respondents	493	100.0%

Table 26 - Leisure time 2

		Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	F	37	53	163	169	66	488
	%	7.6%	18.4%	51.8%	86.5%	13.5%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	F	18	36	86	176	172	488
	%	3.7%	7.4%	17.6%	36.1%	35.2%	100%



School life

Table 27 shows how the students experience the school, their class, their teachers and classmates. It shows that in all categories more than half of the respondents stated that they "sometimes" to "often" feel good about the different levels of school.

It is noteworthy that with 19.3% "often" and 36.6% "sometimes", "being at school" is the least liked in relation to the response behaviour in the other categories. A similar assessment is evident in relation to the question of how often respondents feel okay with what their classmates think about them. Here 34.4% of respondents feel this way "often" and 33.7% "sometimes". Otherwise, respondents are most likely to feel "often" safe at school (43.6%), to feel like they belong to their class (43.8%) and to feel okay with being asked a question by teachers (46.9%). In summary, it can be said on the basis of the data that school attendance and the relationship with one's own class, classmates and teachers tend to be perceived as pleasant and okay.

In Table 28 the subject of the frequency of good relationships among the pupils in the classes as well as attentiveness of the teachers was addressed. A majority of the respondents indicated that they often felt accepted by their classmates (55%), as well as that this acceptance was also shared by their teachers (57.7%). As the frequency that this is the case decreases from "sometimes" to "never", so does the frequency distribution from around one-quarter to around one percent. The distribution of domain frequencies is comparable in these two variables.

A similar pattern is found in the likelihood of how often it was indicated that teachers listen to and are considerate of the pupils. 47.9% of students stated that this happens often, while 32.3% said it is sometimes the case. With decreasing frequency, 12.3% said it is the case once in a while, while 7.5% said their teachers rarely to never listen to them or consider their opinions.

Slightly different was assessed how often the classmates care about how one respondent feels. With 33.5% it is most likely that they are found to sometimes care about the respondents feelings closely followed by 26.7% of the respondents stating that this is often the case.

In relation to the other Variables that teachers talk about different countries, languages, cultures or religion is found to happen occasionally to sometimes. It turns out that the likelihood of teachers addressing religious, cultural, linguistic, and regional diversity is occasionally (35.4%) to sometimes (32.7%) the case.

The probability that the respondents did not experience violence from their fellow students is comparably high, at 80.8%. In sum 19.2% reported to have experienced such violence one to more than three times in one school year (see Table 29). This pattern repeats, when asked, if the respondents have been left out by games or activities. 70.1% said they had experienced no such social exclusion, while about one-fifth had been in such a situation one to three times (20.8%) and a minority of about one-tenth had been in such a situation more than three times in the recent school year.

The possibility of being subject to bullying, defamation, disclosure of confidential information appears to be more likely among the respondents. While half (48.1%) said they had not had such experiences, one-third (34.6%) reported that it had happened one to three times in a school year and 17.2% said it had happened more than three times.

Table 30 lists if there has been unfair treatment by the teachers or classmates because of nominal attributes of the respondents. There is an overall tendency to not have experienced such unfair treatment by teachers, with a likelihood varying between 71% and 96.9%. This tendency is even more evident concerning the lack of unfair treatment by classmates, ranging around 83.8% to 97.2%. At 29%, the likelihood of experiencing discrimination by teachers in relation to nominal characteristics is highest for gender. This is followed by discriminatory treatment by teachers (16.4%) as well as classmates (15.3%) with regard to

the "nationality/race" of the respondents. Treatment by teachers based on the language one speaks was also described as unfair in 12.5% of cases as well as classmates in 11.6% of cases. In terms of being permitted to speak a language other than German during breaks at school, 28.4% of students indicated that they were not allowed to do so (Table 31).

The probability that a teacher frequently speaks to students in another language or asks about their pronunciation knowledge is quite low at 7.2%. It is more likely that this happens once in a while (42.1%) (see Table 32). One-third of respondents indicated that this never happens (34.3%). This frequency distribution shows that a multilingual background of the pupils does not play a central role in the school.

In Table 33 the respondents were asked how they rated their school performance relative to other classmates. It turns out, that a majority finds itself in line with the general performance (57.7%). A little less than one third (31.4%) even indicates to do better in school than fellow classmates, whereas every tenth person (10.9%) reported to have a relatively lower level of performance. When looking at the numerically inconsistent self-assessments of better or worse school performance, a general tendency to rate one's own performance better than the average becomes apparent.

In relation to several questions on the extent to which diversity may be lived by schoolchildren, the respondents answered relatively uniformly (see Table 34). The statement that students have a right to live the customs of their countries of origin was disagreed with by a total of 5.7%, while 66% "strongly agreed" and 22.1% "agreed". With regard to the statement that respondents have classmates of different backgrounds in their school and class, agreement among respondents was even higher ("strongly agree" 75.9%, "agree" 15.6%). The impression that students from different backgrounds get along well with each other was shared by almost four-fifths of the respondents with 77.9% "strongly agree" and another 17.5% "agreed".

This shows that living one's own diversity in Austria, especially at school and in the classroom, is not perceived as problematic and is approved of by the respondents. As Table 35 shows, a large majority (92.5%) of respondents reported having a few to several friends from different countries or cultures or religions. Not having any friends with different regional, cultural or religious backgrounds is rather unlikely at 4.8%.

Table 27 - What do you think about your school?

		Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	F	22	48	145	178	94	487
	%	4.5%	9.9%	29.8%	36.6%	19.3%	100.0%
I feel safe when I am at school	F	14	29	90	135	207	475
	%	2.9%	6.1%	18.9%	28.4%	43.6%	100.0%
I feel like I belong in this class	F	11	25	89	145	210	480
	%	2.3%	5.2%	18.5%	30.2%	43.8%	100.0%
I am OK when a teacher asks me a *question	F	16	24	94	123	227	484
	%	3.3%	5%	19.4%	25.4%	46.9%	100.0%
I feel OK about what my classmates think of me	F	22	26	91	147	150	436
	%	5%	6%	20.9%	33.7%	34.4%	100.0%

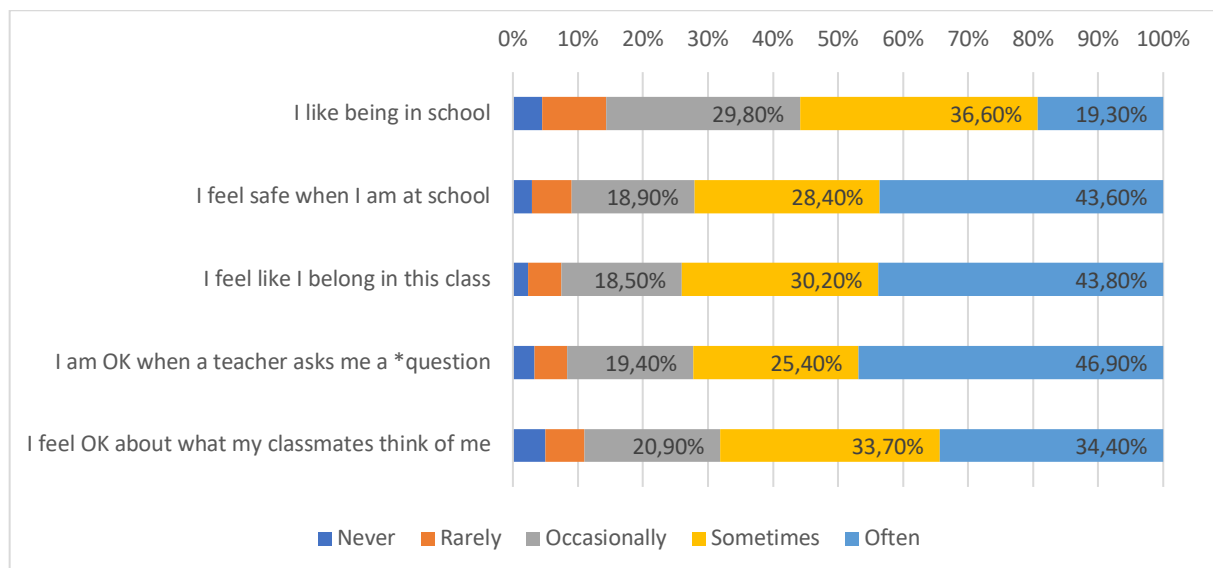


Figure 27. 1

Table 28 - Please read the following sentences regarding the relations among children in your class. How often this is true for you?

		Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	F	5	20	58	118	246	447
	%	1.1%	4.5%	13%	26.4%	55%	100.0%
My teachers accept me the same way as other classmates.	F	4	17	49	120	259	449
	%	0.9%	3.8%	10.9%	26.7%	57.7%	100.0%
My classmates care about how I feel.	F	30	43	88	133	107	401
	%	7.5%	10.7%	21.9%	33.2%	26.7%	100.0%
My teachers listen to me and take what I say into account	F	8	26	56	147	218	455
	%	1.8%	5.7%	12.3%	32.3%	47.9%	100.0%
My teachers talk about different countries, languages, cultures or religion	F	22	58	161	149	65	455
	%	4.8%	12.7%	35.4%	32.7%	14.3%	100.0%

Table 29 - During this school year, how often have other students from your school done any of the following things to you (including through Internet or texting):

		Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names spread lies about you, shared embarrassing information about you or threaten you	F	232	95	72	83	482
	%	48.1%	19.7%	14.9%	17.2%	100.0%
Hit or hurt you	F	387	49	19	24	479
	%	80.8%	10.2%	4%	5%	100.0%
Leave you out of their games or activities	F	337	66	34	44	481
	%	70.1%	13.7%	7.1%	9.1%	100.0%

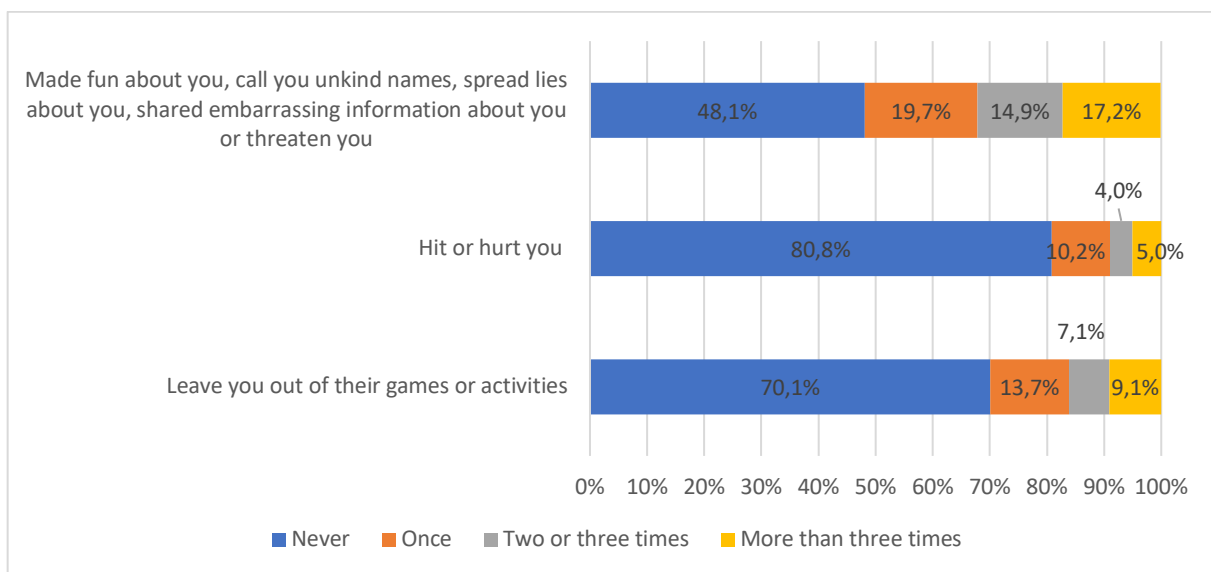


Figure 29.1

Table 30 - Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates		
		Yes	No	Total	Yes	No	Total
Your gender	F	123	301	424	73	378	451
	%	29%	71%	100.0%	16.2%	83.8%	100.0%
Your economic status (poor/rich)	F	18	411	429	36	409	445
	%	4.2%	95.8%	100.0%	8.1%	91.9%	100.0%
Your religion	F	47	400	447	35	417	452
	%	10.5%	89.5%	100.0%	7.7%	92.3%	100.0%
Your nationality/race	F	72	366	438	68	375	443
	%	16.4%	83.6%	100.0%	15.3%	84.7%	100.0%
Where you live (district, village/town)	F	14	439	453	13	446	459
	%	3.1%	96.9%	100.0%	2.8%	97.2%	100.0%
Language you speak	F	56	393	449	53	402	455
	%	12.5%	87.5%	100.0%	11.6%	88.4%	100.0%

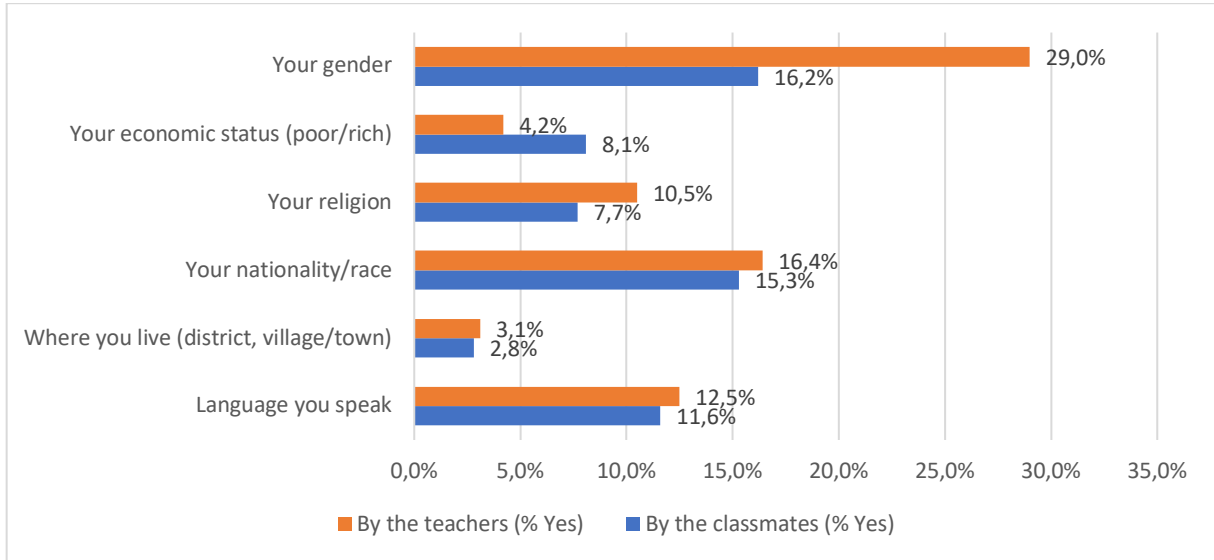


Figure 30. 1

Table 31- Are children allowed to speak other languages in your school (in the hallways, when playing)?

	F	%
Yes	341	71.6%
No	135	28.4%
Total	476	100.0%

Table 32 - During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

	F	%
Often	35	7.2%
Sometimes	204	42.1%
No	166	34.3%
I don` t know	79	26.3%
Total	484	100%

Table 33 - How successful are you in school in relation to your classmates?

	F	%
I am doing very good in school, my grades are good	150	31.4%
I am doing average in school, my grades are average	276	57.7%
I am doing bad in school, my grades are bad	52	10.9%
Total	478	100%

Table 34 - Please mark on the scale how much you agree with the following sentences:

		I strongly disagree	I Disagree	I neither agree nor disagree	I agree	I strongly agree	Total
Pupils who come to Austria from other countries should have the right to follow the customs of their countries*	F	11	14	27	97	289	438
	%	2.5%	3.2%	6.2%	22.1%	66%	100.0%
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	F	3	12	24	71	346	456
	%	0.7%	2.6%	5.3%	15.6%	75.9%	100%
In our class, pupils of different ethnicities/races/religion get along well	F	2	7	12	80	357	458
	%	0.4%	1.5%	2.6%	17.5%	77.9%	100.0%

* e.g. food, clothing, language

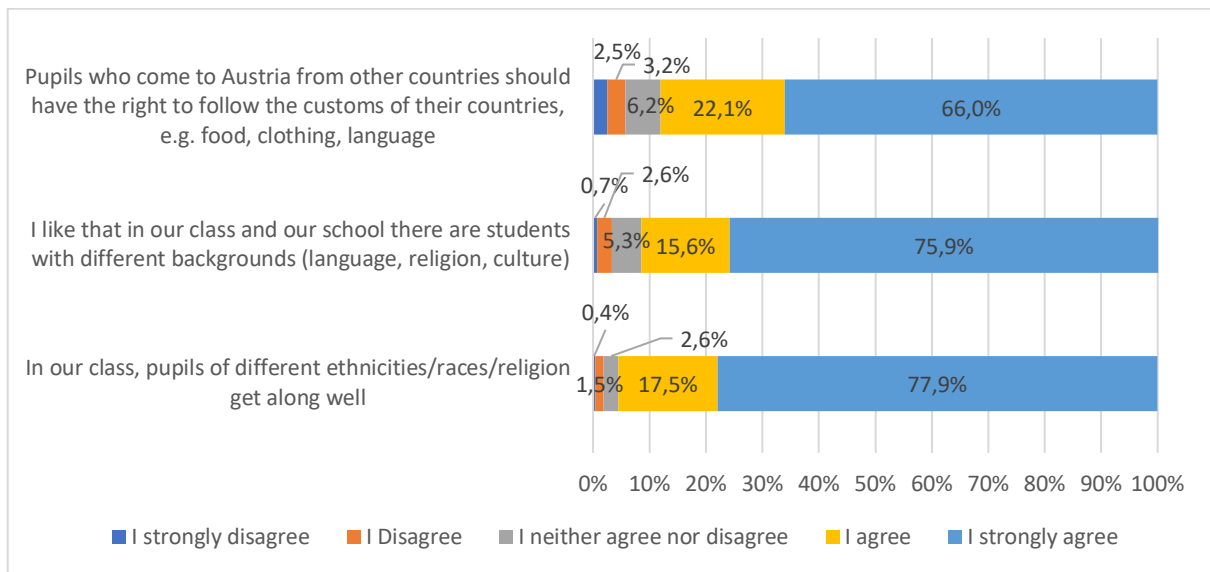


Figure 34. 1

Table 35 - Do you have friends from different countries (cultures/religions)?

	F	%
Yes, several	247	51.5%
Yes, a few	197	41%
No, none at all	23	4.8%
Don` t know	13	2.7%
Total	480	100.0%

3.2 Newly arrived, long-term and local children

This subchapter focuses on the variable that describes if the respondents were born in Austria or have moved to Austria and if so when. "Locals" make up 78.3% of the sample. Followed by 16.8%, who moved to Austria more than three years ago, named "Long term", and 12% "Newly arrived", who moved to Austria in the last three years. In the following part, this variable will be labelled "time of arrival".

Demographic data

Table 36 looks at the probability of when respondents were in Austria for the first time, conditional on the age group to which they belong. Since the group "newly arrived" has a small number of cases its explanatory power is low. Nevertheless, it is included in the following analysis. There is a general tendency in each category (local, long term, newly arrived) to be more likely part of the older age group (14-19 years) than the younger age group (10-13 years). The proportion of newly arrived respondents divided by age is in a ratio of one-third (37.5%) to two-thirds (62.5%), with older respondents making up the larger group. The same accounts for the proportion of locals with 35% of them being younger and 65% being older. A small deviation is found in the proportion of respondents belonging to the group of long-term residents. Here, the age membership distributes slightly different:

The probability to be part of "long term" under the condition of belonging to the older age group lays at 58.5%, whereas for the same category but under the condition of belonging to the younger age group, the probability lays at 41.5%. Based on these data, it can be interpreted that there was an increased migration of families with infants and toddlers to Austria more than three years ago. This migration dynamic weakened in the last three years, or perhaps the children who migrated to Austria in the last three years were not enrolled in the schools that are part of this study. Also, the migration dynamics were weaker more than 14 years ago and fewer children with a migration background in the family were born in Austria.

Similar to the general dominance of girls (54.8%, see Table 37) in the sample, girls dominate in all three expressions of the variable "time of arrival," broken down by gender. However, the distribution of the shares of boys and girls varies depending on how long the respondents have been living in Austria. Girls, for instance, are most likely to have lived in Austria "long term" (59.8%), i.e. for more than three years. This is also the characteristic that boys state least often (40%). Boys are most strongly represented in the "local" category. The distributions roughly correspond to the expected frequencies. Accordingly, a rather weak correlation can be assumed between the two variables "gender" and "time of arrival".

Table 38 shows the ethnic background of the respondents, broken down by "migrant status". The persons born in Austria are 100% from Western Europe. 8.75% of the "long term" respondents and 4.2% of the "newly arrived" respondents are also from Western Europe. This means that respondents of Western European ethnicity are most likely to have been born in Austria. The probability that respondents come from Eastern Europe is highest

for respondents who have lived in Austria for more than three years (21.25%), followed by respondents who have lived in Austria for less than three years (16.7%).

Among the "newly arrived" respondents, 37.5% and among the "long term" respondents 20.0% come from the former Yugoslavia, which makes it most likely that persons with former Yugoslav ethnicity are respondents who have been in Austria for less than three years. "Long-term respondents are 48.75% likely to be of Asian ethnicity and newly arrived respondents are 33.3% likely. With regard to persons with African ethnicity, the absolute values are too small for a permissible interpretation. It can be assumed that there are differences in the central tendencies of domains of the variable "migrant status" with regard to the question of which ethnical background the respondents do have.

In summary, ethnic background varies among newly arrived and long-term respondents, in stark contrast to local respondents. This variation could be explained by different immigration dynamics to Austria in recent years, but this cannot be verified on the basis of the available data.

Table 39 lists the probabilities of speaking a language at home, broken down by "migrant status". The likelihood of speaking a language at home is highest if the respondent arrived in Austria less than three years ago (90.00%). 82.37% of the "local" respondents also have a monolingual household. For the "long term" respondents, the probability of speaking a language at home is 69.06%. This is the group that shows the lowest probability of speaking only one language at home in relation to the other groups. Thus, this group dominates when it comes to living in bilingual households where at least one language is not of European origin (18.06%). In second place, with 10.00%, are those respondents who came to Austria less than three years ago. It should be noted here, with regard to the meaningfulness of the percentage value, that this is a very small group in absolute terms. In third place are the "local" respondents, 8.96% of whom speak two languages at home, at least one of which is not of European origin.

Two European languages are spoken at home by 9.72% of the "long term" respondents and 6.65% of the "local" respondents. A vanishingly small proportion of these two groups also speak three or more languages at home. In summary, the respondents of all groups are most likely to speak one language at home, with the "newly arrived" respondents dominating. Two languages (be it exclusively European languages or at least one non-European language) are spoken by 27.89% of the "long term" respondents and 15.61% of the "local" respondents.

The correlation between the variables "time of arrival" and "German language skills" is weak to medium (The probability of speaking German very well as a "local" respondent is the highest of all categories, at 68.8%. Another good third of "locals" say they can speak German "well" (34.2%). This group thus rates its German language skills highest of all groups. They are followed by the "long-term" respondents, 46.3% of whom said they could speak German "very well" and a good half (51.2%) said they could speak German "well." Respondents who came to Austria less than three years ago ranked third on the scale of how

well they assessed their own language skills. Newly arrived" respondents are most likely to be able to speak German "well" (62.5%). Only 16.7% or in total numbers four persons each from this group stated that they could speak German "very well" or "a little". Based on these data, it can be assumed that the length of a respondent's stay in Austria is related to the ability to speak German.

Asked about their place of birth, all "local" respondents answered "as can be assumed" that they are from Austria (100%) (see Table 41). The respondents who came to Austria more or less than three years ago accordingly do not have Austria as their place of birth, but show various places of birth. A quarter of the newly arrived respondents were born in Serbia (35%). Thus, Serbia is the most likely place of birth of this group. Of the "long term" respondents, 15.2% were born in Syria, which makes Syria the most likely country of birth for this group. Another 11.4% of the "long term" respondents stated Afghanistan and 7.6% Russia as their place of birth. All other countries of birth were given in absolute numbers of no more than 5 people. Under "other", those countries of birth were grouped together that were only mentioned once by the respondents. These are, for example, Cambodia, China, Uganda, etc. As can be seen, almost four fifths of the respondents were born in Austria (78.7%), whereby the "local" respondents are one to one. The other fifth is spread over a total of 29 countries of birth.

As can be seen in Table 42, the statements on the possession of Austrian citizenship diverge strongly between respondents of the different "time of arrival" characteristics. The probability of possessing Austrian citizenship is highest if the respondents were born in Austria. For four fifths of them this is the case (81.6%). The probability of holding an Austrian passport decreases the shorter the respondents have been in Austria. Thus, one-fourth (25.6%) of those who have lived in Austria for more than three years say they possess such a document. This is even less the case for respondents who have lived in Vienna for less than three years. 17.4% of them state that they have Austrian citizenship. It is striking that 17.1% of respondents who have lived in Austria for longer do not know whether they have Austrian citizenship. Why this is unclear cannot be answered here.

According to Table 43, respondents living in Austria "long term" most frequently (89.7%) have at least one parent who was not born in Austria. Among persons who came to Austria less than three years ago, this is second most often the case, at 83.3%. At 64.2%, more than half of the respondents born in Austria have at least one parent who was not born in Austria. Accordingly, it is most common for this group, compared to the others, to have all parents also born in Austria, namely 34.8%. The probability that the parents were also not born in Austria thus increases under the condition when respondents themselves were also not born in Austria.

Respondents who are "locals" or "newly arrived" are most likely to be Christian, with 46.2% and 47.8% respectively (see Table 44). Next to this, approximately 30% of these two groups also state that they are of the Islamic faith. With regard to respondents who have lived in Austria for more than three years, i.e. who belong to the "long term" group, this ratio is different. Half of the respondents in this group (48.8%) are of the Islamic faith and a

quarter (24.4%) of the Christian faith. Thus, respondents who have lived in Austria for more than three years but were not born there are most likely to have an Islamic denomination. While it is more likely for the other two cases to be of Christian faith.

There are no significant differences between the respondents in terms of place of residence, broken down by "migrant status" (see Table 45). In all groups, the probability of living in the outer districts of the city strongly predominates (77.9% "local", 76.5% "long term", 70.0% "newly arrived"). The newly arrived respondents were most likely to live in the inner districts of the city with 30%, followed by the long-term respondents with 23.5% and the local respondents with 22%.

As shown in Table 46, all respondents are more likely to have a neighbourhood consisting of people with different ethical, religious, or racial backgrounds than not. At the same time, one third of respondents who have lived in Austria for less than three years say they do not have such a neighbourhood. This is less often the case under the condition of having lived in Austria for more than three years (18.3%) or having been born in Austria (21.4%). Due to the low number of cases in the "newly arrived" group, it is difficult to deduce a distinct relation between the variable "migrant status" and "diverse neighbourhood".

The probability of liking to live in Austria, broken down by "migrant status," is almost identical to the general probability of all respondents liking to live in Austria (see Table 47). Thus, the variables "migrant status" and "satisfaction with place of residence" are stochastically independent variables. It is therefore the case for all groups, as for the entire sample, that they are very likely (87% to 91.5%) to live in Austria. Approximately every tenth respondent does not like his or her own country of residence.

Of those respondents who would not like to live in Austria, divided according to "migrant status", one third each of the "newly arrived" respondents stated that they would like to live in Serbia (33.3%) or the USA (3.3%) (see Table 48). This makes Serbia and the USA the most popular countries within this group, but also in comparison to the other groups. With 23.5%, the "long term" respondents favour Turkey as their place of residence. Germany and the USA come in second place with 17.6% each. Among the "local" respondents, Germany was named most frequently as the desired place of residence (16%), followed by the USA with 16%.

In summary, the country of choice varies among the three "migrant status" groups, with the USA among the top three most frequently named places of choice for all three. Table 49 shows the extent to which the respondents' families, broken down by migrant status, have problems paying for economic constraints. Keeping in mind that the number of cases is very small (25), the respondents who have been living in Austria for less than three years are the most likely to state (25%) that their family has no difficulties in meeting economic needs compared to the other groups.

After that, the "local" respondents state that 15.3% of them have no economic problems in their family. In relation to this category, it is those respondents who came to Austria more

than three years ago for whom it is least likely (12.5%) that their families have no economic problems.

For all groups, it is most likely to live in families with some economic problems. Here the "long term" respondents dominate with 81.3%, closely followed by the "locals" 77.8% and in last place the "newly arrived" respondents with 70.8%. Statistically meaningful percentages in relation to strong economic problems in their own family are found in relation to the "locals", who assign themselves to 6.9% to this category. It is admissible to say that there is a high tendency that respondents of all domains of the variable "migrant status" have to struggle with some economic problems in their family.

Regarding the question of whether respondents live with family members, there are small differences when broken down by "migrant status" (see Table 50). For all three groups it is very likely that they live together with family members (89% to 95.8%), whereby the "newly arrived" respondents with 11% are most strongly in the group of those who live without family members. In summary, more than nine out of ten respondents live with a family member.

Table 36 - Migrant status * Age

			Age		Total
			10-13	14-19	
Migrant status	Newly arrived	F	9	15	24
		%	37.5%	62.5%	100.0%
	Long term	F	34	48	82
		%	41.5%	58.5%	100.0%
	Local	F	134	249	383
		%	35%	65%	100.0%
Total		F	177	312	489
		%	36.2%	63.8%	100.0%

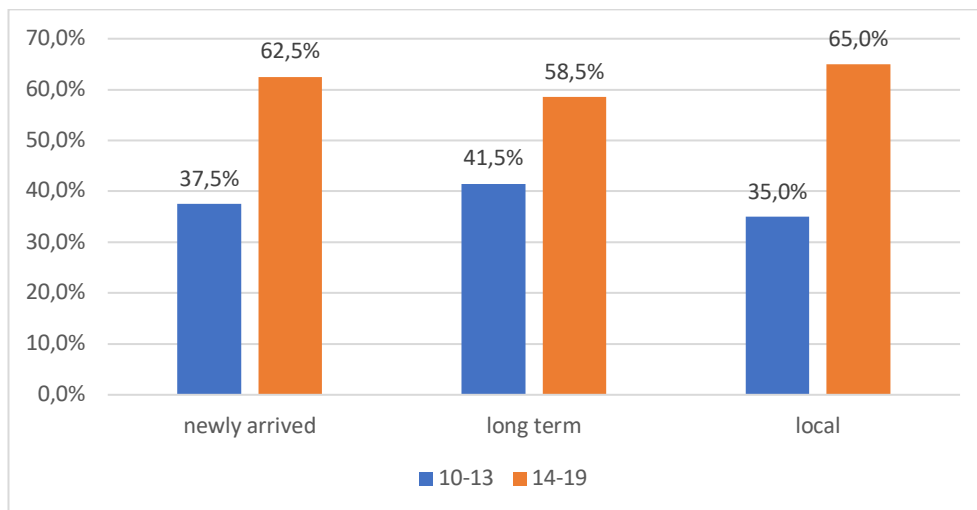


Figure 36.2

Table 37 - Migrant status × Gender

			Gender			Total
			Girl	Boy	Other	
Migrant status	Newly arrived	F	13	10	1	24
		%	54.2%	41.7%	4.2%	100.0%
	Long term	F	49	33	0	82
		%	59.8%	40.2%	0%	100%
	Local	F	206	171	6	383
		%	53.8%	44.6%	1.6%	100.0%
Total		F	268	214	7	489
		%	54.8%	43.8%	1.4%	100.0%

While there was a possibility for children to select also the answer »other«, the absolute frequency was too little to make any comparative analyses, therefore these answers were left out.

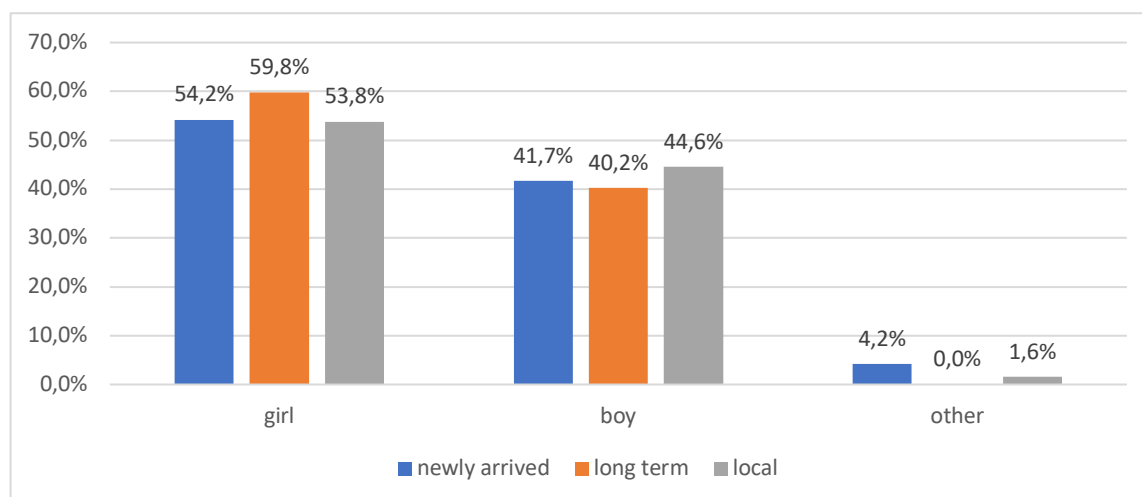


Figure 37.3

Table 38 - Migrant status × Ethnic background

			West Europe	East Europe	Former Yugoslavia	Asia	Africa	Total
			Migrant status	Newly arrived	F	1	4	
		%	4.2%	16.7%	37.5%	33.3%	8.3%	100.0%
	Long term	F	7	17	16	39	1	80
		%	8.8%	21.3%	20.0%	48.8%	1.3%	100.0%
	Local	F	383	0	0	0	0	383
		%	100%	0%	0.00%	0.00%	0.0%	100.0%
Total		F	389	21	25	47	3	487
		%	79.9%	4.3%	5.1%	9.7%	0.6%	100.0%

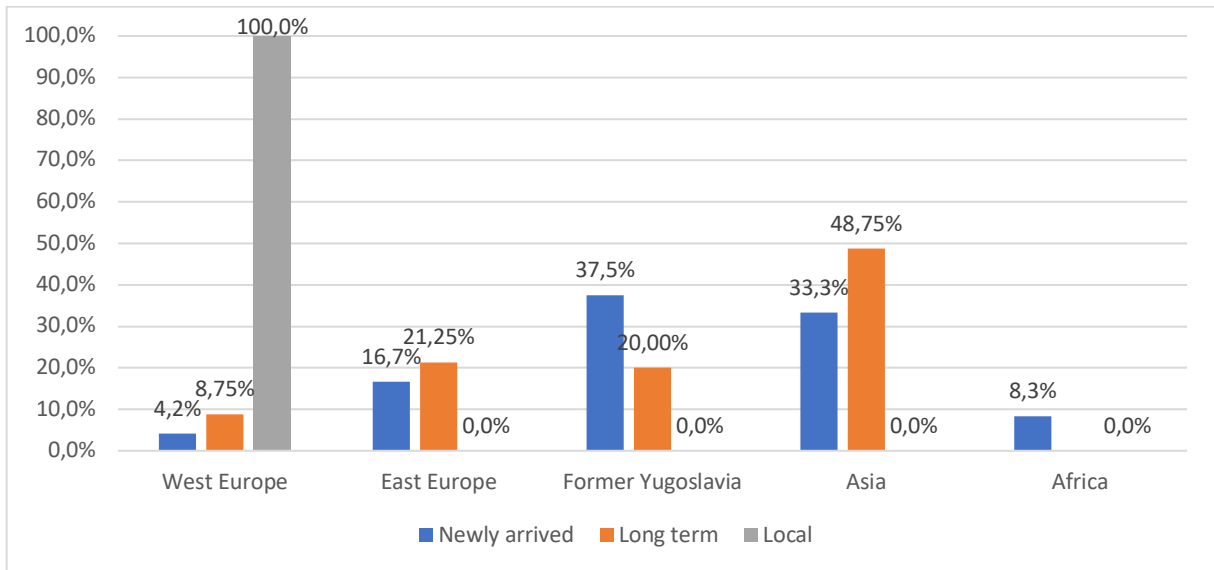


Figure 38. 4

Table 39 - Migrant status * The languages you speak at home

			One language	2 languages (at least one not european)	2 european languages	3 languages	more than 3 languages	Total
Migrant status	Newly arrived	F	18	2	0	0	0	20
		%	90.0%	10.0%	0.0%	0.0%	0.0%	100.0%
	Long term	F	49	13	7	1	2	72
		%	68.1%	18.1%	9.7%	1.4%	2.8%	100.0%
	Local	F	285	31	23	6	1	346
		%	82.4%	9.0%	6.7%	1.7%	0.3%	100.0%
Total	F	389	352	21	25	47	3	
	%	79.9%	80.4%	4.8%	5.7%	10.7%	0.7%	

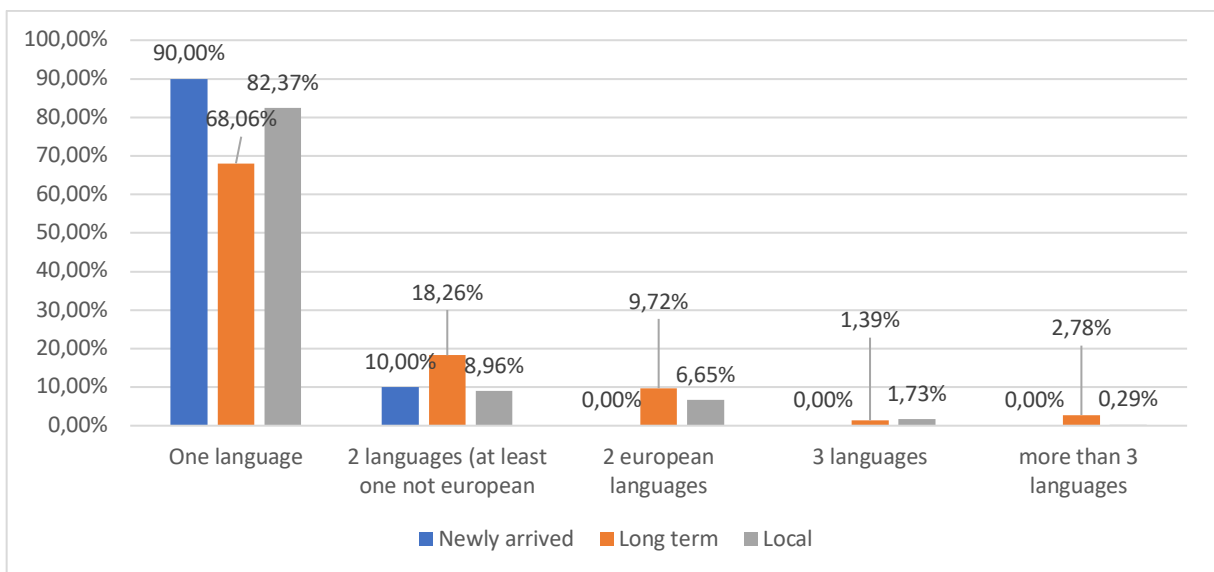


Figure 39. 5

Table 40 – Migrant status x How well do you speak German?

			German*				Total
			Very well	Well	Little	Not at all	
Migrant status	Newly arrived	F	4	15	4	1	24
		%	16.7%	62.5%	16.7%	4.2%	100,0%
	Long term	F	38	42	2	0	82
		%	46.3%	51.2%	2.4%	0%	100%
	Local	F	263	110	8	1	382
		%	68.8%	28.8%	2.1%	0.3%	100,0%
Total		F	305	167	14	2	591

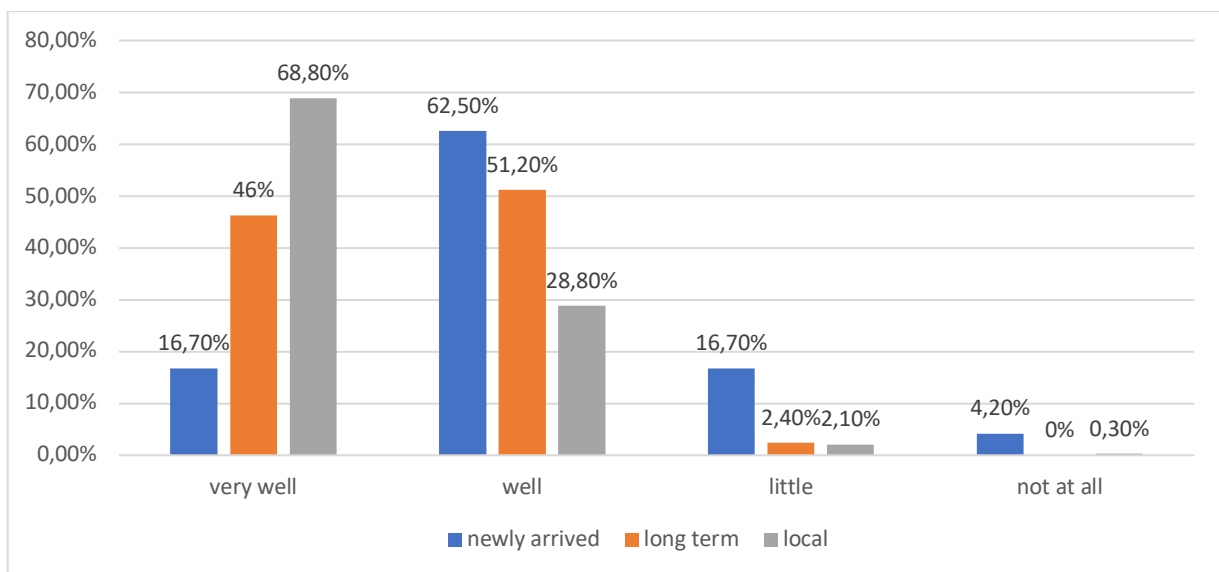


Figure 40. 6

Table 41 - Migrant status x Which country were you born in?

		Newly arrived	Long term	Local	Total
Afghanistan	F	1	9	0	10
	%	4.2%	11.4%	0.0%	2.1%
Austria	F	0	0	383	383
	%	0.0%	0.0%	100.0%	78.7%
Bosnia-Herzegovina	F	2	2	0	4
	%	8.3%	2.5%	0.0%	0.8%
Bulgaria	F	0	4	0	4
	%	0.0%	5.1%	0.0%	0.8%
Germany	F	0	4	0	4
	%	0.0%	5.1%	0.0%	0.8%
Iraq	F	1	5	0	6
	%	4.2%	6.3%	0.0%	1.2%
Iran	F	0	3	0	3

	%	0.0%	3.8%	0.0%	0.6%
Poland	F	0	3	0	3
	%	0.0%	3.8%	0.0%	0.6%
Romania	F	2	5	0	7
	%	8.2%	6.3%	0.0%	1.4%
Russia	F	1	6	0	7
	%	4.2%	7.6%	0.0%	1.4%
Serbia	F	6	10	0	16
	%	25.0%	12.7%	0.0%	3.3%
Slovakia	F	1	1	0	2
	%	4.1%	1.3%	0.0%	0.4%
Syria	F	2	12	0	14
	%	8.3%	15.2%	0.0%	2.9%
Other	F	8	15	0	23
	%	33.3%	19.0%	0.0%	4.7%
Total	F	24	79	383	486
	%	100.0%	100.0%	100.0%	100.0%

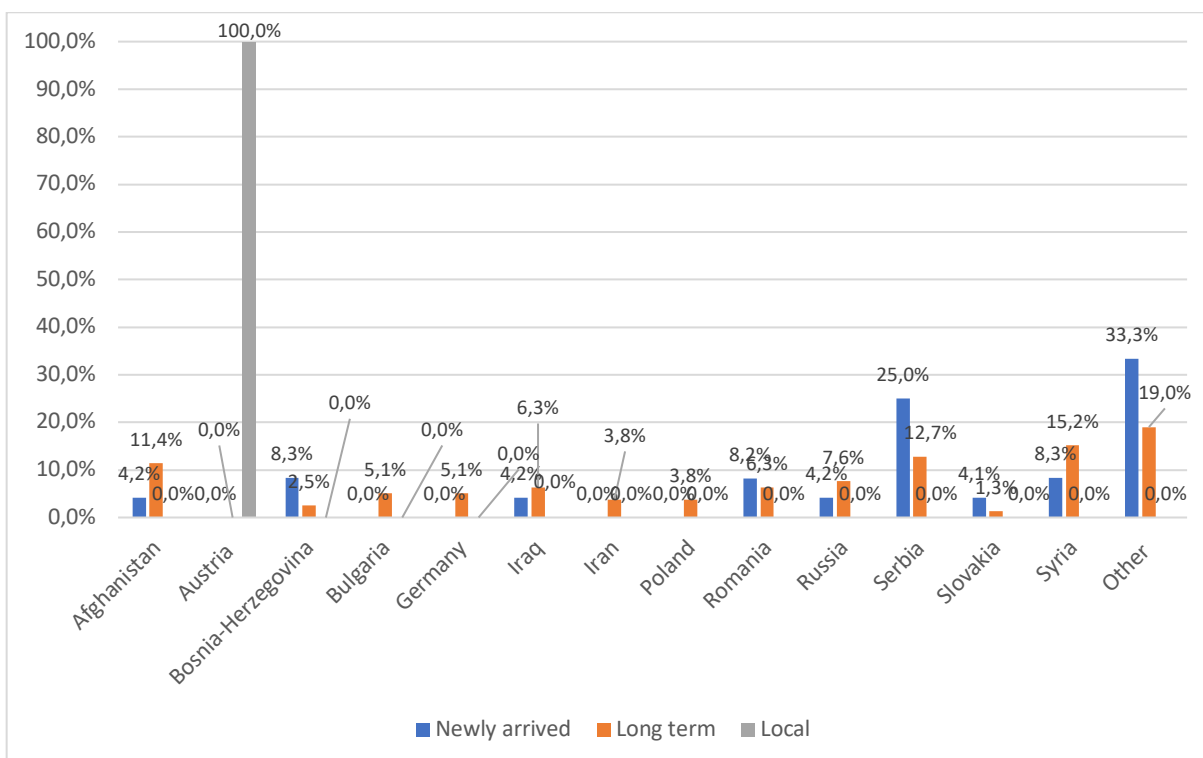


Figure 41. 7

Table 42 - Migrant status x Do you have an Austrian citizenship?

			Citizenship				Total
			Yes	No	Don`t know	Don`t want to answer	
Migrant status	Newly arrived	F	4	19	0	0	23
		%	17.4%	82.6%	0%	0%	100.0%
	Long term	F	21	43	14	4	82
		%	25.6%	52.4%	17.1%	4.9%	100%
	Local	F	310	56	12	2	380
		%	81.6%	14.7%	3.2%	0.5%	100.0%
Total		F	335	118	26	6	485
		%	69.1%	24.3%	5.4%	1.2%	100.0%

Cramer's V:0.392, Sig.0.000

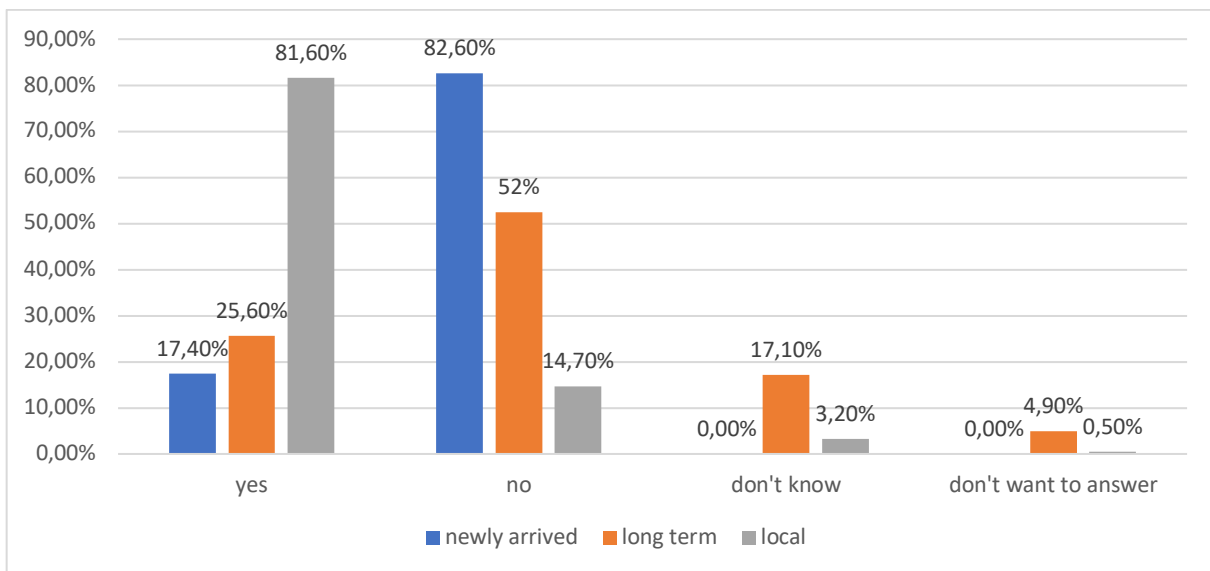


Figure 42. 1

Table 43 - Migrant status x Do you have parents that were born in another country?

			Parents born in another country		Total
			Yes	No	
Migrant status	Newly arrived	F	20	4	24
		%	83.3	16.7	100
	Long term	F	70	8	78
		%	89.7	10.3	100
	Local	F	238	133	371
		%	64.2	35.8	100
Total		F	328	145	473
		%	69.3	30.7	100

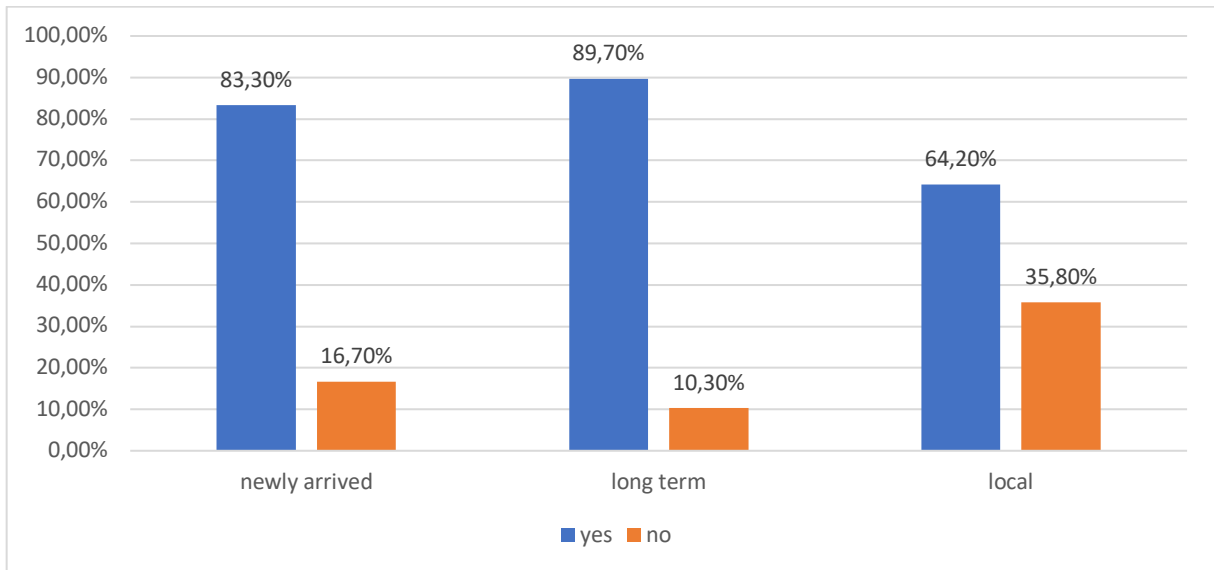


Table 44 - Migrant status x Do you feel affiliated with a religion?

Religion*		Christianity	Islam	Alevitism	Buddhism	Sikhism	Other	Not affiliated	I don't know	I don't want to answer	Total	
Migrant status	Newly arrived	F	11	7	0	2	0	1	1	0	1	23
		%	47.8%	30.4%	0%	8.7%	0%	4.3%	4.3%	0%	4.3%	100%
	Long term	F	20	40	0	1	2	1	10	2	6	82
		%	24.4%	48.8%	0%	1.2%	2.4%	1.2%	12.2%	2.4%	7.3%	100%
	Local	F	174	116	5	4	7	2	54	2	13	377
		%	46.2%	30.8%	1.3%	1.1%	1.9%	0.5%	14.3%	0.5%	3.4%	14%
Total	F	205	163	5	7	9	4	65	4	20	482	
	%	42.5%	33.8%	1%	1.5%	1.9%	0.8%	13.5%	0.8%	4.1%	15.5%	

Cramer's V: 0.194, Sig.:0.003

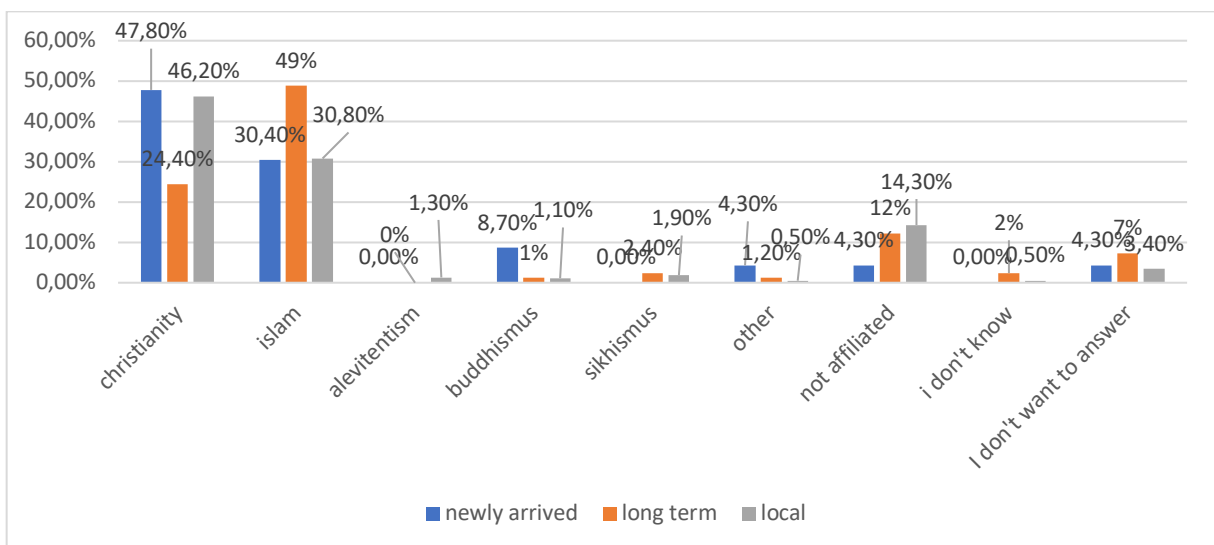


Figure 44. 8

Table 45 - Migrant status x Where do you live?

			Where do you live in Vienna?		Total
			Inner districts	Outer districts	
Migrant status	Newly arrived	F	6	14	20
		%	30.00%	70.00%	100.00%
	Long term	F	16	52	68
		%	23.50%	76.50%	100.00%
	Local	F	73	257	330
		%	22%	78%	100.00%
Total		F	95	323	418
		%	22.70%	77.30%	100.00%

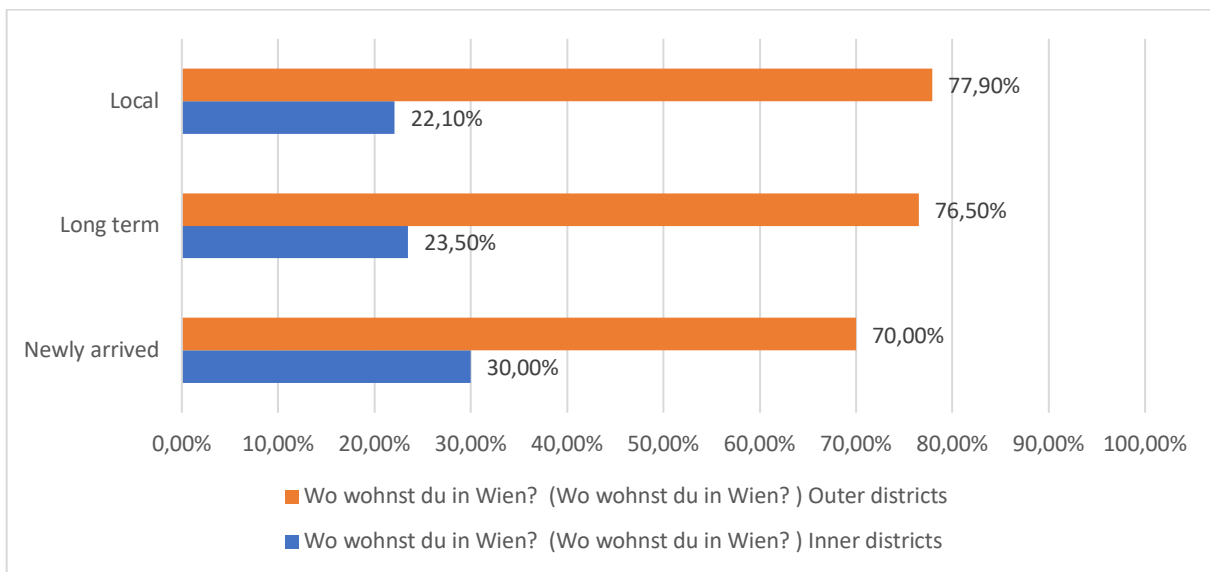


Figure 45. 9

Table 46 - Migrant status x Do you live in an area where many people are of a different race, ethnic or religious group?

			Yes	No	Total
Migrant status	Newly arrived	F	14	8	22
		%	63.6%	36.4%	100.0%
	Long term	F	67	15	82
		%	81.7%	18.3%	100%
	Local	F	291	79	370
		%	78.6%	21.4%	100.0%
Total		F	372	102	474
		%	78.5%	21.5%	100.0%

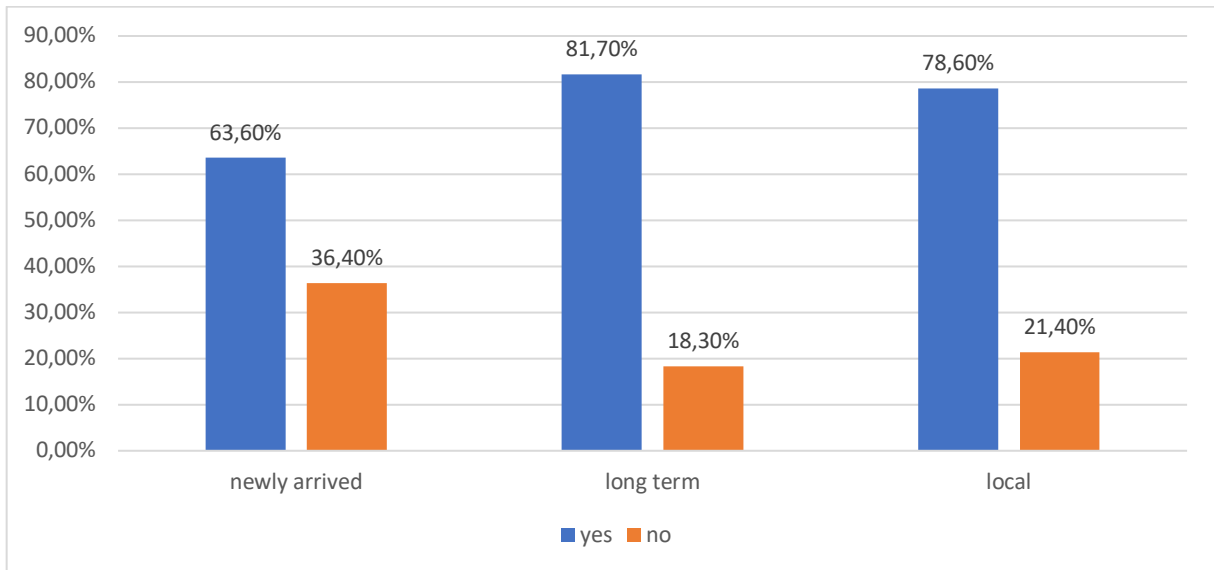


Figure 46. 10

Table 47 - Migrant status x Do you like living in this country?

Migrant status			Yes	No	Total
Migrant status	Newly arrived	F	20	3	23
		%	87%	13%	100.0%
	Long term	F	75	7	82
		%	91.5%	8.5%	100%
	Local	F	343	36	379
		%	90.5%	9.5%	100.0%
Total		F	438	46	484
		%	90.5%	9.5%	100.0%

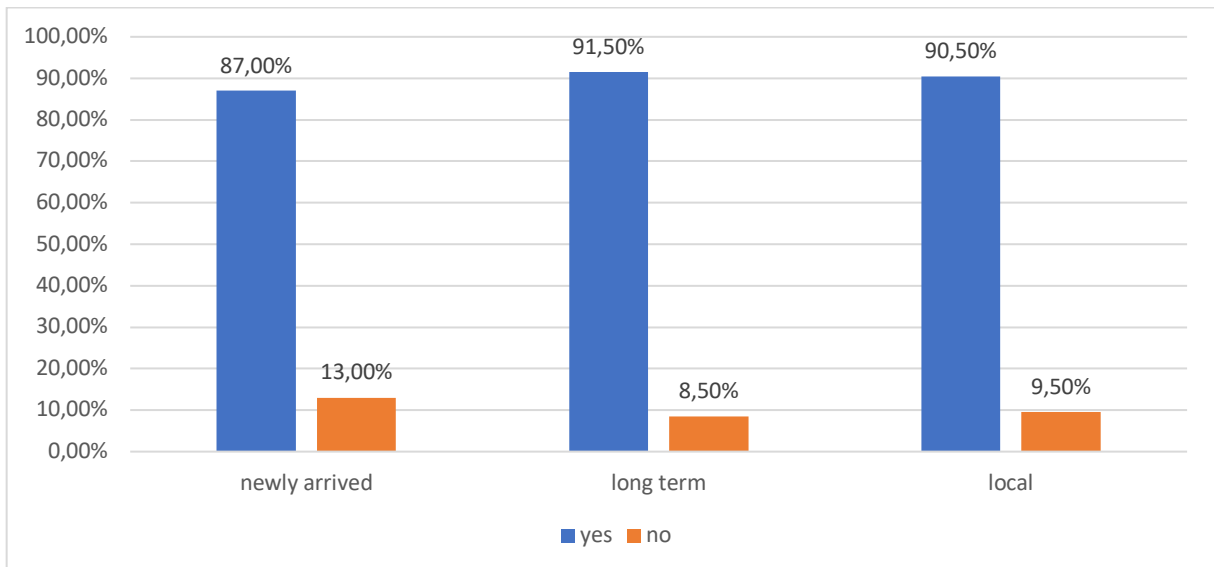


Figure 47. 11

Table 48 - Migrant status x If you could live in another country, which country would that be?

		Newly arrived	Long term	Local	Total
Australia	F	0	0	2	2
	%	0.0%	0.0%	4.0%	2.9%
Canada	F	0	0	2	2
	%	0.0%	0.0%	4.0%	2.90
England	F	0	1	2	3
	%	0.0%	5.9%	4.0%	4.3%
Germany	F	0	3	8	11
	%	0.0%	17.6%	16.0%	15.7%
Italy	F	0	0	2	2
	%	0.0%	0.0%	4.0%	2.9%
Japan	F	0	1	5	6
	%	0.0%	5.0%	10.0%	8.6%
Korea	F	0	1	2	3
	%	0.0%	5.9%	4.0%	4.3%
Nothern Mazdonia	F	0	0	2	2
	%	0.0%	0.0%	4.0%	2.9%
Swiss	F	0	0	2	2
	%	0.0%	0.0%	4.0%	2.90
Serbia	F	1	0	5	6
	%	33.3%	0.0%	10.0%	8.6%
Turkey	F	0	4	3	7
	%	0.0%	23.5%	6.0%	10.0%
USA	F	1	3	8	12
	%	33.3%	17.6%	16.0%	17.1%
Other	F	1	4	7	12
	%	33.3%	23.5%	14.0%	17.1%
Total	F	3	17	50	70
	%	100.00%	100.0%	100.00	100.0%

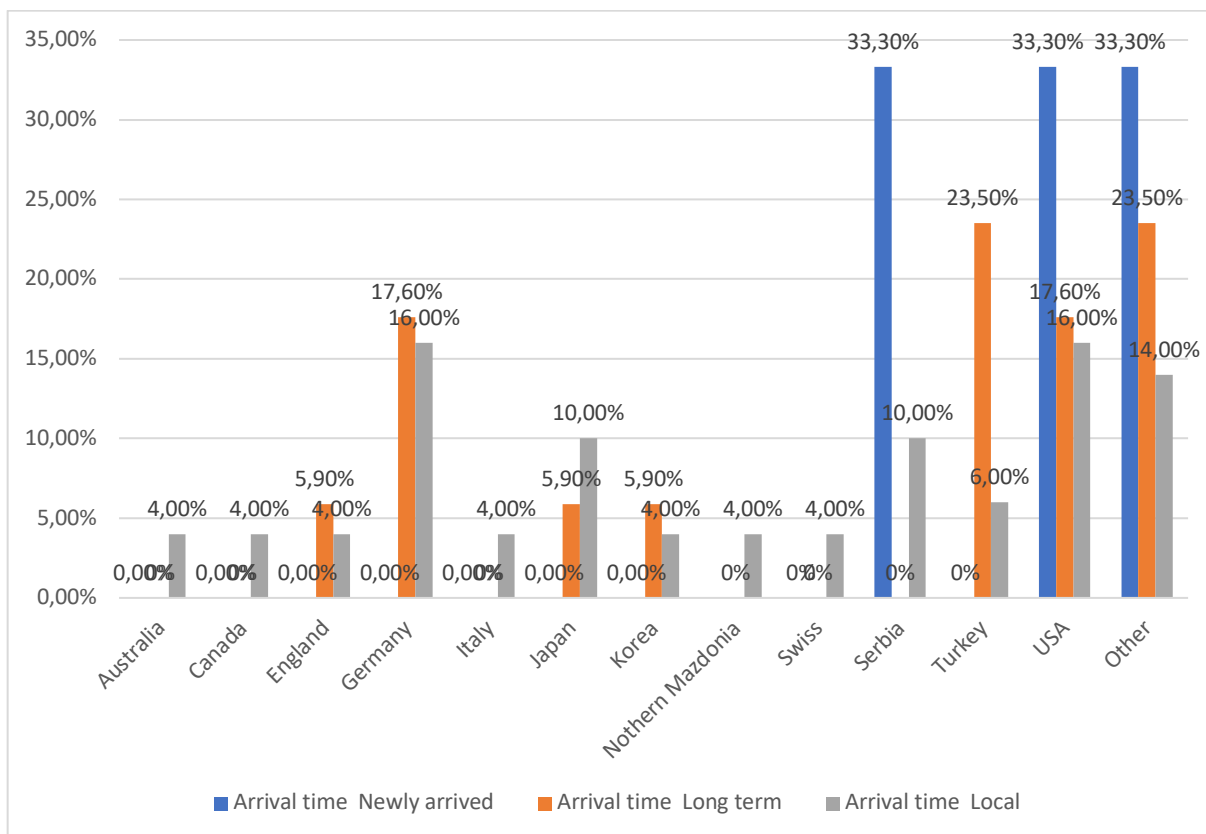


Figure 48. 12

Table 49 - Migrant status x Socio-economic status

		In our family, we do not have difficulties to cover our economic necessities	In our family, we have some difficulties to cover our economic necessities	In our family, we have difficulties to cover our economic necessities	Total
Newly arrived	F	6	17	1	24
	%	25%	70.8%	4.2%	100.0%
Long term	F	10	65	5	80
	%	12.5%	81.3%	6.3%	100.0%
Local	F	58	295	26	379
	%	15.3%	77.8%	6.9%	100.0%
Total	F	74	377	32	483
	%	15.3%	78.1%	6.6%	100.0%

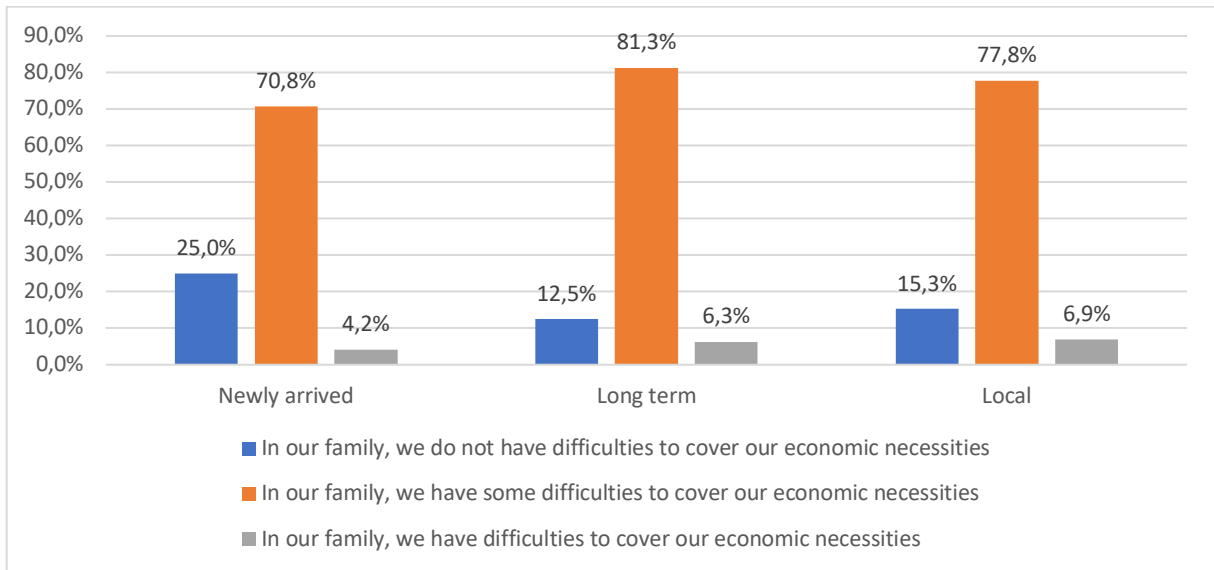


Figure 49. 1

Table 50 - Migrant status x Do you live with the members of your family?

			Yes	No	Total
Migrant status	Newly arrived	F	23	1	24
		%	95.8%	4.2%	100.0%
	Long term	F	73	9	82
		%	89%	11%	100%
	Local	F	357	21	378
		%	94.4%	5.6%	100.0%
Total		F	453	31	484
		%	93.6%	6.4%	100.0%

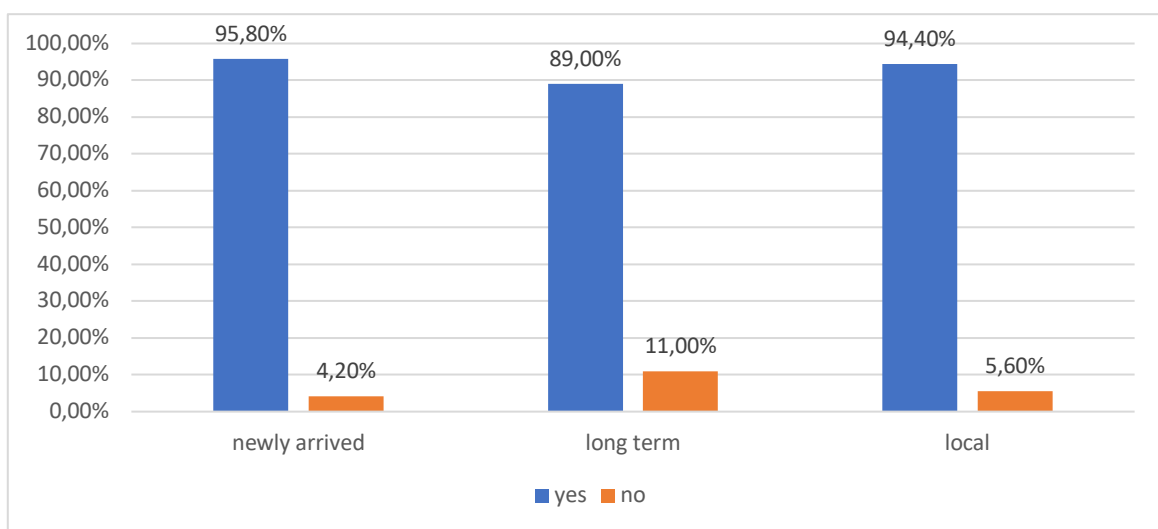


Figure 50. 1

Well-being and everyday life

Table 51 shows how satisfied the pupils are with their lives in general, broken down by "migrant status". On average, the "newly arrived" respondents showed higher satisfaction in three out of four categories than the "long term" or "local" respondents. Thus, the respondents who migrated to Austria less than three years ago are, on arithmetic average, more satisfied with their lives, largely like themselves and have positive prospects for the future. Only with regard to the question of whether the respondents have what they want in life were the "local" respondents on average most likely to be satisfied here.

In Table 52, the students were asked how often they engage in which leisure activity, broken down by their time of arrival. Of the four possible topics, all groups most frequently indicated that they are in contact with friends and relatives via smartphone or laptop. Thus, the "locals" spend 83% of their time in this way, followed by the "newly arrived" and the "long terms" with about 75%. Accordingly, "locals" are most likely to use digital devices frequently to daily to keep in touch. The dominance of this leisure mode could be due to the Corona Lockdowns in 2020 and 2021 in Austria, where physical contact with friends and relatives had to be minimized. The difference along the groups raises the question whether it can be explained by the fact that they have different levels of access to digital devices. These questions cannot be answered with this data set.

The second most common response from all groups was that they spend time alone frequently to daily. This could also be explained by the corona lockdowns and the physical distancing they demanded. On the one hand, the "newly arrived" are the most likely to spend time alone frequently to daily, at 54.2%. At 43%, the "locals" are also frequently alone almost every day or every day after school. "Long term" respondents, on the other hand, are more likely to spend their free time alone once or twice a week, not every day, at 48.8%.

Meeting and playing with friends once or twice a week is most likely for over half of the respondents in each of the "migrant status" categories. For example, "newly arrived" and "long term" respondents say they are about 58% likely to do this once or twice a week. Followed by the locals, at 52.4%, though they are more likely to physically meet friends frequently to daily relative to the others at 35.5% ("newly arrived" 25%, "long term" 25.6%). The frequency with which the respondents of the different groups participate in organized leisure activities differ slightly. The trend is that the "locals" participate least frequently in such organized recreational events (29.3% Rarely or never), while the "long terms" most consistently take part in such offerings once or twice a week or more frequently. At 37.5%, the "newly arrived" are most active in organized recreational activities and classes that occur almost daily to daily.

However, they are on second place when it comes to participating in such organized leisure activities once or twice a week ("newly arrived" 37.5%, "long term" 45.1%).

With regard to the arithmetic means of the values of the independent variable "migrant status" and the question of how the respondents perceive the support of family and friends, it can be seen that the "newly arrived" respondents on the one hand experience relatively

more support from their parents and on the other hand have less support from their friends than the other groups (see Table 53). Thus, the "local" respondents stated more frequently in the arithmetic mean that they have enough friends (mean 4.39) and are supported by them as soon as they have a problem (mean 4.26). The "long term" respondents are almost exclusively in relation to the questions in the arithmetic mean between the two groups "newly arrived" and "local". For the "newly arrived" respondents, this was on average the least frequent of all groups ("enough friends" mean 4.27, "support from friends" mean 4.18). However, this group felt most often supported by their families in problem situations (mean 4.43) and perceived by their parents (mean 4.43). It could be said that in the sample the "newly arrived" respondents experienced a stronger family connection, while those respondents who have been in Austria for a long time have a stronger network of friends. At the same time, however, the generalisation to the population is not permissible.

More than half of the respondents said they often spend time with school friends outside of school (Yes: "newly arrived" 54.2%, "long term" 53.2%, "local" 51.2%). There are hardly any differences between the groups (see Table 54). The same applies to the frequency with which respondents stated that they do not spend time with friends outside of school. This was stated by about one-fifth of the respondents (Yes: "newly arrived" 18.2%, "long term" 21.5%, "local" 22.92%). The commitments to social isolation during the corona lockdowns in Austria may have had an influence on this variable, but this cannot be discussed in more detail at this point.

Differences can be found when it comes to the question of whether respondents of different "migrant status" often spend time outside of school with friends who do not attend the same school. Here, at 62.5%, it is most likely that this is the case for the "newly arrived" respondents. Less than half of the respondents in the "long term" and "local" groups said that they often meet friends outside of school (Yes: "long term" 45.5%, "local" 46.7%). In summary, respondents in all "migrant status" groups most often meet friends from school in their free time. Friends who do not go to their own school are most likely to be met by "newly arrived" respondents. No friends are met by about one-fifth of the respondents in their free time.

With regard to the question of how often respondents, divided according to the length of time they have been in Austria, spend time with their friends face-to-face, it emerges that the "newly arrived" respondents spend time with their friends significantly less frequently than respondents who have been in Austria for more than three years (see Table 55). Thus, at 45.8%, they are much more likely to meet friends only occasionally than to meet them more often and more frequently (33.3% overall). About half of the respondents who are "long term" in Austria or who are "locals" meet their friends face-to-face sometimes to often ("long term" 51.9% in total, "locals" 48.1% in total). Approximately one third of both groups meet their friends face-to-face only occasionally and thus have more frequent physical contact with their friends than the "newly arrived" respondents.

Table 51 - Migrant status x Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Newly arrived	24	4.38	0.924
	Long term	77	4.16	1.052
	Local	364	4.02	1.191
I have what I want in life	Newly arrived	24	4.33	1.049
	Long term	81	4.28	1.132
	Local	380	4.46	0.925
I like being the way I am	Newly arrived	23	4.52	0.730
	Long term	80	4.09	1.203
	Local	372	3.83	1.377
I feel positive about my future	Newly arrived	23	4.39	1.033
	Long term	79	4.08	1.118
	Local	357	3.91	1.216

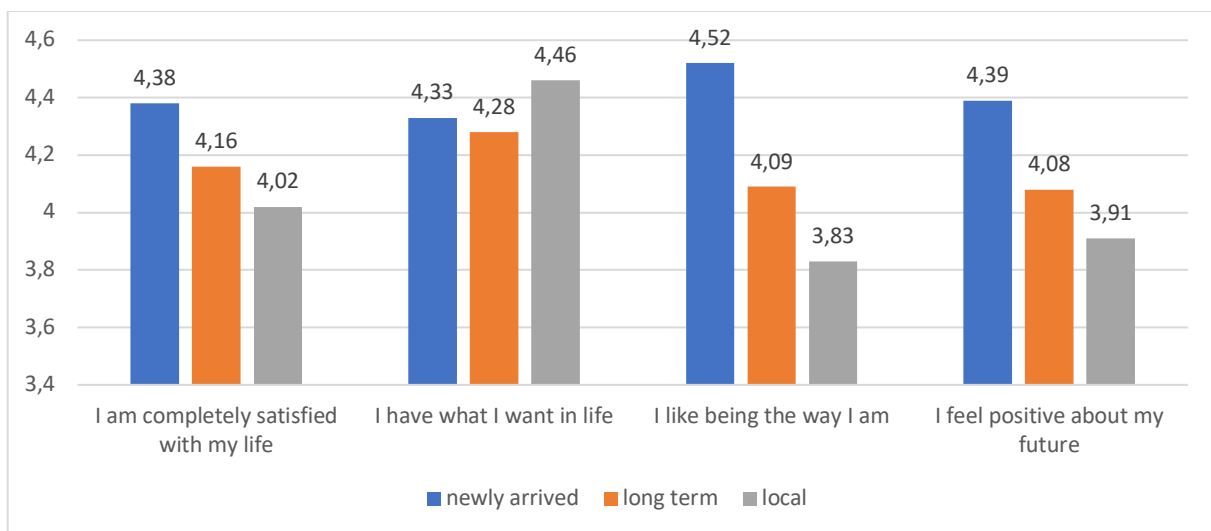


Table 52 - Arrival time x How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Newly arrived	N	6	9	9	24
		%	25%	37.5%	37.5%	100.0%
	Long term	N	17	37	28	82
		%	20.7%	45.1%	34.1%	100%
	Local	N	112	158	112	382
		%	29.3%	41.4%	29.3%	100.0%
Meeting, playing with friends	Newly arrived	N	4	14	6	24
		%	16.7%	58.3%	25%	100.0%
	Long term	N	13	48	21	82
		%				

	Local	%	15.9%	58.5%	25.6%	100%
		N	47	200	135	382
		%	12.3%	52.4%	35.3%	100.0%
Using smartphone or computer to stay in touch with friends/relatives	Newly arrived	N	1	5	18	24
		%	4.2%	20.8%	75%	100.0%
	Long term	N	4	17	60	81
		%	4.9%	21%	74.1%	100%
	Local	N	12	53	317	382
		%	3.1%	13.9%	83%	100.0%
Spending time just being by myself	Newly arrived	N	5	6	13	24
		%	20.8%	25%	54.2%	100.0%
	Long term	N	13	40	29	82
		%	15.9%	48.8%	35.4%	100%
	Local	N	57	160	164	381
		%	15%	42%	43%	100.0%

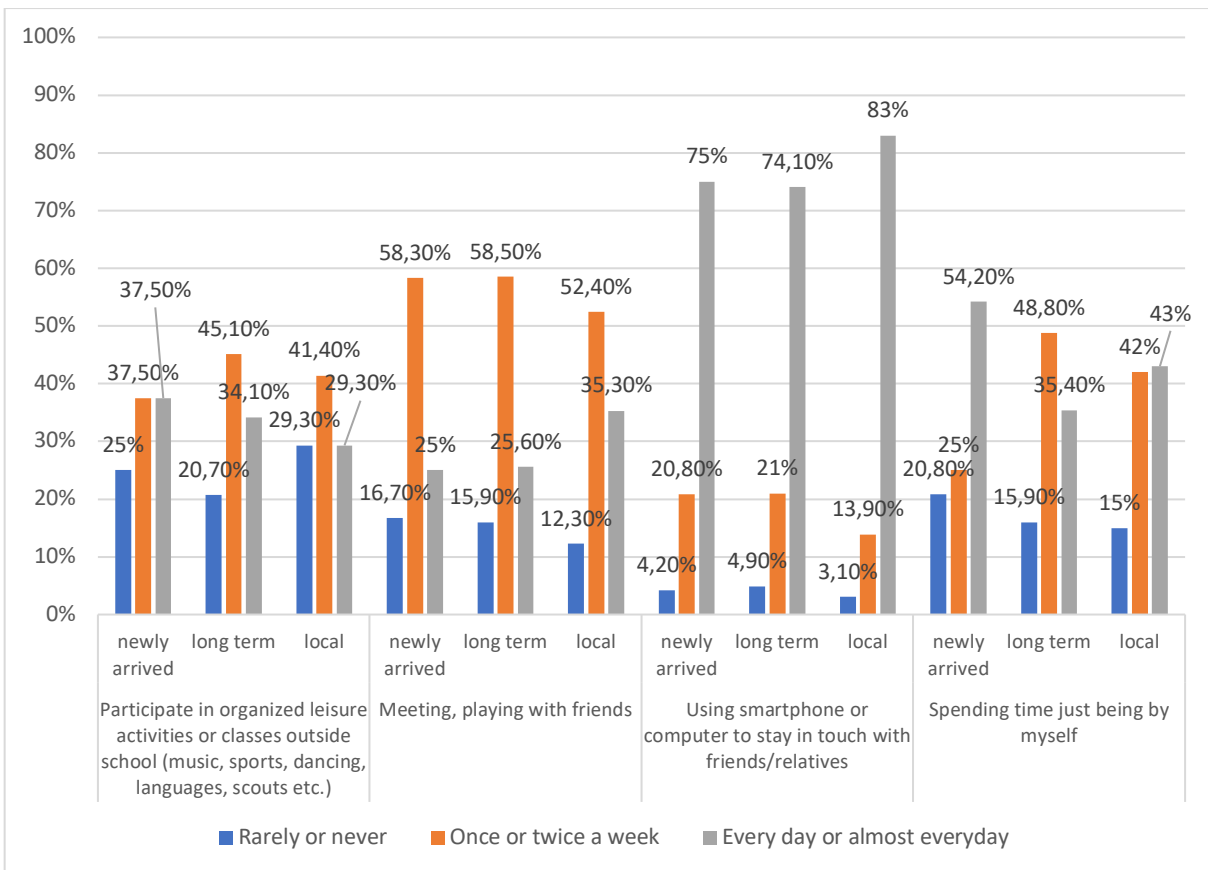


Table 53 - Migrant status x Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Newly arrived	23	4.43	0.788
	Long term	80	4.35	1.057
	Local	371	4.35	1.076
My parents (carers) listen to me and take what I say into account	Newly arrived	21	4.43	0.926
	Long term	79	4.41	1.007
	Local	371	4.36	1.034
I have enough friends	Newly arrived	22	4.27	1.202
	Long term	80	4.38	1.184
	Local	380	4.39	1.025
If I have a problem, I have a friend who will support me	Newly arrived	22	4.18	1.006
	Long term	82	4.27	1.166
	Local	374	4.26	1.054

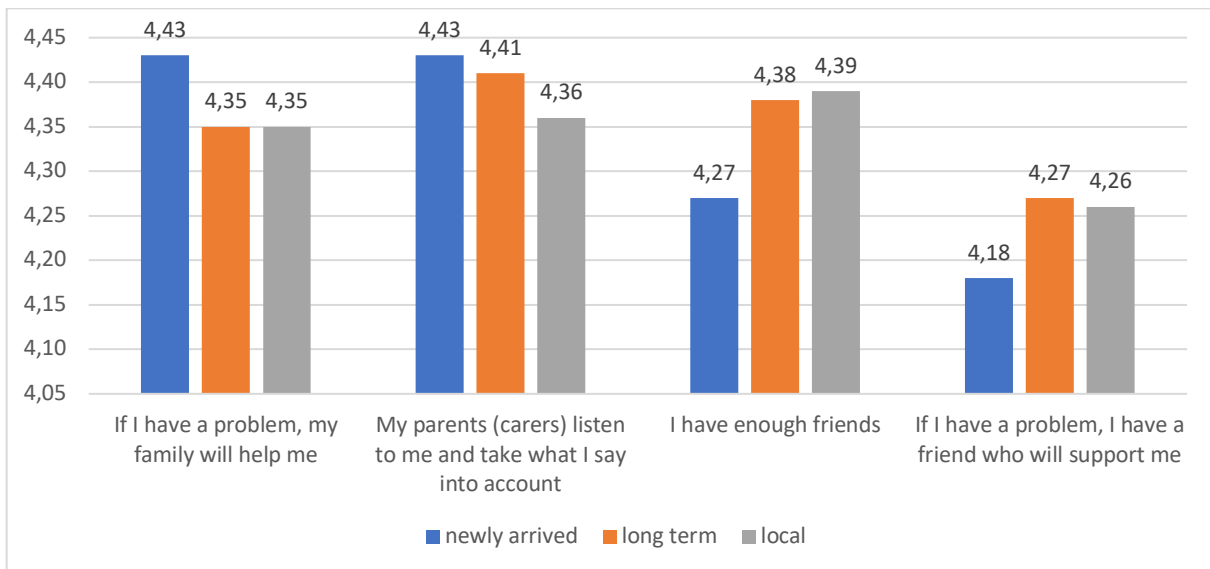


Table 54 - Migrant status x Leisure time

			No	Yes	Total
Out of school, I often spend time with friends from school	Newly arrived	N	11	13	24
		%	45.8%	54.2%	100.0%
	Long term	N	36	41	77
		%	46.8%	53.2%	100%
	Local	N	186	195	381
		%	48.8%	51.2%	100.0%
Out of school, I often spend time with my friends from elsewhere (e.g. my neighbourhood)	Newly arrived	N	9	15	24
		%	37.5%	62.5%	100.0%
	Long term	N	42	35	77
		%	54.5%	45.5%	100%
	Local	N	203	178	381
		%	53.3%	46.7%	100.0%
Out of school, I don't spend time with friends	Newly arrived	N	18	4	22
		%	81.8%	18.2%	100.0%
	Long term	N	51	14	65
		%	78.5%	21.5%	100%
	Local	N	262	78	340
		%	77.1%	22.9%	100.0%

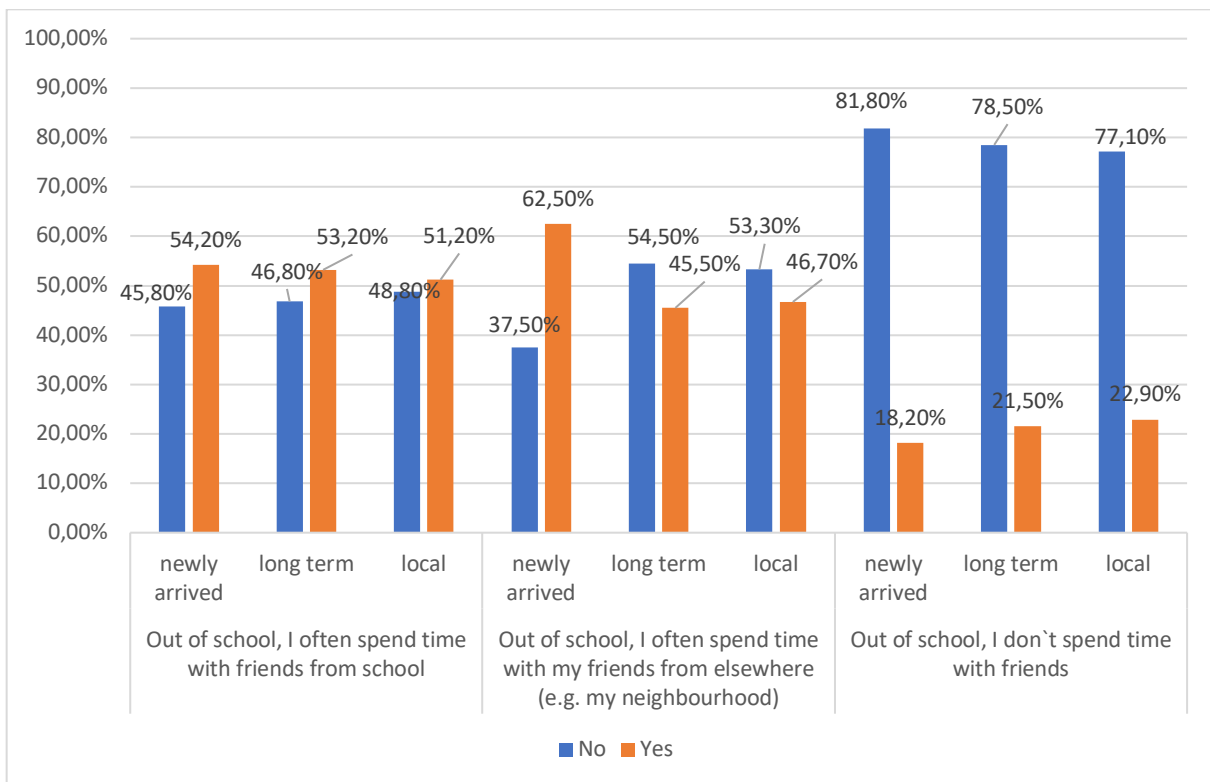


Table 55 - Migrant status x Leisure time 2:

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face*	Newly arrived	N	1	4	11	6	2	24
		%	4.2%	16.7%	45.8%	25%	8.3%	100.0%
	Long term	N	8	4	27	26	16	81
		%	9.9%	4.9%	33.3%	32.1%	19.8%	100%
	Local	N	28	45	124	134	48	379
		%	7.4%	11.9%	32.7%	35.4%	12.7%	100.0%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Newly arrived	N	1	1	4	9	9	24
		%	4.2%	4.2%	16.7%	37.5%	37.5%	100.0%
	Long term	N	3	11	19	20	28	81
		%	3.7%	13.6%	23.5%	24.7%	34.6%	100%
	Local	N	14	23	63	144	135	379
		%	3.7%	6.1%	16.6%	38%	35.6%	100.0%

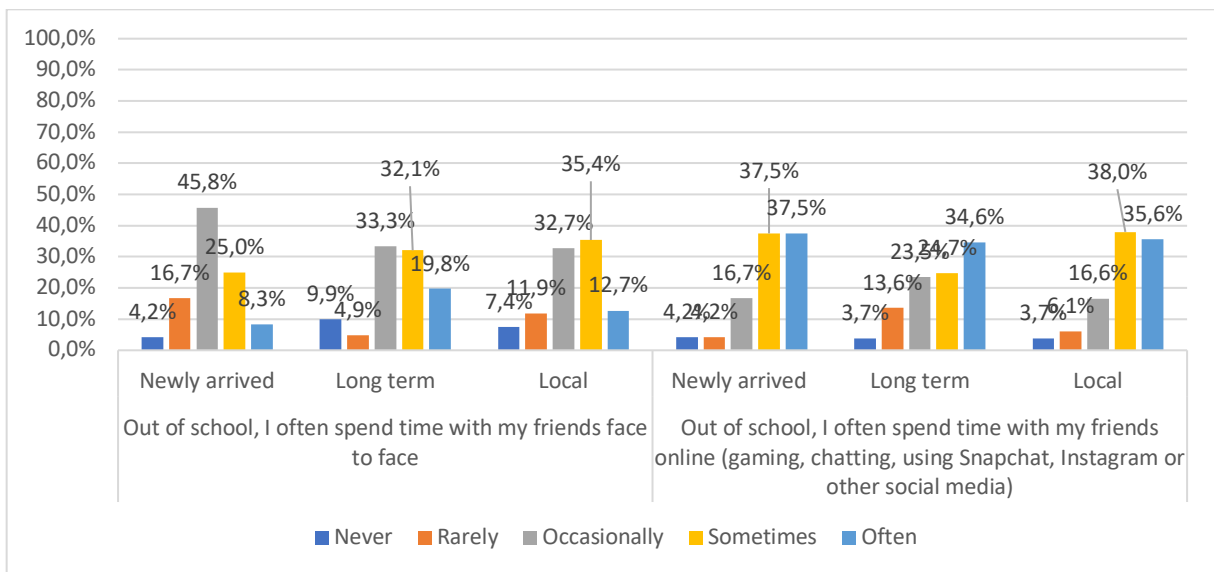


Figure 55.1

School life

The following section examines the various questions on the respondents' everyday school life, broken down by length of stay in Austria.

Table 56 deals with the frequency with which the respondents perceive belonging to a school as pleasant in relation to various levels. It can be seen from the data that the frequency of whether respondents feel comfortable with different situations in relation to school increases from "never" to "often." So the tendency is that more respondents feel comfortable more often, and few respondents feel comfortable rarely. There are two

exceptions to this. First, when asked if they like going to school, respondents from the "long term" and "local" groups are more likely to say "sometimes" than "often," at 37% each. Second, "long term" respondents are more likely to be "sometimes" okay with what their classmates think of them (38.9%) than that they are often (26.4%). Broken down by "time of arrival," it appears that the "newly arrived" respondents in three out of five questions, are the ones who are most often comfortable with school. This is the case in relation to whether they like going to school (37.5% "often"), whether they feel safe at school (56.5% "often"), and whether they feel okay with what their classmates think of them (43.5% "often"). In the other two questions, "newly arrived" respondents are most likely to say they feel comfortable, namely in the categories "I feel like I belong in this class" with 48.8% and "I am OK when a teacher asks me a question" with 53.1%. The statements of "local" respondents vary in comparison. For example, they are the ones least likely to frequently like going to school (16.4%), but most likely to frequently feel like they belong in the class (42.5%), most likely to frequently feel safe in school (43.1%), most likely to frequently be OK with being asked a question by teachers (45.3%), and likewise most likely to frequently be OK with what their classmates think of them (35.5%).

In Table 57 the subject of the frequency of good relationships among the pupils in the classes as well as attentiveness of the teachers disaggregated by "migrant status" is listed. It can be seen from the data that the frequency of whether the respondents feel comfortable with different situations in relation to classmates and teachers increases from "never" to "often" apart from the variables "My teachers talk about different countries [...]" and "My classmates care about how I feel". In relation to this, with the exceptions mentioned, more than half of the respondents, divided according to "migrant status", almost always state that they "often" feel accepted and empathically perceived. The general tendency is therefore that more respondents feel more often comfortable in relation to their classmates and teachers, divided according to "migrant status", and few respondents rarely feel comfortable.

Regarding the exceptions, the question whether the respondents feel that their classmates are perceptive towards them is answered rather with "sometimes" by the "long term" and "local" respondents (31.3% "long term", 34.4% "local"). Only the "newly arrived" respondents are most likely to answer "often" (38.1%). The situation is similar regarding the question of whether teachers talk about diversity with students. Here, the "newly arrived" respondents answered that this is most likely to be the case "sometimes" (31.8%). This is shared by the "long term" respondents with 40%. When it comes to respondents from the "local" group, the probability is even higher that they state that teachers "occasionally" talk about diversity (36.3%).

So, on the one hand, there seems to be a tendency for teachers to not bring up diversity that often, and at the same time for classmates to not be found to be as sympathetic. Otherwise, respondents from different "migrant status" groups encounter acceptance and attention from their classmates and teachers. In summary, it is the "newly arrived" respondents who experience their schooling most positively, followed by the "long term" and the "local" respondents.

Table 58 lists, by time of arrival, how often respondents experienced exclusion, bullying, or physical violence by their classmates in the last school year. The likelihood of having experienced physical violence in the last school year is small among the respondents. While none of the "newly arrived" respondents stated that they had ever experienced this, one fifth of the "long term" and "local" respondents each stated that they had experienced physical violence at least once (10.5% "long term", 10.2% "local"). Regarding the question whether the respondents have experienced exclusion by their classmates, it turned out that this is least often the case for "newly arrived" respondents (81.8%), followed by "long term" respondents (71.8%) and finally "local" respondents (69%). Accordingly, as a respondent from the "local" group, it is most likely to have experienced violence once (14.3%) to several times (16.7%) in a school year.

When it comes to bullying, the distribution looks different. While it is still most likely, with about half of the respondents in each "migrant status" group, not to have experienced bullying in the past school year, the probabilities are considerably higher compared to the other domains. For example, at 27.3%, "newly arrived" respondents are most likely to have been bullied between two and three times after no bullying experience. For "long term" respondents, after no bullying, it is even most likely to have been bullied more than three times in the past school year (20.5%), while for "local" respondents it is most likely to have experienced it once (20.1%). Thus, it appears that frequencies vary by "migrant status" group and frequency of bullying, physical violence, or social exclusion, but this does not follow a clearly discernible pattern.

Looking at Table 59, which shows whether unfair treatment was experienced by classmates or teachers based on nominal characteristics, one domain stands out. Unfair treatment by classmates as well as teachers in connection to the language a respondent speaks aggregated by "migrant status" is associated significantly. A closer look reveals that it is especially those respondents who have lived in Austria for more than three years (24.7% "long term") who are discriminated against by their teachers with regard to speaking other languages besides German. In comparison, respondents in the other two groups were less likely to report experiencing this, at around 10%. When it comes to discrimination based on language by classmates, in addition to 20% of the "long term" respondents, 21.1% of the "newly arrived" respondents are also affected. It can thus be seen that speaking a language other than German is relatively often used as a reason for unfair treatment, i.e. discrimination against these persons, especially against respondents who were not born in Austria.

Looking at Table 60, it can be seen that "newly arrived" respondents, in contrast to "long term" and "local" respondents, state more frequently (95.2%) that they are allowed to speak a language other than German outside of class. In comparison, this is only allowed for about 70% of "long term" and "local" respondents. One reason could be that respondents who have only lived in Austria for three years find it more difficult to speak German and it is accordingly important to allow them to speak other languages at school.

"Newly arrived" respondents are more likely to be asked by their teachers to use a language other than German (18.2%) than "long-term" and "local" respondents (see Table 61). In contrast, the latter two are more likely to be "never" asked by their teachers to use a language other than German in class (35.3% "long-term", 35.3% "native") than the "newly arrived" respondents (22.7%). Respondents who have lived in Austria for less than three years are thus more often asked about their language skills other than German than respondents who have lived in Austria for longer than three years.

In the self-assessment of their own school performance in comparison to their school peers, subdivided according to "time of arrival", a difference between respondents who were born in Austria and those who moved to Austria later becomes apparent (see Table 62). For example, less than a quarter of the "newly arrived" and "long term" respondents rate their school performance as above average (22.7% "newly arrived", 23.7% "long-standing"). In comparison, the "local" respondents rate their performance even better at 33.5%. The gap between the groups "newly arrived" and "long term" and the group of "natives" is relatively smaller when respondents rate their school performance as worse than average. Thus, on the one hand, approx. 13% of the respondents who came to Austria stated that their school performance is below average, while on the other hand 10% of those born in Austria indicated this.

Table 63 shows the arithmetic means of the independent variable "migrant status" in connection with questions on the respondents' assessment of cultural, religious and regional diversity in Austria and the school. It shows that the longer respondents have been in Austria, the more acceptable ("local" mean 4.62), perceptible ("long term" mean 4.70) and pleasant ("long term" mean 4.73) they find diversity on average. On the other hand, respondents who moved to Austria less than three years ago find it less important that diversity can be practised in Austria (mean 4.26), that there are students from different backgrounds in their school (mean 4.62) and that these students get along well with each other (mean 4.62).

The likelihood of having friends from diverse countries, cultures and religions is higher the shorter the respondents have lived in Austria (see Table 64). For example, more than two-thirds of respondents who moved to Austria less than three years ago say they have several such friends (68.2%), while this is true for less than half of respondents who have lived in Austria for more than three years.

Table 56 - Migrant status * What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Newly arrived	N	0	1	7	7	9	24
		%	0%	4.2%	29.2%	29.2%	37.5%	100.0%
	Long term	N	2	4	24	30	21	81
		%	2.5%	4.9%	29.6%	37%	25.9%	100%
	Local	N	20	43	113	140	62	378
		%	5.3%	11.4%	29.9%	37%	16.4%	100.0%
I feel safe when I am at school	Newly arrived	N	0	0	4	6	13	23
		%	0	0	17.4%	26.1%	56.5%	100.0%
	Long term	N	0	2	17	28	33	80
		%	0%	2.5%	21.3%	35%	41.3%	100%
	Local	N	14	27	69	100	159	369
		%	3.8%	7.3%	18.7%	27.1%	43.1%	100.0%
I feel like I belong in this class	Newly arrived	N	0	1	3	9	9	22
		%	0%	4.5%	13.6%	40.9%	40.9%	100.0%
	Long term	N	0	3	19	19	39	80
		%	0%	3.8%	23.8%	23.8%	48.8%	100.0%
	Local	N	11	21	67	116	159	374
		%	2.9%	5.6%	17.9%	31%	42.5%	100.0%
I am OK when a teacher asks me a question	Newly arrived	N	0	1	6	6	11	24
		%	0%	4.2%	25%	25%	45.8%	100.0%
	Long term	N	4	1	15	18	43	81
		%	4.9%	1.2%	18.5%	22.2%	53.1%	100.0%
	Local	N	12	22	73	98	170	375
		%	3.2%	5.9%	19.5%	26.1%	45.3%	100.0%
I feel OK what my classmates think of me	Newly arrived	N	1	0	4	8	10	23
		%	4.3%	0%	17.4%	34.8%	43.5%	100.0%
	Long term	N	4	2	19	28	19	72
		%	5.6%	2.8%	26.4%	38.9%	26.4%	100.0%
	Local	N	17	24	68	109	120	338
		%	5%	7.1%	20.1%	32.2%	35.5%	100.0%

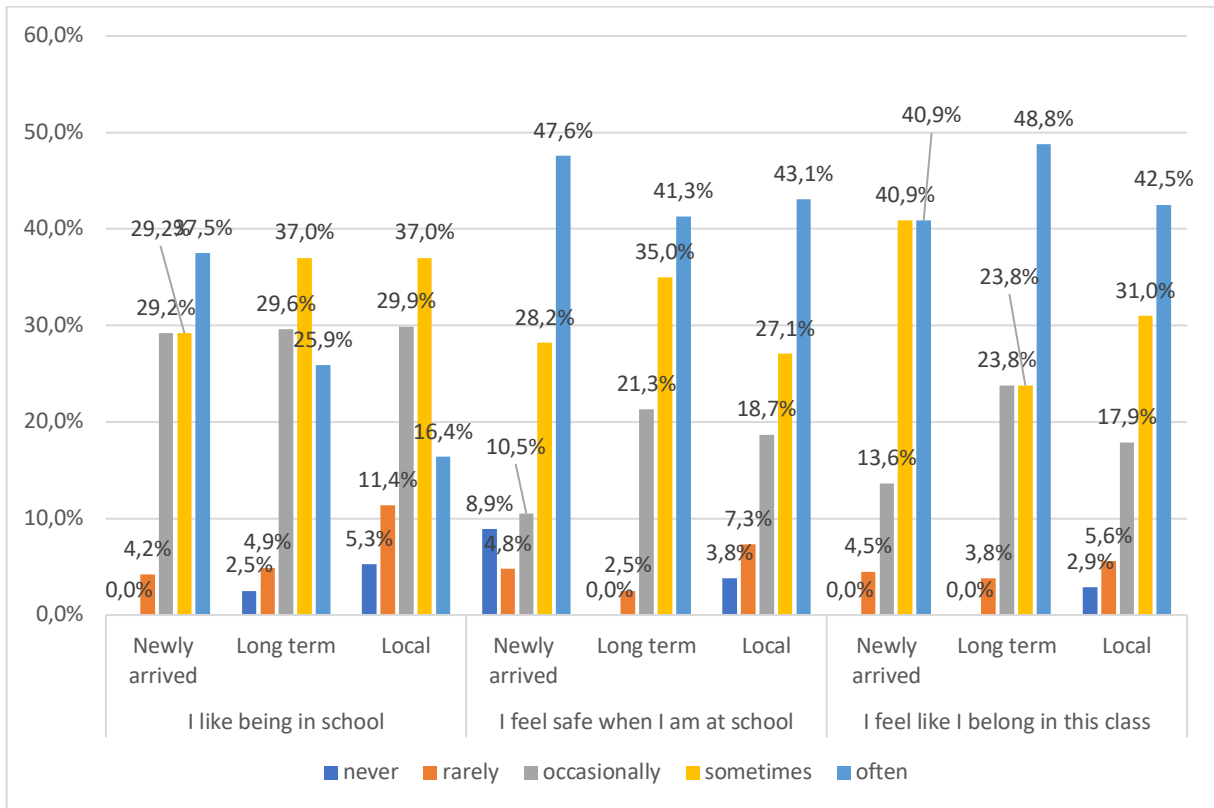


Figure 56. 1

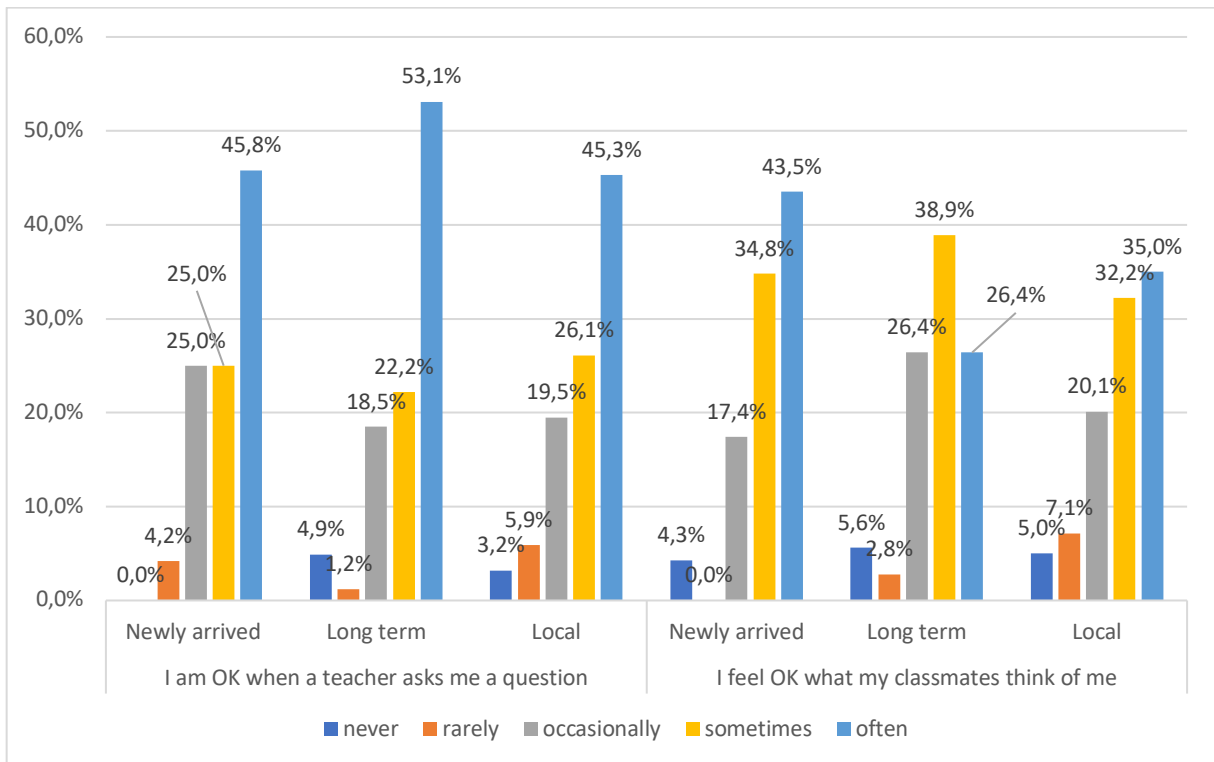


Figure 56. 2

Table 57 - Migrant status × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Newly arrived	N	0	0	3	5	12	20
		%	0%	0%	15%	25%	60%	100.0%
	Long term	N	1	5	10	19	39	74
		%	1.4%	6.8%	13.5%	25.7%	52.7%	100,0%
	Local	N	3	12	38	95	203	351
		%	0.6%	5.2%	12.7%	27.2%	54.3%	100.0%
My teachers accept me the same way as other classmates	Newly arrived	N	0	0	1	5	14	20
		%	0%	0%	5%	25%	70%	100.0%
	Long term	N	1	5	10	19	39	74
		%	1.4%	6.8%	13.5%	25.7%	52.7%	100.0%
	Local	N	16	26	48	109	202	401
		%	4%	6.5%	12%	27.2%	50.4%	100.0%
My classmates care about how I feel	Newly arrived	N	1	2	5	5	8	21
		%	4.8%	9.5%	23.8%	23.8%	38.1%	100.0%
	Long term	N	9	5	15	20	15	64
		%	14.1%	7.8%	23.4%	31.3%	23.4%	100.0%
	Local	N	20	36	67	108	83	314
		%	6.4%	11.5%	21.3%	34.4%	26.4%	100.0%
My teachers listen to me and take what I say into account	Newly arrived	N	0	0	2	5	14	21
		%	0%	0%	9.5%	23.8%	66.7%	100.0%
	Long term	N	2	3	9	21	38	73
		%	2.7%	4.1%	12.3%	28.8%	52.1%	100.0%
	Local	N	6	23	45	120	164	358
		%	1.7%	6.4%	12.6%	33.5%	45.8%	100.0%
My teachers talk about different countries, languages, cultures or religion	Newly arrived	N	3	0	6	7	6	22
		%	13.6%	0%	27.3%	31.8%	27.3%	100.0%
	Long term	N	2	8	25	30	10	75
		%	2.7%	10.7%	33.3%	40%	13.3%	100,%
	Local	N	17	50	129	110	49	355
		%	4.8%	14.1%	36.3%	31%	13.8%	100.0%

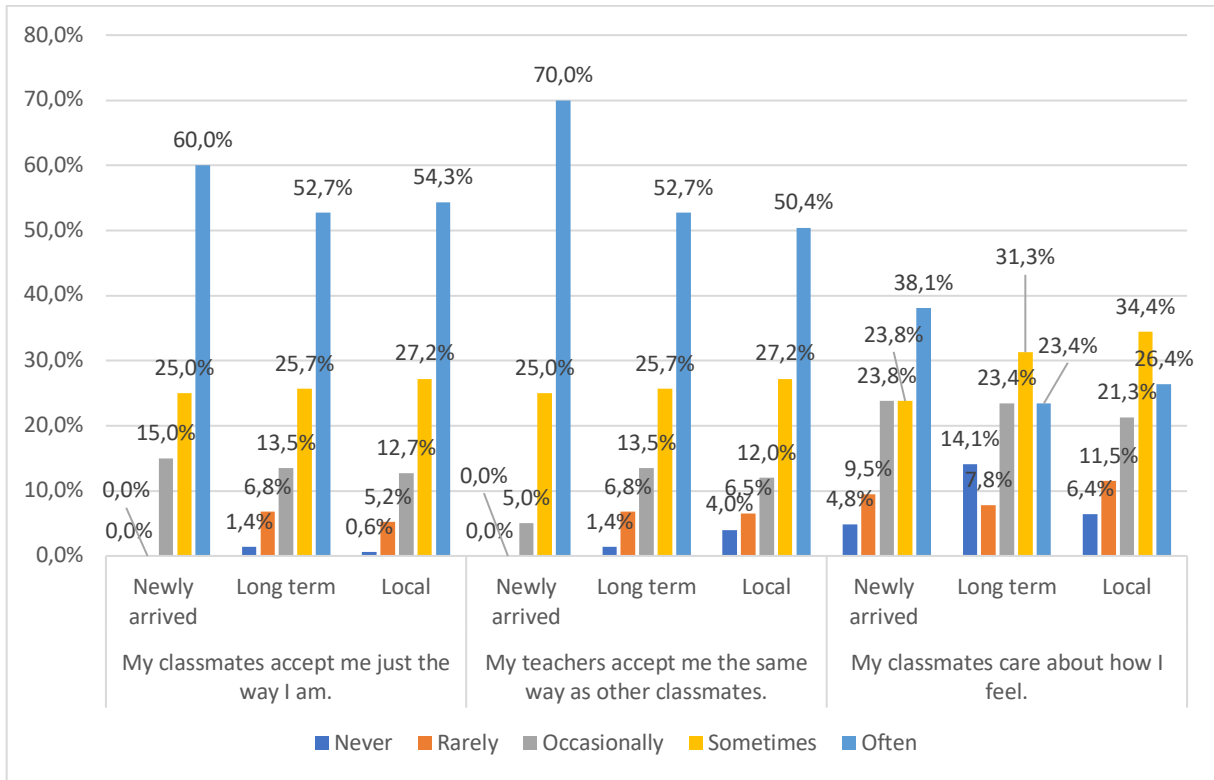


Figure 57. 1

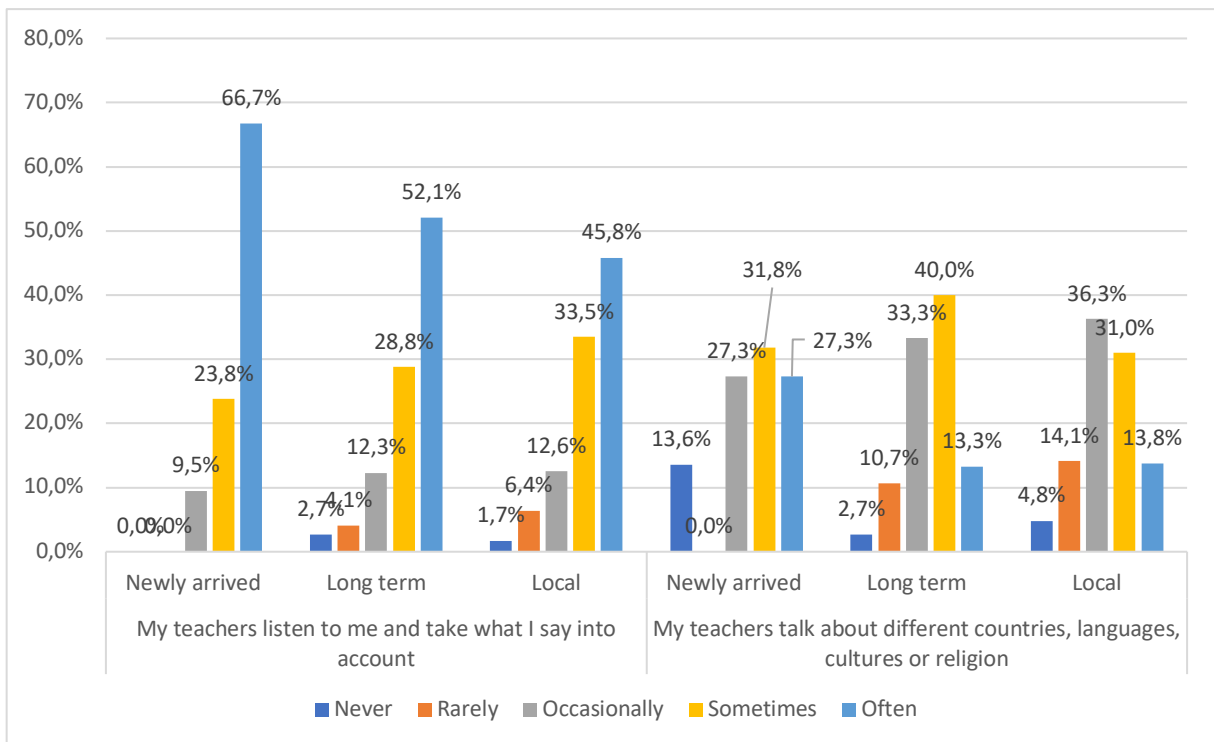


Figure 57. 2

Table 58 - Migrant status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Newly arrived	N	11	3	6	2	22
		%	50%	13.6%	27.3%	9.1%	100.0%
	Long term	N	38	14	10	16	78
		%	48.7%	17.9%	12.8%	20.5%	100.0%
	Local	N	182	76	56	64	378
		%	48.1%	20.1%	14.8%	16.9%	100.0%
Hit or hurt you (Not including play fight)	Newly arrived	N	22	0	0	0	22
		%	100%	0%	0%	0%	100.0%
	Long term	N	62	6	4	6	78
		%	79.5%	7.7%	5.1%	7.7%	100%
	Local	N	300	43	15	18	376
		%	79.8%	11.4%	4.0%	4.8%	100.0%
Leave you out of their games or activities	Newly arrived	N	18	1	2	1	22
		%	81.8%	4.5%	9.1%	4.5%	100.0%
	Long term	N	56	11	5	6	78
		%	71.8%	14.1%	6.4%	7.7%	100.0%
	Local	N	260	54	26	37	377
		%	69%	14.3%	6.9%	9.8%	100.0%

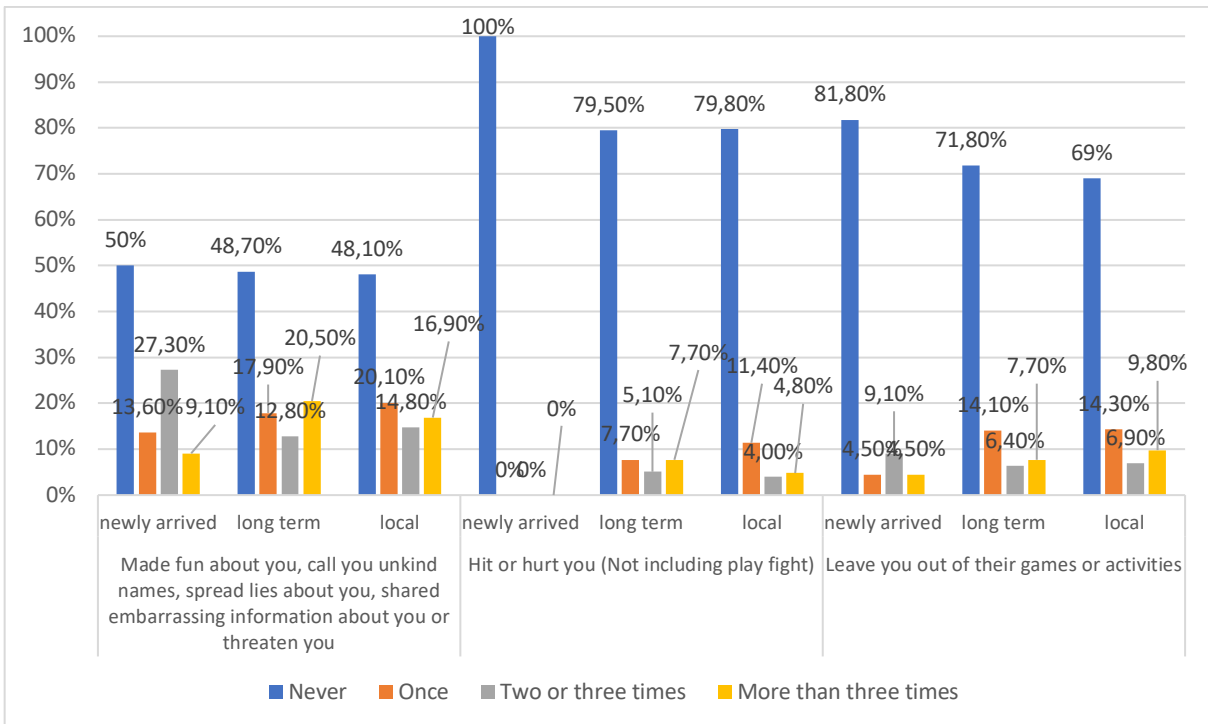


Table 59 - Migrant status * Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Newly arrived	F	4	15	117	3	17	20
		%	21.1%	78.9%	100.0%	15%	85%	100.0%
	Long term	F	16	52	68	9	63	72
		%	23.5%	76.5%	100.0%	12.5%	87.5%	100%
	Local	F	103	231	334	61	294	355
		%	30.8%	69.2%	100.0%	17.2%	82.8%	100.0%
Your economic status (poor/rich)	Newly arrived	F	2	18	20	3	17	20
		%	10%	90%	100.0%	15%	85%	100.0%
	Long term	F	3	67	70	6	64	70
		%	4.3%	95.7%	100.0%	8.6%	91.4%	100.0%
	Local	F	13	323	336	27	324	351
		%	3.9%	96.1%	100.0%	7.7%	92.3%	100.0%
Your religion	Newly arrived	F	2	19	21	2	17	19
		%	9.5%	90.5%	100.0%	10.5%	89.5%	100.0%
	Long term	F	12	62	74	10	59	69
		%	16.2%	83.8%	100.0%	14.5%	85.5%	100%
	Local	F	33	316	349	23	337	360
		%	9.5%	90.5%	100.0%	6.4%	93.6%	100.0%
Your nationality/race	Newly arrived	F	4	17	21	4	15	19
		%	19%	81%	100.0%	21.1%	78.9%	100.0%
	Long term	F	14	56	70	12	56	68
		%	20%	80%	100.0%	17.6%	82.4%	100.0%
	Local	F	54	289	343	52	300	352
		%	15.7%	84.3%	100.0%	14.8%	85.2%	100.0%
Where you live (district, village/town)	Newly arrived	F	1	19	20	2	18	20
		%	5%	95%	100.0%	10%	90%	100.0%
	Long term	F	5	72	77	2	70	72
		%	6.5%	93.5%	100%	2.8%	97.2%	100%
	Local	F	8	344	352	9	355	364
		%	2.3%	97.7%	100.0%	2.5%	97.5%	100.0%
Language you speak*	Newly arrived	F	2	18	20	4	15	19
		%	10%	90%	100.0%	21.1%	78.9%	100.0%
	Long term	F	18	55	73	14	56	70
		%	24.7%	75.3%	100.0%	20%	80%	100%
	Local	F	36	316	352	35	327	362
		%	10.2%	89.8%	100.0%	9.7%	90.3%	100.0%

*Teachers, Language: Cramer`s V:0.161, Sig.0.003; Classmates: Cramer`s V:0.131, Sig.0.021

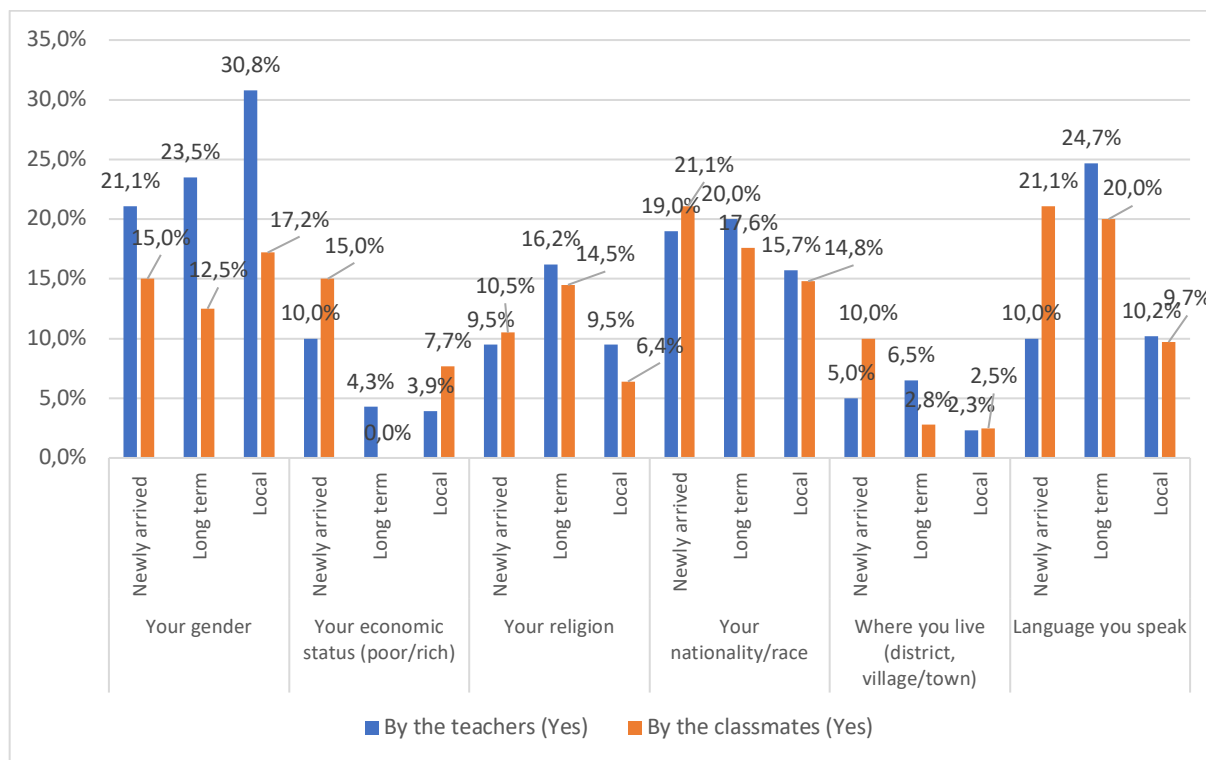


Figure 59. 1

Table 60 - Migrant status * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Newly arrived	F	20	1	21
	%	95.2%	4.8%	100.0%
Long term	F	54	22	76
	%	71.1%	28.9%	100%
Local	F	266	109	375
	%	70.9%	29.1%	100.0%

Table 61 – Migrant status * During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	Never	I don` t know	Total
Newly arrived	F	4	10	5	3	22
	%	18.2%	45.5%	22.7%	13.6%	100.0%
Long term	F	7	34	26	11	78
	%	9%	43.6%	33.3%	14.1%	100%
Local	F	24	159	134	63	380
	%	6.3%	41.8%	35.3%	16.6%	100.0%

Table 62 - Migrant status × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Newly arrived	F	5	14	3	22
	%	22.7%	63.6%	13.6%	100.0%
Long term	F	18	48	10	76
	%	23.7%	63.2%	13.2%	100%
Local	F	126	211	39	376
	%	33.5%	56.1%	10.4%	100.0%

Table 63 - Migrant status × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Newly arrived	19	4.26	1.368
	Long term	71	4.44	0.922
	Local	347	4.47	0.907
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Newly arrived	21	4.62	0.498
	Long term	70	4.70	0.688
	Local	361	4.62	0.787
In our class, pupils of different ethnicities/races/religion get along well	Newly arrived	21	4.62	0.590
	Long term	74	4.73	0.580
	Local	359	4.71	0.652

Table 64 - Migrant status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Newly arrived	F	15	6	1	0	22
	%	68.2%	27.3%	4.5%	0%	100.0%
Long term	F	48	25	0	4	77
	%	62.3%	32.5%	0%	5.2%	100%
Local	F	180	166	22	9	377
	%	47.7%	44%	5.8%	2.4%	100.0%

3.3 Analyses according to demographic variables

Age - Well-being and everyday life

Table 65 shows how the pupils generally feel about their lives, broken down by age group. It can be seen in relation to the statement "I am completely satisfied with my life" and "I feel positive about my future" that the mean values differ more between the two age groups, which coupled with smaller standard deviations is an indication of a difference between the two groups in how positively one's future is seen and how satisfying life is. There is a

statistically significant difference between the two age groups in terms of how satisfied they are with their lives and likewise in terms of how positive they are about their own future

In Table 66 the association between the variables of leisure time activities and age group membership is displayed. It turns out, that there is a significant association between the domain "Meeting, playing with friends" and age group membership. The probability to meet and play with friends every day or nearly daily if one is a member of the younger group lays at 32.2% and is therefore smaller than being a member of the older age group, at 77.7%. As can be seen in Table 67, there are significant differences between the statements of respondents of different ages, in relation to whether or not their own family is supportive when problems arise.

When it comes to the question of with whom the respondents spend their time often outside of school, a stochastic independence between the two variables "Out of school, I spend time with friends from school" and age group as well as "out of school, I don't spend time with friends" emerges (see Table 68).

The situation is different for the variables "Out of school, I often spend time with my other friends" and age group. The probability of being younger under the condition of meeting other than school friends often outside of school hours is higher than that of being older, at 55.7%.

The ways in which respondents interact with their friends outside of school hours and how often they do so are shown in Table 69, broken down by age group. It can be seen that the probability of spending time online with friends outside of school more often (sometimes to often) is higher if the respondent belongs to the older age group (73.7%) than if the respondent belongs to the younger age group (67.3%).

Table 65 - Age x Well-being and everyday life

		N	Mean	Std. Deviation
I am completely satisfied with my life*	10-13	168	4.27	1.031
	14-19	300	3.94	1.205
I have what I want in life	10-13	179	4.49	0.864
	14-19	310	4.38	1.020
I like being the way I am	10-13	171	3.99	1.304
	14-19	308	3.87	1.344
I feel positive about my future**	10-13	164	4.16	1.151
	14-19	297	3.86	1.204

*Mann-Whitney U: 21250.000, Sig.:0.002

**Mann-Whitney U: 20613.500, Sig.:0.004

Table 66 - Age x How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	10-13	N	49	76	54	179
		%	27.4%	42.5%	30.2%	100.0%
	14-19	N	86	130	97	313
		%	27.5%	41.5%	31%	100.0%
Meeting, playing with friends*	10-13	N	33	89	58	180
		%	18.3%	49.4%	32.2%	100.0%
	14-19	N	8	32	139	179
		%	4.5%	17.9%	77.7%	100.0%
Using smartphone or computer to stay in touch with friends/relatives	10-13	N	8	32	139	179
		%	10.3%	55.8%	34%	100.0%
	14-19	N	9	44	259	312
		%	2.9%	14.1%	83%	100.0%
Spending time just being by myself	10-13	N	39	78	63	180
		%	21.7%	43.3%	35%	100.0%
	14-19	N	38	129	144	311
		%	12.2%	41.5%	46.3%	100.0%

*Cramer`s V:0.251, Sig.:0.000

Table 67 - Age x Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	10-13	178	4.57	0.836
	14-19	300	4.23	1.150
My parents (carers) listen to me and take what I say into account	10-13	174	4.43	0.869
	14-19	301	4.34	1.098
I have enough friends	10-13	177	4.39	1.072
	14-19	308	4.38	1.050
If I have a problem, I have a friend who will support me	10-13	174	4.16	1.167
	14-19	307	4.32	1.005

*Mann-Whitney U: 22786.500, Sig.: 0.002

Table 68 – Age x Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	10-13	N	85	91	176
		%	48.3%	51.7%	100.0%
	14-19	N	149	161	310
		%	48.1%	51.9%	100.0%
Out of school, I often spend time with my other friends (e.g. from my neighbourhood) **	10-13	N	98	78	176
		%	55.7%	44.3%	100.0%
	14-19	N	158	152	310
		%	51%	49%	100.0%
Out of school, I don't spend time with friends	10-13	N	127	42	169
		%	75.1%	24.9%	100.0%
	14-19	N	208	54	262
		%	79.4%	20.6%	100.0%

*Cramer's V:0.172, Sig.:0.000

** Cramer's V:0.138, Sig.: 0.001

Table 69 - Age x Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	10-13	N	18	20	59	61	21	179
		%	10.1%	11.2%	33%	34.1%	11.7%	100.0%
	14-19	N	19	33	104	108	45	309
		%	6.1%	10.7%	33.7%	35%	14.6%	100.0%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	10-13	N	10	20	28	61	58	177
		%	5.6%	11.3%	15.8%	34.5%	32.8%	100.0%
	14-19	N	8	16	58	115	114	311
		%	2.6%	5.1%	18.6%	37%	36.7%	100.0%

*Cramer's V:0.142, Sig.:0.042

Age - School life

With regard to their school life, the respondents were asked in Table 70 how they are doing with school, teachers and classmates. A significant association of the variables "I like being in school" and "age group" was found. It shows that the younger respondents like being in school more often than the older respondents. Thus, 27.4% of the younger respondents stated that they often like being in school, whereas this is only the case for 14.7% of the older respondents.

Significant associations with the variable age group can be found between the variable "My classmates accept me just the way I am" and age group as well as the variable "My teachers listen to me and take what I say into account" and age group (Table 71).

The assessment of how often respondents experience acceptance of them from their classmates differs with respect to their age. Older respondents experience acceptance from classmates more often than younger respondents. The majority of the members of the older age group (60.6%) state that they often feel accepted as a whole person by their classmates. In contrast, this is true for only 45.5% of the members of the younger age group. The effect is small but significant ($\chi^2 = 0.003$), with Cramer's $V = 0.187$.

The trend is reversed when it comes to how often respondents, broken down by age group, feel they are considered by their teachers. Here, as a member of the younger age group it is more likely to feel more considered by teachers (57.8%) than being a member of the older age group (42.2%). This relationship of age and perceived attention by teachers is weak at a significance level of 0.022 with Cramer's $V = 0.159$.

A significant correlation (sig 0.022) exists between the variable age group and the frequency of experienced physical violence by schoolmates (see Table 72). In this case, the tendency can be observed that for younger respondents the probability of having experienced violence from classmates at least once is slightly higher (26.3%) than it is for older respondents (15.2%). The correlation between these two variables is weak with Cramer's $V = 0.142$.

Looking at Table 73, which shows whether unfair treatment was experienced by classmates or teachers based on nominal characteristics, three particularities stand out. First, both age groups are highly likely to state that they have not been treated unfairly by either classmates or teachers. Second, there is little difference in the frequency with which unfair treatment by classmates was experienced, broken down by age. Finally, the frequency data by age group diverge when asked about having experienced unfair treatment by teachers.

Here, the likelihood of having been treated unfairly by teachers is higher for members of the older age group, especially in terms of language, nationality/race, religion, and gender. The biggest difference in the frequency of mentioning experienced discrimination is in relation to the nationality of the respondents: here, older respondents are 21.2% more likely to have experienced such discrimination and younger respondents are 8.1% more likely. In summary, then, unfair treatment based on nominal characteristics by teachers increases with the age of the pupils.

From Table 74 it can be seen that the probability of having permission to speak a language other than German outside school is slightly lower (68%) if the respondent belongs to the younger age group than if the respondent belongs to the older group (73.7%). In other words, one third of the younger pupils are not allowed to speak another language, while this is the case for only one quarter of the older pupils.

The probability of how often another language is spoken in class, divided according to age group, is slightly different (see Table 75). Thus, older students state more frequently (46.1%) that this is sometimes the case than younger students do (35.1%). At the same time, the frequency of students indicating the other domains saying that they do not speak another language in class, or that they do so often, or that they do not know, differs by only about 5% between the age groups, which shows little difference between the age groups.

The distribution of the probability of how well the respondents assessed their performance in comparison to their classmates divided by age group membership is similar to the overall distribution of the probability of how well the respondents assessed their school performance in comparison to their classmates (see Table 76). In terms of differences between age groups, it can be noted that the percentage of students who rate their performance better than average is slightly higher among older respondents (32.%) than among younger ones (28.7%).

Table 77 presents how respondents find and feel about cultural, religious and linguistic diversity in their school, broken down by age group. It shows that there are significant differences between the age groups when it comes to the question of how much they like having pupils from diverse backgrounds in their class ($U = 21779.000, p = 0.037$). It is also valid to say that there is a significant difference between the age groups in terms of whether students from diverse backgrounds get along well with each other in their class ($U = 21813.000, p = 0.038$).

The probability of having many friends from different countries if the respondents belong to the younger age group is 49.1%. Comparably, slightly more than half of respondents in the older age group (52.8%) report having many such friends (see Table 78). The probability of having a few foreign friends is slightly higher (45.1%) if respondents belong to the younger age group than if they belong to the older group (38.8%). The probability of having no foreign friends is low in comparison, whether respondents are older or younger.

Table 70 - Age × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	10-13	N	8	16	38	65	48	175
		%	4.6%	9.1%	21.7%	37.1%	27.4%	100.0%
	14-19	N	14	32	107	113	46	312
		%	4.5%	10.3%	34.3%	36.2%	14.7%	100.0%
I feel safe when I am at school	10-13	N	7	11	30	49	74	171
		%	4.1%	6.4%	17.5%	28.7%	43.3%	100.0%
	14-19	N	7	18	60	86	133	304
		%	2.3%	5.9%	19.7%	28.3%	43.8%	100.0%
I feel like I belong in this class	10-13	N	4	9	41	49	72	175
		%	2.3%	5.1%	23.4%	28%	41.1%	100.0%
	14-19	N	7	16	48	96	138	305
		%	2.3%	5.2%	15.7%	31.5%	45.2%	100.0%
I am OK when a teacher asks me a question	10-13	N	8	11	29	41	85	174
		%	4.6%	6.3%	16.7%	23.6%	48.9%	100.0%
	14-19	N	8	13	65	82	142	310
		%	2.6%	4.2%	21%	26.5%	45.8%	100.0%
I feel OK what my classmates think of me	10-13	N	12	11	40	51	52	166
		%	7.2%	6.6%	24.1%	30.7%	31.3%	100.0%
	14-19	N	10	15	51	96	98	270
		%	3.7%	5.6%	18.9%	35.6%	36.3%	100.0%

* Cramer`s V:0.178, Sig.:0.004

Table 71 - Age × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	10-13	N	4	12	27	47	75	165
		%	2.4%	7.3%	16.4%	28.5%	45.5%	100.0%
	14-19	N	1	8	31	71	171	282
		%	0.4%	2.8%	11%	25.2%	60.6%	100.0%
My teachers accept me the same way as other classmates	10-13	N	2	7	21	37	98	165
		%	1.2%	4.2%	12.7%	22.4%	59.4%	100.0%
	14-19	N	2	10	28	83	161	284
		%	0.7%	3.5%	9.9%	29.2%	56.7%	100.0%
My classmates care about how I feel	10-13	N	13	12	44	38	48	155
		%	8.4%	7.7%	28.4%	24.5%	31%	100.0%
	14-19	N	17	31	44	95	59	246
		%	6.9%	12.6%	17.9%	38.6%	24%	100.0%
My teachers listen to me and take what I say into account**	10-13	N	2	10	17	41	96	166
		%	1.2%	6%	10.2%	24.7%	57.8%	100.0%
	14-19	N	6	16	39	106	122	289
		%	2.1%	5.5%	13.5%	36.7%	42.2%	100.0%
My teachers talk about different countries, languages, cultures or religion**	10-13	N	10	24	55	49	22	160
		%	6.3%	15%	34.4%	30.6%	13.8%	100.0%
	14-19	N	12	34	106	100	43	295
		%	4.1%	11.5%	35.9%	33.9%	14.6%	100.0%

* Cramer's V:0.187, Sig.:0.003

** Cramer's V:0.159, Sig.:0.022

Table 72 - Age × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	10-13	N	73	36	28	37	174
		%	42%	20.7%	16.1%	21.3%	100.0%
	14-19	N	159	59	44	46	308
		%	51.6%	14.8%	12.5%	11.2%	100.0%
Hit or hurt you (not including play fight)*	10-13	N	126	26	9	10	171
		%	73.7%	15.2%	5.3%	5.8%	100.0%
	14-19	N	261	23	10	14	308
		%	84.7%	7.5%	3.2%	4.5%	100.0%
Leave you out of their games or activities	10-13	N	111	33	12	17	173
		%	64.2%	19.1%	6.9%	9.8%	100.0%
	14-19	N	226	33	22	27	308
		%	73.4%	10.7%	7.1%	8.8%	100.0%

*Cramer's V:0.142, Sig.:0.022

Table 73 - Age × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	10-13	N	31	115	146	21	138	159
		%	21.2%	78.8%	100.0%	13.2%	86.8%	100.0%
	14-19	N	92	186	278	52	240	292
		%	33.1%	66.9%	100.0%	17.8%	82.2%	100.0%
Your economic status (poor/rich)	10-13	N	1	149	150	6	151	157
		%	0.7%	99.3%	100.0%	3.8%	96.2%	100.0%
	14-19	N	17	262	279	30	258	288
		%	6.1%	93.9%	100.0%	10.4%	89.6%	100.0%
Your religion	10-13	N	9	151	160	10	153	163
		%	5.6%	94.4%	100.0%	6.1%	93.9%	100.0%
	14-19	N	38	249	287	25	264	289
		%	13.2%	86.8%	100.0%	8.7%	91.3%	100.0%
Your nationality/race	10-13	N	13	147	160	24	133	157
		%	8.1%	91.9%	100.0%	15.3%	84.7%	100.0%
	14-19	N	59	219	278	44	242	286
		%	21.2%	78.8%	100.0%	15.4%	84.6%	100.0%
Where you live (district, village/town)	10-13	N	4	157	161	2	159	161
		%	2.5%	97.5%	100.0%	1.2%	98.9%	100.0%
	14-19	N	10	282	292	11	287	298
		%	3.4%	96.6%	100.0%	3.7%	96.3%	100.0%
Language you speak	10-13	N	14	150	164	16	146	162
		%	8.5%	91.5%	100.0%	9.9%	90.1%	100.0%
	14-19	N	42	243	285	37	256	293
		%	14.7%	85.3%	100.0%	12.6%	87.4%	100.0%

Table 74- Age × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
10-13	N	117	55	172
	%	68%	32%	100.0%
14-19	N	224	80	304
	%	73.7%	26.3%	100.0%

Table 75 - Age × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
10-13	N	16	61	64	33	174
	%	9.2%	35.1%	36.8%	19%	100.0%
14-19	N	19	143	102	46	310
	%	6.1%	46.1%	32.9%	14.8%	100.0%

Table 76 - Age × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
10-13	N	49	103	19	171
	%	28.7%	60.2%	11.1%	100.0%
14-19	N	101	173	33	307
	%	32.9%	56.4%	10.7%	100.0%

Table 77 - Age × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	10-13	150	4.39	1.079
	14-19	288	4.50	0.843
I like that in our class and our school there are students with different backgrounds (language, religion, culture)*	10-13	163	4.52	0.912
	14-19	293	4.70	0.651
In our class, pupils of different ethnicities/races/religion get along well**	10-13	160	4.64	0.687
	14-19	298	4.75	0.603

*Mann-Whitney U: 21779.000, Sig.: 0.037

**Mann-Whitney U: 21813.000, Sig.: 0.038

Table 78 - Age × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
10-13	N	85	78	5	5	173
	%	49.1%	45.1%	2.9%	2.9%	100.0%
14-19	N	162	119	18	8	307
	%	52.8%	38.8%	5.9%	2.6%	100.0%

Gender - Well-being and everyday life

In the following subchapter the variables of the topic area well-being and everyday life as well as school life are analysed on the condition of gender. While there was a possibility for children to select also the answer »other«, the numerus was too little to make any comparative analyses, therefore these answers were left out.

Table 79 shows how the students generally feel about their lives, broken down by gender. With regard to the statement "I am completely satisfied with my life", "I have what I want in life" and "I feel positive about my future", the mean values differ more between boys and girls. This coupled with smaller standard deviations is indicative of a difference between the two groups in how positive they feel about their future, whether they like themselves and how satisfying life is. The Mann-Whitney U test shows that there is such a statistically significant difference between the two gender groups in terms of how satisfied they are with their lives. This is also the case with regard to how much respondents of different genders like themselves and how positive they are about their own future

Table 80 lists the probabilities of how frequently the respondents spent their leisure time in what way under the condition of their gender. Overall, the probabilities of respondents staying in touch with friends and relatives via digital devices, divided by gender (boys 78.5%, girls 82.6%), are the highest. In terms of leisure activities that involve physical interaction with people, such as participation in sports groups or music, boys are more likely to engage in such activities than girls. Thus, the probability of participating in organized recreational activities or classes is 41.4% if the respondents are boys. For girls, it is 22.6%. Comparable probability differences are present in relation to (play) dates with friends. At 38.4%, more boys do this than girls, for whom the probability is 28.6%. Regarding the point of how likely it is to spend free time alone, there are hardly any differences divided by gender. This type of leisure activity is one of the more popular among leisure options for both genders.

When comparing the arithmetic means of the answers to the question of how large and supportive the respondents' social environment is, broken down by gender, it can be seen that girls gave lower values on average in all the four categories (see Table 81). For example, their frequency of response to the question whether their family helps them when problems arise (mean 4.23), whether their family is attentive to them (mean 4.24), whether they have enough friends (mean 4.25) and whether they receive support from these friends when they are having problems (mean 4.26) is always lower than that of the boys. The boys more often experience support from their family (mean 4.56) and are recognized by them (mean 4.58). They more often have enough friends (mean 4.56) and are supported by them when there are problems (mean 4.29). It could not be determined that this difference in response behaviour in relation to these questions is significant when broken down by gender.

With regard to the question whether girls and boys among the respondents often spend time with friends from school in their free time, girls are more likely to do so (54.3%) than boys (49.4%) (see Table 82). The situation is similar between boys and girls with regard to the question of whether they often spend time in their free time with friends who do not go to the same school (yes: 46.1% "girls", 48.6% "boys"). Overall, this is less likely for both genders than meeting friends from school. When asked if they never spend time with friends in their free time, 24.6% of the girls answered "yes" and 18.5% of the boys answered "yes". So, it shows that girls are most likely to spend often time in their free time with friends from school and with friends who do not go to their school, as well as that they are most likely not to meet any friends at all outside of school.

The likelihood of spending face-to-face time with friends outside of school sometimes to often is higher overall for when respondents are boys (53.3%) than when respondents are girls (43.8%) (see Table 83). Accordingly, the likelihood of only occasionally spending time physically with friends is higher for girls (37.8%) than for boys (29%). A slightly opposite trend, broken down by gender, is seen in the likelihood of spending free time with friends online. Girls do this sometimes to often 74.1% overall and boys 67.5%. Here, girls thus spend slightly more time online with friends and relatives than boys.

Table 79 - Gender × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Girl	254	3.89	1.217
	Boy	208	4.28	1.049
I have what I want in life	Girl	269	4.40	0.967
	Boy	213	4.47	0.954
I like being the way I am**	Girl	264	3.62	1.393
	Boy	208	4.31	1.109
I feel positive about my future***	Girl	256	3.84	1.245
	Boy	199	4.16	1.330

*Mann-Whitney U:21360.000 , Sig.:0.000

**Mann-Whitney U:192165000, Sig.: 0.000

***Mann-Whitney U:21742.500, Sig:0.004

Table 80 - Gender × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Girl	N	88	121	61	270
		%	32.6%	44.8%	22.6%	100.0%
	Boy	N	45	81	89	215
		%	20.9%	37.7%	41.4%	100.0%
Meeting, playing with friends	Girl	N	42	150	77	269
		%	15.6%	55.8%	28.6%	100.0%
	Boy	N	23	110	83	216
		%	10.6%	50.9%	38.4%	100.0%
Using smartphone or computer to stay in touch with friends/relatives	Girl	N	7	40	223	270
		%	2.6%	14.8%	82.6%	100.0%
	Boy	N	10	36	168	214
		%	4.7%	16.8%	78.5%	100.0%
Spending time just being by myself	Girl	N	38	120	112	270
		%	14.1%	44.4%	41.5%	100.0%
	Boy	N	38	85	91	214
		%	17.8%	39.7%	42.5%	100.0%

Table 81 - Gender × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Girl	260	4.23	1.122
	Boy	212	4.56	0.893
My parents (carers) listen to me and take what I say into account	Girl	257	4.24	1.123
	Boy	213	4.58	0.771
I have enough friends	Girl	264	4.25	1.185
	Boy	214	4.56	0.825
If I have a problem, I have a friend who will support me	Girl	262	4.26	1.088
	Boy	213	4.29	1.023

Table 82 - Gender × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Girl	N	136	133	269
		%	50.6%	49.4%	100.0%
	Boy	N	96	114	210
		%	45.7%	54.3%	100.0%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	Girl	N	145	124	269
		%	53.9%	46.1%	100.0%
	Boy	N	108	102	210
		%	51.4%	48.6%	100.0%
Out of school, I don't spend time with friends from school	Girl	N	178	58	236
		%	75.4%	24.6%	100.0%
	Boy	N	154	35	189
		%	81.5%	18.5%	100.0%

Table 83 - Gender × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Girl	N	21	28	101	86	31	267
		%	7.9%	10.5%	37.8%	32.2%	11.6%	100.0%
	Boy	N	15	23	62	81	33	214
		%	7%	10.7%	29%	37.9%	15.4%	100.0%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Girl	N	7	17	45	97	100	266
		%	2.6%	6.4%	16.9%	36.5%	37.6%	100.0%
	Boy	N	10	19	41	75	70	215
		%	4.7%	8.8%	19.1%	34.9%	32.6%	100.0%

Gender - School life

Table 84 shows, broken down by age group, how often respondents feel comfortable belonging to a school. Looking at the table, it can be seen that the likelihood of feeling comfortable at school sometimes to often is generally high for both girls and boys. On the one hand, the percentage of girls and boys is comparatively low when it comes to the question of whether they often enjoy being at school (15.7% girls, 23.6% boys). On the other hand, both genders often feel they belong to the class (42.5% girls, 45.3% boys) as well as often find it okay to be asked questions by teachers (40.5% girls and 55.4% boys). Broken down by gender, it appears that the likelihood of often feeling okay about school, classmates, and teachers is higher for boys than for girls. For girls, this feeling of being accepted at school is more likely to be something that happens sometimes or occasionally.

When asked how often girls and boys indicate that teachers talk about regional, linguistic, cultural, or religious diversity, differences become apparent (see Table 85). There is a higher tendency, 52.8%, to say this happens sometimes or often when it is a girl. Boys report this 39.4% of the time. When it is a boy, teachers are more likely to classify discussing regional, language, cultural, or religious differences as occasional (40.9%). The effect of gender on the frequency of teachers addressing differences is very weak with sig. 0.025 and Cramer's $V = 0.025$.

When asked how often boys and girls have experienced bullying at school, some differences are visible in terms of gender (see Table 86). The likelihood of not having experienced bullying in the last school year as a boy is 53.6% and is higher than girls, who experienced no bullying at 44%. The frequency of how often such victimization is experienced does not show a linear progression.

Table 87 lists the nominal characteristics on the basis of which respondents have experienced unfair treatment in the school environment, disaggregated by gender. Regarding the probability of having experienced such unfair treatment due to gender by teachers, it is particularly high if the respondent is a boy (34.7%). This is the highest probability that boys have indicated. At the same time, they estimate such bad treatment by classmates to be low in proportion (9.4%). The probability of being treated unfairly by teachers based on one's gender is 25.2% among girls. This form of discrimination is also most frequently reported by girls, as it is by boys. In contrast to the boys, however, being treated unfairly by classmates because of one's own gender is also more likely as a girl, at 20.9%.

The likelihood of being treated unfairly by teachers and classmates because of one's own nationality/race is significantly different for girls and boys, although the statistical differences is small. Thus girls (By teachers: 17.1%; By classmates: 16%) are significantly more likely to be treated unfairly because of their nationality and or race by teachers and classmates than boys (By teachers: 15.8%; By classmates: 14.8%) are. Along with gender, this category is the one in which the surveyed boys and girls also most often experience unfair treatment by classmates.

It seems that the table 88 is indifferent. The given probabilities are equal to the expected probabilities, which means that there is stochastic independence of the two variables. In accordance to the general indication of how many respondents stated, that they are allowed to speak a foreign language in the hallway of the school and when playing, disaggregated by gender lays at around 72%. The probability distributions of the two variables gender and permission to speak a foreign language in school appear independent.

The probability of how often another language is spoken in class, disaggregated by gender, is slightly different (see Table 89). Thus, girls state more often (52.2%) that this is the case than boys do (45%). Boys are more likely to report that teachers do not ask them to speak another language in class (37.8%) as well as they are more likely to report that they do not know (17.2%) than girls (32.5% "no," 15.3% "don't know"). The distribution of the probability of how well the respondents assessed their performance in comparison to their classmates divided by gender is similar to the overall distribution of the dependent variable (see Table 90).

In terms of differences between genders, it can be noted that the percentage of students who rate their performance better or worse than average is slightly higher if you are a boy (boys: 32.4% "Better", 12.6% "worse"; girls: 29.5% "better", 9.8% "worse"). If you are a girl, you are 60.6% more likely to rate your school performance as average than boys, who rate it as average at 55.1%.

Broken down by gender, there are differences across the table in the assessment of the role diversity plays at school and in Austria (see Table 91). The arithmetic mean of the assessments given by the girls in the study is always higher than the arithmetic mean of the boys. The girls feel more strongly that pupils who have migrated to Austria have a right to continue practising their own culture and language (mean: girls 4.47, boys 4.45). Likewise, they on average stated more often than the boys that there are pupils with diverse backgrounds in their school classes (mean: girls 4.73, boys 4.52) and that schoolmates of different backgrounds get along well with each other (mean: girls 4.78, boys 4.64).

As can be seen in Table 92, there are hardly any differences between the number of friends of boys and girls in percentage terms. When tested for stochastic independence, the distributions in the gender groups correspond to the expected values and thus there is no correlation between gender and the number of friends with diverse backgrounds. This means that these two variables are independent, and gender does not change, how many friends from different countries or religions one respondent has.

Table 84 - Gender × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Girl	N	10	27	90	99	42	268
		%	3.7%	10.1%	33.6%	36.9%	15.7%	100.0%
	Boy	N	11	19	53	79	50	212
		%	5.2%	9%	25%	37.3%	23.6%	100.0%
I feel safe when I am at school	Girl	N	3	16	57	75	108	259
		%	1.2%	6.2%	22%	29%	41.7%	100.0%
	Boy	N	11	11	32	60	95	209
		%	5.3%	5.3%	15.3%	28.7%	45.5%	100.0%
I feel like I belong in this class	Girl	N	4	14	55	76	110	259
		%	1.5%	5.4%	21.2%	29.3%	42.5%	100.0%
	Boy	N	6	10	33	68	97	214
		%	2.8%	4.7%	15.4%	31.8%	45.3%	100.0%
I am OK when a teacher asks me a question	Girl	N	11	12	65	69	107	264
		%	4.2%	4.5%	24.6%	26.1%	40.5%	100.0%
	Boy	N	4	11	28	52	118	213
		%	1.9%	5.2%	13.1%	24.4%	55.4%	100.0%
I feel OK what my classmates think of me	Girl	N	15	15	50	84	79	243
		%	6.2%	6.2%	20.6%	34.6%	32.5%	100.0%
	Boy	N	7	10	40	61	71	189
		%	3.7%	5.3%	21.2%	32.3%	37.6%	100.0%

Table 85 - Gender × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Girl	N	2	12	36	63	132	245
		%	0.8%	4.9%	14.7%	25.7%	53.9%	100.0%
	Boy	N	3	7	21	52	114	197
		%	1.5%	3.6%	10.7%	26.4%	57.9%	100.0%
My teachers accept me the same way as other classmates	Girl	N	2	12	27	72	134	247
		%	0.8%	4.9%	10.9%	29.1%	54.3%	100.0%
	Boy	N	2	5	21	47	121	196
		%	1%	2.6%	10.7%	24%	61.7%	100.0%
My classmates care about how I feel.	Girl	N	18	23	48	76	55	220
		%	8.2%	10.5%	21.8%	34.5%	25%	100.0%
	Boy	N	12	19	37	56	52	176
		%	6.8%	10.8%	21%	31.8%	29.5%	100.0%
My teachers listen to me and take what I say into account	Girl	N	7	16	31	81	115	250
		%	2.8%	6.4%	12.4%	32.4%	46%	100.0%
	Boy	N	1	10	23	63	101	198
		%	0.5%	5.1%	11.6%	31.8%	51%	100.0%
My teachers talk about different countries, languages, cultures or religion*	Girl	N	8	32	78	95	37	250
		%	3.2%	12.8%	31.2%	38%	14.8%	100.0%
	Boy	N	14	25	81	52	26	198
		%	7.1%	12.6%	40.9%	26.3%	13.1%	100.0%

* Cramer's V:0.025, Sig.:0.025

Table 86- Gender x Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	Girl	N	117	52	52	45	266
		%	44%	19.5%	19.5%	16.9%	100.0%
	Boy	N	112	41	19	37	209
		%	53.6%	19.6%	9.1%	17.7%	100.0%
Hit or hurt you (not including play fight?)	Girl	N	225	20	9	10	264
		%	85.2%	7.6%	3.4%	3.8%	100.0%
	Boy	N	158	28	9	13	208
		%	76%	13.5%	4.3%	6.3%	100.0%
Leave you out of their games or activities	Girl	N	192	30	21	23	266
		%	72.2%	11.3%	7.9%	8.6%	100.0%
	Boy	N	141	34	13	20	208
		%	67.8%	16.3%	6.3%	9.6%	100.0%

* Cramer`s V:0.151, Sig.:0.013

Table 87 - Gender * Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
			Yes	No	Total	Yes	No	Total
Your gender	Girl	N	61	181	242	53	200	253
		%	25.2%	74.8%	100.0%	20.9%	79.1%	100.0%
	Boy	N	61	115	176	18	174	192
		%	34.7%	65.3%	100.0%	9.4%	90.6%	100.0%
Your economic status (poor/rich)	Girl	N	11	233	244	22	227	249
		%	4.5%	95.5%	100.0%	8.8%	91.2%	100.0%
	Boy	N	7	171	178	13	177	190
		%	3.9%	96.1%	100.0%	6.8%	93.2%	100.0%
Your religion	Girl	N	32	216	248	22	228	250
		%	12.9%	87.1%	100.0%	8.8%	91.2%	100.0%
	Boy	N	15	177	192	13	182	195
		%	7.8%	92.2%	100.0%	6.7%	93.3%	100.0%
Your nationality/race*	Girl	N	42	203	245	39	208	247
		%	17.1%	82.9%	100.0%	15.8%	84.2%	100.0%
	Boy	N	30	157	187	28	161	189
		%	16%	84%	100.0%	14.8%	85.2%	100.0%
Where you live (district, village/town)	Girl	N	6	248	254	7	252	259
		%	2.4%	97.6%	100.0%	2.7%	97.3%	100.0%
	Boy	N	8	186	194	5	188	193
		%	4.1%	95.9%	100.0%	2.6%	97.4%	100.0%
Language you speak	Girl	N	33	219	252	29	227	256
		%	13.1%	86.9%	100.0%	11.3%	88.7%	100.0%
	Boy	N	23	167	190	24	168	192
		%	12.1%	87.9%	100.0%	12.5%	87.5%	100.0%

Table 88 - Gender × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Girl	N	189	76	265
	%	71.3%	28.7%	100.0%
Boy	N	147	57	204
	%	72.1%	27.9%	100.0%

Table 89 - Gender × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don` t know	Total
Girl	N	17	123	87	41	268
	%	6.3%	45.9%	32.5%	15.3%	100.0%
Boy	N	16	78	79	36	209
	%	7.7%	37.3%	37.8%	17.2%	100.0%

Table 90 - Gender × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Girl	N	78	160	26	264
	%	29.5%	60.6%	9.8%	100.0%
Boy	N	67	114	26	207
	%	32.4%	55.1%	12.6%	100.0%

Table 91- Gender × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Girl	244	4.47	0.886
	Boy	188	4.45	0.983
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Girl	251	4.73	0.661
	Boy	198	4.52	0.841
In our class, pupils of different ethnicities/races/religion get along well	Girl	253	4.78	0.533
	Boy	198	4.64	0.719

Table 92- Gender × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Girl	N	136	110	12	7	265
	%	51.3%	41.5%	4.5%	2.6%	100.0%
Boy	N	107	85	11	5	208
	%	51.4%	40.9%	5.3%	2.4%	100.0%

Ethnicity – Well-being and everyday life

In this chapter, the extent to which the ethnic background of the respondents has effects on various variables was examined in more detail. Since the group of persons of African ethnicity is numerically very small, it is not included in the analysis, but is shown in the tables and graphs.

In relation to the questions on life satisfaction, there was a significant association between the variable "I have what I want in live" and the ethnic background of the respondents (see Table 93). In relation to the other questions, no significant effect size was found.

Table 94 shows, broken down by ethnicity, the activities with which the respondents frequently spend their free time. We found weak but significant associations between ethnicity and participation in organised recreational activities, and between ethnicity and frequency of online contact with friends and relatives with p

Among the respondents, it is those of former Yugoslav ethnicity who most frequently participate in organised leisure activities on a daily or almost daily basis (56.0%). Respondents of Asian ethnicity participate in such leisure activities once or twice (56%). Overall, this is least often the case for respondents of Eastern European ethnicity (27.3% "Every day or almost everyday").

In contrast, all groups surveyed frequently keep in touch with friends and relatives via digital media. Every day or almost every day, 96.0% of the respondents of former Yugoslav ethnicity stated that they use digital media for this purpose. Followed by respondents with Western European ethnicity (82.7%), those with Eastern European ethnicity (72.7%) and those with Asian ethnicity (63.3%). The last group is also the group that uses digital media the least in relation to the other groups overall.

In summary, respondents with former Yugoslav ethnicity are the most likely to engage in an organised leisure activity and also the most likely to use digital media to keep in touch with friends and relatives.

With regard to the question of how the respondents, divided according to ethnicity, perceive their social environment, no significant effects could be found. Thus, no further analysis can follow for Table 95.

Respondents of Asian ethnicity are the least likely to spend time with friends who do not go to their school (39.1%) and are also the least likely to spend time with friends from school compared to the other groups (47.8%). In addition, respondents are most likely to be part of this group if they do not meet friends in their free time (23.8%). The groups of respondents with Western European and Eastern European ethnicity are in between the above groups in terms of whether they meet friends from school, from outside school or no friends in their free time (see Table 96).

When asked whether respondents of different ethnicities see their friends face-to-face outside of school or meet them online, there was a general trend towards online meetings (see Table 97). Here, respondents of former Yugoslavian ethnicity were most likely to do so, with a total of 80% ("sometimes" and "often"). This is closely followed by respondents of both Western and Eastern European ethnicity (Western Europe: 73.2% "sometimes" + "often"; Eastern Europe: 72.8% "sometimes" + "often").

The situation is similar with regard to face-to-face contact with friends. Here it is also most likely to be a respondent of former Yugoslav ethnicity with 82% ("sometimes" and "often"). With regard to both types of contact with friends, it is the respondents of Asian ethnicity who stated least frequently that they have this contact (face-to-face: 44.9% "sometimes" + "often"; online: 51% "sometimes" + "often").

Table 93 - Ethnicity x Migration status

		N	Mean	Std. Deviation
I am completely satisfied with my life	West Europe	373	4.01	1.188
	East Europe	18	4.22	1.06
	Former Yugoslavia	25	4.4	0.707
	Asia	49	4.24	1.031
	Africa	3	3.33	2.082
I have what I want in life *	West Europe	390	4.47	0.917
	East Europe	22	4.36	1.049
	Former Yugoslavia	25	4.56	0.768
	Asia	49	4,1	1.229
	Africa	3	3	1.732
I like being the way I am	West Europe	382	3.84	1.377
	East Europe	22	3.91	1.306
	Former Yugoslavia	25	4.44	0.712
	Asia	47	4.21	1.141
	Africa	3	4.67	0.577
I feel positive about my future	West Europe	367	3.92	1.208
	East Europe	20	4.35	0.988
	Former Yugoslavia	25	4.32	0.852
	Asia	46	3.93	1.289
	Africa	3	4.33	1.155

*Kruskal Wallis: Chi square: 10.056 Sig.:0.039

Table 94 - Ethnicity x How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total	
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.) *	West Europe	N	113	165	114	392	
		%	28.8%	42.1%	29.1%	100.0%	
	East Europe	N	8	8	6	22	
		%	36.4%	36.4%	27.3%	100.0%	
	Former Yugoslavia	N	6	5	14	25	
		%	24.0%	20.0%	56.0%	100.0%	
	Asia	N	7	28	15	50	
		%	14.0%	56.0%	30.0%	100.0%	
	Africa	N	1	0	2	3	
		%	33.3%	0.0%	66.7%	100.0%	
	Meeting, playing with friends	West Europe	N	49	208	135	392
			%	12.5%	53.1%	34.4%	100.0%
East Europe		N	4	11	7	22	
		%	18.2%	50.0%	31.8%	100.0%	
Former Yugoslavia		N	0	14	11	25	
		%	0.0%	56.0%	44.0%	100.0%	
Asia		N	12	27	11	50	
		%	24.0%	54.0%	22.0%	100.0%	
Africa		N	0	3	0	3	
		%	0.0%	100.0%	0.0%	100.0%	
Using smartphone or computer to stay in touch with friends/relatives**		West Europe	N	12	56	324	392
			%	3.1%	14.3%	82.7%	100.0%
	East Europe	N	1	5	16	22	
		%	4.5%	22.7%	72.7%	100.0%	
	Former Yugoslavia	N	1	0	24	25	
		%	4.0%	0.0%	96.0%	100.0%	
	Asia	N	3	15	31	49	
		%	6.1%	30.6%	63.3%	100.0%	
	Africa	N	0	0	3	3	
		%	0.0%	0.0%	100.0%	100.0%	
	Spending time just being by myself	West Europe	N	59	166	166	391
			%	15.1%	42.5%	42.5%	100.0%
East Europe		N	4	9	9	22	
		%	18.2%	40.9%	40.9%	100.0%	
Former Yugoslavia		N	3	12	10	25	
		%	12.0%	48.0%	40.0%	100.0%	
Asia		N	10	19	21	50	
		%	20.0%	38.0%	42.0%	100.0%	
Africa		N	1	1	1	3	
		%	33.3%	33.3%	33.30%	100.00%	

*Cramer`s V:0.135, Sig.:0.022, w:0.191

**Cramer`s V:0.132, Sig.:0.029, w:0.187

Table 95 - Please mark on the scale how much you agree with the following sentences:

		N	Mean	Std. Deviation
If I have a problem, my family will help me	West Europe	381	4.34	1.095
	East Europe	20	4.65	0.671
	Former Yugoslavia	25	4.48	0.653
	Asia	49	4.33	1.049
	Africa	3	4	1
My parents (carers) listen to me and take what I say into account	West Europe	380	4.36	1.032
	East Europe	20	4,4	1.046
	Former Yugoslavia	24	4.63	0.576
	Asia	48	4.29	1.11
	Africa	3	4.67	0.577
I have enough friends	West Europe	390	4.38	1.051
	East Europe	20	4,4	1.188
	Former Yugoslavia	24	4.71	0.55
	Asia	48	4.23	1.242
	Africa	3	5	0
If I have a problem, I have a friend who will support me	West Europe	384	4.25	1.069
	East Europe	20	4,3	1.261
	Former Yugoslavia	25	4.68	0.557
	Asia	49	4.16	1.161
	Africa	3	4	1

Table 96 - Ethnicity × Leisure time

			No	Yes	Total	
Out of school, I ofte spend time with friends from school	West Europe	N	189	202	391	
		%	48.3%	51.7%	100.0%	
	East Europe	N	9	12	21	
		%	42.9%	57.1%	100.0%	
	Former Yugoslavia	N	10	15	25	
		%	40.0%	60.0%	100.0%	
	Asia	N	24	22	46	
		%	52.2%	47.8%	100.0%	
	Africa	N	2	1	3	
		%	66.7%	33.3%	100.0%	
	Out of school, I often spend time with my friends from elsewhere (e.g., neighbourhood)	West Europe	N	210	181	391
			%	53.7%	46.3%	100.0%
East Europe		N	10	11	21	
		%	47.6%	52.4%	100.0%	

	Former Yugoslavia	N	7	18	25
		%	28.0%	72.0%	100.0%
	Asia	N	28	18	46
		%	60.9%	39.1%	100.0%
	Africa	N	1	2	3
		%	33.30%	66.70%	100.00%
Out of school, I don't spend time with friends	West Europe	N	269	81	350
		%	76.90%	23.10%	100.00%
	East Europe	N	15	3	18
		%	83.30%	16.70%	100.00%
	Former Yugoslavia	N	17	1	18
		%	94.40%	5.60%	100.00%
	Asia	N	32	10	42
		%	76.20%	23.80%	100.00%
	Africa	N	2	1	3
		%	66.70%	33.30%	100.00%

Table 97 - Please mark on the scale how often this is true for you:

			Never	Rarely	Occasionally	Sometimes	Often	Total	
Out of school, I ofte spend time with friends from school	West Europe	N	30	45	129	137	48	389	
		%	7.7%	11.6%	33.2%	35.2%	12.3%	100.0%	
	East Europe	N	1	2	10	5	4	22	
		%	4.5%	9.1%	45.5%	22.7%	18.2%	100.0%	
	Former Yugoslavia	N	0	1	6	10	8	25	
		%	0.0%	4.0%	24.0%	40.0%	32.0%	100.0%	
	Asia	N	6	4	17	17	5	49	
		%	12.2%	8.2%	34.7%	34.7%	10.2%	100.0%	
	Africa	N	0	1	1	0	1	3	
		%	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%	
	Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	West Europe	N	14	25	65	148	137	389
			%	3.6%	6.4%	16.7%	38.0%	35.2%	100.0%
East Europe		N	0	3	3	8	8	22	
		%	0.0%	13.6%	13.6%	36.4%	36.4%	100.0%	
Former Yugoslavia		N	0	1	4	11	9	25	
		%	0.0%	4.0%	16.0%	44.0%	36.0%	100.0%	
Asia		N	4	7	13	8	17	49	
		%	8.2%	14.3%	26.5%	16.3%	34.7%	100.0%	
Africa		N	0	0	1	1	1	3	
		%	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%	

Ethnicity - School life

Table 96 shows, broken down by ethnicity, whether and with which friends the respondents spend time in their free time. It can be seen that, compared to the other ethnic groups, respondents with former Yugoslavian ethnicity spend the most time with friends who do not go to their school (72.0%) and also spend the most time with friends from their school in their free time (60.0%). This group is also the least likely to report not meeting friends in their free time (5.6%).

Table 98 shows how respondents feel about their school, teachers and classmates, broken down by ethnicity. In the categories "I feel safe when I am at school" and "I feel like I belong in my class", "often" was most frequently stated. Only the respondents of former Yugoslav ethnicity stated "sometimes" (I feel safe: 45.8%; I feel like I belong: 52.0%) more often than "often" (I feel safe: 41.7%; I feel like I belong: 36.0%) in this category. The category "I am OK when a teacher asks me a question" was most frequently stated as "often" by respondents of all ethnicities, with people of Eastern European ethnicity dominating here (61.9%).

In the categories "I like being in school" and "I feel OK what my classmates think of me", the response behaviour of respondents of different ethnicities varies more strongly, whereby there is always a tendency to feel good about school and classmates more often than less rarely. At the same time, all of them overall least "often" like going to school. Respondents of former Yugoslav ethnicity trust least what their classmates think of them (37.5% "occasionally").

In Table 99, questions about classmates and teachers are collected and divided according to the ethnic background of the respondents. Initially, it can be seen that there is a tendency in all groups for respondents of different ethnicities to feel accepted, emotionally empathised with and noticed by their classmates and teachers more often than rarely. Alone in relation to the question of whether teachers often talk about different countries, languages, cultures and religions, the most likely answer was "sometimes" (West Europe: 31%, East Europe 47.6%, Former Yugoslavia 36.0%, Asia 37.2%). Respondents of former Yugoslavian ethnicity are least likely to feel accepted (45.5%) and perceived (45.5%) by teachers compared to respondents of other ethnicities.

Table 100 shows whether the respondents of different ethnicities were bullied by their classmates, subjected to physical violence or excluded in the past school year. It shows that in the categories "physical violence" and "exclusion" at least over 68% of the respondents did not experience this in the past school year. With regard to bullying, it is more often the case that it was experienced at least once. Here it is particularly those of Asian ethnicity who have experienced it frequently (23.4% "more than three times"). Respondents of former Yugoslav ethnicity are most likely to have been bullied one (25%) to three (25%) times in the past year.

Exclusion by their classmates was experienced most often by respondents of Asian ethnicity from one (12.8%) to three (12.8%) times among the different ethnicities. When asked if students have permission to speak a language other than German outside of class, respondents of former Yugoslav ethnicities answered "yes" most often (82.60%), followed by respondents of Eastern European ethnicities (77.3%) and respondents of Western European ethnicities (71.6%) (see Table 101). Respondents with Asian ethnicities were the least likely of the groups to say they had permission to speak a language other than German outside of class (62.2%).

A weak but significant correlation with $V = 0.131$ and $p = 0.015$ is present between ethnicity and the frequency with which teachers speak to respondents in a language other than German or ask them for a translation (see Table 102). Thus, all ethnicity groups most frequently stated that this is the case "sometimes", but they differed in frequency. While this was most frequently stated by persons with Eastern European ethnicities with 54.5%, only 37.5% of persons with former Yugoslavian ethnicities stated this. The picture that emerges is that persons of Western and Eastern European ethnicities experience it more often "sometimes" that their teachers speak to them in a language other than German than was the case for persons of non-European ethnicities. But overall, it is the respondents of Eastern European as well as former Yugoslavian Ethnicities that are spoken to in languages other than German by the teachers.

Table 103 shows the extent to which respondents of different ethnicities rate their school performance as above average, below average, or average. As can be seen in this table, people with Western and Eastern European ethnicities rate their school performance as above average more often than people with non-European ethnicities. Thus, on the one hand, 34% of persons of Western European ethnicities and 27.3% of persons of Eastern European ethnicities state that they have above-average school performance. While 25% of respondents of former Yugoslav ethnicities and 15.6% of respondents of Asian ethnicities state this.

Regarding the question of how respondents of different ethnicities feel about statements on diversity, no significant effects could be found (see Table 104). Accordingly, no statement can be made based on the present data material.

Table 105 shows whether and how many friends with diverse backgrounds respondents of different ethnicities have. It turns out that respondents with former Yugoslav ethnicities are most likely to have several friends from different countries and/or with different cultures and religions (75%). This is followed by respondents with Eastern European ethnicities with 63.36% and respondents with Asian ethnicities with 63%. Lastly, 47.7% of respondents with Western European ethnicities say they have several friends with diverse backgrounds (47.7%). This latter group is more likely to have a few such friends (44%). Overall, the likelihood of having friends with diverse backgrounds is relatively high among the respondents of different ethnicities.

Table 98- Ethnicity × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	West Europe	N	20	43	116	143	66	388
		%	5.2%	11.1%	29.9%	36.9%	17.0%	100.0%
	East Europe	N	1	2	3	9	6	21
		%	4.8%	9.5%	14.3%	42.9%	28.6%	100.0%
	Former Yugoslavia	N	0	1	9	11	4	25
		%	0.0%	4.0%	36.0%	44.0%	16.0%	100.0%
	Asia	N	1	2	16	13	18	50
		%	2.0%	4.0%	32.0%	26.0%	36.0%	100.0%
	Africa	N	0	0	1	2	0	3
		%	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%
I feel safe when I am at school	West Europe	N	14	27	72	103	163	379
		%	3.7%	7.1%	19.0%	27.2%	43.0%	100.0%
	East Europe	N	0	1	4	6	9	20
		%	0.0%	5.0%	20.0%	30.0%	45.0%	100.0%
	Former Yugoslavia	N	0	0	3	11	10	24
		%	0.0%	0.0%	12.5%	45.8%	41.7%	100.0%
	Asia	N	0	1	10	15	23	49
		%	0.0%	2.0%	20.4%	30.6%	46.9%	100.0%
	Africa	N	0	0	1	0	2	3
		%	0.0%	0.0%	33.3%	0.0%	66.7%	100.0%
I feel like I belong in this class	West Europe	N	11	22	67	118	165	383
		%	2.9%	5.7%	17.5%	30.8%	43.1%	100.0%
	East Europe	N	0	2	5	3	9	19
		%	0.0%	10.5%	26.3%	15.8%	47.4%	100.0%
	Former Yugoslavia	N	0	0	3	13	9	25
		%	0.0%	0.0%	12.0%	52.0%	36.0%	100.0%
	Asia	N	0	1	14	10	25	50
		%	0.0%	2.0%	28.0%	20.0%	50.0%	100.0%
	Africa	N	0	0	0	1	2	3
		%	0.0%	0.0%	0.0%	33.3%	66.7%	100.0%
I am OK when a teacher asks me a question	West Europe	N	12	22	75	99	177	385
		%	3.1%	5.7%	19.5%	25.7%	46.0%	100.0%
	East Europe	N	0	1	3	4	13	21
		%	0.0%	4.8%	14.3%	19.0%	61.9%	100.0%
	Former Yugoslavia	N	1	0	6	7	11	25
		%	4.0%	0.0%	24.0%	28.0%	44.0%	100.0%
	Asia	N	3	1	9	12	25	50
		%	6.0%	2.0%	18.0%	24.0%	50.0%	100.0%
	Africa	N	0	0	1	1	1	3
		%	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%
I feel OK what my classmates think of me	West Europe	N	18	24	69	112	123	346
		%	5.2%	6.9%	19.9%	32.4%	35.5%	100.0%
	East Europe	N	2	0	3	10	4	19
		%	10.5%	0.0%	15.8%	52.6%	21.1%	100.0%
	Former Yugoslavia	N	0	1	9	6	8	24
		%	0.0%	4.2%	37.5%	25.0%	33.3%	100.0%
	Asia	N	2	1	9	18	14	44
		%	4.5%	2.3%	20.5%	40.9%	31.8%	100.0%
	Africa	N	0	0	1	1	1	3
		%	0.0%	0.0%	33.3%	33.3%	33.3%	100.0%

Table 99 - Ethnicity × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	West Europe	N	3	18	45	95	194	355
		%	0.8%	5.1%	12.7%	26.8%	54.6%	100.0%
	East Europe	N	1	0	5	4	12	22
		%	4.5%	0.0%	22.7%	18.2%	54.5%	100.0%
	Former Yugoslavia	N	0	0	2	10	11	23
		%	0.0%	0.0%	8.7%	43.5%	47.8%	100.0%
Asia	N	1	2	6	9	28	46	
	%	2.2%	4.3%	13.0%	19.6%	60.9%	100.0%	
Africa	N	0	0	0	0	1	1	
	%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	
My teachers accept me the same way as other classmates	West Europe	N	3	13	38	95	211	360
		%	0.8%	3.6%	10.6%	26.4%	58.6%	100.0%
	East Europe	N	1	1	2	5	12	21
		%	4.8%	4.8%	9.5%	23.8%	57.1%	100.0%
	Former Yugoslavia	N	0	0	3	9	10	22
		%	0.0%	0.0%	13.6%	40.9%	45.5%	100.0%
Asia	N	0	3	6	11	25	45	
	%	0.0%	6.7%	13.3%	24.4%	55.6%	100.0%	
Africa	N	0	0	0	0	1	1	
	%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	
My classmates care about how I feel	West Europe	N	21	36	68	111	86	322
		%	6.5%	11.2%	21.1%	34.5%	26.7%	100.0%
	East Europe	N	3	4	2	4	5	18
		%	16.7%	22.2%	11.1%	22.2%	27.8%	100.0%
	Former Yugoslavia	N	1	0	7	5	6	19
		%	5.3%	0.0%	36.8%	26.3%	31.6%	100.0%
Asia	N	5	3	11	12	10	41	
	%	12.2%	7.3%	26.8%	29.3%	24.4%	100.0%	
Africa	N	0	0	0	1	0	1	
	%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	
My teachers listen to me and take what I say into account	West Europe	N	6	23	45	122	170	366
		%	1.6%	6.3%	12.3%	33.3%	46.4%	100.0%
	East Europe	N	1	1	1	4	13	20
		%	5.0%	5.0%	5.0%	20.0%	65.0%	100.0%
	Former Yugoslavia	N	0	1	3	8	10	22
		%	0.0%	4.5%	13.60%	36.4%	45.5%	100.0%
Asia	N	1	1	7	13	23	45	
	%	2.2%	2.2%	15.6%	28.9%	51.1%	100.0%	
Africa	N	0	0	0	0	2	2	
	%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	
My teachers talk about different countries, languages, cultures or religion	West Europe	N	17	51	133	113	50	364
		%	4.7%	14.0%	36.5%	31.0%	13.7%	100.0%
	East Europe	N	0	1	4	10	6	21
		%	0.0%	4.8%	19.0%	47.6%	28.6%	100.0%
	Former Yugoslavia	N	0	3	9	9	4	25
		%	0.0%	12.0%	36.0%	36.0%	16.0%	100.0%
Asia	N	4	3	15	16	5	43	
	%	9.3%	7.0%	34.9%	37.2%	11.6%	100.0%	
Africa	N	1	0	0	1	0	2	
	%	50.0%	0.0%	0.00%	50.0%	0.0%	100.0%	

Table 100 - Ethnicity × Have you ever felt that you were treated unfairly because of following reasons?

			Never	Once	Two or three times	More than three times	Total	
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	West Europe	N	188	78	56	65	387	
		%	48.6%	20.2%	14.5%	16.8%	100.0%	
	East Europe	N	12	2	5	3	22	
		%	54.5%	9.1%	22.7%	13.6%	100.0%	
	Former Yugoslavia	N	8	6	6	4	24	
		%	33.3%	25.0%	25.0%	16.7%	100.0%	
	Asia	N	23	8	5	11	47	
		%	48.9%	17.0%	10.6%	23.4%	100.0%	
	Africa	N	1	1	0	0	2	
		%	50.0%	50.0%	0.0%	0.0%	100.0%	
	Hit or hurt you (not including play fight)	West Europe	N	309	43	15	18	385
			%	80.3%	11.2%	3.9%	4.7%	100.0%
East Europe		N	18	1	1	2	22	
		%	81.8%	4.5%	4.5%	9.1%	100.0%	
Former Yugoslavia		N	19	3	1	1	24	
		%	79.2%	12.5%	4.2%	4.2%	100.0%	
Asia		N	39	2	2	3	46	
		%	84.8%	4.3%	4.3%	6.5%	100.0%	
Africa		N	2	0	0	0	2	
		%	100.0%	0.0%	0.0%	0.0%	100.0%	
Leave you out of their games or activities		West Europe	N	267	56	26	37	386
			%	69.2%	14.50%	6.7%	9.6%	100.0%
	East Europe	N	19	1	0	2	22	
		%	86.4%	4.50%	0.0%	9.1%	100.0%	
	Former Yugoslavia	N	18	2	2	2	24	
		%	75.0%	8.30%	8.3%	8.3%	100.0%	
	Asia	N	32	6	6	3	47	
		%	68.1%	12.80%	12.8%	6.4%	100.0%	
	Africa	N	1	1	0	0	2	
		%	50.0%	50.00%	0.0%	0.0%	100.0%	

Table 101 - Ethnicity × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
West Europe	N	275	109	384
	%	71.6%	28.4%	100.0%
East Europe	N	17	5	22
	%	77.3%	22.7%	100.0%
Former Yugoslavia	N	19	4	23
	%	82.6%	17.4%	100.0%
Asia	N	28	17	45
	%	62.2%	37.8%	100.0%
Africa	N	2	0	2
	%	100.0%	0.0%	100.0%

Table 102 - Ethnicity × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	sometimes	No	I don't know	Total
West Europe	N	24	164	136	65	389
	%	6.2%	42.2%	35.0%	16.7%	100.0%
East Europe	N	2	12	5	3	22
	%	9.1%	54.5%	22.7%	13.6%	100.0%
Former Yugoslavia	N	7	9	6	2	24
	%	29.2%	37.5%	25.0%	8.3%	100.0%
Asia	N	2	19	17	9	47
	%	4.3%	40.4%	36.2%	19.1%	100.0%
Africa	N	0	0	2	0	2
	%	0.0%	0.0%	100.0%	0.0%	100.0%

*Cramer`s V:0.131, Sig.:0.015, w:0.227

Table 103 - Ethnicity × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
West Europe	N	131	213	41	385
	%	34.0%	55.3%	10.6%	100.0%
East Europe	N	6	15	1	22
	%	27.3%	68.2%	4.5%	100.0%
Former Yugoslavia	N	6	15	3	24
	%	25.0%	62.5%	12.5%	100.0%
Asia	N	7	31	7	45
	%	15.6%	68.9%	15.6%	100.00
Africa	N	0	2	0	2
	%	0.0%	100.0%	0.0%	100.0%

Table 104 - Ethnicity × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	West Europe	354	4.47	0.901
	East Europe	20	4,4	1.095
	Former Yugoslavia	22	4.68	0.568
	Asia	40	4,2	1.224
	Africa	2	5	0
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	West Europe	367	4.62	0.783
	East Europe	21	4.81	0.402
	Former Yugoslavia	24	4.67	0.565
	Asia	42	4,6	0.798
	Africa	2	5	0
In our class, pupils of different ethnicities/races/religion get along well	West Europe	367	4,7	0.662
	East Europe	22	4.86	0.351
	Former Yugoslavia	24	4.67	0.637
	Asia	43	4,7	0.513
	Africa	2	5	0

Table 105- Ethnicity × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
West Europe	N	184	170	22	10	386
	%	47.7%	44.0%	5.0%	2.0%	100.0%
East Europe	N	14	7	0	1	22
	%	63.6%	31.8%	0.0%	4.5%	100.0%
Former Yugoslavia	N	18	6	0	0	24
	N	75.0%	25.0%	0.0%	0.0%	100.0%
Asia	%	29	14	1	2	46
	%	63.0%	30.4%	2.2%	4.3%	100.0%
Africa	N	2	0	0	0	2
	%	100.0%	0.0%	0.0%	0.0%	100.0%

Citizenship – Well-being and everyday life

In the following subchapter the variables of the topic area well-being and everyday life as well as school life are analysed on the condition of citizenship.

Table 106 shows how satisfied the respondents are with their lives, broken down by citizenship. On arithmetic average, it is the respondents with a citizenship other than the Austrian citizenship who are more satisfied with their lives (mean: 4.12 without cit., 4.00 with cit.), who are more likely to like themselves (mean: 4.06 without cit., 3.83 with cit.) and who have more positive prospects of their future (mean: 4.13 without cit., 3.88 with cit.).

Only with regard to the question of whether respondents have what they need in their lives did respondents with Austrian citizenship agree with this statement more often on average (mean 4.48) than those without Austrian citizenship (mean 4.24). Overall, however, these are not significant differences.

Table 107 shows how often and in what way respondents with and without Austrian citizenship spend their free time. With regard to the frequency distributions in the domains "Meeting, playing with friends" and "Using smartphone or computer to stay in touch with friends/relatives," there are hardly any differences in terms of Austrian citizenship. In general, respondents are most likely to maintain relationships with friends and relatives via digital devices on an almost daily basis (approx. 82%). Students with or without Austrian citizenship meet their friends most frequently once or twice a week (approx. 53%).

There is a small difference in the probability distribution broken down by citizenship with regard to the frequency with which respondents spend their free time alone. Here, 44.3% of those with Austrian citizenship say they do so. While the probability is 40% when it comes to respondents without Austrian citizenship. At the same time, the ratio is reversed when it comes to the probability of rarely or never spending time alone in one's leisure time. Here, more respondents without Austrian citizenship (19.2%) say they do so than respondents with Austrian citizenship (14.7%).

The greatest difference is seen with regard to the frequency with which respondents say they participate in organized leisure activities and classes. The probability of doing so is 40.3% for respondents without Austrian citizenship, which is higher than for respondents with Austrian citizenship, which is 28.3%. For respondents with Austrian citizenship, it is more likely to do this once or twice a week, at 42.9% (Without Austrian citizenship, 35.3%), or rarely or not at all, at 28.9% (Without Austrian citizenship, 24.4%).

With regard to the question of how supportive and attentive the social environment of the respondents is, small differences in the data can be seen depending on whether the respondents have Austrian citizenship or not (see Table 108). Note, these differences are not significant.

On average, respondents with Austrian citizenship state more frequently than respondents without Austrian citizenship that they are supported by their family in difficult situations (mean: 4.38 with cit., 4.29 without cit.) and that they are treated affectionately by them (mean: 4.36 with cit., 4.34 without cit.). With regard to the question whether the respondents have enough friends and whether they are supportive when the respondents have problems, on average more of the respondents without Austrian citizenship agreed (mean 4.46 "enough friends", 4.29 "support from friends") than those respondents with Austrian citizenship did (mean 4.37 "enough friends", 4.23 "support from friends"). However, the differences are negligible and not applicable to the population.

Broken down by citizenship, 54.2% of respondents with Austrian citizenship often spend time with friends from school in their free time (see Table 109). This is the case for only

46.6% of the respondents without Austrian citizenship. The ratio is reversed when it comes to whether respondents spend time in their free time with friends who do not go to their school. Here 55.1% of the respondents without Austrian citizenship answered "yes" and 44.9% of those who possess such a citizenship.

Relatively rarely do the respondents not meet friends in their free time. Here, at 23.2%, the respondents without Austrian citizenship are higher than the respondents with Austrian citizenship, 21.4% of whom stated that they do not meet friends in their free time.

Table 110 shows that respondents with Austrian citizenship are most likely (39.3%) to sometimes spend time online with friends outside of school online. This differs from the frequency of this type of leisure activity among respondents without Austrian citizenship. Indeed, these respondents are the most likely to report often spending their free time online with friends, at 38.3%. The likelihood of respondents without Austrian citizenship increases linearly with the frequency with which they spend time with friends online, which is not the case for respondents with Austrian citizenship. At the same time all in all the respondents with Austrian citizenship significantly spent more time online with their friends in their free time than the respondents without Austrian citizenship do.

Table 106 - Citizenship × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Citizenship	321	4.00	1.187
	Without citizenship	112	4.12	1.137
I have what I want in life	Citizenship	334	4.48	0.932
	Without citizenship	118	4.24	1.060
I like being the way I am	Citizenship	324	3.83	1.384
	Without citizenship	119	4.06	1.251
I feel positive about my future	Citizenship	315	3.88	1.235
	Without citizenship	112	4.13	1.103

Table 107 - How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Citizenship	N	97	144	95	336
		%	28.9%	42.9%	28.3%	100.0%
	Without citizenship	N	29	42	48	119
		%	24.4%	35.3%	40.3%	100.0%
Meeting, playing with friends	Citizenship	N	43	177	115	335
		%	12.8%	52.8%	34.3%	100.0%
	Without citizenship	N	16	64	40	120
		%	13.3%	53.3%	33.3%	100.0%
Using smartphone or computer to stay in touch with friends/relatives	Citizenship	N	11	50	274	335
		%	3.3%	14.9%	81.8%	100.0%
	Without citizenship	N	4	17	99	120
		%	3.3%	14.2%	82.5%	100.0%
Spending time just being by myself	Citizenship	N	49	137	148	334
		%	14.7%	41%	44.3%	100.0%
	Without citizenship	N	23	49	48	120
		%	19.2%	40.8%	40%	100.0%

Table 108 - Citizenship × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Citizenship	326	4.38	1.024
	Without citizenship	116	4.29	1.119
My parents (carers) listen to me and take what I say into account	Citizenship	325	4.36	1.059
	Without citizenship	114	4.34	0.976
I have enough friends	Citizenship	333	4.37	1.043
	Without citizenship	116	4.46	1.066
If I have a problem, I have a friend who will support me	Citizenship	329	4.23	1.062
	Without citizenship	116	4.29	1.103

Table 109 - Citizenship × Leisure time

			No	Yes	Total
Out of school, I often spend time with friends from school	Citizenship	N	153	181	334
		%	45.8%	54.2%	100.0%
	Without citizenship	N	63	55	118
		%	53.4%	46.6%	100.0%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	Citizenship	N	184	150	334
		%	55.1%	44.9%	100.0%
	Without citizenship	N	53	65	118
		%	44.9%	55.1%	100.0%
Out of school, I don't spend time with friends	Citizenship	N	235	64	299
		%	78.6%	21.4%	100.0%
	Without citizenship	N	76	23	99
		%	76.8%	23.2%	100.0%

Table 110 - Citizenship × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Citizenship	N	25	40	106	121	40	332
		%	7.5%	12%	31.9%	36.4%	12%	100.0%
	Without citizenship	N	8	9	43	38	22	120
		%	6.7%	7.5%	35.8%	31.7%	18.3%	100.0%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Citizenship	N	14	17	56	130	114	331
		%	4.2%	5.1%	16.9%	39.3%	34.4%	100.0%
	Without citizenship	N	4	12	23	35	46	120
		%	3.3%	10%	19.2%	29.2%	38.3%	100.0%

Citizenship – School life

With regard to the question of how often respondents feel good, perceived by the school environment and not overwhelmed at school, there are slight differences broken down by possession of Austrian citizenship (see Table 111). In Both groups the indicated frequencies increased with the temporal frequencies in regard to the questions of how often they feel safe at school, feel they belong to their class and are thus okay with being asked questions by teachers. At the same time, in all categories and without exception, respondents without Austrian citizenship are at least 5.4 percentage points more likely to say they are often satisfied compared to respondents with Austrian citizenship.

This is particularly striking with regard to the last question: "I feel OK what my classmates think of me". Here, the probability of doing this of being a person with Austrian citizenship is 32%. It is more than ten percent lower than the figures for persons without Austrian citizenship, for whom this is often the case at 43.5%. Also, with regard to this question,

persons with Austrian citizenship are more likely to experience this sometimes at school (35%).

The probabilities of how often respondents like being at school jut out. Here, both groups have it in common that they are more likely to feel this "sometimes" (with Austrian citizenship 36.6%, without Austrian citizenship 35%) or "occasionally" (with Austrian citizenship 30.5%, without Austrian citizenship 32.5%) than "often" (with Austrian citizenship 15.7%, without Austrian citizenship 23.3%).

With regard to the answers listed in Table 112, it can be noted in the first place that the frequency distributions in the citizenship groups are similar in all variables except one. There was a small difference in the frequency distribution between respondents with and without Austrian citizenship in the question of how often classmates care about the respondents' feelings. On the one hand, this is most likely to be the case "sometimes" for both groups ("citizenship" 34.5%, "without citizenship" 30.9%). On the other hand, fewer of the respondents without Austrian citizenship than those with Austrian citizenship said that the respondents cared about the respondents' feelings "rarely" to 6.4% and "never" to 8.5% (citizenship: 12.6% "rarely", 7.2% "never").

The variables "My classmates accept me just the way I am", "My teachers accept me the same way as other classmates" and "My teachers listen to me and take what I say into account" were most frequently stated by respondents with and without Austrian citizenship. For all these variables, the frequencies decrease with decreasing points in time. With regard to the statement "My classmates accept me just the way I am", the respondents without Austrian citizenship stated "often" most frequently (59.3%). Among the respondents with Austrian citizenship it was 52.9%. This relationship continues with the question "My teachers accept me the same way as other classmates", to which 59.6% of the respondents without Austrian citizenship answered "often". The respondents with Austrian citizenship answered 56.5% with "often". Likewise, of the two groups, respondents without Austrian citizenship most often feel understood and respected by their teachers (54.6%).

Both citizenship groups most frequently answered "occasionally" (37.1% "citizenship", 32.7% "without citizenship") about how often the respondents' teachers talk about different countries, languages, cultures or religion.

In summary, mostly the respondents without Austrian citizenship feel most frequently "often" accepted by teachers and classmates and understood and respected by teachers. Also, when it comes to whether the "classmates care about how I feel" or the teachers talk about diversity, it is the respondents without Austrian citizenship who state more often that this is the case than the respondents with Austrian citizenship, although here the frequency that this is the case is relatively lower for both groups compared to the other variables.

The Table 113 shows how often respondents are excluded from games and activities by their classmates, broken down by citizenship. It can be seen that respondents with Austrian citizenship experience repeated exclusion less often than is the case for respondents without citizenship.

Thus, with a probability of 7.2%, respondents with Austrian citizenship state that they have been excluded by classmates more than three times in a school year. Respondents without Austrian citizenship state this twice as often (15.4%). At the same time, the probabilities of not being excluded by classmates are similar for both groups. 70.8% of respondents with Austrian citizenship state that they do not experience exclusion, while 67.5% of respondents without Austrian citizenship find this true for themselves.

In terms of unfair treatment, it appears that only when it comes to economic status, the citizenship variable influences the unfair treatment variable when it comes to teacher behaviour (see Table 114).

It appears that there is little correlation between the variables "citizenship" and permission to speak another language than German in the school (see Table 115). Also, the probabilities of having permission to speak a language other than German outside of class are similar between respondents with (72.2%) and without Austrian citizenship (73.7%). This shows that the probability of being treated unfairly by teachers on the basis of one's own economic status is higher for respondents without Austrian citizenship (7.7%) than for respondents with Austrian citizenship (2.7%). It can be seen that students without an Austrian passport are more likely to be treated unfairly by teachers.

The probability of how often speaking a language other than German is initiated by teachers in class, disaggregated by possession of Austrian citizenship, is slightly different (see Table 116). That is, respondents who do not have Austrian citizenship report this more often (54.7%) than respondents with Austrian citizenship (47.8%). Respondents with Austrian citizenship state more times that they are not asked by teachers to speak another language in class (35.2%), as well as they state more often that they do not know (17%), than the respondents without Austrian citizenship (29.9% "no", 15.4% "I do not know").

With regard to the assessment of their own performance, there are differences between respondents broken down by citizenship (see Table 117). While the proportions of respondents in both groups who describe their school performance as poor are similar (with Austrian citizenship 10%, without Austrian citizenship 12.9%), the frequencies in the other two categories diverge.

Whilst both groups predominantly assess their performance as average (with Austrian citizenship 55.2%, without Austrian citizenship 61.2%), a difference is already apparent here. Respondents without Austrian citizenship are more likely to rate their own performance as average than respondents with Austrian citizenship.

In fact, it is generally more likely to rate one's own school performance as above average if one has Austrian citizenship (34.8%) than if one does not (25.9%). We find a discernible tendency for respondents with Austrian citizenship to rate their performance better overall than respondents without Austrian citizenship.

The assessment of the statements in Table 118 differs most between respondents with and without Austrian citizenship when it comes to the question of whether immigrant pupils have the right to cultivate their culture and language. Here, respondents without Austrian citizenship agree on average more often (mean = 4.67) than respondents with such citizenship (mean: 4.42). It also seems that respondents with Austrian citizenship, with mean = 4.60, are less likely to have classmates with diverse backgrounds in their class than respondents without Austrian citizenship (mean: 4.72). The question of whether pupils of diverse backgrounds get along with each other was answered equally by both citizenship groups (mean: 4.72).

However, the statistical test procedures could not determine any significant difference, which is why the null hypothesis and accordingly no difference between the two groups can be assumed. Having multiple friends who are not from Austria is 17.9 percentage points more likely if respondents do not have Austrian citizenship (65%) than if they do (47.1%) (see Table 119).

This difference reverses when respondents were asked whether they have few friends who have diverse national, religious or cultural backgrounds. Here it is the case for 45% of respondents with Austrian citizenship, and for 28.2% of respondents without Austrian citizenship. Accordingly, it can be concluded that respondents without Austrian citizenship have a more diverse circle of friends in terms of cultural, religious, and national diversity.

Table 111 - Citizenship x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Citizenship	N	20	37	101	121	52	331
		%	6%	11.2%	30.5%	36.6%	15.7%	100.0%
	Without citizenship	N	2	9	39	42	28	120
		%	1.7%	7.5%	32.5%	35%	23.3%	100.0%
I feel safe when I am at school	Citizenship	N	11	21	71	90	131	324
		%	3.4%	6.5%	21.9%	27.8%	40.4%	100.0%
	Without citizenship	N	2	5	14	38	55	114
		%	1.8%	4.4%	12.3%	33.3%	48.2%	100.0%
I feel like I belong in this class	Citizenship	N	9	19	61	102	136	327
		%	2.8%	5.8%	18.7%	31.2%	41.6%	100.0%
	Without citizenship	N	2	5	22	33	55	117
		%	1.7%	4.3%	18.8%	28.2%	47%	100.0%
I am OK when a teacher asks me a question	Citizenship	N	10	20	63	92	144	329
		%	3%	6.1%	19.1%	28%	43.8%	100.0%
	Without citizenship	N	4	3	25	26	61	119
		%	3.4%	2.5%	21%	21.8%	51.3%	100.0%
I feel OK what my classmates think of me	Citizenship	N	18	18	61	103	94	294
		%	6.1%	6.1%	20.7%	35%	32%	100.0%
	Without citizenship	N	3	6	21	31	47	108
		%	2.8%	5.6%	19.4%	28.7%	43.5%	100.0%

Table 112- Citizenship × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Citizenship	F	2	16	38	88	162	306
		%	0.7%	5.2%	12.4%	28.8%	52.9%	100.0%
	Without citizenship	F	2	4	15	23	64	108
		%	1.9%	3.7%	13.9%	21.3%	59.3%	100.0%
My teachers accept me the same way as other classmates	Citizenship	F	1	11	35	86	173	306
		%	0.3%	3.6%	11.4%	28.1%	56.5%	100.0%
	Without citizenship	F	3	6	9	26	65	109
		%	2.8%	5.5%	8.3%	23.9%	59.6%	100.0%
My classmates care about how I feel	Citizenship	F	20	35	57	96	70	278
		%	7.2%	12.6%	20.5%	34.5%	25.2%	100.0%
	Without citizenship	F	8	6	23	29	28	94
		%	8.5%	6.4%	24.5%	30.9%	29.8%	100.0%
My teachers listen to me and take what I say into account	Citizenship	F	5	20	39	112	138	314
		%	1.6%	6.4%	12.4%	35.7%	43.9%	100.0%
	Without citizenship	F	3	6	9	31	59	108
		%	2.8%	5.6%	8.3%	28.7%	54.6%	100.0%
My teachers talk about different countries, languages, cultures or religion	Citizenship	F	12	42	115	105	36	310
		%	3.9%	13.5%	37.1%	33.9%	11.6%	100.0%
	Without citizenship	F	8	13	36	31	22	110
		%	7.3%	11.8%	32.7%	28.2%	20%	100.0%

Table 113 - Citizenship × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Citizenship	N	158	69	54	52	333
		%	47.4%	20.7%	16.2%	15.6%	100.0%
	Without citizenship	N	55	22	15	25	117
		%	47%	18.8%	12.8%	21.4%	100.0%
Hit or hurt you (not including play fight)	Citizenship	N	268	37	13	13	331
		%	81%	11.2%	3.9%	3.9%	100.0%
	Without citizenship	N	96	8	4	9	117
		%	82.1%	6.8%	3.4%	7.7%	100.0%
Leave you out of their games or activities*	Citizenship	N	235	48	25	24	332
		%	70.8%	14.5%	7.5%	7.2%	100.0%
	Without citizenship	N	79	15	5	18	117
		%	67.5%	12.8%	4.3%	15.4%	100.0%

*Cramer's V:0.132, Sig.:0.050

Table 114 - - Citizenship × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	Citizenship	N	90	200	290	46	266	312
		%	31%	69%	100.0%	14.7%	85.3%	100.0%
	Without citizenship	N	27	79	106	24	85	109
		%	25.5%	74.5%	100.0%	22%	78%	100.0%
Your economic status (poor/rich)*	Citizenship	N	8	289	297	23	286	309
		%	2.7%	97.3%	100.0%	5.0%	95.0%	100.0%
	Without citizenship	N	8	96	104	9	99	108
		%	7.7%	92.3%	100.0%	8.3%	91.7%	100.0%
Your religion	Citizenship	N	33	275	308	20	293	313
		%	10.7%	89.3%	100.0%	6.4%	93.6%	100.0%
	Without citizenship	N	10	99	109	10	100	110
		%	9.2%	90.8%	100.0%	9.1%	90.9%	100.0%
Your nationality/race	Citizenship	N	46	257	303	46	263	309
		%	15.2%	84.8%	100.0%	14.9%	85.1%	100.0%
	Without citizenship	N	24	80	104	19	87	106
		%	23.1%	76.9%	100.0%	17.9%	82.1%	100.0%
Where you live (district, village/town)	Citizenship	N	10	302	312	9	309	318
		%	3.2%	96.8%	100.0%	2.8%	97.2%	100.0%
	Without citizenship	N	3	107	110	3	108	111
		%	2.7%	97.3%	100.0%	2.7%	97.3%	100.0%
Language you speak	Citizenship	N	36	276	312	30	286	316
		%	11.5%	88.5%	100.0%	9.5%	90.5%	100.0%
	Without citizenship	N	16	89	105	18	91	109
		%	15.2%	84.8%	100.0%	16.5%	83.5%	100.0%

*Economic status, Teachers: Cramer's V:0.112, Sig.:0.025

Table 115 - Citizenship × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Citizenship	N	239	92	331
	%	72.2%	27.8%	100.0%
Without citizenship	N	84	30	114
	%	73.7%	26.3%	100.0%

Table 116 - Citizenship × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don` t know	Total
Citizenship	N	22	138	118	57	335
	%	6.6%	41.2%	35.2%	17%	100.0%
Without citizenship	N	13	51	35	18	117
	%	11.1%	43.6%	29.9%	15.4%	100.0%

Table 117 - Citizenship × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Citizenship	N	115	182	33	330
	%	34.8%	55.2%	10%	100.0%
Without citizenship	N	30	71	15	116
	%	25.9%	61.2%	12.9%	100.0%

Table 118 - Citizenship × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Citizenship	303	4.42	0.948
	Without citizenship	108	4.67	0.697
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Citizenship	313	4.60	0.827
	Without citizenship	116	4.72	0.584
In our class, pupils of different ethnicities/races/religion get along well	Citizenship	315	4.72	0.628
	Without citizenship	113	4.72	0.542

Table 119 - Citizenship × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Citizenship	N	156	149	18	8	331
	%	47.1%	45%	5.4%	2.4%	100.0%
Without citizenship	N	76	33	4	4	117
	%	65%	28.2%	3.4%	3.4%	100.0%

Religion – Well-being and everyday life

As Table 120 shows, the variable "religion" (see Table 14) was recoded into three domains to make an analysis of the data feasible. The religious data were divided into three categories. This results in the largest group of "Christians" with 44.6% (see Table 120). The second largest group, at 41.3%, is made up of all other religions, and the last and smallest group is made up of 14.1% of the sample and includes all respondents who do not consider themselves to belong to any religion.

With regard to questions on general satisfaction with one's own life circumstances, differences in the central tendencies between the religions could be found with regard to the question of whether the respondents like themselves (see table 121). It can be assumed that there are differences in the central tendencies of the groups "Christianity", "Islam, Buddhism, Hinduism, other" and "No religious belief" with regard to the question of whether the respondents like themselves (Chi-square = 6.448, $p = 0.04$). No such significant differences could be found with regard to the other questions on life satisfaction.

Table 122 shows how often and in what ways respondents of different faiths spend their free time. Significant correlations were found in relation to digital socializing and physically meeting friends. These are analysed below. Respondents who do not belong to any religion are least likely to meet or play with friends once a week to daily, compared to the other religious groups, with a total of 71.7%.

In the middle on this topic are respondents with "other" religion, with a combined 81.1%. The probability of physically meeting friends as a Christian respondent is thus highest compared to the other groups, with a combined 88.8%. It can be concluded from this that Christian respondents are most likely to physically meet friends outside of school, followed by respondents with other religions and non-denominational respondents.

In terms of digital contact with friends and relatives, the picture that emerges is that all groups regularly use tools such as smartphones or computers in their everyday lives. The likelihood of daily to almost daily use of such devices is highest among non-denominational respondents (90.8%). Followed by Christian respondents (84.5%) and respondents with other religion (73.5%). As is noticeable, respondents of other religions have relatively less frequent online contact with friends and relatives than respondents who are Christian or non-denominational (21.1%).

Table 123 shows the arithmetic means of the answers to questions on the topic of support from the social environment broken down by religious affiliation. The differences between the groups are not statistically significant. The most striking tendencies are described below. With regard to support and consideration by the family, it is the non-denominational respondents who rate this highest on average (mean: 4.39 "support", 4.52 "consideration"), with respondents of denominations other than Christian coming in last (mean: 4.32 "support", 4.33 "consideration"). With regard to a sufficient network of friends and support from friends in difficult situations, on average Christian respondents state most frequently that they have this (mean: 4.47 "enough friends", 4.32 "support from friends"). Table 124 shows significant correlations of respondents' religious affiliation with the variables "Outside of school, I often spend time with my friends from outside" and "Outside of school, I do not spend time with friends." Here, in terms of the correlation of often spending free time with friends who are not from one's own school, it appears that this is done by more than half of Christian and non-denominational respondents (51.7% and 52.3%, respectively). The likelihood of doing so as respondents of other religions is relatively low at 39%.

Outside of school, the likelihood of not spending time with friends increases when respondents are of a religion other than Christian (29.1%). The other groups each account for about one-fifth of the respondents (18% Christian, 20.7% undenominational).

In Table 125, the relationship between the variable religious affiliation and the variable how much time respondents spend with friends outside of school is weak, with a significance of 0.045 and a Cramer's V of 0.124. This relationship is described in more detail below. It can be seen that the combined probability of sometimes to often spending time with friends is highest among nondenominational respondents, at 53.8%, compared to the other religious groups. This is followed by Christian respondents who spend time face-to-face with friends at 51.7%. Respondents with non-Christian religious affiliation are in last place at 43.7%.

Respondents with religious affiliation other than Christian were the most likely to say they "occasionally" spend time face-to-face with friends, at 36.3%.

The probability of how often another language is spoken in class, divided according to age group, is slightly different (see Table 75). Thus, older students state more frequently (46.1%) that this is sometimes the case than younger students do (35.1%). At the same time, the frequency of students indicating the other domains saying that they do not speak another language in class, or that they do so often, or that they do not know, differs by only about 5% between the age groups, which shows little difference between the age groups.

The distribution of the probability of how well the respondents assessed their performance in comparison to their classmates divided by age group membership is similar to the overall distribution of the probability of how well the respondents assessed their school performance in comparison to their classmates (see Table 76). In terms of differences between age groups, it can be noted that the percentage of students who rate their performance better than average is slightly higher among older respondents (32.%) than among younger ones (28.7%).

Table 77 presents how respondents find and feel about cultural, religious and linguistic diversity in their school, broken down by age group. It shows that there are significant differences between the age groups when it comes to the question of how much they like having pupils from diverse backgrounds in their class ($U = 21779.000$, $p = 0.037$). It is also valid to say that there is a significant difference between the age groups in terms of whether students from diverse backgrounds get along well with each other in their class ($U = 21813.000$, $p = 0.038$).

The probability of having many friends from different countries if the respondents belong to the younger age group is 49.1%. Comparably, slightly more than half of respondents in the older age group (52.8%) report having many such friends (see Table 78). The probability of having a few foreign friends is slightly higher (45.1%) if respondents belong to the younger age group than if they belong to the older group (38.8%). The probability of having no foreign friends is low in comparison, whether respondents are older or younger.

Table 120 – Religion grouping

	F	%
Christianity	206	44.6%
Islam, Buddhism, Hinduism, other,	191	41.3%
I am not affiliated with a religion	65	14.1%
Total	462	100,0

Table 121 - Religion × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Christianity	194	3.96	1.206
	Islam, Buddhism, Hinduism, other	185	4.17	1.142
	I am not affiliated with a religion	62	3.94	1.114
I have what I want in life	Christianity	205	4.47	0.993
	Islam, Buddhism, Hinduism, other	189	4.37	0.999
	I am not affiliated with a religion	64	4.44	0.774
I like being the way I am*	Christianity	199	3.82	1.365
	Islam, Buddhism, Hinduism, other	186	4.06	1.295
	I am not affiliated with a religion	63	3.73	1.370
I feel positive about my future	Christianity	196	4.04	1.145
	Islam, Buddhism, Hinduism, other	175	3.98	1.225
	I am not affiliated with a religion	61	3.74	1.223

*Kruskal Wallis: Chi square: 6.448 Sig.:0.040

Table 122- Religion × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Christianity	N	58	77	71	206
		%	28.2%	37.4%	34.5%	100.0%
	Islam, Buddhism, Hinduism, other	N	50	87	54	191
		%	26.2%	45.5%	28.3%	100.0%
	I am not affiliated with a religion	N	18	27	19	64
		%	28.1%	42.2%	29.7%	100.0%
Meeting, playing with friends*	Christianity	N	23	113	69	205
		%	11.2%	55.1%	33.7%	100.0%
	Islam, Buddhism, Hinduism, other	N	36	98	57	191
		%	18.8%	51.3%	29.8%	100.0%
	I am not affiliated with a religion	N	36	51	40	127
		%	28.3%	40.2%	31.5%	100.0%
Using smartphone or computer to stay in touch with friends/relatives**	Christianity	N	4	28	174	206
		%	1.9%	13.6%	84.5%	100.0%
	Islam, Buddhism, Hinduism, other	N	10	40	139	189
		%	5.3%	21.2%	73.5%	100.0%
	I am not affiliated with a religion	N	2	4	59	65
		%	3.1%	6.2%	90.8%	100.0%
Spending time just being by myself	Christianity	N	27	91	87	205
		%	13.2%	44.4%	42.4%	100.0%
	Islam, Buddhism, Hinduism, other	N	36	76	79	191
		%	18.8%	39.8%	41.4%	100.0%
	I am not affiliated with a religion	N	8	29	28	65
		%	12.3%	44.6%	43.1%	100.0%

*Cramer's V:0.102, Sig.:0.047

**Cramer's V:0.121, Sig.:0.009

Table 123 - Religion × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Christianity	202	4.38	1.007
	Islam, Buddhism, Hinduism, other	186	4.32	1.106
	I am not affiliated with a religion	61	4.39	1.053
My parents (carers) listen to me and take what I say into account	Christianity	202	4.39	1.007
	Islam, Buddhism, Hinduism, other	182	4.33	1.073
	I am not affiliated with a religion	62	4.52	0.864
I have enough friends	Christianity	203	4.47	0.951
	Islam, Buddhism, Hinduism, other	188	4.33	1.132
	I am not affiliated with a religion	63	4.25	1.107
If I have a problem, I have a friend who will support me	Christianity	202	4.32	1.002
	Islam, Buddhism, Hinduism, other	186	4.25	1.117
	I am not affiliated with a religion	63	4.08	1.182

Table 124 - Religion × Leisure time

			No	Yes	Total
Out of school, I ofte spend time with friends from school	Christianity	N	98	107	205
		%	47.8%	52.2%	100.0%
	Islam, Buddhism, Hinduism, other	N	94	93	187
		%	50.3%	49.7%	100.0%
	I am not affiliated with a religion	N	29	36	65
		%	44.6%	55.4%	100.0%
Out of school, I often spend time with my friends from elsewhere (e.g., neighbourhood) *	Christianity	N	99	106	205
		%	48.3%	51.7%	100.0%
	Islam, Buddhism, Hinduism, other	N	114	73	187
		%	61%	39%	100.0%
	I am not affiliated with a religion	N	31	34	65
		%	47.7%	52.3%	100.0%
Out of school, I don` t spend time with friends **	Christianity	N	150	33	183
		%	82%	18%	100.0%
	Islam, Buddhism, Hinduism, other, other	N	117	48	165
		%	70.9%	29.1%	100.0%
	I am not affiliated with a religion	N	46	12	58
		%	79.3%	20.7%	100.0%

*Cramer`s V:0.126, Sig.:0.026

**Cramer`s V:0.124, Sig.:0.045

Table 125 - Religion × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face*	Christianity	N	12	28	58	78	27	203
		%	5.9%	13.8%	28.6%	38.4%	13.3%	100.0%
	Islam, Buddhism, Hinduism, other	N	20	18	69	57	26	190
		%	10.5%	9.5%	36.3%	30%	13.7%	100.0%
	I am not affiliated with a religion	N	4	5	21	27	8	65
		%	6.2%	7.7%	32.3%	41.5%	12.3%	100.0%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Christianity	N	5	10	36	77	75	203
		%	2.5%	4.9%	17.7%	37.9%	36.9%	100.0%
	Islam, Buddhism, Hinduism, other	N	12	18	39	54	66	189
		%	6.3%	9.5%	20.6%	28.6%	34.9%	100.0%
	I am not affiliated with a religion	N	1	5	8	31	20	65
		%	1.5%	7.7%	12.3%	47.7%	30.8%	100.0%

*Cramer`s V:0.124, Sig.:0.045

Religion - School life

In Table 126, there are significant associations between religious affiliation and the variables "I like being in school" and "I am OK when a teacher asks me a question." This relationship is described in more detail below. When asked how often respondents like to be at school, the most likely answer for all (non-) religious groups is "sometimes," indicated by 35.4% of respondents with a non-Christian religious affiliation, 35.9% of non-denominational respondents, and 38.9% of Christian respondents. In general, respondents who are of a religion other than Christianity are most fond of school ("often" 28%). Of the groups, it is those with no religious affiliation who are least likely to like being at school (10.9%). In terms of whether respondents from the various religious groups feel it is okay to be asked questions by teachers, all groups are most likely to feel this way "often" (Christians 46.3%, Others 48.7%, Non-Denominational 43.8%). At the same time, among the religious groups, the non-denominational respondents seem to be the ones who least like being asked by teachers ("never" 9.4%).

In Table 127 the subject of the frequency of good relationships among the pupils in the classes as well as attentiveness of the teachers disaggregated by religious affiliation is listed. With regard to the variable "My classmates care about how I feel," a significant correlation was found for the population. This relationship is described in more detail below. In general, compared to the other variables on well-being at school, it is less frequently the case that students indicated "often" on this variable. Thus, for one-third of respondents with non-Christian religious affiliation, it is "often" the case (31%) that they experience the compassion of their classmates. The other two religious groups are below that. Among them, the most common response was that their classmates "sometimes" care about the respondents' feelings (37.4% Christian, 28.6% Non-Confessional).

Confessionless respondents were especially likely to indicate that they rarely to occasionally feel empathized with by their classmates. The correlation is small with a significance level of $p = 0.0158$ and a Cramer's V of 0.158.

Table 128 lists, by religious affiliation, how often respondents experienced exclusion, bullying, or physical violence by their classmates in the last school year. Physical violence (range 81.3% to 75%) is experienced least often by all respondents, followed by exclusion (range 69.3% to 68.8%) and bullying (range 56.3% to 45.9%). This suggests that physical violence tends to be rare in everyday school life, although at 18.8%, about one-fifth of non-denominational respondents say they have experienced it at some point during the school year. Furthermore, it is noticeable that the probability for respondents with a non-Christian religious confession to have experienced bullying more than three times during the school year is high at 21.9% compared to the other groups (Christians 15.7%, non-denominational 12.5%). Apart from this difference, no (non-)religious group can be identified that experienced exclusion or physical violence significantly more often in the last school year.

When asked whether respondents were treated unfairly by teachers on the basis of various nominal characteristics, significant differences emerged between the different religious groups in the frequency responses to "Your gender" and "Where you live" (see

Table 129). These are analysed in more detail below. Unfair treatment by classmates could not be found. Thus, at 49.9%, respondents without a religious confession stated more than twice as often that they had been treated unfairly by their teachers on the basis of their gender as Christian respondents (23.91%) and respondents with a different religious confession (22.36%). Overall, respondents of different religious denominations were very rarely treated unfairly by teachers because of their place of residence, although here the frequency figures did not differ all the same. Here, respondents of a denomination other than Christian experienced unfair treatment by teachers more often (6%) than the other two groups did (1.50% "Christians", 1.60% "No religious affiliation"). In summary, it appears that non-denominational respondents are most likely to be treated unfairly by teachers because of their gender and that respondents of religions other than Christian are treated unfairly by teachers in relation to their place of residence.

One explanation for the first finding could be that different treatment on the basis of gender is perceived as more normal, and accordingly not unfair, for religious respondents on the basis of their faith than it is for non-believing respondents. In any case, religious affiliation has an influence on whether respondents feel unfairly treated because of their gender and place of residence. Looking at Table 130, it is noticeable that the likelihood ratio in the group with a non-Christian denomination is highest (35.9%) when it comes to whether they are allowed to speak a language other than German outside of class at school.

This is followed by respondents with a Christian confession, who state this with 25.2%. Confessionless respondents are the least likely to state that they are forbidden to speak a language other than German outside of class (17.5%). In short, speaking a language other than German at school is forbidden for one-third of respondents with a denomination other than Christian. Thus, having a non-Christian denomination and speaking another language seems to be the most undesirable by the schools.

The assessment of how often respondents, broken down by (non-)religious groups, have the opportunity to speak a language other than German in class varies (see Table 131). Respondents with a non-Christian religious affiliation most frequently state that teachers do not speak any language other than German with them, at 38%. Christian respondents share this assessment by 4.8 percentage points less, at 33.2%. This is closely followed by non-denominational respondents, who state this with 29.7%. Respondents of non-Christian confession thus seem to be least likely to be motivated by their teachers to speak a language other than German.

How nondenominational respondents rate their academic performance compared to their classmates diverges most when compared to the other two religious groups (see Table 132). While they are most likely to rate their academic performance as above average at 42.2%, 18.8% of them also report a poorer performance than average. Christians among respondents are overwhelmingly likely to rate their performance as average (57.6%), though one-third (33.5%) of them are still more likely than respondents with a non-Christian denomination to rate their performance as above average (non-Christians 26.1%).

Respondents with a non-Christian religious affiliation rate their academic performance mostly as average compared to the others (62.2%). Significant differences in central tendencies in the response behaviour between the religious groups were found with regard to the statement that migrant pupils have a right to practise their culture, language and religion and that there are pupils of different cultural, religious and linguistic backgrounds in their own school class (see Table 133).

Respondents with a non-Christian denomination are most likely to have several friends with different cultural, religious or regional backgrounds (64.3%) (see Table 134). Thus, they are most likely to indicate this option compared to the other religious groups. Respondents who belong to a Christian denomination or are non-denominational are most likely to have several friends with various backgrounds (Christians 48.3%, non-denominational 50%).

It can be concluded that there is a weak but significant relationship between the variables "religious affiliation" and "number of friends with different backgrounds"

Table 126 - Religion × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	Christianity	N	7	22	68	79	27	203
		%	3.4%	10.8%	33.5%	38.9%	13.3%	100.0%
	Islam, Buddhism, Hinduism, other	N	6	13	50	67	53	189
		%	3.2%	6.9%	26.5%	35.4%	28%	100.0%
	I am not affiliated with a religion	N	7	10	16	23	8	64
		%	10.9%	15.6%	25%	35.9%	12.5%	100.0%
I feel safe when I am at school	Christianity	N	7	11	37	62	84	201
		%	3.5%	5.5%	18.4%	30.8%	41.8%	100.0%
	Islam, Buddhism, Hinduism, other	N	4	11	30	57	84	186
		%	2.2%	5.9%	16.1%	30.6%	45.2%	100.0%
	I am not affiliated with a religion	N	2	6	14	12	26	60
		%	3.3%	10%	23.3%	20%	43.3%	100.0%
I feel like I belong in this class	Christianity	N	3	11	40	61	86	245
		%	1.5%	5.5%	19.9%	30.3%	42.8%	100.0%
	Islam, Buddhism, Hinduism, other	N	6	7	27	55	90	185
		%	3.2%	3.8%	14.6%	29.7%	48.6%	100.0%
	I am not affiliated with a religion	N	1	7	14	18	23	63
		%	1.6%	11.1%	22.2%	28.6%	36.5%	100.0%
I am OK when a teacher asks me a question**	Christianity	N	4	16	38	50	93	201
		%	2%	8%	18.9%	24.9%	46.3%	100.0%
	Islam, Buddhism, Hinduism, other	N	5	3	40	49	92	189
		%	2.6%	1.6%	21.2%	25.9%	48.7%	100.0%
	I am not affiliated with a religion	N	6	3	9	18	28	64
		%	9.4%	4.7%	14.1%	28.1%	43.8%	100.0%
I feel OK what my classmates think of me	Christianity	N	10	8	39	56	68	181
		%	5.5%	4.4%	21.5%	30.9%	37.6%	100.0%
	Islam, Buddhism, Hinduism, other	N	10	10	33	64	59	176
		%	5.7%	5.7%	18.8%	36.4%	33.5%	100.0%
	I am not affiliated with a religion	N	2	8	13	16	15	54
		%	3.7%	14.8%	24.1%	29.6%	27.8%	100.0%

*Cramer's V:0.171, Sig.:0.001

**Cramer's V:0.142, Sig.:0.019

Table 127 - Religion × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Christianity	N	2	6	15	51	106	180
		%	1.1%	3.3%	8.3%	28.3%	58.9%	100.0%
	Islam, Buddhism, Hinduism, other	N	3	9	27	41	102	182
		%	1.6%	4.9%	14.8%	22.5%	56%	100.0%
	I am not affiliated with a religion	N	0	5	10	18	27	60
		%	0%	8.3%	16.7%	30%	45%	100.0%
My teachers accept me the same way as other classmates	Christianity	N	1	6	21	48	110	186
		%	0.5%	3.2%	11.3%	25.8%	59.1%	100.0%
	Islam, Buddhism, Hinduism, other	N	2	6	16	49	105	178
		%	1.1%	3.4%	9%	27.5%	59%	100.0%
	I am not affiliated with a religion	N	1	5	8	18	28	60
		%	1.7%	8.3%	13.3%	30%	46.7%	100.0%
My classmates care about how I feel*	Christianity	N	12	15	35	61	40	163
		%	7.4%	9.2%	21.5%	37.4%	24.5%	100%
	Islam, Buddhism, Hinduism, other	N	15	11	37	44	48	155
		%	9.7%	7.1%	23.9%	28.4%	31%	100.0%
	I am not affiliated with a religion	N	3	14	11	16	12	56
		%	5.4%	25%	19.6%	28.6%	21.4%	100.0%
My teachers listen to me and take what I say into account	Christianity	N	1	12	20	60	93	186
		%	0.5%	6.5%	10.8%	32.3%	50%	100.0%
	Islam, Buddhism, Hinduism, other	N	6	8	24	57	84	179
		%	3.4%	4.5%	13.4%	31.8%	46.9%	100.0%
	I am not affiliated with a religion	N	1	5	8	22	25	61
		%	1.6%	8.2%	13.1%	36.1%	41%	100.0%
My teachers talk about different countries, languages, cultures or religion	Christianity	N	8	23	63	66	29	189
		%	4.2%	12.2%	33.3%	34.9%	15.3%	100.0%
	Islam, Buddhism, Hinduism, other	N	8	19	68	58	24	177
		%	4.5%	10.7%	38.4%	32.8%	13.6%	100.0%
	I am not affiliated with a religion	N	3	13	24	13	7	60
		%	5%	21.7%	40%	21.7%	11.7%	100.0%

*Cramer's V:0.158, Sig.:0.017

Table 128 - Religion × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Christianity	N	95	48	29	32	204
		%	46.6%	23.5%	14.2%	15.7%	100.0%
	Islam, Buddhism, Hinduism, other	N	84	32	27	40	183
		%	45.9%	17.5%	14.8%	21.9%	100.0%
	I am not affiliated with a religion	N	36	8	12	8	64
		%	56.3%	12.5%	18.8%	12.5%	100.0%
Hit or hurt you (not including play fight)	Christianity	N	165	19	8	11	203
		%	81.3%	9.4%	3.9%	5.4%	100.0%
	Islam, Buddhism, Hinduism, other	N	147	17	10	9	183
		%	80.3%	9.3%	5.5%	4.9%	100.0%
	I am not affiliated with a religion	N	48	12	0	4	64
		%	75%	18.8%	0%	6.3%	100.0%
Leave you out of their games or activities	Christianity	N	142	28	18	17	205
		%	69.3%	13.7%	8.8%	8.3%	100.0%
	Islam, Buddhism, Hinduism, other	N	126	25	12	20	183
		%	68.9%	13.7%	6.6%	10.9%	100.0%
	I am not affiliated with a religion	N	44	11	3	6	64
		%	68.8%	17.2%	4.7%	9.4%	100.0%

Table 129- Religion * Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Christianity	F	55	126	230	28	163	191
		%	23.9%	54.7%	100.0%	14.6%	85.3%	100.0%
	Islam, Buddhism, Hinduism, Other	F	36	125	161	26	145	171
		%	22.3%	77.6%	100.0%	15.2%	84.8%	100.0%
	I am not affiliated with a religion	F	27	28	55	15	44	59
		%	49.1%	50.9%	100.0%	25.4%	74.6%	100.0%
Your economic status (poor/rich)	Christianity	F	8	183	191	14	181	195
		%	5.3%	94.7%	100.0%	7.2%	92.8%	100.0%
	Islam, Buddhism, Hinduism, Other	F	8	143	151	12	150	162
		%	5.3%	94.7%	100.0%	7.4%	92.6%	100.0%
	I am not affiliated with a religion	F	2	59	61	9	49	58
		%	3.3%	96.7%	100.0%	15.5%	84.5%	100.0%
Your religion	Christianity	F	8	188	196	11	187	198
		%	4.1%	95.9%	100.0%	5.6%	94.4%	100.0%
	Islam, Buddhism, Hinduism, Other	F	37	123	160	20	144	164
		%	23.1%	76.9%	100.0%	12.2%	87.8%	100.0%
	I am not affiliated with a religion	F	0	63	63	2	59	61
		%	0%	100.0%	100.0%	3.3%	96.7%	100.0%
Your nationality/race	Christianity	F	25	165	190	31	161	192
		%	13.2%	86.8%	100.0%	16.1%	83.9%	100.0%
	Islam, Buddhism, Hinduism, Other	F	34	124	158	24	138	162
		%	21.5%	78.5%	100.0%	14.8%	85.2%	100.0%
	I am not affiliated with a religion	F	7	55	62	7	53	60
		%	11.3%	88.7%	100.0%	11.7%	88.3%	100.0%
Where you live (district, village/town)	Christianity	F	3	193	196	4	196	200
		%	1.5%	98.5%	100.0%	2%	98%	100.0%
	Islam, Buddhism, Hinduism, Other	F	10	158	168	5	164	169
		%	6%	94%	100.0%	3%	97%	100.0%
	I am not affiliated with a religion	F	1	62	63	2	58	60
		%	1.6%	98.4%	100.0%	3.3%	96.7%	100.0%
Language you speak*	Christianity	F	17	174	191	9	232	241
		%	8.9%	91.1%	100.0%	3.7%	96.3%	100.0%
	Islam, Buddhism, Hinduism, Other	F	28	137	165	16	35	51
		%	17%	83%	100.0%	31.4%	68.8%	100.0%
	I am not affiliated with a religion	F	6	58	64	6	118	124
		%	9.4%	90.6%	100.0%	4.8%	95.2%	100.0%

*Religion, Teachers: Cramer's V: 0.188, Sig.:0.001

**Where you live, Teachers: Cramer's V:0.121, Sig.:0.044

Table 130 - Religion × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Christianity	F	151	51	202
	%	74.8%	25.2%	100.0%
Islam, Buddhism, Hinduism, other	F	116	65	181
	%	64.1%	35.9%	100.0%
I am not affiliated with a religion	F	52	11	63
	%	82.5%	17.5%	100.0%

*Cramer's V:0.147, Sig.:0.008

Table 131- Religion × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

Christianity	F	16	87	68	34	205
	%	7.8%	42.4%	33.2%	16.6%	100.0%
Islam, Buddhism, Hinduism, other	F	10	73	70	31	184
	%	5.4%	39.7%	38%	16.8%	100.0%
I am not affiliated with a religion	F	7	32	19	6	64
	%	10.9%	50%	29.7%	9.4%	100.0%

Table 132 - Religion × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Christianity	F	68	117	18	203
	%	33.5%	57.6%	8.9%	100.0%
Islam, Buddhism, Hinduism, other	F	47	112	21	180
	%	26.1%	62.2%	11.7%	100.0%
I am not affiliated with a religion	F	27	25	12	64
	%	42.2%	39.1%	18.8%	100.0%

Table 133- Religion × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Christianity	187	4.49	0.806
	Islam, Buddhism, Hinduism, other	164	4.36	1.068
	I am not affiliated with a religion	59	4.59	0.853
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Christianity	193	4.55	0.834
	Islam, Buddhism, Hinduism, other	172	4.73	0.685
	I am not affiliated with a religion	64	4.59	0.804
In our class, pupils of different ethnicities/races/religion get along well	Christianity	194	4.72	0.648
	Islam, Buddhism, Hinduism, other	173	4.70	0.583
	I am not affiliated with a religion	60	4.63	0.823

Table 134- Religion × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Christianity	F	85	99	14	7	205
	%	41.5%	48.3%	6.8%	3.4%	100.0%
Islam, Buddhism, Hinduism, other	F	117	56	6	3	182
	%	64.3%	30.8%	3.3%	1.6%	100.0%
I am not affiliated with a religion	F	25	31	3	3	62
	%	40.3%	50%	4.8%	4.8%	100.0%

Cramer's V: 0.164, Sig.: 0.000

Socio-economic status – Well-being and everyday life

As can be seen in the Table 135, with 78%, the majority of the sample has "some difficulties to cover economic necessities" in their family. While on the one hand 15.2% of the respondents state that they have a family without economic difficulties, on the other hand 6.8% of the sample have considerable problems meeting the economic constraints within the family. Hereafter, the variable that summarises these characteristics is called "socio-economic status".

With regard to the question of how the respondents perceive their living situation, differentiated by socio-economic status, no significant different tendencies in the response behaviour could be detected (see Table 136). It was noticeable that respondents with severe socio-economic problems agreed on all questions less frequently on average than respondents with few or no socio-economic problems. For example, with regard to the question whether they like themselves, they state this with a mean = 3.10 much less frequently than respondents with some (mean = 3.94) or no (mean = 4.08) socio-economic difficulties.

In Table 137 respondents indicated how they spent their leisure time. Broken down by socio-economic status, it can be seen that respondents with major economic problems meet friends, take part in organised leisure activities or extracurricular classes, or maintain contact with friends and relatives via digital devices less frequently than the other two groups. In the former category, this tendency is well explained by the socio-economic possibilities of the respondents' families (42.2% "rarely or never"), as participation in organised leisure activities often costs money. The same applies to the last category of the use of digital devices, which can be expensive to buy and thus to use. As a result there may be fewer of these devices in socio-economically weak families, which in turn could make frequent use more difficult in contrast to the other two groups. The extent to which severe socio-economic problems cause friends to be met less often in their free time (21.2% "rarely or never") is less easily explained. This may also be due to the fact that the small number of cases in the group distorts the statistics.

Respondents with some socio-economic difficulties are most likely to maintain daily to almost daily digital contact with their friends and relatives (82%), closely followed by respondents without socio-economic difficulties (79.7%). Friends are also most frequently met daily to almost daily by respondents with some socio-economic problems in their free time (33.8%), followed by respondents with no socio-economic problems (52.7%). This latter group dominates in terms of the frequency with which respondents participate in organised leisure activities (36.5% (almost) daily).

With reference to Table 138, no significant different trends in the response behaviour of the different socio-economic status groups could be identified in relation to questions around the respondents' social environment. Accordingly, there are no acceptable differences in the assessment of how well respondents of different religions are socially connected and supported. In terms of the sample, there are small non-significant differences, such as that respondents with severe socio-economic difficulties were on average less likely to agree with all statements than the other groups. Thus, on average, they have the least support (mean = 4.00) and perception (mean = 3.59) from their family, fewer friends (mean = 3.75) who are also there when they have problems (mean = 4.00). However, these statements are not generalisable.

With regard to the question of whether respondents frequently spend their leisure time with friends face-to-face or online, broken down by socio-economic status the frequency increases with the socio-economic status of the respondents, according to Table 140. The difference is particularly large with regard to the time respondents spend online with friends. Here, respondents without socio-economic difficulties are the most represented with 40.5%, followed by respondents with some financial difficulties (35.5%). Respondents with severe socio-economic difficulties spend only 21.2% of their time online with their friends.

Respondents in all groups say they are most likely to spend face-to-face time with friends outside of school sometimes. Again, respondents without socio-economic difficulties

dominate (37%), followed by those with some financial problems (34.4%) and lastly those with severe financial difficulties (32.3%).

The social isolation caused by the corona lockdowns in Austria might have had an influence on why respondents rarely meet friends frequently overall. When looking at the data, some differences become noticeable. For example, it can be seen that the frequency distributions within the groups of different socio-economic status are similar in relation to whether respondents often spend time with friends from school and not from school. With regard to friends from school, 52.1% of respondents with no socio-economic difficulties, 52.2% of respondents with some socio-economic difficulties and 36.7% of respondents with many socio-economic difficulties indicated this. The distribution is similar with regard to friends who do not come from the same school. Here, 46.6% of the respondents without socio-economic difficulties, 49.3% of the respondents with some socio-economic difficulties and 27.3% of the respondents with many socio-economic difficulties stated that they often meet them outside school.

The distribution of the frequencies of who do not meet friends outside school is distributed differently among the different socio-economic groups. Here, those who have a lot of socio-economic difficulties dominate with 55.6%, followed by respondents without socio-economic difficulties with 25.8% and those with some difficulties with 19%. In summary, it can be seen that respondents with a lot of socio-economic difficulties see their friends less than respondents with no or some difficulties.

Table 135 - Socio-economic status

	F	%
In our family, we do not have difficulties to cover our economic necessities	74	15.2%
In our family, we have some difficulties to cover our economic necessities	380	78%
In our family, we have difficulties to cover our economic necessities	33	6.8%
Total	487	100%

Table 136 - Socio-economic status × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	No difficulties	71	4.04	1.224
	Some difficulties	363	4.10	1.127
	A lot of difficulties	28	3.39	1.227
I have what I want in life	No difficulties	74	4.45	1.009
	Some difficulties	378	4.48	0.872
	A lot of difficulties	31	3.68	1.536
I like being the way I am	No difficulties	72	4.08	1.196
	Some difficulties	370	3.94	1.325
	A lot of difficulties	31	3.10	1.513
I feel positive about my future	No difficulties	71	4.13	1.218
	Some difficulties	354	3.99	1.182
	A lot of difficulties	31	3.29	1.131

Table 137 - Socio-economic status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	No difficulties	N	18	29	27	74
		%	24.3%	39.2%	36.5%	100.0%
	Some difficulties	N	101	162	116	379
		%	26.6%	42.7%	30.6%	100.0%
	A lot of difficulties	N	14	13	6	33
		%	42.4%	39.4%	18.2%	100.0%
Meeting, playing with friends	No difficulties	N	12	39	23	74
		%	16.2%	52.7%	31.1%	100.0%
	Some difficulties	N	46	205	128	379
		%	12.1%	54.1%	33.8%	100.0%
	A lot of difficulties	N	7	16	10	33
		%	21.2%	48.5%	30.3%	100.0%
Using smartphone or computer to stay in touch with friends/relatives	No difficulties	N	2	13	59	74
		%	2.7%	17.6%	79.7%	100.0%
	Some difficulties	N	14	54	310	378
		%	3.7%	14.3%	82%	100.0%
	A lot of difficulties	N	0	8	25	33
		%	0%	24.2%	75.8%	100.0%

Table 138 - Socio-economic status × Family and friends:

		N	Mean	Std. Deviation
If I have a problem, my family will help me	No difficulties	72	4.40	1.044
	Some difficulties	369	4.37	1.040
	A lot of difficulties	31	4.00	1.265
My parents (carers) listen to me and take what I say into account	No difficulties	72	4.53	0.872
	Some difficulties	365	4.41	0.989
	A lot of difficulties	32	3.59	1.388
I have enough friends	No difficulties	73	4.27	1.031
	Some difficulties	374	4.47	0.997
	A lot of difficulties	32	3.75	1.481
If I have a problem, I have a friend who will support me	No difficulties	73	4.19	1.174
	Some difficulties	372	4.30	1.023
	A lot of difficulties	30	4.00	1.232

Table 139 - Socio-economic status × Leisure time

			No	Yes	Total
Out of school, I often spend time with friends from school	No difficulties	N	35	38	73
		%	47.9%	52.1%	100.0%
	Some difficulties	N	178	197	375
		%	47.5%	52.5%	100.0%
	A lot of difficulties	N	21	12	33
		%	63.6%	36.4%	100.0%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	No difficulties	N	39	34	73
		%	53.4%	46.6%	100.0%
	Some difficulties	N	190	185	375
		%	50.7%	49.3%	100.0%
	A lot of difficulties	N	24	9	33
		%	72.7%	27.3%	100.0%
Out of school, I don't spend time with friends	No difficulties	N	46	16	62
		%	74.2%	25.8%	100.0%
	Some difficulties	N	273	64	337
		%	81%	19%	100.0%
	A lot of difficulties	N	12	15	27
		%	44.4%	55.6%	100.0%

Table 140 - Socio-economic status × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	No difficulties	N	5	8	23	27	10	73
		%	6.8%	11%	31.5%	37%	13.7%	100.0%
	Some difficulties	N	27	38	132	130	51	378
		%	7.1%	10.1%	34.9%	34.4%	13.5%	100.0%
	A lot of difficulties	N	5	6	8	10	2	31
		%	16.1%	19.4%	25.8%	32.3%	6.5%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	No difficulties	N	2	3	16	23	30	74
		%	2.7%	4.1%	21.6%	31.1%	40.5%	100.0%
	Some difficulties	N	13	29	61	139	133	375
		%	3.5%	7.7%	16.3%	37.1%	35.5%	100%
	A lot of difficulties	N	3	2	9	12	7	33
		%	9.1%	6.1%	27.3%	36.4%	21.2%	100.0%

Socio-economic status - School life

With regard to the question of whether the respondents feel good at school with regard to different aspects, there are greater differences divided according to socio-economic status (see Table 141). The likelihood of often or sometimes being comfortable at school, feeling part of one's own class and having the feeling of being accepted by one's classmates increases strongly with the respective socio-economic status of the respondents.

For example, the likelihood of liking to go to school often to sometimes is at least twice as high for respondents with no or mild socio-economic difficulties ("often" + "sometimes": 63.5% "no difficulties", 54.4% "some difficulties") as it is for respondents with major socio-economic difficulties (25% "often" + "sometimes"). A similar relationship can be seen in relation to the feeling of belonging to one's own class, as well as in relation to "I feel OK what my classmates think of me". In summary, it can be said that the extent to which a student feels comfortable at school is weakly to moderately associated with that person's socio-economic status.

In Table 142 the subject of the frequency of good relationships among the pupils in the classes as well as attentiveness of the teachers disaggregated by socioeconomic status is listed. Four out of five variables in this topic associate significantly with the variable socioeconomic status.

Respondents with mild socio-economic difficulties are most likely to feel accepted by classmates (58%), empathically empathised with (27.9%) and noticed by teachers (51.7%) compared to the other socio-economic groups. Respondents without socio-economic difficulties are a close second. Far behind are those with severe socio-economic difficulties. These respondents are only around half as likely as those with mild socio-economic difficulties to say that they often feel accepted by classmates (30%) and empathically

empathised with (8%) and that they are often noticed by teachers (25.8%). Having many socio-economic difficulties has a negative effect on respondents' relationships with their classmates and teachers.

Table 143 shows the probability of not having been bullied, physically attacked or excluded by classmates one or more times this school year, broken down by socio-economic status. The variable bullying and socioeconomic status are weakly but significantly associated at Cramer's $V = 0.167$. For respondents with mild socioeconomic difficulties, the probability of not having been bullied or having been bullied one to several times in the past school year is fifty-fifty (50.4% "never").

This means that these respondents are least likely to have been bullied, in contrast to respondents without socio-economic difficulties (40% "never") or severe socio-economic difficulties (36.4% "never"). This relationship is also reflected in the variable "physical violence", which respondents with mild socio-economic difficulties experienced less often in the past school year (83.3% "never") than respondents without or with severe socio-economic difficulties (both about 72% "never"). This difference fans out particularly strongly in relation to experienced exclusion by classmates. While 72.5% of respondents with mild socio-economic difficulties have never experienced exclusion, 64.3% of respondents without socio-economic difficulties have never experienced exclusion, followed by respondents with severe socio-economic difficulties (54.8%).

Thus, it can be seen that respondents with severe socio-economic difficulties have the highest probability of being bullied, beaten or excluded by classmates. Respondents with mild socio-economic difficulties, on the other hand, are most likely to be spared such violence. The likelihood of being treated unfairly by classmates in relation to the respondents' gender is higher the worse their socio-economic status is (see Table 144). Thus, 14.3% of respondents without socio-economic difficulties reported this, while 15.7% of respondents with mild socio-economic difficulties and over a quarter (25.8%) of respondents with severe socio-economic difficulties indicated it.

. Interestingly, 22.6% of respondents without socio-economic difficulties said they had been treated unfairly by teachers because of the language they speak, making them the strongest on this point. They are followed by respondents with severe socio-economic difficulties (20%). In last place are respondents with mild socio-economic difficulties, only 10% of whom said they were treated unfairly by teachers because of their language knowledge.

Table 145 shows that the higher the socio-economic status of respondents, the more likely they are to speak a language other than German at school outside of class hours. Thus, 65.6% of respondents with severe socio-economic difficulties report having such permission, while this is proportionately more common with 71.6% of respondents with mild socio-economic difficulties and 73.9% of respondents without socio-economic difficulties.

When it comes to the question of whether respondents are encouraged by teachers to speak a language other than German in class, this is more often the case for respondents without socio-economic difficulties (14.3% "often") than for respondents with mild or severe socio-economic difficulties (both 6.1% "often") (see Table 146). Interestingly, respondents with severe socio-economic difficulties were relatively more likely to say they did not know the answer.

When respondents were asked to rate their scholastic performance in relation to their schoolmates, the higher the socio-economic status, the better it was rated (see Table 147). Thus, 38.6% of the respondents without socio-economic problems stated that they performed better than average, while this was the case for 30.6% of the respondents with slight socio-economic difficulties and for 25.8% of the respondents with severe socio-economic difficulties. Conversely, the worse one's socio-economic status, the more often one's performance was rated worse than average (2.9% no socio-economic), 12.1% mild difficulties, 16.1% severe difficulties). All three socio-economic groups rated their school performance as average (approx. 58%). With regard to agreement with various statements about diversity in Austria and the school, no significant different tendencies could be found in the three socio-economic status groups. Although differences are visible in Table 148, these cannot be generalised accordingly.

To briefly describe the descriptive statistics, it can be stated with regard to all three statements that respondents with few socio-economic difficulties are most likely to agree with them on average compared to the other groups (mean: 4.49 "right to practise once own religion etc.", 4.68 "diverse school class", 4.74 "no conflicts"). In second place come those respondents with strong socio-economic difficulties (mean: 4.43 "right to practise once own religion etc.", 4.66 "diverse school class", 4.56 "no conflicts") and finally the respondents without any socio-economic difficulties (mean: 4.25 "right to practise once own religion etc.", 4.35 "diverse school class", 4.58 "no conflicts").

As can be seen in Table 149, the number of respondents with friends with diverse religious, cultural and regional backgrounds increases the more socio-economic difficulties they face. Thus, 47.1% of respondents with no socio-economic difficulties, 51.9% of respondents with mild socio-economic difficulties and 56.3% of respondents with severe socio-economic difficulties report having several friends with diverse backgrounds. Finally, 42.9% of respondents with no socio-economic difficulties, 41.1% of respondents with mild socio-economic difficulties and 34.4% of respondents with severe socio-economic difficulties report having few friends with diverse backgrounds.

Table 141 - Socio-economic status × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	No difficulties	N	2	5	20	29	18	74
		%	2.7%	6.8%	27%	39.2%	24.3%	100.0%
	Some difficulties	N	15	33	113	142	72	375
		%	4.9%	10.3%	30.2%	36.1%	18.4%	100.0%
	A lot of difficulties	N	5	9	10	5	3	32
		%	15.6%	28.1%	31.3%	15.6%	9.4%	100.0%
I feel safe when I am at school	No difficulties	N	2	6	11	22	30	71
		%	2.8%	8.5%	15.5%	31%	42.3%	100.0%
	Some difficulties	N	10	19	70	101	168	368
		%	2.7%	5.2%	19%	27.4%	45.7%	100.0%
	A lot of difficulties	N	2	4	9	8	8	31
		%	6.5%	12.9%	29%	25.8%	25.8%	100%
I feel like I belong in this class**	No difficulties	N	1	3	9	29	31	73
		%	1.4%	4.1%	12.3%	39.7%	42.5%	100.0%
	Some difficulties	N	9	15	69	107	170	370
		%	2.4%	4.1%	18.6%	28.9%	45.9%	100.0%
	A lot of difficulties	N	1	6	11	7	6	31
		%	3.2%	19.4%	35.5%	22.6%	19.4%	100.0%
I am OK when a teacher asks me a question	No difficulties	N	2	3	14	16	39	74
		%	2.7%	4.1%	18.9%	21.6%	52.7%	100.0%
	Some difficulties	N	11	17	72	100	174	374
		%	2.9%	4.5%	19.3%	26.7%	46.5%	100.0%
	A lot of difficulties	N	3	3	7	5	12	30
		%	10%	10%	23.3%	16.7%	40%	100.0%
I feel OK what my classmates think of me***	No difficulties	N	4	5	18	21	19	67
		%	6%	7.5%	26.9%	31.3%	28.4%	100.0%
	Some difficulties	N	15	15	63	119	126	338
		%	4.4%	4.4%	18.6%	35.2%	37.3%	100.0%
	A lot of difficulties	N	2	6	9	5	4	26
		%	7.7%	23.1%	34.6%	19.2%	15.4%	100.0%

*Cramer's V:0.172, Sig.: 0.000

**Cramer's V:0.171, Sig.:0.001

***Cramer's V: 0.172, Sig.:0.001

Table 142 - - Socio-economic status × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	No difficulties	N	0	4	11	18	34	67
		%	0%	6%	16.4%	26.9%	50.7%	100.0%
	Some difficulties	N	4	11	39	91	200	345
		%	1.2%	3.2%	11.3%	26.4%	58%	100.0%
	A lot of difficulties	N	1	4	8	8	9	30
		%	3.3%	13.3%	26.7%	26.7%	30%	100.0%
My teachers accept me the same way as other classmates	No difficulties	N	1	4	11	18	37	71
		%	1.4%	5.6%	15.5%	25.4%	52.1%	100.0%
	Some difficulties	N	2	10	33	91	209	345
		%	0.6%	2.9%	9.6%	26.4%	60.6%	100.0%
	A lot of difficulties	N	1	3	5	9	10	28
		%	3.6%	10.7%	17.9%	32.1%	35.7%	100.0%
My classmates care about how I feel.**	No difficulties	N	4	7	19	18	17	65
		%	6.2%	10.8%	29.2%	27.7%	26.2%	100.0%
	Some difficulties	N	20	33	61	108	86	308
		%	6.5%	10.7%	19.8%	35.1%	27.9%	100.0%
	A lot of difficulties	N	6	3	8	6	2	25
		%	24%	12%	32%	24%	8%	100.0%
My teachers listen to me and take what I say into account***	No difficulties	N	1	9	9	24	27	70
		%	1.4%	12.9%	12.9%	34.3%	38.6%	100.0%
	Some difficulties	N	6	12	37	113	180	348
		%	1.7%	3.4%	10.6%	32.5%	51.7%	100.0%
	A lot of difficulties	N	1	5	8	9	8	31
		%	3.2%	16.1%	25.8%	29%	25.8%	100.0%
My teachers talk about different countries, languages, cultures or religion	No difficulties	N	2	14	24	20	11	71
		%	2.8%	19.7%	33.8%	28.2%	15.5%	100.0%
	Some difficulties	N	18	41	120	121	50	350
		%	5.1%	11.7%	34.3%	34.6%	14.3%	100.0%
	A lot of difficulties	N	1	2	15	7	3	28
		%	3.6%	7.1%	53.6%	25%	10.7%	100.0%

*Cramer's V:0.17, Sig.: 0.015

**Cramer's V:0.150, Sig.: 0.021

***Cramer's V:0.172, Sig. 0.001

Table 143 - Socio-economic status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	No difficulties	N	28	15	11	16	70
		%	40%	21.4%	15.7%	22.9%	100.0%
	Some difficulties	N	188	73	58	54	373
		%	50.4%	19.6%	15.5%	14.5%	100.0%
	A lot of difficulties	N	12	6	3	12	33
		%	36.4%	18.2%	9.1%	36.4%	100.0%
Hit or hurt you (not including play fight?)**	No difficulties	N	51	11	2	6	70
		%	72.9%	15.7%	2.9%	8.6%	100.0%
	Some or a lot of difficulties	N	309	32	16	14	371
		%	83.3%	8.6%	4.3%	3.8%	100.0%
	A lot of difficulties	N	23	5	0	4	32
		%	71.9%	15.6%	0%	12.5%	100.0%
Leave you out of their games or activities***	No difficulties	N	45	7	9	9	70
		%	64.3%	10%	12.9%	12.9%	100.0%
	Some difficulties	N	271	55	24	24	374
		%	72.5%	14.7%	6.4%	6.4%	100.0%
	A lot of difficulties	N	17	2	1	11	31
		%	54.8%	6.5%	3.2%	35.5%	100.0%

*Cramer`s V:0.167, Sig.: 0.039

**Cramer`s V:0.118, Sig.: 0.041

***Cramer`s V:0.193, Sig.:0.000

Table 144- Socio-economic status × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender**	No difficulties	F	28	34	62	9	54	63
		%	45.2%	54.8%	100.0%	14.3%	85.7%	100.0%
	Some difficulties	F	86	243	329	55	296	351
		%	26.1%	73.9%	100.0%	15.7%	84.3%	100.0%
	A lot of difficulties	F	9	19	28	8	23	31
		%	32.1%	67.9%	100.0%	25.8%	74.2%	100.0%
Your economic status (poor/rich)**	No difficulties	F	4	55	59	13	48	61
		%	6.8%	93.9%	100.0%	10.7%	89.3%	100.0%
	Some difficulties	F	10	328	338	20	333	353
		%	3%	97%	100.0%	5.7%	94.3%	100.0%
	A lot of difficulties	F	4	23	27	3	23	26
		%	14.8%	85.2%	100.0%	11.5%	88.5%	100.0%
Your religion****	No difficulties	F	9	53	62	5	59	64
		%	14.5%	85.5%	100.0%	7.8%	92.2%	100.0%
	Some difficulties	F	34	317	351	28	326	354
		%	9.7%	90.3%	100.0%	7.9%	92.1%	100.0%
	A lot of difficulties	F	4	24	28	2	26	28
		%	14.3%	85.7%	100.0%	7.1%	92.9%	100.0%
Your nationality/race	No difficulties	F	12	49	61	14	51	65
		%	19.7%	80.3%	100.0%	21.5%	78.5%	100.0%
	Some difficulties	F	52	293	345	48	297	345
		%	15.1%	84.9%	100.0%	13.9%	86.1%	100.0%
	A lot of difficulties	F	8	19	27	6	21	27
		%	29.6%	70.4%	100.0%	22.2%	77.8%	100%
Where you live (district, village/town)	No difficulties	F	3	60	63	3	63	66
		%	4.8%	95.2%	100.0%	4.5%	95.5%	100.0%
	Some difficulties	F	9	344	353	10	349	387
		%	2.5%	97.5%	100.0%	2.8%	97.2%	100.0%
	A lot of difficulties	F	2	29	31	0	28	28
		%	6.5%	93.5%	100.0%	0%	100%	100.0%
Language you speak****	No difficulties	F	14	48	62	12	53	65
		%	22.6%	77.4%	100.0%	18.5%	81.5%	100.0%
	Some difficulties	F	35	316	351	37	319	356
		%	10%	90%	100.0%	10.4%	89.6%	100.0%
	A lot of difficulties	F	6	24	30	4	24	28
		%	20%	80%	100.0%	14.3%	85.7%	100.0%

*Gender, Classmates: Cramer's V:0.148; Sig. 0.010

*** Classmates: Cramer's V:0.116, Sig.:0.028

****Language, Teachers: Cramer's V:0.146, Sig.:0.009

Table 145- Socio-economic status * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
No difficulties	F	51	18	69
	%	73.9%	26.1%	100.0%
Some difficulties	F	265	105	370
	%	71.6%	28.4%	100.0%
A lot of difficulties	F	21	11	32
	%	65.6%	34.4%	100.0%

Table 146 - Socio-economic status * During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don` t know	Total
No difficulties	F	10	30	23	7	70
	%	14.3%	42.9%	32.9%	10%	100.0%
Some difficulties	F	23	164	127	61	375
	%	6.1%	43.7%	33.9%	16.3%	100.0%
A lot of difficulties	F	2	9	12	10	33
	%	6.1%	27.3%	36.4%	30.3%	100.0%

Cramer`s V:0.117 Sig.: 0.041

Table 147 - Socio-economic status * How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
No difficulties	F	27	41	2	70
	%	38.6%	58.6%	2.9%	100.0%
Some difficulties	F	114	213	45	372
	%	30.6%	57.3%	12.1%	100.0%
A lot of difficulties	F	8	18	5	31
	%	25.8%	58.1%	16.1%	100.0%

Table 148 - Socio-economic status * Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Austria from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	No difficulties	64	4.25	1.069
	Some difficulties	340	4.49	0.897
	A lot of difficulties	28	4.43	1.034
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	No difficulties	68	4.35	1.062
	Some difficulties	354	4.68	0.684
	A lot of difficulties	29	4.66	0.721
In our class, pupils of different ethnicities/races/religion get along well*	No difficulties	67	4.58	0.742
	Some difficulties	356	4.74	0.606
	A lot of difficulties	29	4.59	0.733

Table 149 - Socio-economic status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
No difficulties	F	33	30	5	2	70
	%	47.1%	42.9%	7.1%	2.9%	100.0%
Some difficulties	F	193	153	16	10	372
	%	51.9%	41.1%	4.3%	2.7%	100.0%
A lot of difficulties	F	18	11	2	1	32
	%	56.3%	34.4%	6.3%	3.1%	100.0%

4. Conclusions and discussion

Summing up the demographics the average respondent is 14.5 years old, female, speaks German fluently, was born in Austria, has an Austrian citizenship, is religiously affiliated and lives in an urban, diverse neighbourhood. In terms of family, the average respondent has at least one parent who was not born in Austria and lives with his/her family, which is most likely struggling a bit economically.

The respondents' overall well-being appeared to be high, and they generally could rely on a supportive social network. Furthermore, it was most likely that the respondents spent their leisure time online, which might be explained by the special circumstances of the COVID-19 pandemic. Significant differences were found in the sample in relation to age, ethnicity, citizenship, and religion.

When breaking down the questions on well-being and everyday life by age, the most interesting and important findings were that younger respondents tended to be more positive about their future and more satisfied with their lives and felt more supported by their families than older respondents. Contrary, the older the respondents were, the more time they spent with friends instead of spending it on their own, and they had a more homogenous circle of friends which was mostly centred around school.

In terms of ethnicity, respondents with former Yugoslavian ethnicities were found to be the most active when it came to participating in organised recreational activities. They as well were the most likely to keep in touch with friends and family via digital devices compared to respondents of other ethnicities. The least active ones in these fields were respondents of European and Asian ethnicities.

With respect to citizenship and everyday life, there was a significant connection found between citizenship status and the way how friends were met. Thus, it turned out that respondents in possession of an Austrian citizenship were more likely to meet their friends online whereas respondents without such citizenship most probably met their friends face-to-face.

Divided by religious affiliation, Christian respondents were the ones that were most likely to meet friends in their leisure time compared to respondents without religious affiliation and respondents of other religious denomination. Together with the non-denominational respondents they were also significantly most likely to meet with friends in their free time, that did not visit the same school as they do. The likeliness of not meeting friends in their free time was highest among respondents of non-Christian affiliation. Finally, respondents who were not religious appeared to be most frequently in touch with friends and relatives online and most likely to meet their friends in person.

When asked how respondents experience their school life, it was found that school attendance, relationships with classmates and teachers were generally most often perceived as pleasant.

Significant differences were found in the sample in relation to age, religion, and socio-economic status. Younger respondents were significantly more likely to enjoy being at school and to feel more considered by their teachers than their older peers. Being at school as well as being asked questions by teachers was perceived significantly most positively by respondents with non-Christian denomination. Furthermore, it was most likely to be of this group and feel cared for by one's classmates. In contrast, for the respondents of no religious denomination it was significantly least likely to feel positive about these categories.

The likelihood of often or sometimes being comfortable at school, feeling part of one's own class and having the feeling of being accepted by one's classmates increased strongly and significantly with the respective socio-economic status of the respondents. In short, the more socio-economic difficulties a respondent had the worse his*her relationship with classmates and teachers were.

Overall, discrimination was rarely experienced by the respondents and if it was, it was most probably related to gender, nationality, or race. When analysed along nominative categories, following findings on this topic were significant.

Age played an important role when it came to experiencing unfair treatment at school. The older the respondents were, the more likely they were to say that they had been treated unfairly by teachers because of their nationality, race, language, religion, and gender. Furthermore, being girl was associated with a higher likelihood of unfair treatment, as girls seemed to be bullied significantly more often by classmates than boys. Correspondingly, it was found that girls were treated unfairly by their teachers significantly more often than boys because of their nationality and race.

Unfair treatment because of one's economic status was significantly more likely if the respondents did not possess an Austrian citizenship. They also were more likely to have had experienced exclusion by their classmates than respondents who had got an Austrian citizenship.

Divided along religious affiliations experiencing unfair treatment by teachers because of one's gender was most likely for respondents without religious affiliation, whereas unfair

treatment based on one's place of residency was most likely for respondents of non-Christian denomination. Additionally, respondents with non-Christian religious affiliation dominated when it came to the prohibition of being allowed to speak a language other than German at school.

Finally, it was found that a respondent's socio-economic status had an influence on experienced unfair treatment as well. Hence, the probability of unfair treatment by teachers in relation to gender increased the worse a respondent's socio-economic status was. The same was found to be the case for experienced exclusion, bullying and physical violence by classmates. While respondents without socio-economic difficulties were the ones that significantly most frequently reported to be encouraged by their teachers to speak another language in school, they were also the ones that most frequently felt treated unfairly because of the language they speak.

In terms of diversity and school life, it was identified that, contrary to the finding that respondents generally were in favour of actively living diversity as they were used to a diverse neighbourhood and circle of friends, it was rarely part of the school curriculum.

Interestingly, girls reported significantly more often than boys that teachers dealt with the issue of diversity in class. Why this was the case could not be explained based on the existing data.

Broken down by age, older respondents significantly felt more often accepted by their classmates. Compared to younger respondents they were also significantly more positive about the presence of students from different backgrounds in their class and more likely to report getting along well with diverse classmates. With respect to varying ethnicities, it was found that respondents of Eastern European and former Yugoslavian ethnicities were significantly more likely to be spoken to in another language or asked to speak in another language during class, than other respondents of Western European and Asian ethnicities were. In opposition to respondents of Christian faith, respondents of non-Christian faith were most likely to have friends with diverse backgrounds.

The main findings regarding the leisure habits of the sample are as follows: While there was a general tendency to feel good about one's life, age played a significant role. The younger the respondents were the more positive they felt about life. While leisure time overall was most likely to be spent online, the older respondents without Austrian citizenship met with friends more often in their leisure time than their peers. The most socially active respondents in terms of frequently meeting friends were the ones who did have no religious affiliation. Having online contact with friends and family was most likely for respondents with Austrian citizenship as well as respondents of former Yugoslavian ethnicities. Moreover, the latter group was the most likely of all ethnic groups to participate in organised leisure activities.

While school attendance as well as the relationships with classmates and teachers was overall perceived as pleasant by the sample, it was experienced most positively by younger respondents with non-Christian denomination and no socio-economic difficulties.

Furthermore, whereas experiencing unfair treatment by teacher and classmates was unlikely overall, older, female respondents without Austrian citizenship, of no or non-Christian denomination experienced unfair treatment by teachers as well as by classmates significantly more often than their peers. Additionally, the impact of a particular socio-economic status on the likelihood of unfair treatment by teachers varied depending on what the unfair treatment targeted. Unfair treatment by teachers based on language skills was most likely to be experienced by respondents without socio-economic difficulties, while unfair treatment based on gender was most likely to be associated with respondents with difficult socio-economic status.

Finally, with respect to diversity, the respondents who were older, belonged to an Eastern European or former Yugoslavian ethnic group and were not of Christian denomination were exposed to the topic of diversity the most as well as they lived diversity the most.

Newly arrived migrant children

The group of “newly arrived” respondents, meaning that they moved to Austria less than three years ago, was the smallest group. A possible explanation could be that potential members of this group might not yet had found their way into the school system respectively that they might be preoccupied with the bureaucratic side of entering the Austrian school system. Another reason might be connected to weaker migration dynamics in the last three years. Additionally, it was found that the “newly arrived” respondents tended to be part of the older age group (14 to 19 years). This might be a further reason why they are underrepresented in the sample, since they might have chosen another course of education. Furthermore, this finding might be explanatory for the fact, that the few respondents that did not live with their families were most likely “newly arrived”. The characteristic of having moved to Austria recently was significantly associated with the finding, that respondents of this group tended to not have an Austrian citizenship. An important underlying reason for this could potentially be found in tedious naturalisation procedures of the state Austria.

“Newly arrived” respondents tended to be of Christian faith. They also appeared to have stronger family ties in terms of where they could find support if needed. A reason for why the family played a more important role might be found in the result, that “newly arrived” respondents in comparison to the other two arrival groups were less likely to spend time with friends face-to-face which means by implication that they might have more time to bond with their families.

The variable “newly arrived” and the respondent's level of German language skills were also related, meaning that newly arrived respondents were least likely to have good German language skills. This finding is accompanied by the result that “newly arrived” respondents were most likely to be allowed to speak a language other than German outside and inside school class. While the general probability of being treated unfairly is low, “newly arrived” respondents were the ones that most likely reported to be subject to unfair treatment by teachers based on their language skills. Finally, the shorter a respondent lives in Austria, the

more positive the own school life is perceived, meaning that »newly arrived« respondents tended to complain least about how they were treated in and how they felt about school.

Long-term migrant children

The group of “long-term” respondents, meaning that they moved to Austria more than three years ago but haven’t been born in Austria was the second biggest group after the “local” respondents who were respectively born in Austria. For this group together with the “newly arrived” respondents, the chance was higher to have no parent who was born in Austria.

They were also less likely to have an Austrian citizenship and good German language skills than the group of “local” respondents. The explaining factor here might be similar to the one for the “newly arrived” respondents above, and might be found in tedious naturalisation procedures of the state Austria.

Furthermore, this group was more likely to be of Muslim denomination than the other two groups. A possible explanation might be found in the history of which countries were most likely to be migrated from in the last years. Finally, in comparison to the “local” respondents, the “long term” respondents were more likely to be allowed to speak a language other than German inside and outside of class, but least likely to have such a permission in comparison to “newly arrived” respondents.

Local children

The third category consisted of the “local” respondents and makes up the biggest group. The members of this group tended to be the youngest in comparison to the other groups. This might be explained by the fact, that they might have less bureaucratic obstacles to enter school as well as they were more likely to be able to follow the classical Austrian course of education. Furthermore, “local” respondents were most likely to have at least one parent who was born in Austria as well. Additionally, they were also most likely to be in possession of an Austrian citizenship, which might be explained by the specific Austrian naturalization laws that grant the Austrian citizenship as soon as a person has an Austrian parent. A potentially self-explanatory finding was that “local” respondents were most likely to have very good German language skills. At the same time, they were the group that was allowed least to speak another language than German inside and outside of class. Like the “newly arrived” respondents the group of “local” respondents was most likely of Christian denomination. Contrary to the “newly arrived” group, the family was not perceived as supportive as the personal circle of friends. Meaning that the network of friends was significantly more important for the “local” respondents if they needed support than their families were. Finally, it could be found that respondents, who were born in Austria were more critical of their school and experienced it less pleasant, than respondents not born in Austria did.

In summary a few general and significant tendencies could be identified in relation with the variable “migrant status” of the respondents within the sample. The longer a respondent had lived in Austria, the more likely it was to be younger, to live with one’s own family and to have at least one parent who was born in Austria as well. Furthermore, with increasing length of residence, the probability of having Austrian citizenship as well as the German language skills increased, while it became less likely to get permission from teachers to speak a language other than German outside and inside the classroom. Finally, with increasing length of stay, family ties became weaker while the friend network became more important for support, at the same time as school life was perceived less positively.



POLAND

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1. Introduction

This report is a result of the analysis of the survey research that was conducted in six schools selected for the in depth study by the Polish research team. There were three primary schools included in the study, two secondary schools and one dormitory house for teenagers attending to different schools in Krakow metropolitan area. As the projects required, survey had been conducted among local children and children with a migrant background in order to examine the attitudes and opinions of pupils toward cultural and religious pluralism, otherness, intercultural communication, intercultural conflicts, migration, migrants, integration, etc. The survey collected also information about their school success, inclusion in peer group, sport, leisure activities etc. The analysis of quantitative data bellow consider variables such as gender, age, ethnicity, religion and languages spoken.

There were two schools – one primary and one secondary where almost half of the total number of surveys were completed with the balanced number of surveys made in each of these schools. Next three schools also delivered balanced number of surveys and only one school – the primary did not comply with the request of the study delivering surveys filled in only by foreigners attending (11 in total).

After describing the methodology of the survey research results of the survey are presented followed by their analysis according to demographic variables: age, gender, ethnicity, citizenship, religion and socio-economic status. At the end of this report a summary is providing containing the commentary on the results of the survey.

As we will be presenting, the quantitative study will not provide much contribution to the overall results of the Migrate study as the results acquired during the survey performance show no significance differences between local children and migrant children regardless of the length of their stay in Poland. This conclusion will be however interesting point of reference in the comparative study between six countries involved in the research.

2. Methodology

The surveys were conducted between April and November 2020. This period is covered by the state of epidemics due that was proclaimed on the territory of Poland by the national government to SARS-CoV2 virus outburst. This state had not been revoked until the reporting period. During the survey collection restrictions imposed on citizens and institutions differed between the spring, summer and autumn. In the earliest period a full lock down had been introduced and the schooling was entirely remote. This lasted until mid-May where a hybrid education had been introduced allowing presence in the school for exams consultations and possibility to conduct regular school classes for the lowest grades. Schools were reopened in September however due to rapid rise of infections they were closed again in October and remained closed until all surveys were completed.

This unexpected factor prompt the decision to conduct the whole research only remotely. All the surveys were though conducted online through a linked website to which participants were logging in. The links and web tool were provided by the ZRS – a project leader. Each school were identified by unique link so the numbers of surveys made in each school were easy to identify.

The principals of each school were first approached by the research team in reference to the survey conduct in January 2020. All headmasters that time approached research with enthusiasm assuring the full cooperation. According to Polish legal and ethical academic regulations concerning this type of research there was no need to collect individual consents for the participation in the survey from parents of the participating student. A general consent given by the school headmaster was enough to conduct the survey research. At first there was a plan to do survey during classes with the presence of the researcher however this idea had been abandoned due to the development of Covid-19 emergency. Having the general consent given by each school management researchers were directed to certain

teachers to communicate with them on participants' recruitment. We believed that the best option to perform the survey would be to connect it with computer science laboratories in each school and some of the schools followed such patterns but other took a different approach and were sending invitation links via Librus or electronic journals – tools designed for communication with students' parents. The state of epidemics and remote model of education significantly lengthened the period of the data collection and required extra logistical effort on behalf of the research team. Teachers selected as a contact reference points needed to be frequently bothered, almost stalked in order to achieve the progress of the survey performance. This was caused not only by lack of direct contact but also by overwhelming number of additional duties resulted from the online education reality. The ongoing contact and convincing arguments used by researcher enabled to exceed the total number of surveys required (540) in the project proposal reaching 598 of completed surveys. As it was said not all schools reached however the required number of 90 surveys completed per school. Only four schools did it, one was lacking only few surveys but one primary school failed in research. This was caused by reluctance of the headmaster to comply with research requirements during the state of epidemics. The headmaster also underlined that the survey itself is not adjusted to local children and for that reason he will not encumber Polish students with such additional work in the stressful period of home-based education. As a result the surveys were completed only by foreign born students attending to this school (11 surveys).

The survey were made online with the use of the link provided separately for each school. The survey began with the choice of its language which in case of Poland were: Polish, English, Spanish, Russian and Ukrainian. At first participants were asked to provide basic demographic data including age, gender, nationality, spoken language, Polish language proficiency, country of birth, family relations, religious affiliations, and conditions of living. After that we have been asking about the different factors of social functioning including identity building, self-confidence and satisfaction in life. We were asking also about sociability, social interactions with peers and teachers as well as evaluation of the school life. A certain questions were directed on assessment of possible experiences of violence, bullying or discrimination. Final questions related to certain indicators of interculturalism. Most of the questions were a closed one, including those which required grading, usually at the fifth-grade scale. Open questions were related to personal beliefs, ethnic origin and nationality or citizenship factors.

Included in the analysis were all the surveys that were completed (not for example exited in the middle) and in which at least 75% of the questions were answered.

3. Results

What follows is the presentation of main findings from the quantitative research in Polish primary and secondary schools.

3.1 Sample population

Demographic data

In the study cohort younger children and girls were dominating. Children between 12 and 15 were constituting 47.6% of the all respondents. However the older group of children as defined by the project criteria (14-20 against 9-13) reached almost two thirds of the cohort (Table 2). Girls constituted 60.1% of the study group (Table 2), however in the younger group gender proportion was more balanced (Table 4). Another interesting factor is connected to non-binary identification which was mentioned by 13 respondents, including 11 girls (Table 3). Most children speak in home in their mother tongues however there are significant number of children (6.8%) who are bilingual. It is also worth to mention that despite low number of children who are Russians Russian language is the most frequently spoken among foreign languages. It must be though spoken by Ukrainians and considered as their mother tongue (Table 5).

Apart from local children that dominated the study group only Ukrainians represented another large national minority (Table 6). Representatives of other nations were singular and only two persons declared to be ethnic minority, particularly Romani one. Almost all respondents declared excellent or good command in Polish (Table 7). Over three quarters have been also born in Poland (Table 8). This group is almost matching the local children cohort – 0.5% of difference, which is equal to two persons. Another additional 1.5% difference (6 persons) have Polish citizenship (Table 11). From those who were born abroad the dominant group represent Ukrainians (18.6%) while the representatives of other nations are singular. There were also three Italians and two respondents from Czech Republic, Spain, USA and Great Britain (Table 9). Respondents' distribution according to the project's groups was as follows: local children: 78%, newly arrived children: 15.5%, long term migrants: 6.5% (Table 10).

The relation between citizenship and gender shows that among respondents who were Polish, girls dominated while in case of foreigners there was a gender balance (Table 12). The age variable analyzed by project's defined groups shows that those without Polish citizenship are rather older ones (Table 13). There are also some foreign-born children who have Polish parents, which was derived from the data analysis (Table 14).

Half of the surveyed children declare as Christians (Table 15) which is much lower comparing to the affiliations of adults that is stable high for the past two decades (91-96%) (CBOS 2020: 2). Almost 22% declare no religious affiliations and another quarter do not know or do not want to declare it. This might be a clue for laicization of the younger generation.

Due to the specifics of the study most of the children are living in large city or the metropolitan towns and villages surrounding it (Table 16). Also majority like living in Poland (Table 18). Most of them are living with the members of their family and only one per ten does not (Table 20).

Most kids would not justify if the area of their inhabitation is culturally and ethnically diverse, however more children (36%) see this place as intercultural one than not (Table 17). Children that took part in the study in their majority perceive their economic status as equal to their peers. Each tenth feel however more or less-endowed from their peers (Table 19).

Table 1 - Age

	F	%
9	7	1.2%
10	38	6.4%
11	45	7.5%
12	78	13%
13	42	7%
14	63	10.5%
15	102	17.1%
16	100	16.7%
17	87	14.5%
18	24	4%
19	10	1.7%
20	2	0.3%
Total	598	100%

Table 2 - Age was recoded into two groups

	F	%
9-13	210	35.2%
14-20	388	64.8%
Total	598	100%

Table 3 - Gender

	F	%
A girl	359	60.1%
A boy	225	37.7%
Other	13	2.2%
Total	598	100%

Table 4 - Age & Gender

		Are you a girl or a boy?			Total
		A girl	A boy	Other	
9-13	F	105	103	2	210
	%	50%	49%	1%	100%
14-20	F	253	122	11	386
	%	65.5%	31.6%	2.8%	100%

Table 5 - The languages you speak at home

Languages	%
Only Polish	60.5%
Only Russian	6.9%
Only Ukrainian	6.2%
Other	2%
Bilingual with Polish	5.4%
Bilingual without Polish	1.4%
Not mentioned	17.1%

Table 6 - Ethnic background

Ethnicity/Nationality			Other Ethnicity/Nationality		
	F	%		F	%
Polish	463	73.8	English	1	0.2
Ukrainian	112	17.9	Czech	1	0.2
Italian	4	0.6	Irish	1	0.2
Spanish	4	0.6	Yugoslavian	1	0.2
Russian	2	0.3	German	2	0.2
Belarussian	3	0.5	Uruguayan	1	0.2
Portuguese	3	0.5	Vietnamese	1	0.2
Romani	2	0.3	Armenian	1	0.2
Other	14	2.2	Unspecified	5	1.0
Do not want answer	20	3.2	Chosen from list	584	97.7
Total	627	100	Total	598	100

Table 7 - How well do you speak Polish?

	F	%
Very well	424	71.1%
Well	154	25.8%
Not well	15	2.5%
Little/not at all	3	0.5%
Total	598	100%

Table 8 - Born in Poland

	F	%
Yes	461	77.5%
No	134	22.5%
Total	595	100%

Table 9 - Which country were you born in?

	F	%
Brasil	1	0.2%
Czech Republic	2	0.3%
Spain	2	0.3%
Northern Ireland	1	0.2%
Ukraine	111	18.6%
Israel	1	0.2%
Portugal	1	0.2%
Urugvai	1	0.2%
USA	2	0.3%
Antartica	1	0.2%
Belrus	1	0.2%
Italy	3	0.5%
Great Britain	2	0.3%
Poland	464	77.6%
Other	5	0.7%
Total	598	100%

Table 10 - Newly arrived, long-term, local

	F	%
Migrant children	130	22%
Local	461	78%
Total	591	100%

Table 11 - Do you have a Polish citizenship?

	F	%
Yes	469	79%
No	97	16.3%
I don` t know	18	3%
I don` t want to answer	10	1.7%
Total	594	100%

Table 12 - Citizenship & gender

		Girl	Boy	Other	Total
Yes	F	299	164	6	469
	%	63.8%	35%	1.3%	100%
No	F	44	49	3	96
	%	45.8%	51%	3.1%	100%
I don` t know	F	11	6	1	18
	%	61.1%	33.3%	5.6%	100%
I don` t want to answer	F	2	5	3	10
	%	20%	50%	30%	100%

Table 13 - Citizenship and age

		9-13	14-20	Total
Yes	F	179	289	468
	%	38.2%	61.8%	100%
No	F	14	83	97
	%	14.4%	85.6%	100%
I don't know	F	13	5	18
	%	72.2%	27.8%	100%
I don't want to answer	F	2	8	10
	%	20%	80%	100%

Table 14 - At least one parent was born in another country

	F	%
Yes	105	17.7%
No	489	82.3%
Total	594	100%

Table 15 - Do you feel affiliated with a religion?

	F	%
Christianity	258	43.5%
Islam	2	0.3%
Orthodox Christianity	35	5.9%
Greek Orthodox	4	0.7%
Protestant	4	0.7%
Judaism	1	0.2%
Some other religion. Which?	9	1.5%
I am not affiliated with a religion	129	21.8%
I don't know	63	10.6%
I don't want to answer	88	14.8%
Total	593	100

N. B. Those who choose other religious affiliation and not named belief that was already in the pre-defined choices (3) declared atheism (3), Satanism (2), Neopaganism - Wicca (1).

Table 16 - Where do you live?

	F	%
A large city (like Kraków)	486	81.4%
A town or a small city (like Wieliczka)	37	6.2%
Rural area or village	74	12.4%
Total	598	100%

Table 17 - Do you live in an area where many people are of a different race, ethnic or religious group?

	F	%
Yes	214	35.8%
No	179	29.9%
I don` t know	205	34.3%
Total	598	100%

Table 18 - Do you like living in this country?

	F	%
Yes	347	58.1%
No	124	20.8%
I don` t know	126	21.1%
Total	597	100%

When asked this question only 18% of children responded positively usually naming several countries they would like to live in. From these choices we may distinguish United States, Great Britain, Switzerland, Austria, Spain, Germany, Canada, Scandinavian counties, Benelux countries, Japan and South Korea. Several children make political expressions criticising government and declaring to live any other country than Poland which was described as backward, "treating LGBT people like shit", not having good government, intolerant and disrespectful, land where there is impossible to decide about oneself.

Table 19 - Socio-economic status

	F	%
In general, I have more (material) things than most of my classmates	62	10.5%
In general, I have about the same amount of things than most of my classmates	464	78.9%
In general, I have less (material) things than most of my classmates	62	10.5%
Total	588	100%

Table 20 - Do you live with the members of your family?

	F	%
Yes	527	88.7%
No	67	11.3%
Total	594	100%

Well-being and everyday life

The survey's answers related to questions: "I am completely satisfied with my life", "I have what I want in life", "I like being the way I am" and "I feel positive about my future" we respectively interpreted as indicators of life satisfaction, life control, self-acceptance and

attitude to future. Here, most of children are also generally satisfied in their lives (56.5%), having control over it (53.8%), accept themselves (59.1%) and positively look forward (61.2%) (Table 21).

The apprehensive conclusion of the study is that almost all kids are using smartphones or computers to contact with their peers and relatives (82.5% do that everyday) while only 36.9% prefer direct contact with the same frequency. It might be also disturbing that 38.9% of children spending time alone each day. Social isolation and lack of social relations are often linked to depression and other emotional distress (Table 22).

Children who were respondents generally feel socially secured. 84.1% may count on their family support, and 70.6% are heard by their families that took their will into account. Furthermore 72.4% have enough friends and they trust strongly in their support in case of problems (78.2%) (Table 23). However less than half children who agreed with given statement about sociability spend time with friends from school or other friend out of the school time. Almost all children that picked this answer agreed with statement referring to spending time without friends from school (29.26% of all respondents). Children generally more often spend time with friends virtually than not virtually however we must take into account that governmental ban on children presence in the public space until 16:00 (curfew) and without parents' custody might have distorted the results here (Table 24 and Table 25).

Table 21 - Life satisfaction

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
I am completely satisfied with my life	F	31	44	163	205	104	547
	%	5.7%	8%	29.8%	37.5%	19%	100%
I have what I want in life	F	22	70	169	221	84	566
	%	3.9%	12.4%	29.9%	39%	14.8%	100%
I like being the way I am	F	51	64	115	200	133	563
	%	9.1%	11.4%	20.4%	35.5%	23.6%	100%
I feel positive about my future	F	32	37	147	206	134	556
	%	5.8%	6.7%	26.4%	37.1%	24.1%	100%

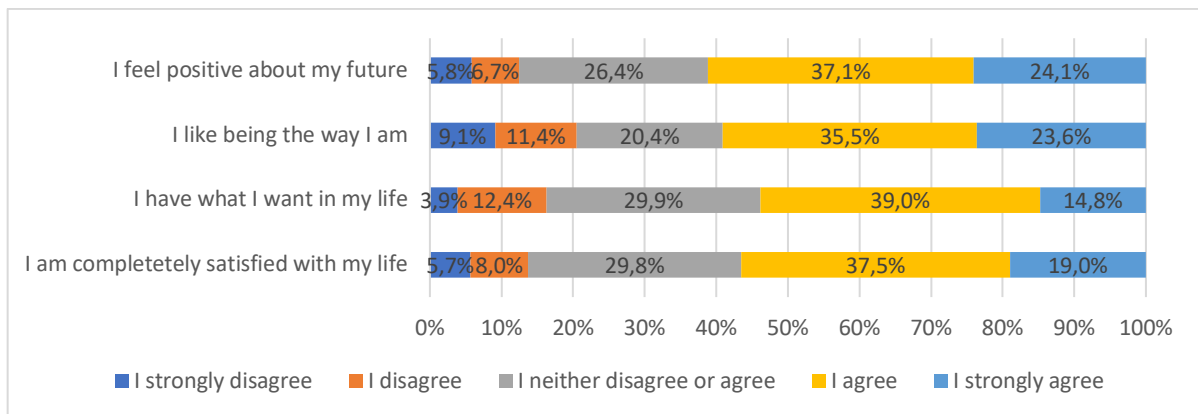


Figure 21.1

Table 22 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school*	F	265	216	113	594
	%	44.6%	36.4%	19%	100%
Meeting, playing with friends	F	141	232	218	591
	%	23.9%	39.3%	36.9%	100%
Using smartphone or computer to stay in touch with friends/relatives	F	31	72	486	589
	%	5.3%	12.2%	82.5%	100%
Spending time just being by myself	F	180	181	230	591
	%	30.5%	30.6%	38.9%	100%

*Music, sports, dancing, languages, scouts etc.

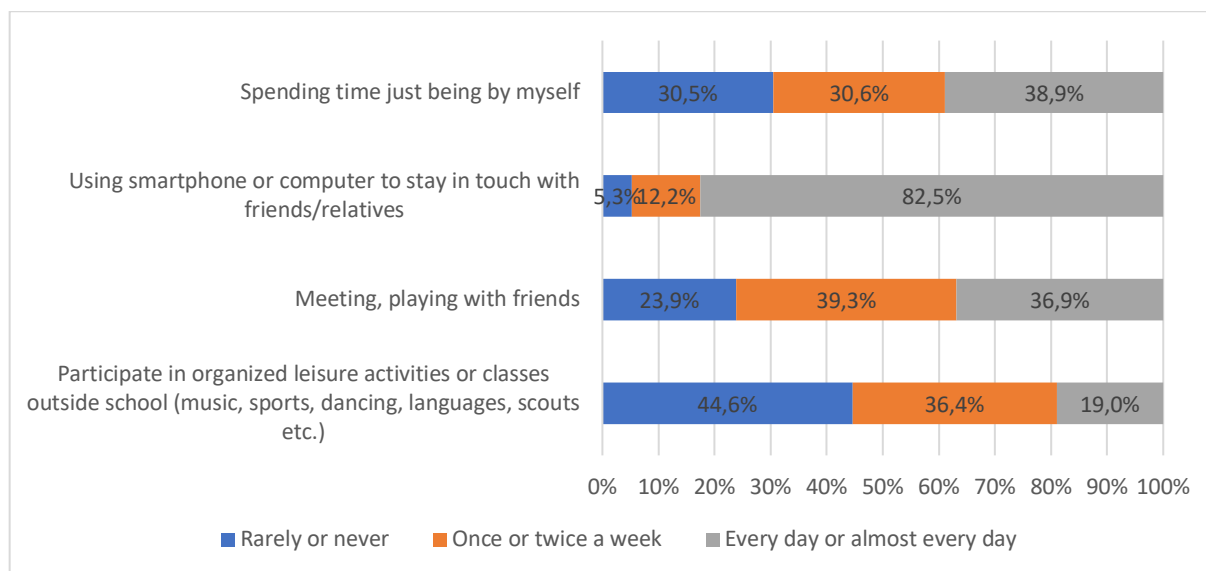


Figure 22.1

Table 23 - Family and friends

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
If I have a problem, my family will help me	F	13	10	67	171	307	568
	%	2.3%	1.8%	11.8%	30.1%	54%	100
My parents (carers) listen to me and take what I say into account	F	20	34	112	235	164	565
	%	3.5%	6%	19.8%	41.6%	29%	100
I have enough friends	F	28	36	92	204	206	566
	%	4.9%	6.4%	16.3%	36%	36.4%	100
If I have a problem, I have a friend who will support me	F	30	25	69	187	258	469
	%	5.3%	4.4%	12.1%	32.9%	45.3%	100

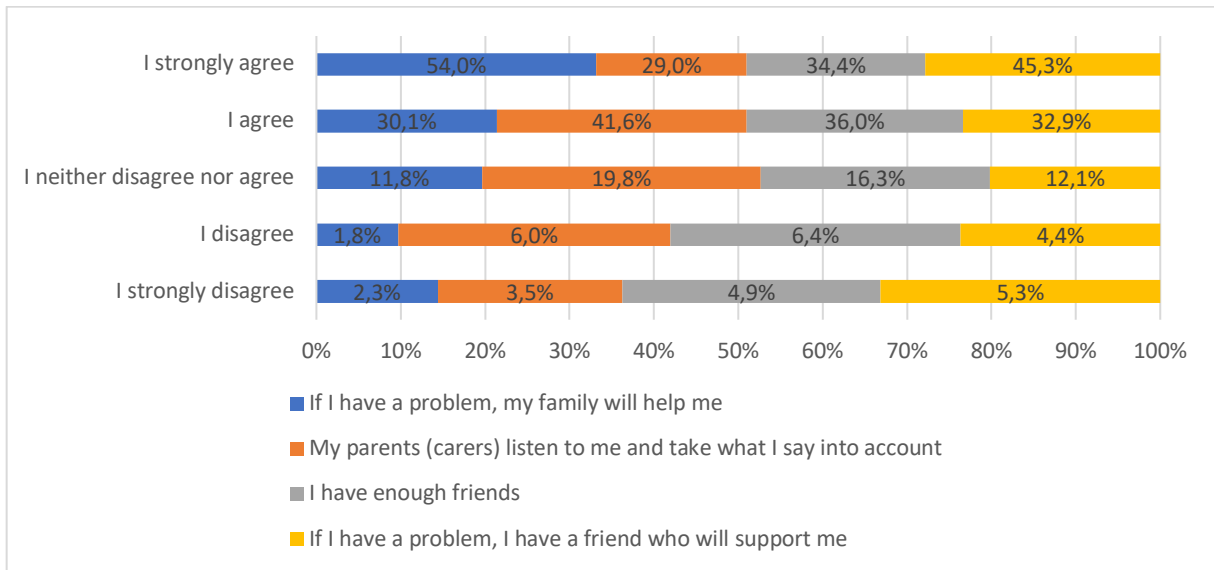


Figure 23.1

Table 24 - Leisure time

	F	%
Out of school, I spend time with friends from school	268	45.8%
Out of school, I spend time with other friends (ex. from the neighbourhood)	269	46%
Out of school, I don't spend time with friends from school	175	98.9%

Table 25 - Leisure time 2:

		Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	F	42	80	91	119	247	579
	%	7.3%	13.8%	15.7%	20.6%	42.7%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	F	33	70	81	101	295	580
	%	5.7%	12.1%	14%	17.4%	50.9%	100

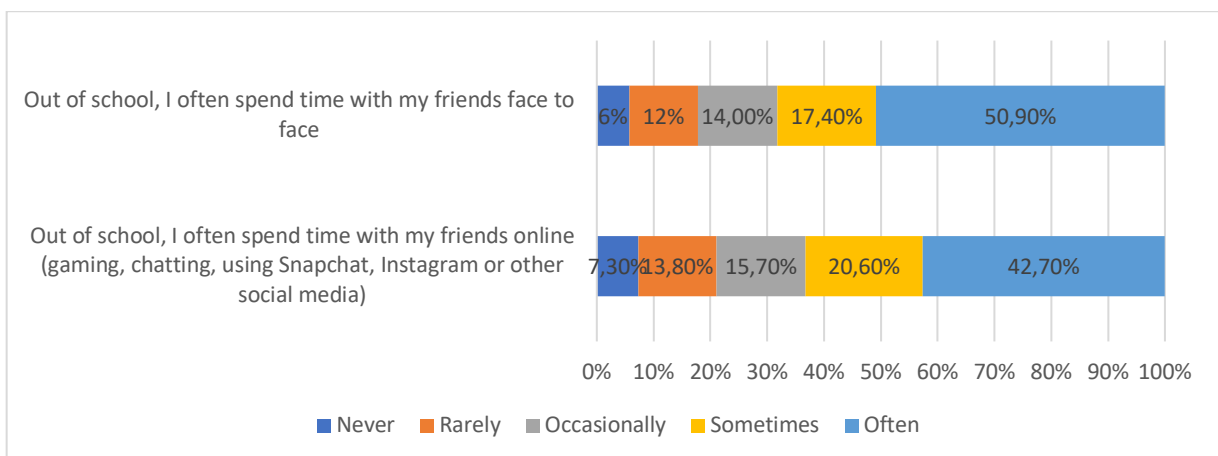


Figure 25.1

School life

It is very positive that most of the children like being in school (74.4%) at least occasionally (20.8), sometimes (33.3) or often (20.3). In relations to their classmates half respondents value school success at the average level, but 44.4% feel they are performing good. Children generally feel safe there – 42.9% feel such often. Also feeling of belonging is high (63.9%) (Table 26). Most are also satisfied with classroom judgment (60.2%), peers acceptance (78.6%) and their care (57.7%). On the other hand when asked about relations with teachers some problems are visible. 41% of respondents never or rarely feel ok if teachers are asking (be advised that such problems may also relate to self-confidence). Apart of these inconvenience children are perceiving teachers as accepting (53.1% marked often, 25.7% marked sometimes value), and listening (23.1%/34.6%) (Table 27).

Violence, bullying and mocking are not so common. 56.1% never experienced mocking, 77.4% never suffered violence, and 55.4% social ostracism. Nevertheless still more than one third of respondents experienced mocking and ostracism at least once and every tenth had been hurt or hit. Also 15% experienced verbal aggression at least three times in past year which might be considered as high (Table 28). Except of the gender factor also unfair treatment both by teachers and classmates were uncommon. This gender factor had been mentioned by respondents in case of classmates discrimination twice more often and in case of teachers five times often than factors like religion, economic status, nationality, place of living and language spoken. (Table 29) There is no problem with speaking in foreign languages in the school and many children recognize that even teachers are addressing to other pupils in other language (Table 30 and table 31).

Children who were responding to survey are generally open-minded. Prevalence and manifestation of one’s identity and cultural heritage is important 72.5%, more (75.6%) cherish cultural diversity. School environment is perceived also as lacking cultural conflicts (67.9%). Almost two thirds of respondents have friends from different cultures or religions (Table 33).

Table 26 - What do you think about your school?

		Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	F	72	77	121	195	118	583
	%	12.3%	13.2%	20.8%	33.4%	20.2%	100%
I feel safe when I am at school	F	45	46	83	148	240	562
	%	8%	8.2%	14.8%	26.3%	42.7%	100%
I feel like I belong in this class	F	53	64	89	139	221	560
	%	9.4%	11.3%	15.7%	24.6%	39%	100%
I am OK when a teacher asks me a *question	F	121	115	135	129	75	568
	%	21%	20%	23.5%	22.4%	13%	100%
I feel OK about what my classmates think of me	F	57	54	93	184	125	513
	%	11.1%	10.5%	18.1%	35.9%	24.4%	100%

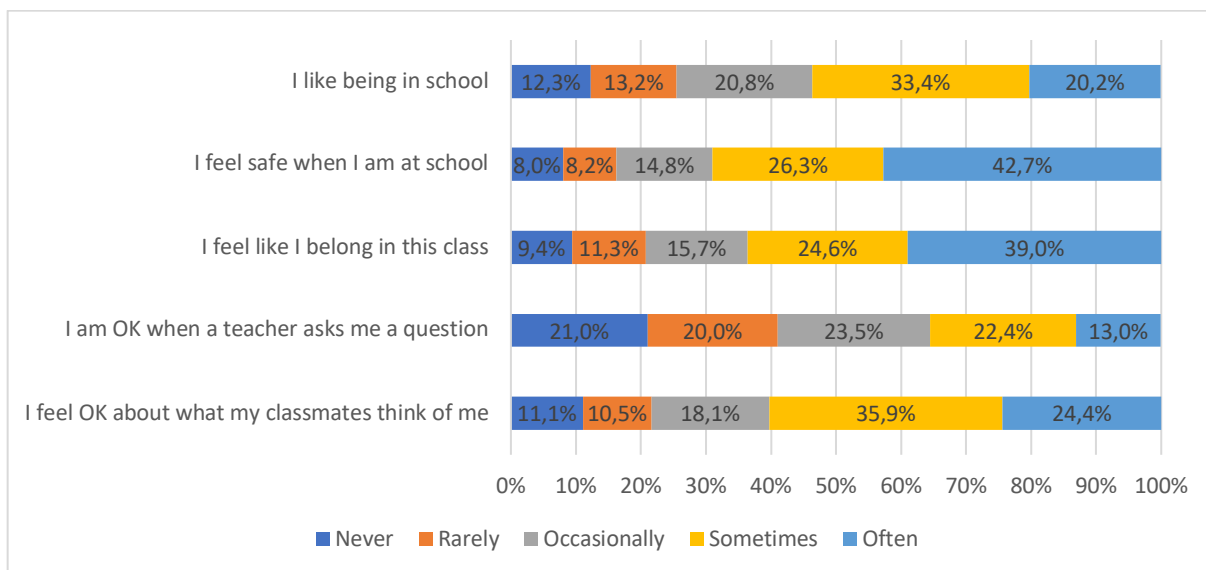


Figure 26.1

Table 27 - Relationships in class

		Never	Rarely	Occasional ly	Sometimes	Often	Total
My classmates accept me just the way I am	F	26	32	55	116	292	521
	%	5%	6.1%	10.6%	22.3%	56%	100%
My teachers accept me the same way as other classmates	F	22	30	60	134	279	525
	%	4.2%	5.7%	11.4%	25.5%	53.1%	100%
My classmates care about how I feel	F	71	69	89	170	139	538
	%	13.2%	12.8%	16.5%	31.6%	25.8%	100%
My teachers listen to me and take what I say into account	F	35	65	104	182	141	527
	%	6.6%	12.3%	19.7%	34.5%	26.8%	100%
My teachers talk about different countries, languages, cultures or religion	F	47	85	114	160	120	526
	%	8.9%	16.2%	21.7%	30.4%	22.8%	100%

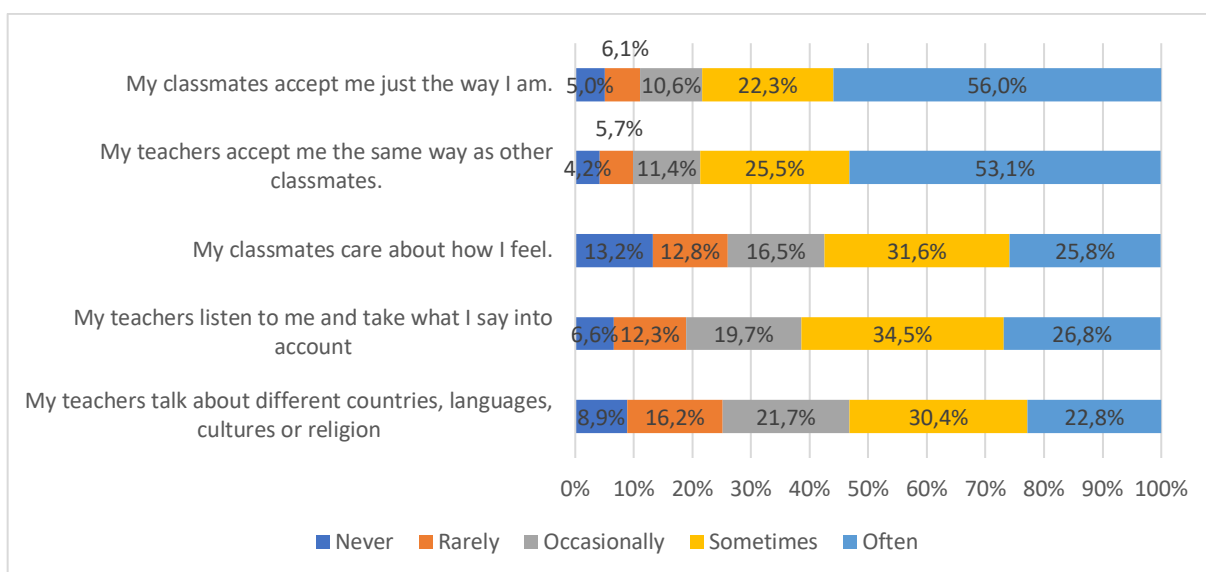


Figure 27.1

Table 28 - Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	F	327	94	78	84	583
	%	56.1%	16.1%	13.4%	14.4%	100%
Hit or hurt you	F	449	61	44	26	580
	%	77.4%	10.5%	7.6%	4.5%	100%
Leave you out of their games or activities	F	319	98	74	85	576
	%	55.4%	17%	12.8%	14.8%	100%

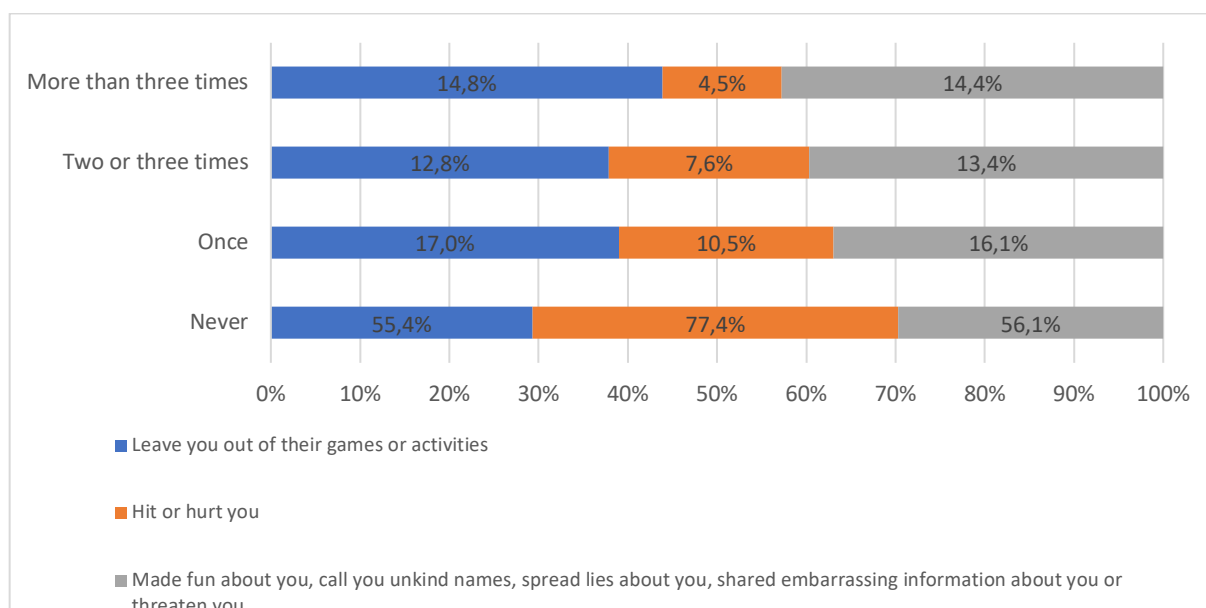


Figure 28.1

Table 29 - Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates		
		Yes	No	Total	Yes	No	Total
Your gender	F	98	424	522	86	463	549
	%	18.8%	81.2%	100%	15.7%	84.3%	100%
Your economic status (poor/rich)	F	22	499	521	68	461	529
	%	4.2%	95.8%	100%	12.9%	87.1%	100%
Your religion	F	28	507	535	38	498	536
	%	5.2%	94.8%	100%	7.1%	92.9%	100%
Your nationality/race	F	37	504	541	47	497	544
	%	6.8%	93.2%	100%	8.6%	91.4%	100%
Where you live (district, village/town)	F	27	521	548	44	502	546
	%	4.9%	95.1%	100%	8.1%	91.9%	100%
Language you speak	F	37	511	548	38	508	546
	%	6.8%	93.2%	100%	7%	93%	100%

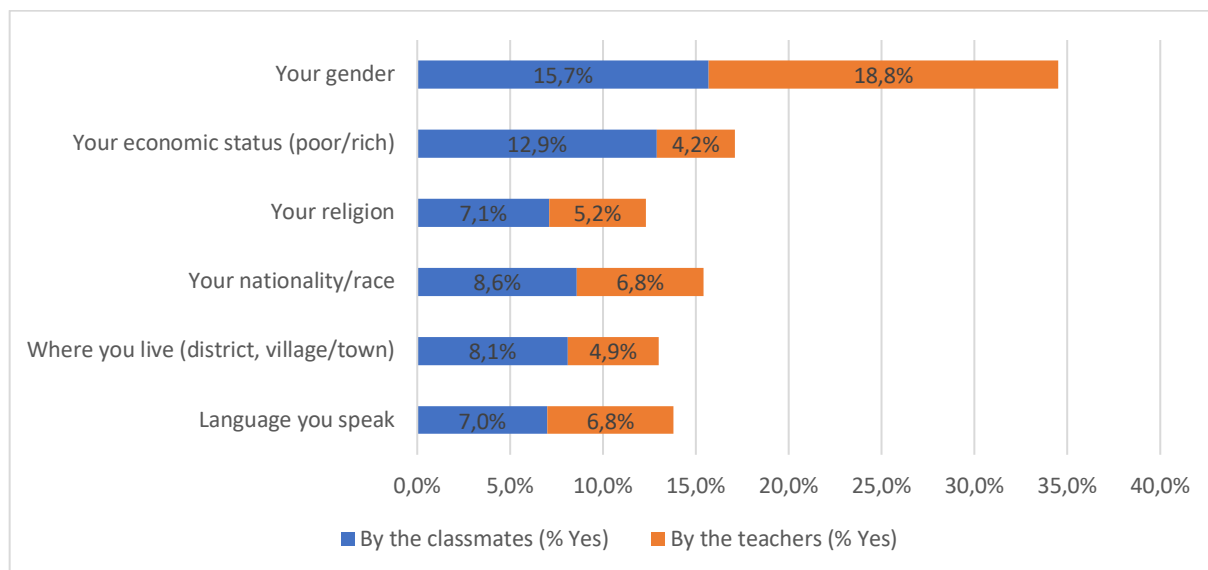


Figure 29.1

Table 30 - Are children allowed to speak other languages in your school (in the hallways, when playing)?

	F	%
Yes	518	89.2%
No	63	10.8%
Total	581	100%

Table 31 - During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

	F	%
Often	68	11.7%
Sometimes	249	42.7%
No	130	22.3%
I don` t know	136	23.3%
Total	583	100%

Table 32 - How successful are you in school in relation to your classmates?

	F	%
I am doing very good in school, my grades are good	260	44.4%
I am doing average in school, my grades are average	293	50.1%
I am doing bad in school, my grades are bad	32	5.5%
Total	585	100%

Table 33- Multiculturality

		I strongly disagree	I Disagree	I neither agree nor disagree	I agree	I strongly agree	Total
Pupils who come to Poland from other countries should have the right to follow the customs of their countries*	F	16	29	103	170	219	537
	%	3%	5.4%	19.2%	31.7%	40.8%	100%
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	F	13	14	96	178	202	503
	%	2.6%	2.8%	19.1%	35.4%	40.2%	100%
In our class, pupils of different ethnicities/races/religion get along well	F	18	30	102	178	140	468
	%	3.8%	6.4%	21.8%	38%	29.9%	100%

* e.g. food, clothing, language

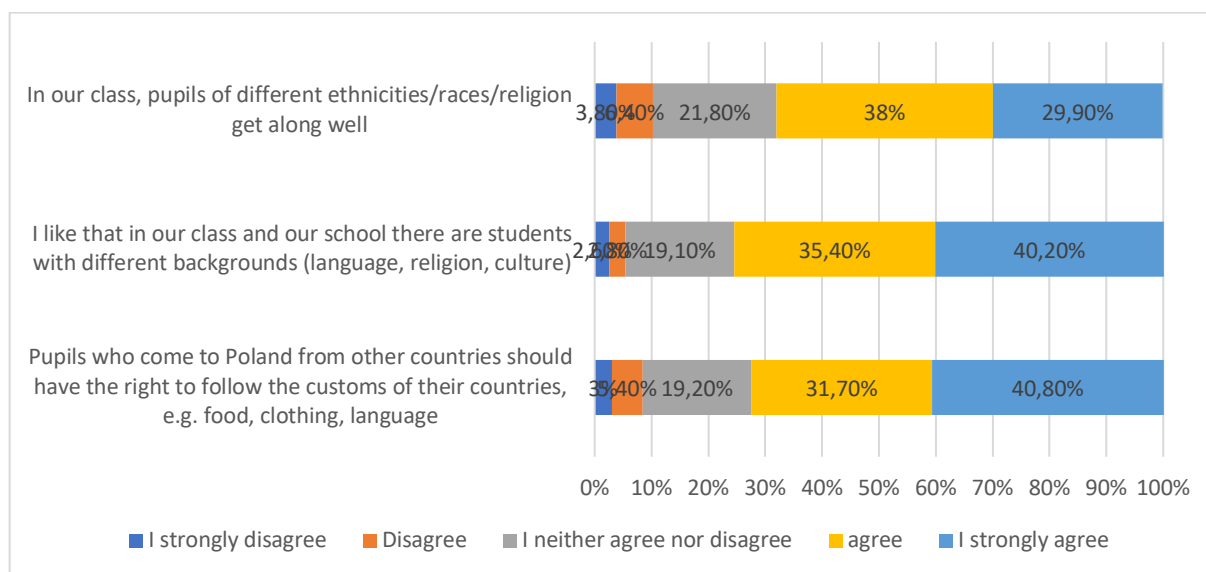


Figure 33.1

Table 34 - Do you have friends from different countries (cultures/religions)?

	F	%
Yes, several	69	11.9%
Yes, a few	305	52.6%
No, none at all	122	21%
Don` t know	84	14.5%
Total	580	100%

3.2 Newly arrived, long-term and local children

Micreate project distinguished three research groups of children in order to assess if there are any differences between their life adaptation practices and experiences of migration. These groups were divided into newly-arrived migrants defined as those who came to Poland not earlier than three years ago, long-term migrants that stayed in Poland for over three years and local children, that were born in Poland and always lived there.

If we look on migrant respondents in both of groups older children (14-20 y.o.) were dominant, however this was much more visible for those with shorter migration experience. Around two thirds of local children belonged also to older group. The gender proportion was balanced for migrants and again around two thirds of local children were girls.

Most of the migrant children in both groups comes from Ukraine however more than half of them are speaking Russian which is not a national language of the Ukraine. There is also relatively strong relation between the level of Polish proficiency and the length of the stay.

In reference to Polish citizenship around each four of long term and each tenth of newly arrived migrant children declared to have it.

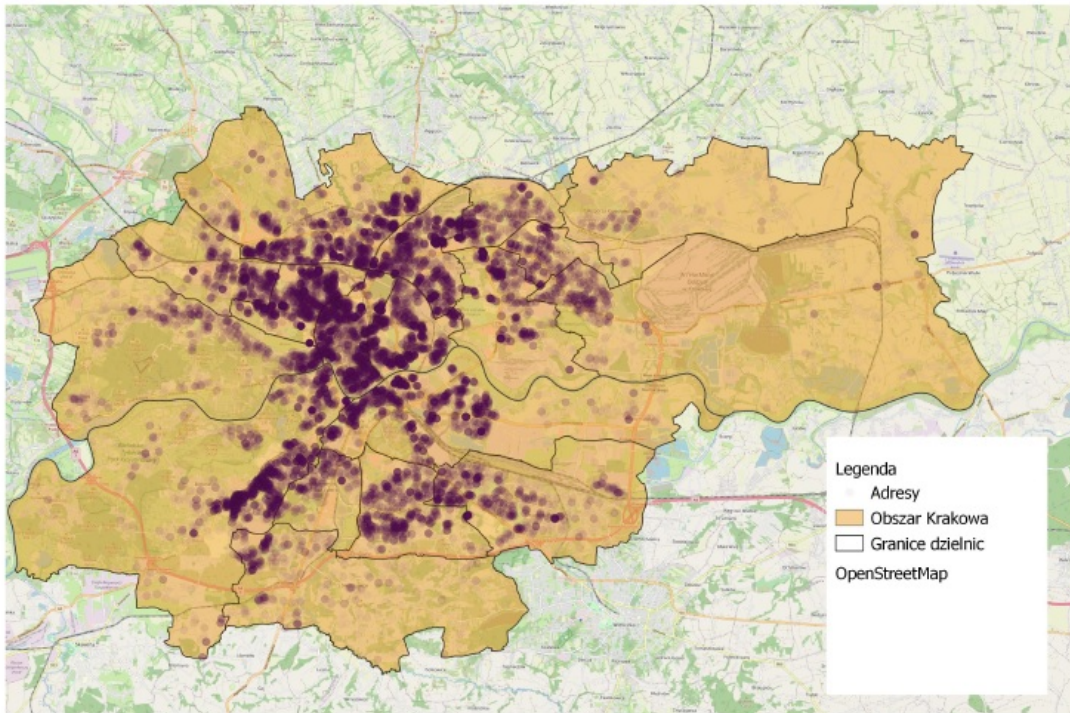
As for the question related to the place of birth of their parents we believe that the question asked might have been ambiguous for many children that did not know if the point of reference was Poland or their country of origin. This is shown by the results in which 44.6% of new migrants and 31.6% of long term migrants have chosen "no" answer. If we take Poland as point of reference is contradictory to statistical knowledge available, but if the point of reference is Ukraine it might be closer to the truth as many Ukrainians were born in Russia or other former USSR republics. Furthermore this question was asked differently in Polish and differently in Ukrainian and Russian which was not noticed prior the analysis. For that reason we cannot draw any conclusions related to mixed families depending on these answers.

Dominant groups among long term migrants are either not affiliated with religion or do not wanted to answer this question, while new migrants slightly more often defined themselves as Christians than not affiliated. It might induce conclusion that migration to the country where it is harder to worship one's belief (lack of orthodox churches) may weaken religious affiliations. This is however only a supposition. On the other hand local children are again stronger attached to religion however much less than adult population.

All migrant group of respondents are predominantly live in Krakow. A significant larger group of local children (5x) live in the rural area – probably in villages surrounding Krakow, that might be somehow connected to higher socio-economic status of those children. Still, we need to admit that newly arrived migrants most often judged their economic status as higher to others.

It seems that migrant children have better perception of community diversity than local children. Two thirds of migrant group declared that they are living in ethnically diverse

communities while over one third of local children did not know that and another third denied. This difference cannot be explained by area factor but specifics of perception as Polish cities, including Krakow do not have districts with larger, not mentioning dominating clusters of foreigners (Pędziwiatr, Stonawski, Brzozowski, 2020:34-47). The result for local children could be affected by those who are living in rural areas that are for sure homogenous (15.2%).



Map showing the immigrant population in Krakow – the intense of color represents the density of inhabitation.

Local children are likely to contest satisfaction from living in Poland (26.1% vs. 6.4% for migrants). The newly arrived are the most satisfied (80.4%) while in course of living this satisfaction is slightly dropping (73.7%) being still relatively high. Analyzing those result we need to consider the honeymoon effect influencing new migrants attitudes that is discussed in the literature (Hofstede, Pedersen, Hofstede, 2002: 23). The statistical dependence here is irrelevant. We did not retrieved the data allowing to compare newly arrived with long-term migrants for this particular phenomenon.

Looking into socio-economic status it must be noted that migrants perceive it better than local children which is surprising. The difference is not a big one but still twice as much new migrants consider their economic situation as good, comparing to local children and long-term migrants. This last group have the biggest trouble with covering the economic necessities. One fifth of those respondents declared poor economic status.

Slightly above half of new migrants are living with their families, comparing to 71% of long-term migrants and 97% of local children. As we had written in previous Micreate

reports it might be explained by specifics of the migration schemes where large numbers of migrant children come to Poland to learn in high schools and are placed in dormitory homes. Long-term migrant on the other hands usually join the families who came before them.

The well-being in life was measures on fifth-grade scale. It had been measures for the satisfaction with life, control over life, self-acceptance and future perception. The mean in all questions were slightly above than average, with the most positive answers given by long-term migrants, who presented highest score for the future perception. Local children represented the lowest mean score in all categories, however here the inner diversity is much higher. Standard deviations were usually stably centered in plus and in minus. As there are no statistical tests made we cannot assess any real difference.

There are differences reported between migrant and local children reflecting the time spending habits. Although almost the same percentage of all groups are spending time using smartphones and computer, some difference is seen in real life social relations that are more common for migrant children, while local ones prefer to spend time alone or meet with friends online.

The social support perception from families and peers is very similar in results to those noted for the perception of well-being. The mean for long term children is highest while for local children lowest, with exception of number of friends and their support which is lowest for new migrants. It was not statistically tested however, but still this might be explained by the migration situation itself that transforms and deconstruct the previous social relations.

Some interesting results refer to the school life perception. The analysis here is based on numeric data so its assessment must be careful. All respondents generally like being in school, however long-term migrants less frequently to local and new migrants children. Local children three times as often as migrants never liked being in school. Migrant children slightly more often than local peers feel safe in the school. It is particularly visible for new migrants which might be explained by school functioning and organization that differs much in Poland and Ukraine in terms of safety (Pacewicz, Zacharuk 2016: 14). The feeling of belonging in the class is highest and most frequent in local children, followed by long-term migrants which is understandable by rules of adaptation process. There were interesting results referring to question of feeling good when being asked by teacher. Local children rarely or never feel good in such situation while migrants feel fine occasionally and sometimes, new migrants even often (highest percentage). We believe new migrants perceive asking by teachers as manifestation of interest. Most children feel also good with classmates' opinions on them and there are no significance differences between the children's group. Slightly more than average long-term migrants – one of tenth – declare not being accepted by peers, but in general over 80% of migrants and almost 80% of local children feel accepted by their peers. The same refers to teachers, however here the percentage of local children declaring acceptance by teachers is slightly lower. Children feel also that they are generally cared by their mates and their voices are heard by teachers, however here the frequency is lower than in the questions relating to acceptance. The

perception is though higher than observance of the manifestations of acceptance. New migrants more often notice teachers speaking about diversity.

There is no difference between children group in the frequency of mocking experience, but there is difference in the violence episodes which is generally not happening to new migrant but quite often experienced by long-term migrants. Ostracism is also seldom experienced by children and the rarest by new migrants. Here we need to take into account that lack of differences found might have been the effect of no relation or the small cohort.

As it was already noticed unfair and discriminatory treatment is not common both in relations with teachers and peers. However here, apart from discrimination caused by gender (highest felt by local children) around every four migrant experienced unfair treatment due to its nationality by teachers and two of five long term migrants felt that way in relation with classmates. The length of stay is moderately linked with the experience of unfair treatment from teachers caused by nationality but also by the language spoken. Here around quarter of migrants noticed such behavior, slightly less by long-term (probably due to language proficiency). Around 22% of new migrants and 26% of long-terms have such feelings in contacts with peers. These two categories put a clear demarcation line between migrants and local children experience.

The everyday language usage habits probably affected the answers referred to ability of use foreign languages in the schools space. A few more percent of long-term migrants (27%) thinks they are not allowed to speak other language in school, comparing to new migrants (18.7%). We believe that long-term migrants acquiring Polish communication competences more often feel obliged to use this language in social relations while new migrants are just forced to speak in their national language. New migrant also more often notice teachers speaking in other languages to pupils during lessons which could be explained by necessary communication schemes at the beginning of learning.

There is almost no numeric difference in perception of school achievement between migrant and local children. Surprisingly local children are more attached to the concept of diversity and integration with preserving customs and habits than migrant children while migrant children, especially new one higher prize the actual classroom diversity. Diversity is not seen as something conflict instigating. New migrants have more friends from different countries than local children however more than half of respondents in all groups have at least a few foreign friends.

Demographic data

Table 35- Migrant status x Age

			Age		Total
			9-13	14-20	
Migrant status	Newly arrived	F	20	72	92
		%	21.7%	78.3%	100%
	Long term	F	16	22	38
		%	42.1%	57.9%	100%
	Local	F	173	287	460
		%	37.6%	62.4%	100%
Total		F	209	381	590
		%	35.4%	64.6%	100%

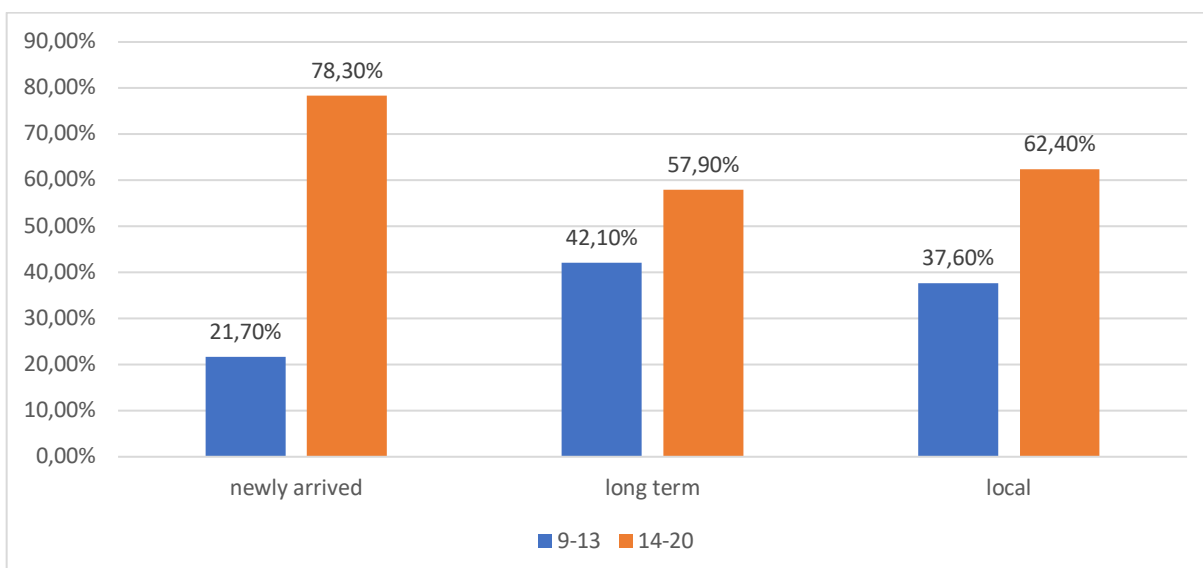


Figure 35.1

Table 36 - Migrant status * Gender

			Gender			Total
			Girl	Boy	Other	
Migrant status	Newly arrived	F	45	44	3	92
		%	48.9%	47.8%	3.3%	100%
	Long term	F	19	18	1	38
		%	50%	47.4%	2.6%	100%
	Local	F	291	161	8	460
		%	63.3%	35%	1.7%	100%
Total		F	355	223	12	590
		%	60.2%	37.8%	2%	100%

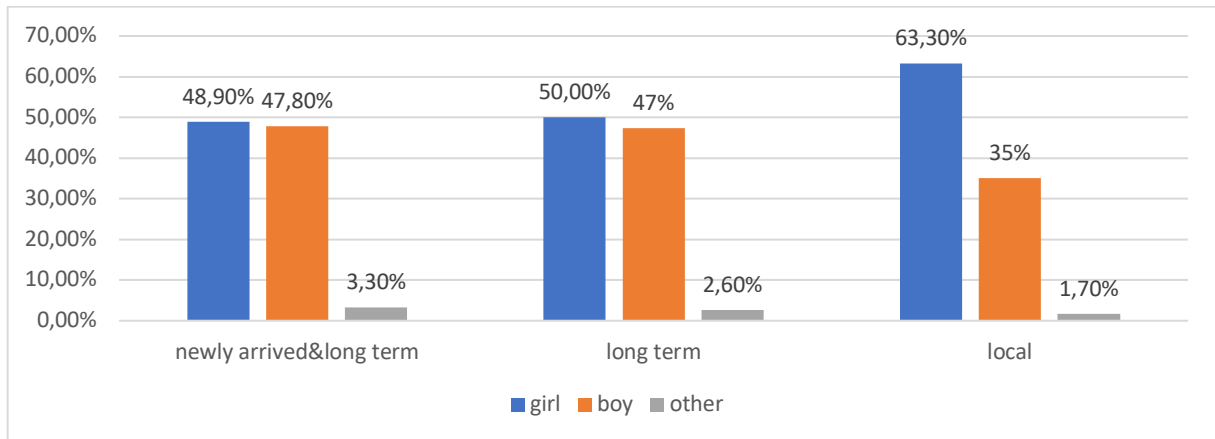


Figure 36.1

Ethnic background

There was no specific question about ethnicity in Polish survey but the dominant group of migrants were born in Ukraine – 82.6% of newly arrived and 71% of long-term children. The rest were represented by different nationalities – usually one person per country in each group.

The languages you speak at home

Local children usually speak Polish, however single persons spoke Arabic, Portuguese and Italian. Some children were bilingual – one with Spanish and 22 (4.8%) with English. Long-term migrant children are more linguistically diverse. They speak Russian (10), Ukrainian (8), and Polish or Polish with Ukrainian and Russian. Again single persons speak Turkish, Vietnamese, English or Armenian. The new migrants also speaks mostly Russian (34.8%) and Ukrainian (29.3%). If they are bilingual it is usually Russian and Ukrainian and Ukrainian and Polish. As there is almost no Russians in the cohort group it shows that there is some cultural oppression that impact Ukrainians in the relations with Russia.

Table 37- Migrant Status* How well do you speak Polish

			Polish*				Total
			Very well	Well	Little	Not at all	
Migrant status	Newly arrived	F	15	64	11	2	92
		%	16.3%	69.6%	12%	2.2%	100%
	Long term	F	15	22	1	0	38
		%	39.5%	57.9%	2.6%	0%	100%
	Local	F	392	66	3	0	461
		%	85%	14.3%	0.7%	0%	100%
Total		F	422	152	15	2	591
		%	71.4%	25.7%	2.5%	0.3%	100%

Cramer`s V: 0.425, Sig.:0.000

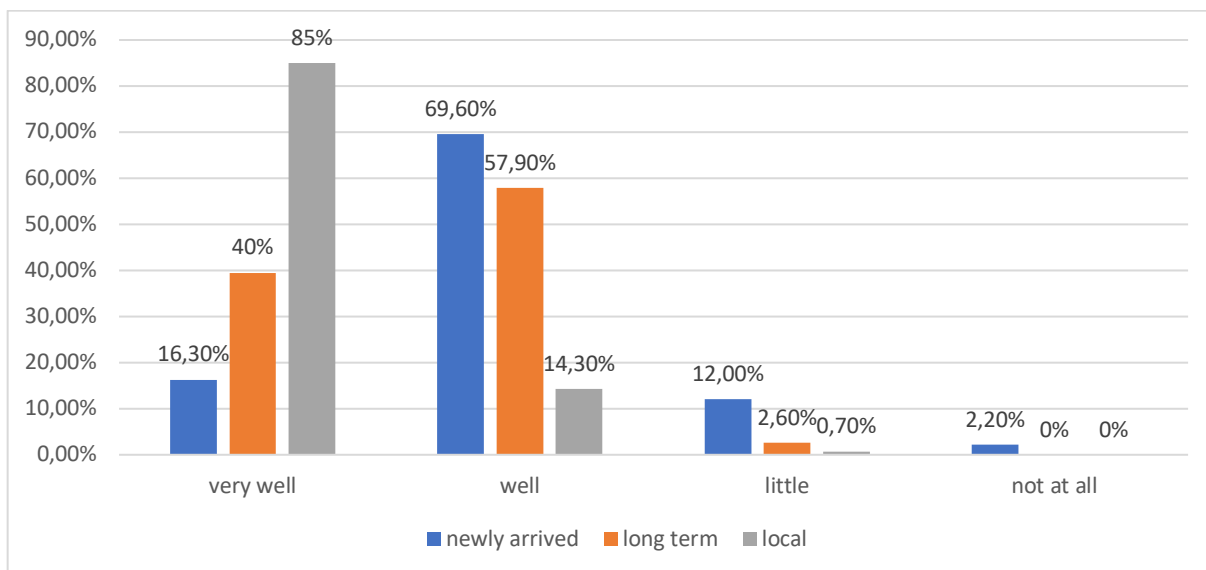


Figure 37.1

Which country were you born in?

Most of the newly arrived and long-term migrant were born in Ukraine. Other countries of birth refers to singular persons, and for long-term migrants include only EU, UK and USA and for newly arrived, apart from EU there were Uruguay, Belarus and Brazil mentioned.

Table 38 - Do you have a Polish citizenship?

		Citizenship				Total	
		Yes	No	Don` t know	Don` t want to answer		
Migrant status	Newly arrived	F	12	70	6	3	91
		%	13.2%	76.9%	6.6%	3.3%	100%
	Long term	F	11	21	6	0	38
		%	28.9%	55.3%	15.8%	0%	100%
	Local	F	445	3	5	7	460
		%	96.7%	0.6%	1.1%	1.5%	100%
Total		F	468	94	17	10	589
		%	79.5%	16%	2.9%	1.7%	100%

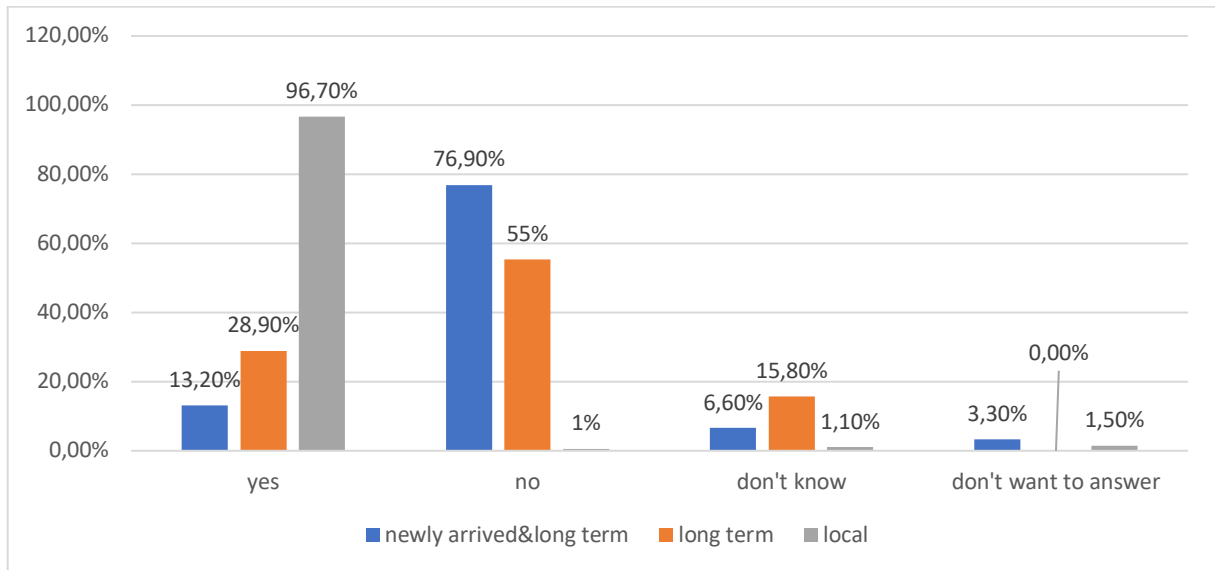


Figure 38.1

Table 39- Migrant Status * Do you have parents that were born in another country?

			Parents born in another country		Total
			Yes	No	
Migrant status	Newly arrived	F	51	41	92
		%	55.4%	44.6%	100%
	Long term	F	26	12	38
		%	68.4%	31.6%	100%
	Local	F	25	434	459
		%	5.4%	94.6%	100%
Total		F	102	487	589
		%	17.3%	82.7%	100%

Table 40 -Do you feel affiliated with a religion?

Religion*		Christia nity	Islam	Orthodox Christ.	Greek Ortho dox	Protest ant	Judai sm	Other	Not affiliated	I don` t know	I don` t want to answer	Total	
Migrant status	Newly arrived	F	9	2	29	3	1	0	3	24	10	11	92
		%	9.8%	2.2%	31.5%	3.3%	1.1%	0%	3.3%	26.1%	10.9%	12%	100%
	Long term	F	7	0	6	1	1	0	0	11	0	11	37
		%	18.9%	0%	16.2%	2.7%	2.7%	0%	0%	29.7%	0%	29.7%	100%
	Local	F	239	0	0	0	2	1	5	93	53	64	457
		%	52.3%	0%	0%	0%	0.4%	0.2 %	1.1%	20.4%	11.6%	14%	100%
Total		F	255	2	35	4	4	1	8	97	63	86	554
		%	40.6%	0.4%	6.3%	0.7%	0.7%	0.2 %	1.4%	17.5%	11.4%	15.5%	100%

Cramer`s V: 0.429, Sig.:0.000

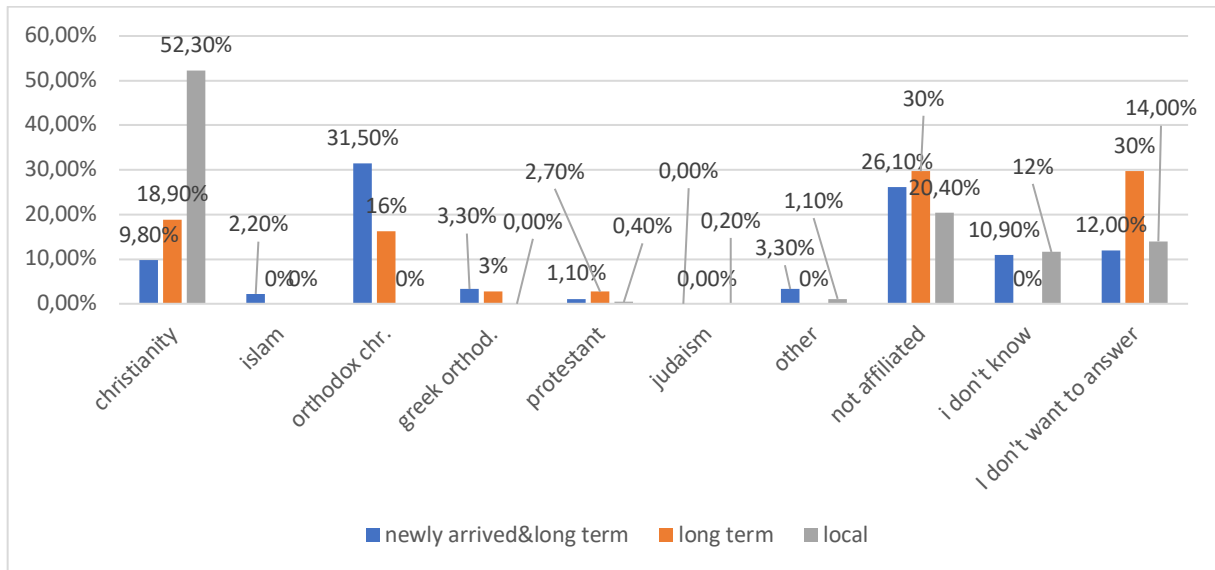


Figure 40.1

Table 41 - Where do you live?

		Where do you live				
		A large city (like Kraków)	A town or a small city (like Wieliczka)	Rural area or village	Total	
Migrant status	Newly arrived	F	85	4	3	92
		%	92.4%	4.3%	3.3%	100%
	Long term	F	36	2	0	38
		%	94.7%	5.3%	0%	100%
	Local	F	359	31	70	460
		%	78%	6.7%	15.2%	100%
Total		F	480	37	73	590
		%	81.4%	6.3%	12.4%	100%

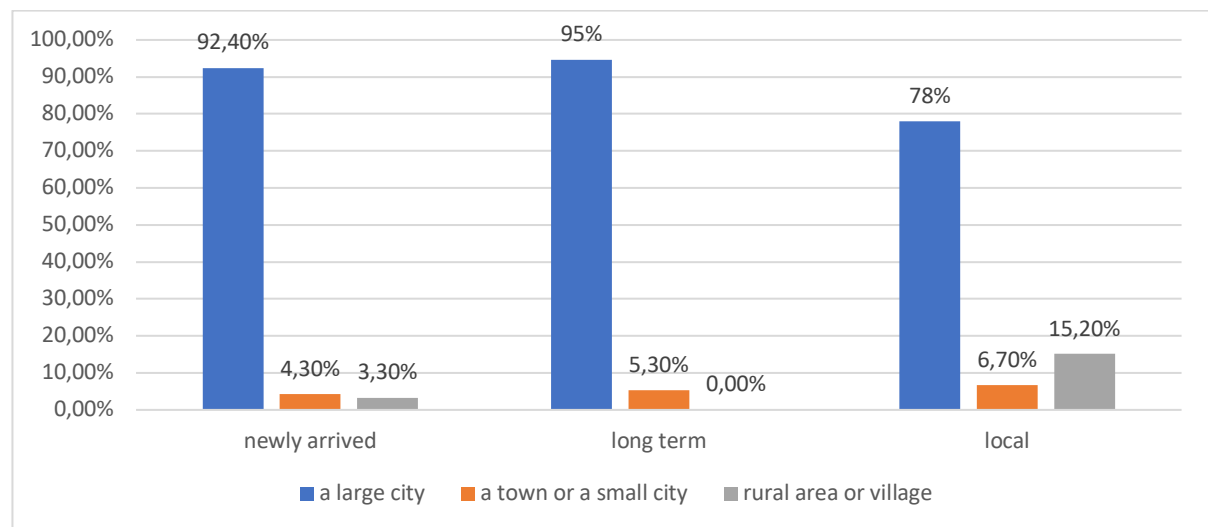


Figure 41.1

Table 42 - Migrant Status x Do you live in an area where many people are of a different race, ethnic or religious group?

			Yes	No	I don't know	Total
Migrant status	Newly arrived	F	61	8	23	92
		%	66.3%	8.7%	25%	100%
	Long term	F	23	5	10	38
		%	60.5%	13.2%	26.3%	100%
	Local	F	127	165	169	461
		%	27.5%	35.8%	36.7%	100%
Total		F	211	178	202	591
		%	35.7%	30.1%	34.2%	100%

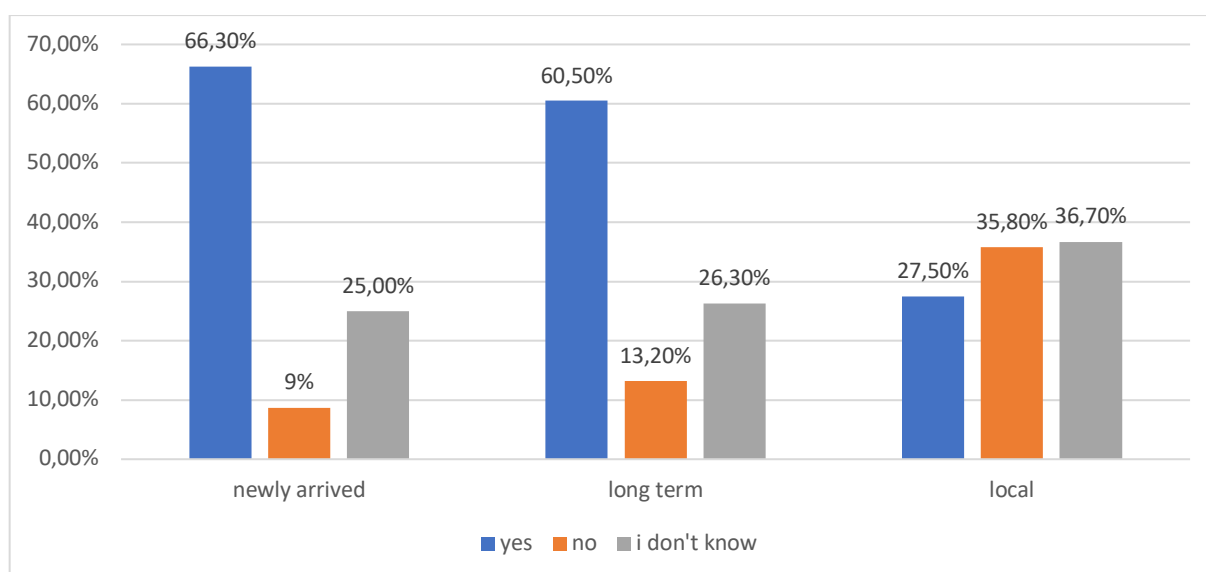


Figure 42.1

Table 43 - Migrant Status x Do you like living in this country?

			Yes	No	I don't know	Total
Migrant status	Newly arrived	F	74	1	17	92
		%	80.4%	1.1%	18.5%	100%
	Long term	F	28	2	8	38
		%	73.7%	5.3%	21.1%	100%
	Local	F	241	120	99	460
		%	52.4%	26.1%	21.5%	100%
Total		F	343	123	124	590
		%	58.1%	20.8%	21%	100%

*Cramer's V: 0.184, Sig.:0.000

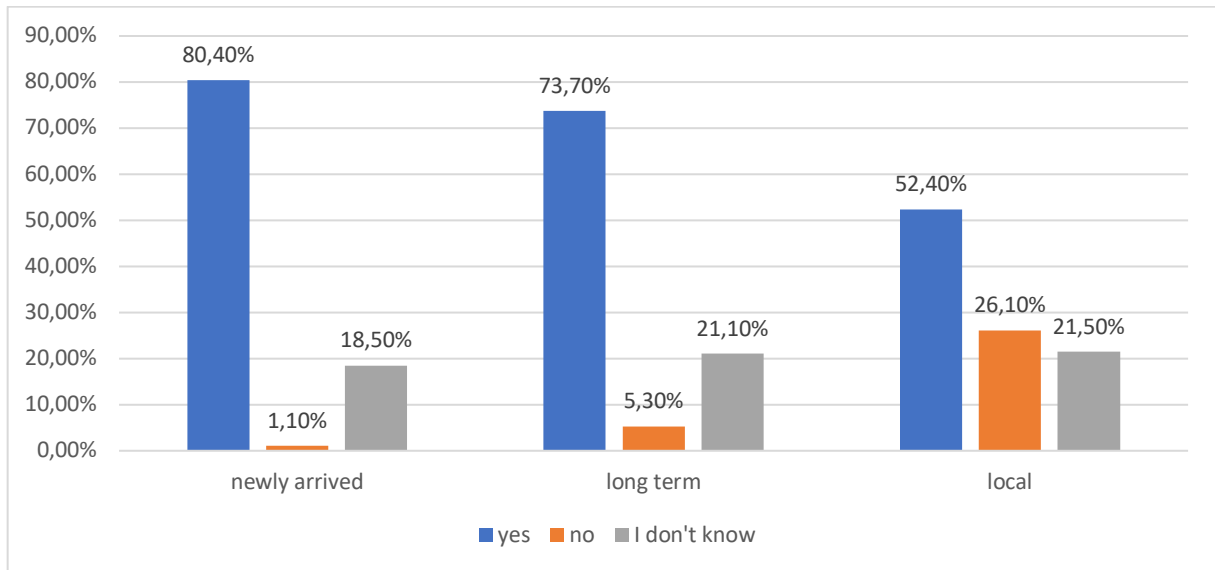


Figure 43.1

Table 44 - Migrant Status x Socio-economic status

		In our family, we do not have difficulties to cover our economic necessities	In our family, we have some difficulties to cover our economic necessities	In our family, we have difficulties to cover our economic necessities	Total
Newly arrived	F	15	67	8	90
	%	16.7%	74.4%	8.9%	100%
Long term	F	3	27	8	38
	%	7.9%	71.1%	21.1%	100%
Local	F	43	367	44	454
	%	9.5%	80.8%	9.7%	100%
Total	F	61	461	60	582
	%	10.5%	79.2%	10.3%	100%

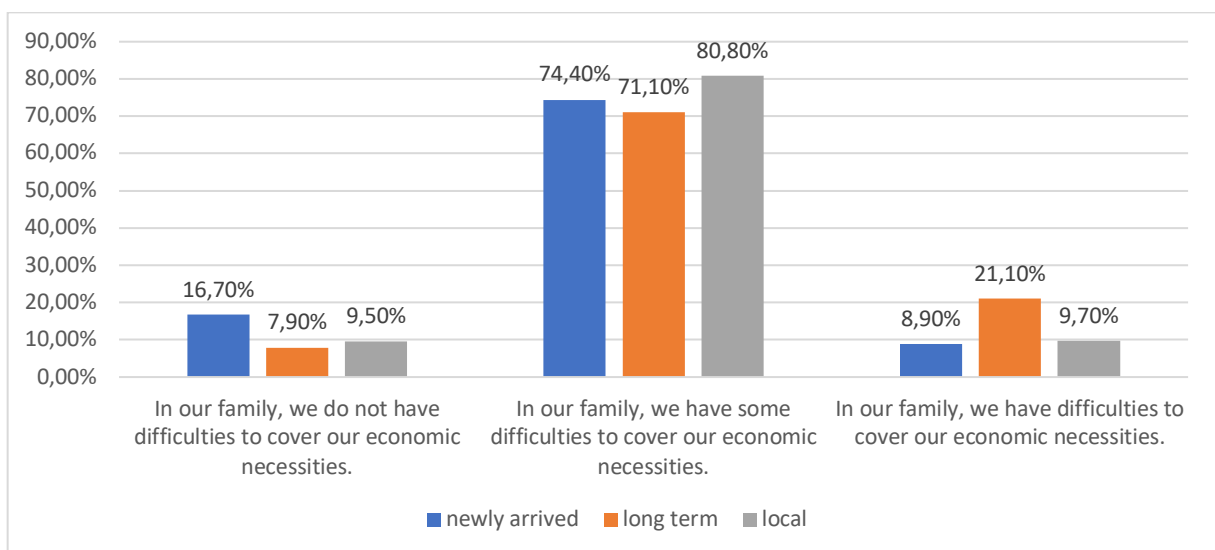


Figure 44.1

Table 45 - Migrant Status * Do you live with the members of your family?

			Yes	No	Total
Migrant status	Newly arrived	F	50	40	90
		%	55.6%	44.4%	100%
	Long term	F	27	11	38
		%	71.1%	28.9%	100%
	Local	F	445	14	459
		%	96.9%	3.1%	100%
Total		F	522	65	587
		%	88.9%	11.1%	100%

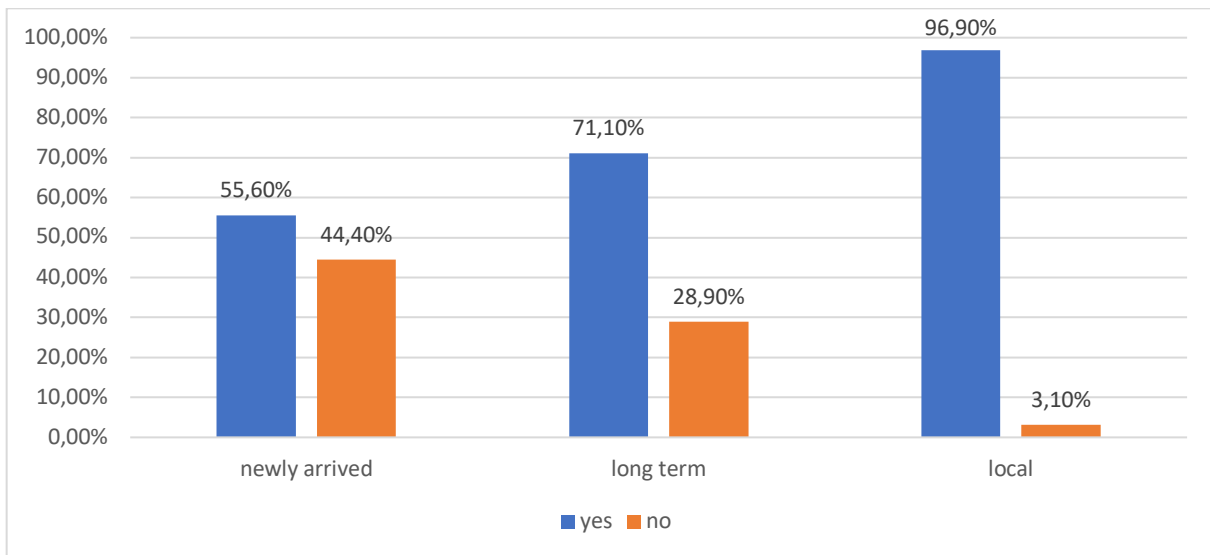


Figure 45.1

Table 46 - Migrant Status * Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Newly arrived	85	3.73	0.918
	Long term	33	3.97	0.770
	Local	425	3.50	1.095
I have what I want in life	Newly arrived	85	3.53	0.959
	Long term	35	3.77	0.843
	Local	440	3.46	1.034
I like being the way I am	Newly arrived	88	3.65	0.995
	Long term	35	3.86	0.879
	Local	434	3.61	1.276
feel positive about my future	Newly arrived	87	3.91	0.960
	Long term	31	4.00	0.775
	Local	432	3.61	1.116

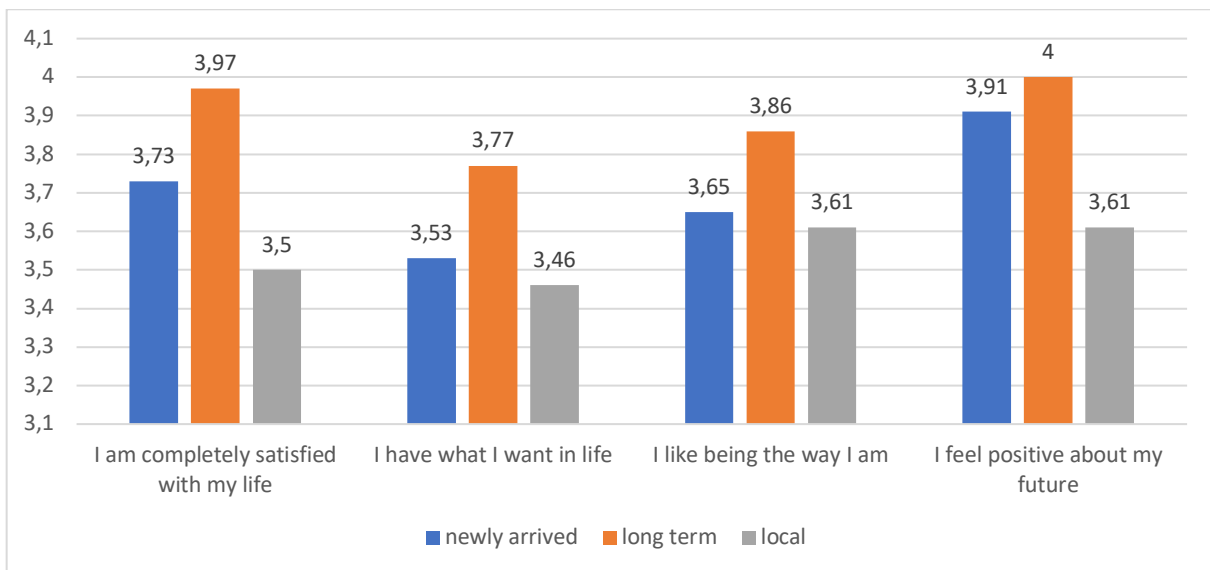


Figure 46.1

Table 47- Migrant Status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Newly arrived	N	47	28	17	92
		%	51.1%	30.4%	18.5%	100%
	Long term	N	18	16	4	38
		%	47.4%	42.1%	10.5%	100%
	Local	N	198	169	90	457
		%	43.3%	37%	19.7%	100%
Meeting, playing with friends*	Newly arrived	N	17	25	50	92
		%	18.5%	27.2%	54.3%	100%
	Long term	N	7	10	19	36
		%	19.4%	27.8%	52.8%	100%
	Local	N	115	196	145	456
		%	25.2%	43%	31.8%	100%
Using smartphone or computer to stay in touch with friends/relatives	Newly arrived	N	2	15	75	92
		%	2.2%	16.3%	81.5%	100%
	Long term	N	3	4	30	37
		%	8.1%	10.8%	81.1%	100%
	Local	N	25	53	376	454
		%	5.5%	11.7%	82.8%	100%
Spending time just being by myself**	Newly arrived	N	31	35	25	91
		%	34.1%	38.5%	27.5%	100%
	Long term	N	17	13	7	37
		%	45.9%	35.1%	18.9%	100%
	Local	N	178	179	227	584
		%	30.5%	30.7%	38.9%	100%

*Cramer's V:0.135, Sig.: 0.000

**Cramer's V: 0.153, Sig.:0.005

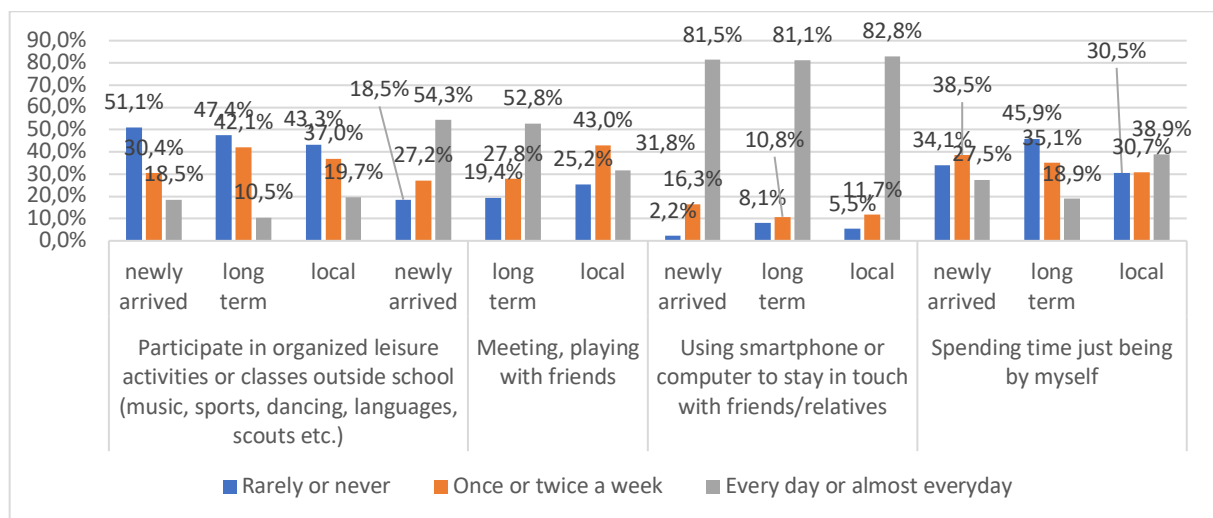


Figure 47.1

Table 48- Migrant Status × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Newly arrived	89	4.42	0.654
	Long term	34	4.68	0.768
	Local	439	4.28	0.948
My parents (carers) listen to me and take what I say into account	Newly arrived	90	4.04	0.886
	Long term	35	4.29	0.710
	Local	434	3.80	1.051
I have enough friends*	Newly arrived	88	3.78	1.044
	Long term	36	4.03	1.000
	Local	436	3.96	1.118
If I have a problem, I have a friend who will support me	Newly arrived	89	4.04	0.928
	Long term	34	4.24	0.955
	Local	440	4.08	1.152

* Mann-Whitney U: 28184.000 , Sig.:0.000

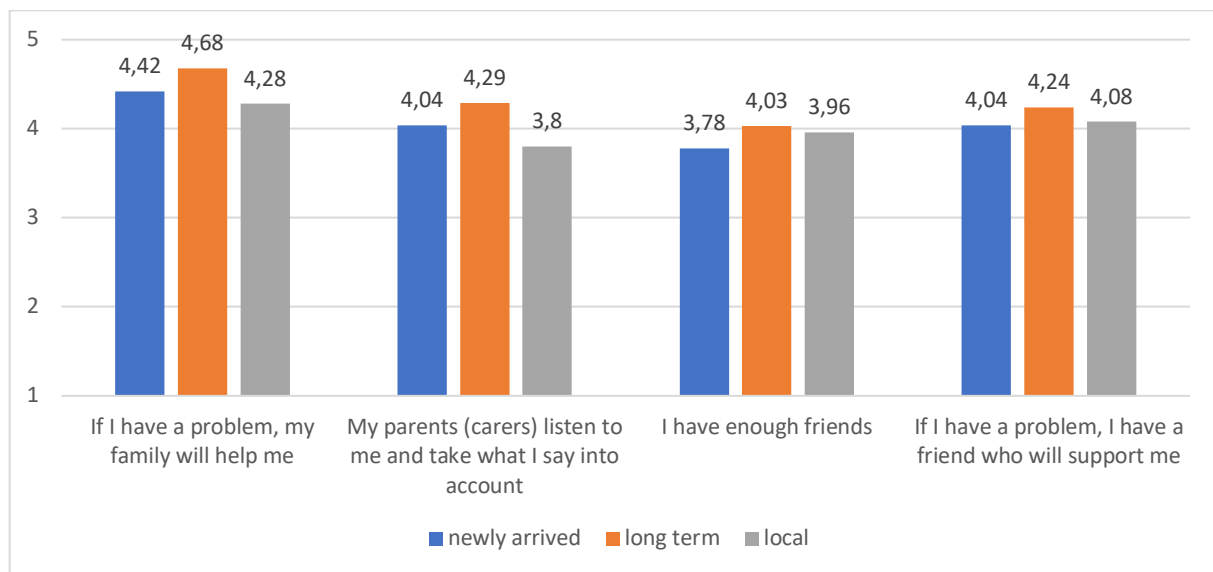


Figure 48.1

Table 49- Migrant Status × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Newly arrived	N	50	40	90
		%	55.6%	44.4%	100%
	Long term	N	25	10	35
		%	71.4%	28.6%	100%
	Local	N	238	215	453
		%	52.5%	47.5%	100%
Out of school, I often spend time with my friends from elsewhere (e.g. my neighbourhood)*	Newly arrived	N	48	42	90
		%	53.3%	46.7%	100%
	Long term	N	14	21	35
		%	40%	60%	100%
	Local	N	249	204	453
		%	55%	45%	100%
Out of school, I don't spend time with friends from school**	Newly arrived	N	2	25	27
		%	7.4%	92.6%	100%
	Long term	N	0	10	10
		%	0%	100%	100%
	Local	N	0	138	138
		%	0%	100%	100%

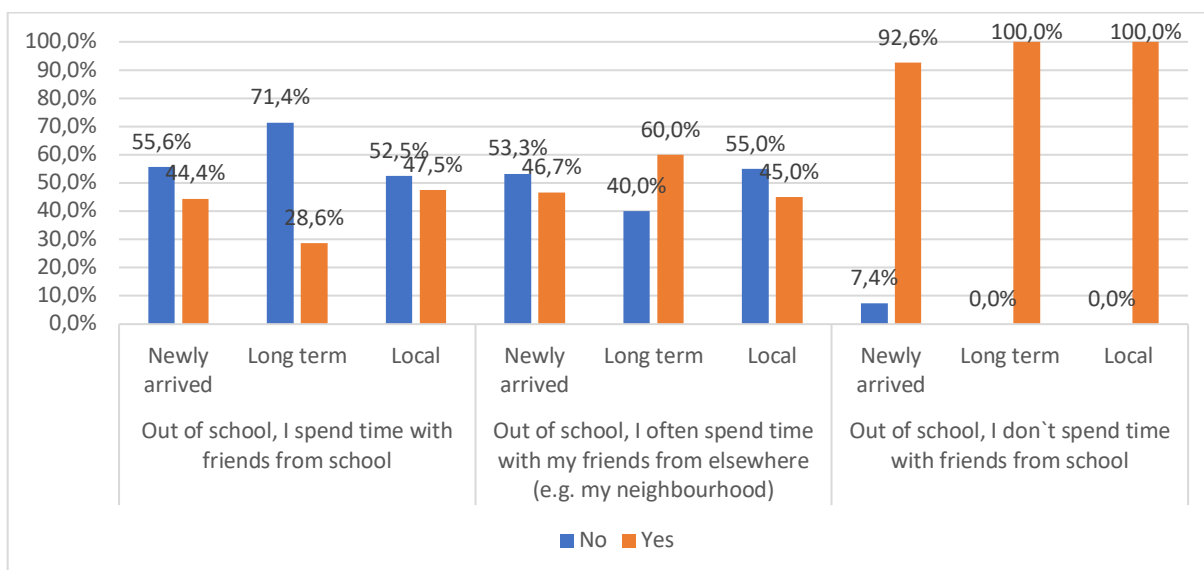


Figure 49.1

Table 50- Migrant Status × Leisure time 2

			Never	Rarely	Occasional ly	Sometime s	Often	Total
Out of school, I often spend time with my friends face to face*	Newly arrived	N	5	11	16	16	42	90
		%	5.6%	12.2%	17.8%	17.8%	46.7%	100%
	Long term	N	2	4	8	3	19	36
		%	5.6%	11.1%	22.2%	8.3%	52.8%	100%
	Local	N	34	65	67	100	181	447
		%	7.6%	14.5%	15%	22.4%	40.5%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Newly arrived	N	2	16	20	14	40	92
		%	2.2%	17.4%	21.7%	15.2%	43.5%	100%
	Long term	N	3	5	5	5	17	35
		%	8.6%	14.3%	14.3%	14.3%	48.6%	100%
	Local	N	27	49	56	82	233	447
		%	6%	11%	12.5%	18.3%	52.1%	100%

Cramer's V: 0.252 Sig.: 0.004

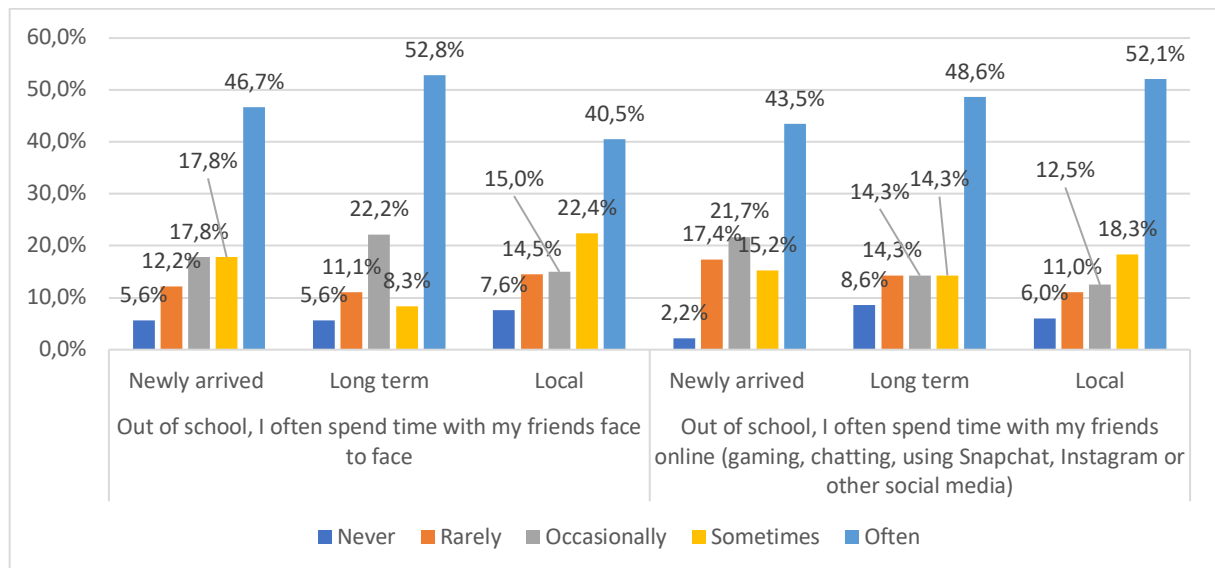


Figure 50.1

School life

Table 51- Migrant Status × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Newly arrived	N	5	6	29	31	21	92
		%	5.4%	6.5%	31.5%	33.7%	22.8%	100%
	Long term	N	2	5	9	14	6	36
		%	5.6%	13.9%	25%	38.9%	16.7%	100%
	Local	N	63	66	82	147	90	448
		%	14.1%	14.7%	18.3%	32.8%	20.1%	100%
I feel safe when I am at school	Newly arrived	N	6	5	9	27	43	90
		%	6.7%	5.6%	10%	30%	47.8%	100%
	Long term	N	5	1	4	8	16	34
		%	14.7%	2.9%	11.8%	23.5%	47.1%	100%
	Local	N	32	40	69	111	179	431
		%	7.4%	9.3%	16%	25.8%	41.5%	100%
I feel like I belong in this class	Newly arrived	N	10	14	17	23	25	89
		%	11.2%	15.7%	19.1%	25.8%	28.1%	100%
	Long term	N	3	5	5	11	11	35
		%	8.6%	14.3%	14.3%	31.4%	31.4%	100%
	Local	N	38	45	65	105	183	436
		%	8.7%	10.3%	14.9%	24.1%	42%	100%
I am OK when a teacher asks me a question	Newly arrived	N	9	13	23	28	17	90
		%	10%	14.4%	25.6%	31.1%	18.9%	100%
	Long term	N	4	5	9	13	5	36
		%	11.1%	13.9%	25%	36.1%	13.9%	100%
	Local	N	105	97	101	87	52	442
		%	23.8%	21.9%	22.9%	19.7%	11.8%	100%
I feel OK what my classmates think of me	Newly arrived	N	7	10	15	31	20	83
		%	8.4%	12%	18.1%	37.3%	24.1%	100%
	Long term	N	1	4	7	14	6	32
		%	3.1%	12.5%	21.9%	43.8%	18.8%	100%
	Local	N	48	39	71	136	98	392
		%	12.2%	9.9%	18.1%	34.7%	25%	100%

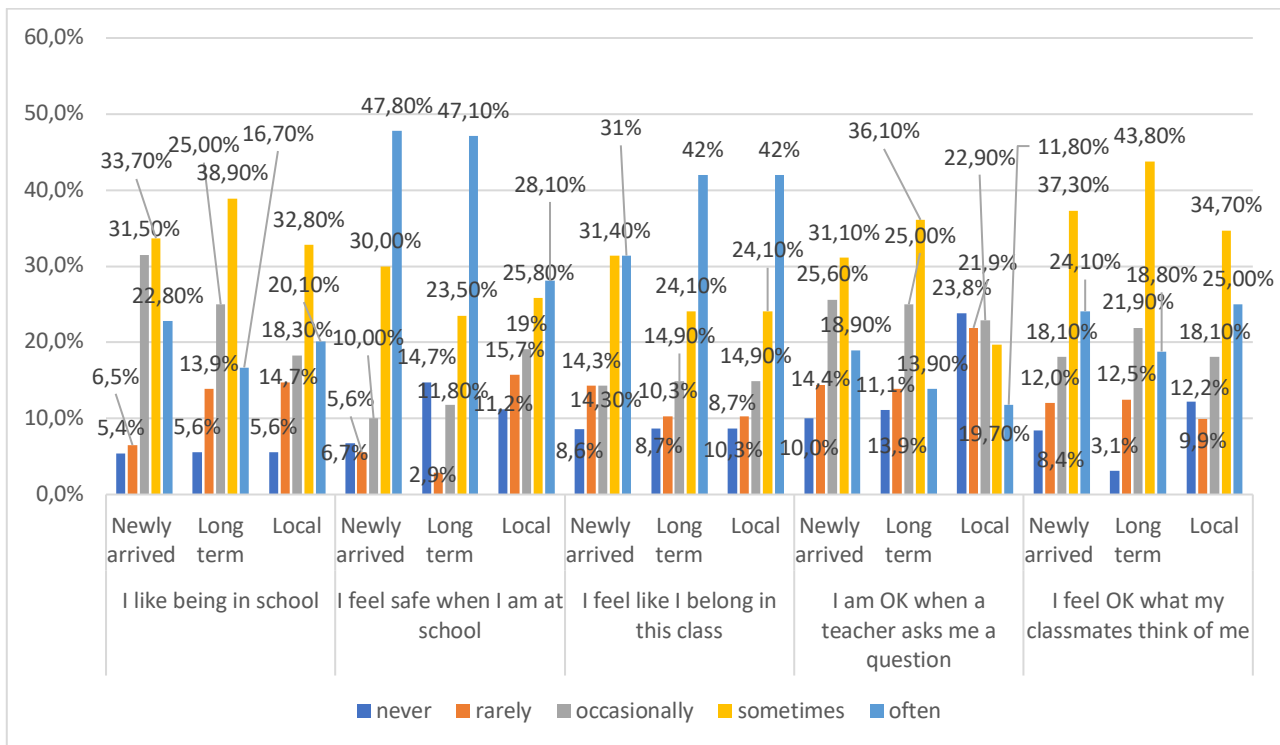


Figure 51.1

Table 52 - Migrant Status × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Newly arrived	F	2	5	10	17	52	86
		%	2.3%	5.8%	11.6%	19.8%	60.5%	100%
	Long term	F	3	1	2	10	16	32
		%	9.4%	3.1%	6.3%	31.3%	50%	100%
	Local	F	19	26	42	87	222	396
		%	4.8%	6.6%	10.6%	22%	56.1%	100%
My teachers accept me the same way as other classmates*	Newly arrived	F	3	2	7	19	55	86
		%	3.5%	2.3%	8.1%	22.1%	64%	100%
	Long term	F	2	2	4	5	18	31
		%	6.5%	6.5%	12.9%	16.1%	58.1%	100%
	Local	F	16	26	48	109	202	401
		%	4%	6.5%	12%	27.2%	50.4%	100%
My classmates care about how I feel.	Newly arrived	F	13	9	17	23	24	86
		%	15.1%	10.5%	19.8%	26.7%	27.9%	100%
	Long term	F	6	5	6	7	10	34
		%	17.6%	14.7%	17.6%	20.6%	29.4%	100%
	Local	F	50	55	64	139	104	412
		%	12.1%	13.3%	15.5%	33.7%	25.2%	100%
My teachers listen to me and take what I say into account**	Newly arrived	F	1	7	14	32	32	86
		%	1.2%	8.1%	16.3%	38.7%	37.2%	100%
	Long term	F	3	5	2	14	9	33
		%	9.1%	15.2%	6.1%	42.4%	27.3%	100%
	Local	F	30	52	85	134	100	401
		%	7.5%	13%	21.2%	33.4%	24.9%	100%
My teachers talk about different countries, languages, cultures or religion	Newly arrived	F	7	8	15	26	31	87
		%	8%	9.2%	17.2%	29.9%	35.6%	100%
	Long term	F	4	4	8	6	7	29
		%	13.8%	13.8%	27.6%	20.7%	24.1%	100%
	Local	F	33	72	88	128	82	403
		%	8.2%	17.9%	21.8%	31.8%	20.3%	100%

*Cramer's V: 0.121, Sig.:0.05

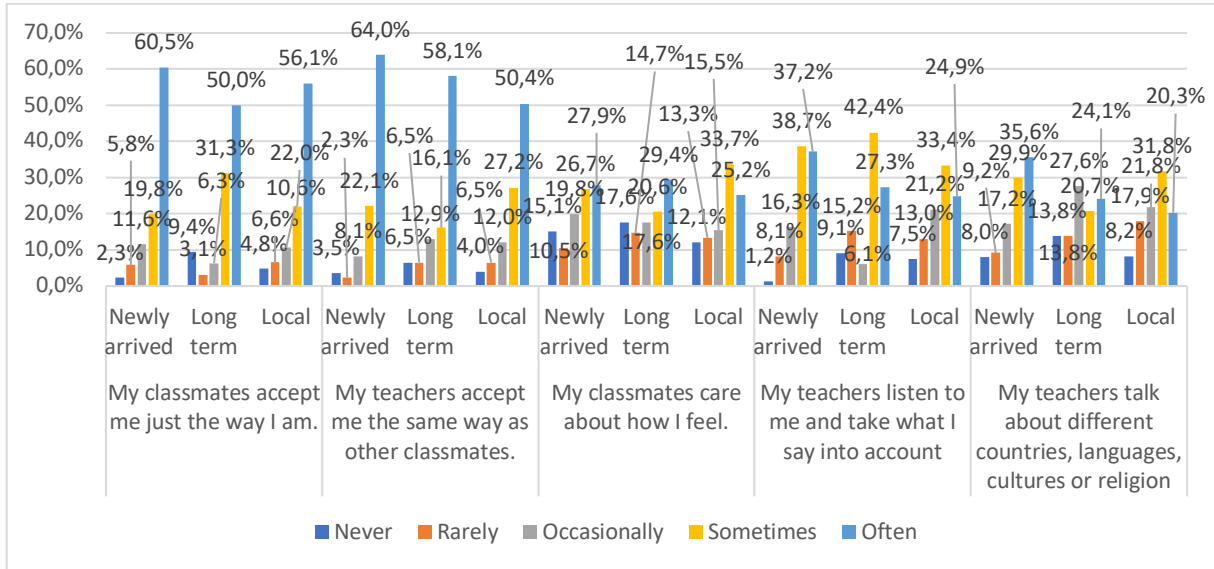


Figure 52.1

Table 53 - Migrant Status * Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total	
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Newly arrived	N	51	13	15	12	91
		%	56%	14.3%	16.5%	13.2%	100%
	Long term	N	21	5	6	5	37
		%	56.8%	13.5%	16.2%	13.5%	100%
	Local	N	255	76	57	67	455
		%	56%	16.7%	12.5%	14.7%	100%
Hit or hurt you (not including play fight)	Newly arrived	N	80	6	4	1	91
		%	87.9%	6.6%	4.4%	1.1%	100%
	Long term	N	22	6	5	5	38
		%	57.9%	15.8%	13.2%	13.2%	100%
	Local	N	347	49	35	20	451
		%	76.9%	10.9%	7.8%	4.4%	100%
Leave you out of their games or activities	Newly arrived	N	63	13	7	8	91
		%	69.2%	14.3%	7.7%	8.8%	100%
	Long term	N	19	7	6	2	34
		%	55.9%	20.6%	17.6%	5.9%	100%
	Local	N	237	78	61	75	451
		%	55.4%	17%	12.8%	14.8%	100%

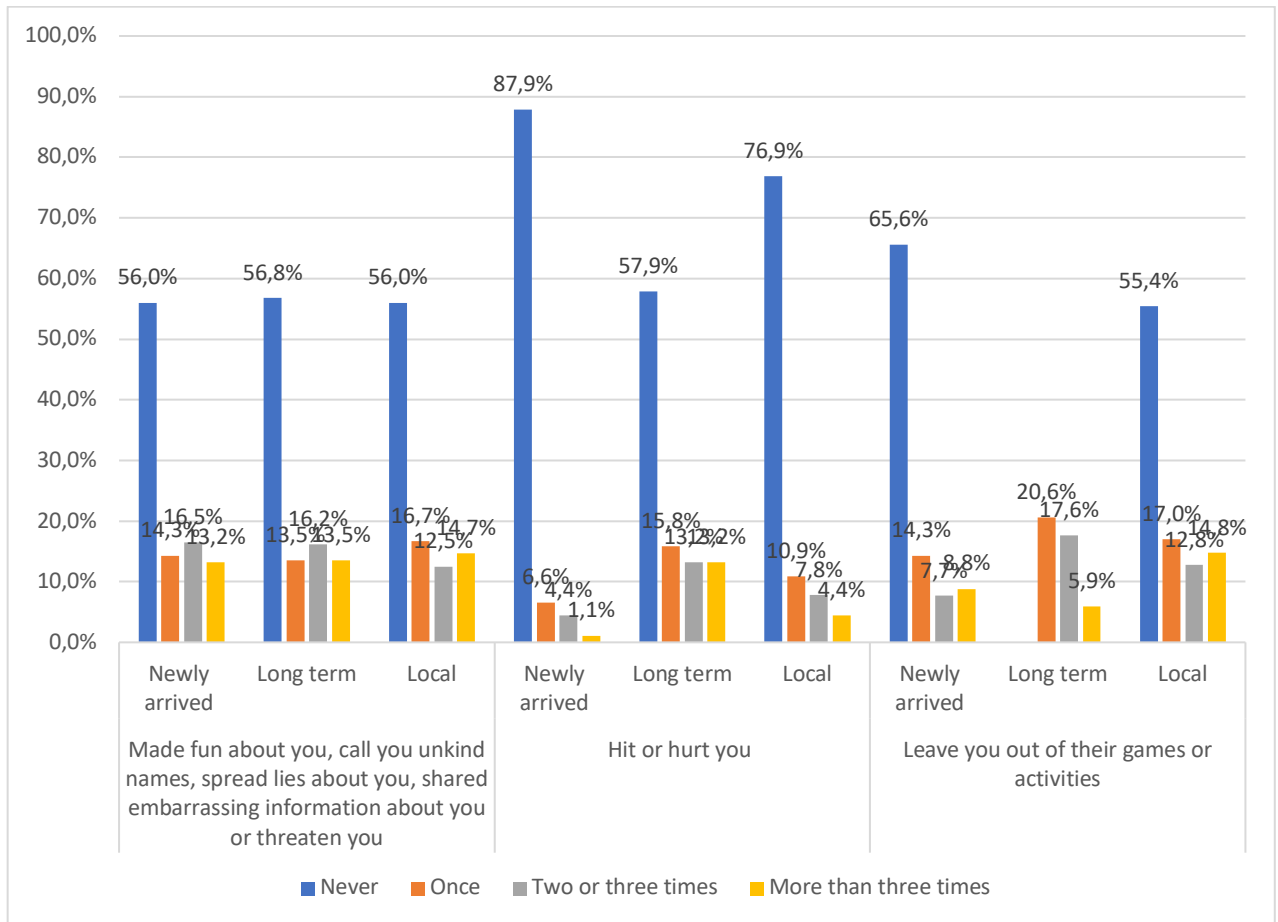


Figure 53.1

Table 54 - Migrant Status × Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates		
			Yes	No	Total	Yes	No	Total
Your gender	Newly arrived	F	10	75	85	8	78	86
		%	11.8%	88.2%	100%	9.3%	90.7%	100%
	Long term	F	5	27	32	5	27	32
		%	15.6%	84.4%	100%	15.6%	84.4%	100%
	Local	F	83	322	405	73	358	431
		%	20.5%	79.5%	100%	16.9%	83.1%	100%
Your economic status (poor/rich)	Newly arrived	F	5	73	78	10	71	81
		%	6.4%	93.6%	100%	12.3%	87.8%	100%
	Long term	F	1	27	28	6	26	32
		%	3.6%	96.4%	100%	18.8%	81.3%	100%
	Local	F	16	399	415	52	364	416
		%	3.9%	96.1%	100%	12.5%	87.5%	100%
Your religion	Newly arrived	F	6	75	81	6	77	83
		%	7.4%	92.6%	100%	7.2%	92.8%	100%
	Long term	F	1	29	30	2	30	32
		%	3.3%	96.7%	100%	6.3%	93.8%	100%
	Local	F	21	403	424	30	391	421
		%	5%	95%	100%	7.1%	92.9%	100%
Your nationality/race*	Newly arrived	F	21	59	80	19	62	81
		%	26.3%	73.8%	100%	23.5%	76.5%	100%
	Long term	F	8	21	29	13	19	32
		%	27.6%	72.4%	100%	40.6%	59.4%	100%
	Local	F	8	424	432	15	416	431
		%	1.9%	98.1%	100%	3.5%	96.5%	100%
Where you live (district, village/town)**	Newly arrived	F	10	75	85	7	79	86
		%	11.8%	88.2%	100%	8.1%	91.9%	100%
	Long term	F	3	28	31	3	29	32
		%	9.7%	90.3%	100%	9.4%	90.6%	100%
	Local	F	14	418	432	34	394	428
		%	3.2%	96.8%	100%	7.9%	92.1%	100%
Language you speak***	Newly arrived	F	21	63	84	18	66	84
		%	25%	75%	100%	21.4%	78.6%	100%
	Long term	F	6	24	30	8	23	31
		%	20%	80%	100%	25.8%	74.2%	100%
	Local	F	10	424	434	12	419	431
		%	2.3%	97.7%	100%	2.8%	97.2%	100%

*Teachers, Nationality/Race: Cramer`s V:0.393, Sig.0.000; Classmates: Cramer`s V:0.380, Sig.0.000

**Teachers, Where you live: Cramer`s V:0.152, Sig.0.002

***Teachers, Language: Cramer`s V:0.348, Sig.0.000; Classmates: Cramer`s V:0.320, Sig.0.000

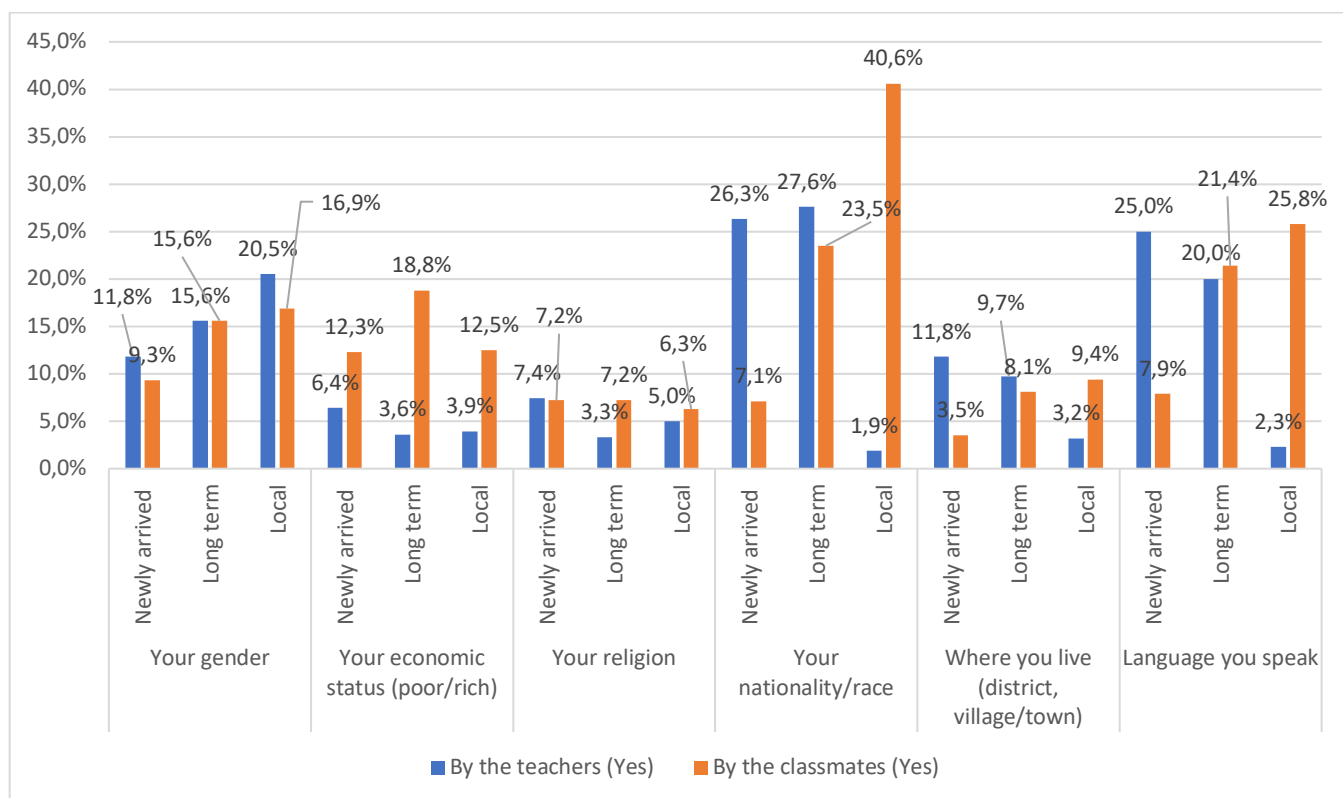


Figure 54.1

Table 55- Migrant Status * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Newly arrived	F	74	17	91
	%	81.3 %	18.7%	100%
Long term	F	27	10	37
	%	73%	27%	100%
Local	F	417	36	453
	%	92.1%	7.9%	100%

Table 56 - Migrant Status * During classes do teachers sometimes speak with children in languages or ask pupils how some things are said in other languages

		Often	Sometimes	Never	I don` t know	Total
Newly arrived	F	9	46	23	12	90
	%	10%	51.1%	25.6%	13.3%	100%
Long term	F	3	17	11	6	37
	%	8.1%	45.9%	29.7%	16.2%	100%
Local	F	56	186	96	118	456
	%	12.3%	40.8%	21.1%	25.9%	100%

Table 57- Migrant Status × How successful are you in relation to your classmates

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Newly arrived	F	42	44	5	91
	%	46.2%	48.4%	5.5%	100%
Long term	F	16	20	1	37
	%	43.2%	54.1%	2.7%	100%
Local	F	202	229	26	457
	%	44.2%	50.1%	5.7%	100%

Table 58- Migrant Status × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Poland from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Newly arrived	85	3.80	1.009
	Long term	32	3.84	1.167
	Local	414	4.07	1.038
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Newly arrived	83	4.20	0.866
	Long term	31	3.90	1.106
	Local	385	4.06	0.977
In our class, pupils of different ethnicities/races/religion get along well	Newly arrived	114	3.85	1.006
	Long term	29	3.55	1.121
	Local	351	3.84	1.050

Table 59 - Migrant Status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Newly arrived	F	18	55	10	8	91
	%	19.8%	60.4%	11%	8.8%	100%
Long term	F	6	19	4	7	36
	%	16.7%	52.8%	11.1%	19.4%	100%
Local	F	45	231	108	69	453
	%	11.9%	52.6%	21%	14.5%	100%

3.3 Analyses according to demographic variables

In this section the attitudes of children/youth were analysed according to various demographic variables. This section will be the basis for the crosscutting analysis.

Age - Well-being and everyday life

Analysis according to demographic variables starts with the age factor. Here if we reflect children perception of life satisfaction, control over it, self-acceptance and perception of the

future it is visible that children from younger group are moderately more positive in their views (Table 60)

In sociability dimension there are only few differences between younger and older group of children and both of them the most frequently spend time on smartphones and computers to maintain social contact (Table 64). Younger children however more often take part in organized leisure activities which might be explained by tradition of organizing such events for children in Polish primary schools. Older children, in turn spend more time alone (Table 61).

Younger children has also better perception of family support and caring as well as peers support and number of friends (no statistical importance) (Table 62). Younger children spend time mostly with their school mates while older ones with friends outside of the school. (Table 63).

Table 60 – Age x Well-being and everyday life

		N	Mean	Std. Deviation
I am completely satisfied with my life*	9-13	187	3.93	0.973
	14-20	359	3.37	1.059
I have what I want in life**	9-13	193	3.82	0.954
	14-20	372	3.31	1.001
I like being the way I am***	9-13	189	3.93	1.009
	14-20	373	3.34	1.235
I feel positive about my future****	9-13	190	4.05	1.099
	14-20	365	3.48	1.235

*Mann-Whitney U: 23356.500, Sig.:0.000

**Mann-Whitney U: 25730.500, Sig.:0.000

***Mann-Whitney U: 25486.000, Sig.:0.000

****Mann-Whitney U: 24166.000, Sig.:0.000

Table 61- Age × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	9-13	N	57	96	53	206
		%	27.7%	46.6%	25.7%	100%
	14-20	N	208	120	59	387
		%	53.7%	31%	15.2%	100%
Meeting, playing with friends	9-13	N	40	86	79	205
		%	19.5%	42%	38.5%	100%
	14-20	N	101	145	139	385
		%	26.2%	37.7%	36.1%	100%
Using smartphone or computer to stay in touch with friends/relatives**	9-13	N	16	44	142	202
		%	7.9%	21.8%	70.3%	100%
	14-20	N	15	28	343	386
		%	7.9%	21.8%	70.3%	100%
Spending time just being by myself***	8-13	N	89	60	55	204
		%	43.6%	29.4%	27%	100%
	14-20	N	91	120	175	386
		%	23.6%	31.1%	45.3%	100%

*Cramer`s V:0.251, Sig.:0.000

** Cramer`s V:0.235, Sig.: 0.000

*** Cramer`s V:0.223, Sig.: 0.000

Table 62 - Age × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	9-13	198	4.57	0.644
	14-20	369	4.18	0.824
My parents (carers) listen to me and take what I say into account**	9-13	191	4.07	0.835
	14-20	373	3.76	0.906
I have enough friends***	9-13	197	4.18	0.856
	14-20	368	3.79	0.855
If I have a problem, I have a friend who will support me	9-13	194	4.15	0.839
	14-20	374	4.05	0.975

*Mann-Whitney U: 27598.5, Sig.: 0.000

** Mann-Whitney U:29038.5, Sig.:0.000

*** Mann-Whitney U: 28184.0, Sig.:0.000

Table 63 - Age × Which of the following statements would you say are true for you? You can select more than one option.

			No	Yes	Total
Out of school, I spend time with friends from school*	9-13	N	86	117	203
		%	42.4%	57.6%	100%
	14-20	N	230	151	381
		%	60.4%	39.6%	100%
Out of school, I often spend time with my other friends (e.g. from my neighbourhood) **	9-13	N	129	74	203
		%	63.5%	36.5%	100%
	14-20	N	187	194	381
		%	49.1%	50.9%	100%
Out of school, I don't spend time with friends from school	9-13	N	1	60	61
		%	1.6%	98.4%	100%
	14-20	N	1	115	116
		%	0.9%	99.1%	100%

*Cramer's V:0.172, Sig.:0.000

** Cramer's V:0.138, Sig.: 0.001

Table 64- Age × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	9-13	N	12	29	36	42	83	202
		%	5.9%	14.4%	17.8%	20.8%	41.1%	100%
	14-20	N	30	51	55	76	164	376
		%	8%	13.6%	14.6%	20.2%	43.6%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	9-13	N	16	31	33	43	74	197
		%	8.1%	15.7%	16.8%	21.8%	37.6%	100%
	14-20	N	33	70	81	100	295	579
		%	5.7%	12.1%	14%	17.3%	50.9%	100%

*Cramer's V:0.195, Sig.:0.000

Age - School life

There is no significant difference in perception of the school between younger and older children. Older children slightly more often feel uncomfortable when teachers are asking them and has lower feeling of belonging to the class. The link between age and perception of belonging is statistically weak. There are also no differences in perception of teachers or peers attitudes between the age groups, however to some extent older children declare that teachers listen to them and take their position into account less often than in younger children declarations. Younger children observed also more frequent interest of teachers to talk about different countries and cultures.

Younger children more frequently experience mocking and violence. In the latter the difference is moderately significant. Also ostracism is higher in this group. This finding is

thus concurring with our state of art assessment referring to conflict matters discussed in children studies literature (Arun, Bailey, 2020:13). On the other hand discrimination and unfair treatment had been experienced a little bit more frequently by older children. It can be however explained by maturity of children that at older age can perceive more situations as discriminative. In general this perception is low in both groups.

The school achievement in comparison to peers is better seen by younger children who tend to score their achievements as good while older group tend to keep their judgement as average. Twice as much in the older group value their performance as bad. This is again a numeric assessment.

Older children price higher theoretical and practical dimension of diversity and integration autonomy, while on the other hand are more critical towards inter-ethnic peer relations. It is nonetheless to say that such relations are still perceived as good. Older children have more friends from other cultures and countries.

Table 65 - What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	9-13	N	24	22	37	69	50	202
		%	11.9%	10.9%	18.3%	34.2%	24.8%	100%
	14-20	N	48	55	84	126	67	380
		%	12.6%	14.5%	22.1%	33.2%	17.6%	100%
I feel safe when I am at school	9-13	N	10	18	36	55	72	191
		%	5.2%	9.4%	18.8%	28.8%	37.7%	100%
	14-20	N	35	28	47	93	167	370
		%	9.5%	7.6%	12.7%	25.1%	45.1%	100%
I feel like I belong in this class*	9-13	N	11	15	30	51	87	194
		%	5.7%	7.7%	15.5%	26.3%	44.8%	100%
	14-20	N	42	49	59	87	134	371
		%	11.3%	13.2%	15.9%	23.5%	36.1%	100%
I am OK when a teacher asks me a question**	9-13	N	31	35	52	46	34	198
		%	15.7%	17.7%	26.3%	23.2%	17.2%	100%
	14-20	N	90	80	82	83	41	376
		%	23.9%	21.3%	21.8%	22.1%	10.9%	100%
I feel OK what my classmates think of me	9-13	N	21	18	33	64	47	183
		%	11.5%	9.8%	18%	35%	25.7%	100%
	14-20	N	36	36	60	119	78	329
		%	10.9%	10.9%	18.2%	36.2%	23.7%	100%

* Cramer`s V:0.137, Sig.:0.031

** Cramer`s V:0.133, Sig.:0.038

Table 66 Age × Relationships in school

		Never	Rarely	Occasionally	Sometimes	Often	Total	
My classmates accept me just the way I am	9-13	N	7	14	17	43	187	
		%	3.7%	7.5%	9.1%	23%	56.7%	100%
	14-20	N	19	18	38	72	186	333
		%	5.7%	5.4%	11.4%	21.6%	55.9%	100%
My teachers accept me the same way as other classmates	9-13	N	6	11	18	44	106	185
		%	3.2%	5.9%	9.7%	23.8%	57.3%	100%
	14-20	N	16	19	42	90	172	339
		%	4.7%	5.6%	12.4%	26.5%	50.7%	100%
My classmates care about how I feel	9-13	N	24	22	27	67	49	189
		%	12.7%	11.6%	14.3%	35.4%	25.9%	100%
	14-20	N	47	47	62	102	90	348
		%	13.5%	13.5%	17.8%	29.3%	25.9%	100%
My teachers listen to me and take what I say into account*	9-13	N	12	18	31	62	65	188
		%	6.4%	9.6%	16.5%	33%	34.6%	100%
	14-20	N	23	47	73	120	75	338
		%	6.8%	13.9%	21.6%	35.5%	22.2%	100%
My teachers talk about different countries, languages, cultures or religion***	9-13	N	15	18	34	57	51	175
		%	8.6%	10.3%	19.4%	32.6%	29.1%	100%
	14-20	N	32	67	80	102	69	350
		%	9.1%	19.1%	22.9%	29.1%	19.7%	100%

* Cramer's V:0.142, Sig.:0.031

** Cramer's V:0.147, Sig.:0.023

Table 67 - Age × Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total	
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	9-13	N	94	38	30	43	205
		%	45.9%	18.5%	14.6%	21%	100%
	14-20	N	236	57	48	43	384
		%	61.5%	14.8%	12.5%	11.2%	100%
Hit or hurt you (not including play fight)**	9-13	N	117	37	27	20	201
		%	58.2%	18.4%	13.4%	10%	100%
	14-20	N	336	25	18	6	385
		%	87.3%	6.5%	4.7%	1.6%	100%
Leave you out of their games or activities***	9-13	N	77	45	34	45	201
		%	38.3%	22.4%	16.9%	22.4%	100%
	14-20	N	244	56	40	41	381
		%	64%	14.7%	10.5%	10.8%	100%

* Cramer's V:0.166, Sig.:0.001

** Cramer's V:0.336, Sig.:0.000

*** Cramer's V:0.251, Sig.:0.000

Table 68 - Age x Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers				By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	9-13	F	27	164	191	25	166	191
		%	14.1%	85.9%	100%	13.1%	86.9%	100%
	14-20	F	72	263	335	62	301	363
		%	21.5%	78.5%	100%	17.1%	82.9%	100%
Your economic status (poor/rich)	9-13	F	5	182	187	24	161	185
		%	2.7%	97.3%	100%	13%	87%	100%
	14-20	F	18	320	338	45	304	349
		%	5.3%	94.7%	100%	12.9%	87.1%	100%
Your religion	9-13	F	3	181	184	10	177	187
		%	1.6%	98.4%	100%	5.3%	94.7%	100%
	14-20	F	26	329	355	29	325	354
		%	7.3%	92.7%	100%	8.2%	91.8%	100%
Your nationality/race	9-13	F	5	182	187	11	175	186
		%	2.7%	97.3%	100%	5.9%	94.1%	100%
	14-20	F	34	324	358	38	325	363
		%	9.5%	90.5%	100%	10.5%	89.5%	100%
Where you live (district, village/town)	9-13	F	5	186	191	10	179	189
		%	2.6%	97.4%	100%	5.3%	94.7%	100%
	14-20	F	24	337	361	35	326	361
		%	6.6%	93.4%	100%	9.7%	90.3%	100%
Language you speak	9-13	F	5	184	189	13	177	190
		%	2.6%	97.4%	100%	6.8%	93.2%	100%
	14-20	F	34	329	363	26	335	361
		%	9.4%	90.6%	100%	7.2%	92.8%	100%

Table 69 - Age x Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
9-13	F	187	22	209
	%	89.5%	10.5%	100%
14-20	F	335	43	378
	%	88.6%	11.4%	100%

Table 70 - Age × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
9-13	F	28	98	37	45	208
	%	13.5%	47.1%	17.8%	21.6%	100%
14-20	F	41	153	94	93	381
	%	10.8%	40.2%	24.7%	24.4%	100%

Table 71 - Age × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
9-13	F	111	92	7	210
	%	52.9%	43.8%	3.3%	100%
14-20	F	148	207	26	381
	%	38.8%	54.3%	6.8%	100%

Table 72 - Age × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Poland from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	9-13	172	3.92	1.098
	14-20	364	4.06	1.014
I like that in our class and our school there are students with different backgrounds (language, religion, culture)*	9-13	182	3.94	1.036
	14-20	320	4.16	0.917
In our class, pupils of different ethnicities/races/religion get along well	9-13	173	3.86	1.145
	14-20	294	3.82	0.986

*Mann-Whitney U: 25806.500, Sig.: 0.024

Table 73 - Age × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
9-13	F	17	104	41	45	207
	%	8.2%	50.2%	19.8%	21.7%	100%
14-20	F	52	204	84	39	379
	%	13.7%	53.8%	22.2%	10.3%	100%

* Cramer's V: 0.167, Sig.: 0.001

Gender - Well-being and everyday life

While there was a possibility for children to select also the answer »other«, the number was too little to make any comparative analyses, therefore these answers were left out.

The results grouped according to gender does not provide any crucial results however in some categories there are some interesting facts to mention. It must be counted that girls

dominated in the study and for that reason some observation might be distorted by group unbalance.

The general satisfaction of life, control over it, self-satisfaction and perception of future was higher among boys.

In the context of sociability girls more often spend times on smartphones or alone (by numbers). Difference is small however. On the other hand when asked about sociability patterns girls tend to be little more sociable spending times both with friends from school and out of school.

Boys better perceive family and peers presence and family support. Girls here may more often count on their friends if experience problems.

Table 74 - Gender × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Girl	335	3.44	1.021
	Boy	204	3.78	1.081
I have what I want in life**	Girl	343	3.40	0.968
	Boy	212	3.66	1.052
I like being the way I am***	Girl	346	3.37	1.229
	Boy	206	3.83	1.123
I feel positive about my future****	Girl	338	3.59	1.075
	Boy	207	3.84	1.067

*Mann-Whitney U:27029.000 , Sig.:0.000

**Mann-Whitney U:30407.000, Sig.: 0.001

***Mann-Whitney U:27697.000, Sig:0.000

****Mann-Whitney U:30192.000, Sig:0.005

Table 75 - Gender × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Girl	N	148	152	58	358
		%	41.3%	42.5%	16.2%	100%
	Boy	N	109	61	52	222
		%	49.1%	27.5%	23.4%	100%
Meeting, playing with friends	Girl	N	81	150	126	357
		%	22.7%	42%	35.3%	100%
	Boy	N	55	81	84	220
		%	25%	36.8%	38.2%	100%
Using smartphone or computer to stay in touch with friends/relatives	Girl	N	14	39	303	356
		%	3.9%	11%	85.1%	100%
	Boy	N	15	32	172	219
		%	6.8%	14.6%	78.5%	100%
Spending time just being by myself	Girl	N	102	113	143	358
		%	28.5%	31.6%	39.9%	100%
	Boy	N	74	66	79	219
		%	33.8%	30.1%	36.1%	100%

Table 76 - Gender × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Girl	342	4.28	0.888
	Boy	216	4.42	0.891
My parents (carers) listen to me and take what I say into account	Girl	339	3.83	1.033
	Boy	215	3.95	1.008
I have enough friends	Girl	340	3.88	1.087
	Boy	215	4.00	1.113
If I have a problem, I have a friend who will support me	Girl	348	4.14	1.099
	Boy	212	3.98	1.101

Table 77 - Gender × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Girl	N	189	163	352
		%	53.7%	46.3%	100%
	Boy	N	121	98	219
		%	55.3%	44.7%	100%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	Girl	N	190	162	352
		%	54%	46%	100%
	Boy	N	117	102	240
		%	53.4%	46.6%	100%
Out of school, I don't spend time with friends from school	Girl	N	2	101	103
		%	1.9%	98.1%	100%
	Boy	N	0	68	68
		%	0%	100%	100%

Table 78- Gender × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Girl	N	23	44	47	82	152	348
		%	6.6%	12.6%	13.5%	23.6%	43.7%	100%
	Boy	N	18	33	42	37	89	219
		%	8.2%	15.1%	19.2%	16.9%	40.6%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Girl	N	17	42	40	67	184	350
		%	4.9%	12%	11.4%	19.1%	52.6%	100%
	Boy	N	16	28	40	32	101	217
		%	7.4%	12.9%	18.4%	14.7%	46.5%	100%

Gender - School life

There are no differences in school rating, but girls feel safer there than boys, while boys have stronger feeling of belonging. Boys are also more confident when asked by teachers, and slightly more often are satisfied with peers' opinion on them. This is contradicted with similar question about classmates' acceptance where more girls were confident on acceptance. Boys feel rarely accepted by teachers with overall high score in this value. Boys do not feel as much cared about their feeling however such result is expected considering difference in social relations, its proximity and social warmth between boys and girls. Boys more often notice teacher's engagement to talk about different countries, languages, cultures and religions. All that data must be interpreted with caution as domination of girls in the cohort might have affected those conclusions.

Unpleasant experiences, including violence is low, but boys more often suffered mocking, physical violence and ostracism (more frequently indicated the recurrence of such incidents).

The perception of unfair treatment and discrimination is surprisingly at almost the same level for both genders. Girls have such feeling slightly more often towards classmates. Boys declared slightly more often to be treated unfair by teachers due to their nationality. This correlation is strong. Twice as much them claimed that children are not allowed to speak other languages in school.

Girls perceive better school performance while boys rate it as average. Differences here are small however and insignificant.

Girls have higher perception of theoretical and practical dimension of diversity and integration understood as the right to preserve and express one's culture. Boys and girls have rather equal number of friends from different countries.

Table 79- Gender * What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Girl	N	42	49	65	122	75	353
		%	11.9%	13.9%	18.4%	34.6%	21.2%	100%
	Boy	N	28	27	51	70	41	217
		%	12.9%	12.4%	23.5%	32.3%	18.9%	100%
I feel safe when I am at school	Girl	N	24	28	43	90	150	335
		%	7.2%	8.4%	12.8%	26.9%	44.8%	100%
	Boy	N	18	18	39	55	86	216
		%	8.3%	8.3%	18.1%	25.5%	39.8%	100%
I feel like I belong in this class	Girl	N	31	42	56	87	125	341
		%	9.1%	12.3%	16.4%	25.5%	36.7%	100%
	Boy	N	21	22	30	48	91	212
		%	9.9%	10.4%	14.2%	22.6%	42.9%	100%
I am OK when a teacher asks me a question	Girl	N	83	72	90	70	33	348
		%	23.9%	20.7%	25.9%	20.1%	9.5%	100%
	Boy	N	35	40	42	55	42	214
		%	16.4%	18.7%	19.6%	25.7%	19.6%	100%
I feel OK what my classmates think of me	Girl	N	37	26	53	117	68	301
		%	12.3%	8.6%	17.6%	38.9%	22.6%	100%
	Boy	N	18	26	40	64	54	202
		%	8.9%	12.9%	19.8%	31.7%	26.7%	100%

Table 80 - Gender x Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Girl	F	10	19	35	64	182	310
		%	3.2%	6.1%	11.3%	20.6%	58.7%	100%
	Boy	F	12	13	19	51	105	200
		%	6%	6.5%	9.5%	25.5%	52.5%	100%
My teachers accept me the same way as other classmates	Girl	F	7	20	32	80	175	314
		%	2.2%	6.4%	10.2%	25.5%	55.7%	100%
	Boy	F	12	10	28	51	98	199
		%	6%	5%	14.1%	25.6%	49.2%	100%
My classmates care about how I feel.	Girl	F	40	40	49	100	99	328
		%	12.2%	12.2%	14.9%	30.5%	30.2%	100%
	Boy	F	29	29	38	66	38	200
		%	14.5%	14.5%	19%	33%	19%	100%
My teachers listen to me and take what I say into account	Girl	F	17	40	60	121	82	320
		%	5.3%	12.5%	18.8%	37.8%	25.6%	100%
	Boy	F	16	24	42	60	55	197
		%	8.1%	12.2%	21.3%	30.5%	27.9%	100%
My teachers talk about different countries, languages, cultures or religion*	Girl	F	26	61	81	88	65	321
		%	8.1%	19%	25.2%	27.4%	20.2%	100%
	Boy	F	18	24	31	70	53	196
		%	9.2%	12.2%	15.8%	35.7%	27%	100%

* Cramer's V:0.163, Sig.:0.008

Table 81 - Gender x Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Girl	N	197	61	54	42	354
		%	55.6%	17.2%	15.3%	11.9%	100%
	Boy	N	125	33	24	40	222
		%	56.3%	14.9%	10.8%	18%	100%
Hit or hurt you (not including play fight?)	Girl	N	288	35	24	9	356
		%	80.9%	9.8%	6.7%	2.5%	100%
	Boy	N	157	25	19	16	217
		%	72.4%	11.5%	8.8%	7.4%	100%
Leave you out of their games or activities	Girl	N	190	68	41	52	351
		%	54.1%	19.4%	11.7%	14.8%	100%
	Boy	N	125	30	32	31	218
		%	57.3%	13.8%	14.7%	14.2%	100%

* Cramer's V:0.130, Sig.:0.022

Table 82- Gender × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Girl	F	32	254	316	24	230	254
		%	19.6%	80.4%	100%	9.4%	90.6%	100%
	Boy	F	34	164	198	15	210	225
		%	17.2%	82.8%	100%	6.7%	93.3%	100%
Your economic status (poor/rich)	Girl	F	12	308	320	14	243	257
		%	3.8%	96.3%	100%	5.4%	94.6%	100%
	Boy	F	13	214	227	14	214	228
		%	5.7%	94.3%	100%	6.1%	93.9%	100%
Your religion	Girl	F	19	308	327	15	243	258
		%	5.8%	94.2%	100%	5.8%	94.2%	100%
	Boy	F	8	192	200	12	208	220
		%	7.6%	92.4%	100%	5.5%	94.5%	100%
Your nationality/race*	Girl	F	17	312	329	15	245	260
		%	5.2%	94.8%	100%	5.8%	94.2%	100%
	Boy	F	18	186	204	13	212	225
		%	8.8%	91.2%	100%	5.8%	94.2%	100%
Where you live (district, village/town)	Girl	F	16	319	335	17	243	260
		%	4.8%	95.2%	100%	6.5%	93.5%	100%
	Boy	F	10	195	205	17	205	222
		%	4.9%	95.1%	100%	7.7%	92.3%	100%
Language you speak	Girl	F	17	317	334	17	241	258
		%	5.1%	94.9%	100%	6.6%	93.4%	100%
	Boy	F	18	188	206	15	211	226
		%	8.7%	91.3%	100%	6.6%	93.4%	100%

*Teachers, gender: Cramer's V:0.072, Sig.:0.098

Table 83 - Gender × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
Girl	F	326	27	353
	%	92.4%	7.6%	100%
Boy	F	189	32	221
	%	85.5%	14.5%	100%

Table 84 - Gender × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don` t know	Total
Girl	F	43	149	79	82	353
	%	12.2%	42.2%	22.4%	23.2%	100%
Boy	F	24	100	47	52	223
	%	10.8%	44.8%	21.1%	23.3%	100%

Table 85 - Gender × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Girl	F	163	175	17	355
	%	45.9%	49.3%	4.8%	100%
Boy	F	91	118	14	223
	%	40.8%	52.9%	6.3%	100%

Table 86 - Gender × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Poland from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Girl	325	4.12	0.954
	Boy	200	3.95	1.030
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Girl	307	4.18	0.882
	Boy	200	3.87	1.142
In our class, pupils of different ethnicities/races/religion get along well	Girl	280	3.88	1.010
	Boy	179	3.77	1.092

*Mann-Whitney U: 28775.500, Sig.:0.020

**Mann-Whitney U:25344.500, Sig:0.020

Table 87 - Gender × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
Girl	F	43	185	74	52	354
	%	12.1%	52.3%	20.9%	14.7%	100%
Boy	F	23	117	49	30	219
	%	10.5%	53.4%	22.4%	13.7%	100%

Ethnicity – Well-being and everyday life

It is not possible to make survey analysis according to ethnicity variable as the group was ethnically homogenous, represented in 96.5% by Slavic persons. Those who were not Polish were Ukrainians. All other except two people were Europeans. We had one Latino person and one Asian. Two people declared Romani origin. The group is too small to draw any conclusions.

Ethnicity - School life

Not possible to make survey analysis according this variable due to homogeneity of the group.

Citizenship – Well-being and everyday life

The survey cohort had been ethnically and nationally homogenous grouping mainly Polish and Ukrainians, with a few and singular persons representing other nationalities, so the only possible variable to distinguish was that relating to citizenship status.

Surprisingly, analysis of numeric data showed that respondents without citizenship have better perception of life satisfaction, control over it, self-satisfaction and future perspectives. These respondents are also more sociable meeting and playing with friends almost every day, while large number of Polish people (41%) spending time alone.

Non-Polish might have better perception of family support, while Polish are more convinced to have enough friends and receiving support from them. Polish respondents however indicated more virtual contacts with their friends. None of these conclusions is firm.

Table 88 - Citizenship × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Citizenship	434	3.52	1.088
	Without citizenship	89	3.78	0.850
I have what I want in life	Citizenship	449	3.49	1.031
	Without citizenship	89	3.52	0.854
I like being the way I am	Citizenship	443	3.51	1.257
	Without citizenship	92	3.67	1.007
I feel positive about my future	Citizenship	439	3.65	1.100
	Without citizenship	91	3.81	0.965

Table 89 - Citizenship × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Citizenship	N	193	181	91	465
		%	41.5%	38.9%	19.6%	100%
	Without citizenship	N	54	25	18	97
		%	55.7%	25.8%	18.6%	100%
Meeting, playing with friends**	Citizenship	N	118	200	145	463
		%	25.5%	43.2%	31.3%	100%
	Without citizenship	N	16	25	56	97
		%	16.5%	25.8%	57.7%	100%
Using smartphone or computer to stay in touch with friends/relatives	Citizenship	N	27	56	379	462
		%	5.8%	12.1%	82%	100%
	Without citizenship	N	2	12	83	97
		%	2.1%	12.4%	85.6%	100%
Spending time just being by myself***	Citizenship	N	138	136	190	464
		%	29.7%	29.3%	40.9%	100%
	Without citizenship	N	34	38	24	96
		%	35.4%	39.6%	25%	100%

*Cramer's V: 0.115, Sig.:0.024

**Cramer's V:0.209, Sig:0.000

***Cramer's V:0.126, Sig:0.012

Table 90 - Citizenship × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Citizenship	447	4.32	0.915
	Without citizenship	93	4.41	0.755
My parents (carers) listen to me and take what I say into account*	Citizenship	443	3.84	1.018
	Without citizenship	95	4.11	0.893
I have enough friends	Citizenship	442	3.94	1.108
	Without citizenship	94	3.84	0.998
If I have a problem, I have a friend who will support me	Citizenship	450	4.10	1.127
	Without citizenship	93	3.99	0.961

*Mann-Whitney U:18018.00, Sig.:0.020

Table 91 - Citizenship × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Citizenship	N	247	212	459
		%	53.8%	46.2%	100%
	Without citizenship	N	55	40	95
		%	57.9%	42.1%	100%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	Citizenship	N	251	208	459
		%	54.7%	45.3%	100%
	Without citizenship	N	48	47	95
		%	50.5%	49.5%	100%
Out of school, I don't spend time with friends from school*	Citizenship	N	0	141	141
		%	0%	100%	100%
	Without citizenship	N	1	23	24
		%	4.2%	95.8%	100%

*Cramer's V:0.189, Sig.:0.015

Table 92 - Citizenship × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Citizenship	N	33	66	68	98	188	453
		%	7.3%	14.6%	15%	21.6%	41.5%	100%
	Without citizenship	N	4	12	20	17	44	97
		%	4.1%	12.4%	20.6%	17.5%	45.4%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Citizenship	N	28	50	55	86	234	453
		%	6.2%	11%	12.1%	19%	51.7%	100%
	Without citizenship	N	4	15	21	10	47	97
		%	4.1%	15.5%	21.6%	10.3%	48.5%	100%

*Cramer's V:0.140, Sig.:0.030

Citizenship – School life

Perception of school is also slightly better for respondents without citizenship, as the feeling of safety does. Nothing significant however so differences cannot be distinguished. On the other hand Polish have greater perception of belonging which is nothing surprising. Foreigners better respond on asking by teachers and higher perceive the classmates opinion about them. They have also stronger feeling of acceptance and being heard by teachers and being cared by peers, and less oppressed. They rarely experienced mocking, violence and ostracism, and at this last category there is a weak statistical difference. Again we need to indicate here that all those relations might be affected by the cohort sizes.

At the fair treatment and discrimination dimension we observed a moderate statistical differences related to nationality and language spoken if asked about the relations with teachers and classmates. Over one of four foreigners felt such discrimination based on origin

and language spoken. To some extent foreigners reported less accounts of discrimination based on gender. They are however more reserved in perception of possibility to speak other languages in school and noticed less occasions where teacher used other languages for communication in the class.

Foreigners see themselves are more successful students, like class diversity more but have a little bit weaker perception of allowance to express one’s cultural habits and customs. They have also more foreign friends. The size of respondents’ groups may have some impact.

Table 93 - Citizenship x What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Citizenship	N	61	66	86	150	93	456
		%	13.4%	14.5%	18.9%	32.9%	20.4%	100%
	Without citizenship	N	6	7	27	38	18	96
		%	6.3%	7.3%	28.1%	39.6%	18.8%	100%
I feel safe when I am at school	Citizenship	N	31	38	69	119	181	438
		%	7.1%	8.7%	15.8%	27.2%	41.3%	100%
	Without citizenship	N	8	6	11	24	46	95
		%	8.4%	6.3%	11.6%	25.3%	48.4%	100%
I feel like I belong in this class	Citizenship	N	37	47	68	108	183	443
		%	8.4%	10.6%	15.3%	24.4%	41.3%	100%
	Without citizenship	N	11	13	19	26	25	94
		%	11.7%	13.8%	20.2%	27.7%	26.6%	100%
I am OK when a teacher asks me a question	Citizenship	N	103	97	103	94	53	450
		%	22.9%	21.6%	22.9%	20.9%	11.8%	100%
	Without citizenship	N	8	13	26	28	20	95
		%	8.4%	13.7%	27.4%	29.5%	21.1%	100%
I feel OK what my classmates think of me	Citizenship	N	46	42	75	138	101	402
		%	11.4%	10.4%	18.7%	34.3%	25.1%	100%
	Without citizenship	N	6	8	13	36	22	85
		%	7.1%	9.4%	15.3%	42.4%	25.9%	100%

Table 94 - Please read the following sentences regarding the relations among children in your class. How often this is true for you?

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Citizenship	F	19	26	44	87	226	402
		%	4.7%	6.5%	10.9%	21.6%	56.2%	100%
	Without citizenship	F	3	4	7	22	56	92
		%	3.3%	4.3%	7.6%	23.9%	60.9%	100%
My teachers accept me the same way as other classmates	Citizenship	F	13	26	49	106	212	406
		%	3.2%	6.4%	12.1%	26.1%	52.2%	100%
	Without citizenship	F	3	3	7	23	56	92
		%	3.3%	3.3%	7.6%	25%	60.9%	100%
My classmates care about how I feel	Citizenship	F	55	54	65	138	108	420
		%	13.1%	12.9%	15.5%	32.9%	25.7%	100%
	Without citizenship	F	12	9	20	24	28	93
		%	12.9%	9.7%	21.5%	25.8%	30.1%	100%
My teachers listen to me and take what I say into account	Citizenship	F	27	52	84	139	109	411
		%	6.6%	12.7%	20.4%	33.8%	26.5%	100%
	Without citizenship	F	3	9	14	35	28	89
		%	3.4%	10.1%	15.7%	39.3%	31.5%	100%
My teachers talk about different countries, languages, cultures or religion	Citizenship	F	32	73	87	129	89	410
		%	7.8%	17.8%	21.2%	31.5%	21.7%	100%
	Without citizenship	F	8	11	20	21	28	88
		%	9.1%	12.5%	22.7%	23.9%	31.8%	100%

Table 95 - Citizenship × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Citizenship	N	255	76	64	70	465
		%	54.8%	16.3%	13.8%	15.1%	100%
	Without citizenship	N	57	17	12	10	96
		%	59.4%	17.7%	12.5%	10.4%	100%
Hit or hurt you (not including play fight)	Citizenship	N	353	48	36	23	460
		%	76.7%	10.4%	7.8%	5%	100%
	Without citizenship	N	80	10	3	3	96
		%	83.3%	10.4%	3.1%	3.1%	100%
Leave you out of their games or activities*	Citizenship	N	240	76	64	79	459
		%	52.3%	16.6%	13.9%	17.2%	100%
	Without citizenship	N	69	14	7	5	95
		%	72.6%	14.7%	7.4%	5.3%	100%

*Cramer's V:0.170, Sig.:0.001

Table 96 - Citizenship × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender**	Citizenship	F	83	330	413	75	363	438
		%	20.1%	79.9%	100%	17.1%	82.9%	100%
	Without citizenship	F	10	78	88	6	86	92
		%	11.4%	88.6%	100%	6.5%	93.5%	100%
Your economic status (poor/rich)	Citizenship	F	14	408	422	54	370	424
		%	3.3%	96.7%	100%	5%	95%	100%
	Without citizenship	F	3	74	77	10	77	87
		%	3.9%	96.1%	100%	11.5%	88.5%	100%
Your religion	Citizenship	F	21	410	431	31	81	86
		%	4.9%	95.1%	100%	7.2%	92.8%	100%
	Without citizenship	F	5	76	81	5	32	39
		%	6.2%	93.8%	100%	5.8%	94.2%	100%
Your nationality/race***	Citizenship	F	10	430	440	20	420	440
		%	2.3%	97.7%	100%	4.5%	95.5%	100%
	Without citizenship	F	22	58	80	25	63	88
		%	27.5%	72.5%	100%	28.4%	71.6%	100%
Where you live (district, village/town)****	Citizenship	F	15	424	439	34	403	437
		%	3.4%	96.6%	100%	7.8%	92.2%	100%
	Without citizenship	F	11	74	85	7	81	88
		%	12.9%	87.1%	100%	8%	92%	100%
Language you speak*****	Citizenship	F	12	429	441	16	423	439
		%	2.7%	97.3%	100%	3.6%	96.4%	100%
	Without citizenship	F	21	63	84	19	69	88
		%	25%	75%	100%	21.6%	78.4%	100%

*Gender, Classmates: Cramer's V:0.112, Sig.:0.010

**Nationality, Teachers: Cramer's V: 0.379, Sig.:0.000; Classmates: Cramer's V: 0.319, Sig.:0.000

***Where you live, Teachers: Cramer's V:0.162, Sig.:0.000

****Language, Teachers: Cramer's V:0.337, Sig.:0.000; Classmates: Cramer's V: 0.269; Sig.: 0.000

Table 97 - Citizenship × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		yes	No	Total
Citizenship	F	421	39	460
	%	91.5%	8.5%	100%
Without citizenship	F	78	18	96
	%	81.3%	18.8%	100%

Table 98 - Citizenship × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Citizenship	F	55	191	97	119	462
	%	11.9%	41.3%	21%	25.8%	100%
Without citizenship	F	9	47	25	15	96
	%	9.4%	49%	26%	15.6%	100%

Table 99 - Citizenship × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Citizenship	F	208	232	24	464
	%	33.1%	59.7%	7.2%	100%
Without citizenship	F	43	47	6	96
	%	44.8%	49%	6.3%	100%

Table 100 - Citizenship × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Poland from other countries should have the right to follow the customs of their countries*	Citizenship	420	4.05	1.048
	Without citizenship	90	3.87	1.008
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Citizenship	392	4.06	0.967
	Without citizenship	85	4.27	0.793
In our class, pupils of different ethnicities/races/religion get along well	Citizenship	360	3.85	1.046
	Without citizenship	85	3.82	1.002

* e.g. food, clothing, language

Table 101 - Citizenship × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Citizenship	F	48	234	110	67	459
	%	10.5%	51%	24%	14.6%	100%
Without citizenship	F	18	60	11	7	96
	%	18.8%	62.5%	11.5%	7.3%	100%

Religion – Well-being and everyday life

The religion variable was divided into three groups – Catholics, other beliefs and not affiliated. In the following paragraph we will be using names Catholics, non-Catholics and no believers to mark those certain groups.

In the question related to perception of life believers, especially Catholics presented greater satisfaction with life, control over it, self-satisfaction and perspectives for the future.

In sociability dimension all preferred to use smartphones and computer while contacting with friends, however those not affiliated formed larger group that did it slightly more often (no statistical tests). The non-Catholics more often spend time by meeting friends however if we cross-examine this relation we believe it is more related to migration status variable where we observed similar effect.

Those not affiliated with religion has less confidence in family support, while non-Catholics fell more often that they lack friends and cannot count on them. Non-believers rarely spend time with friends from school and prefer virtual contacts, while non-Catholics are preferring real life contacts. Her again this relation probably is better explained by migration status.

Table 102 - Religion results

	F	%
Christianity	258	43.5%
Orthodox Catholic	35	5.9%
Greek Orthodox	4	0.7%
Islam	2	0.3%
Judaism	1	0.2%
Protestantism	4	0.7%
Some other religion. Which?	9	1.5%
I am not affiliated with a religion	129	21.8%
I don` t know	63	10.6%
I don` t want to answer	88	14.8%
Total	593	100%

Table 103 - Religion grouping

	F	%
Christianity	258	58.4%
Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	55	12.4%
I am not affiliated with a religion	129	29.2%
Total	442	100,0

Table 104 - For each of the below sentences, please circle (mark) the answer on the scale from 1-5:

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Christianity	244	3.67	1.054
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	47	3.55	0.951
	I am not affiliated with a religion	120	3.23	1.080
I have what I want in life**	Christianity	248	3.57	1.016
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	52	3.46	0.999
	I am not affiliated with a religion	120	3.24	0.996
I like being the way I am***	Christianity	244	3.72	1.150
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	54	3.43	1.159
	I am not affiliated with a religion	123	3.19	1.320
I feel positive about my future****	Christianity	242	3.81	1.078
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	51	3.71	1.006
	I am not affiliated with a religion	119	3.42	1.116

*Kruskal Wallis: Chi square:, 14.257 Sig.:0.001

**Kruskal Wallis: Chi square:, 8.935 Sig.: 0.011

***Kruskal Wallis: Chi square:, 13.949 Sig.: 0.001

****Kruskal Wallis: Chi square:, 106.095 Sig.:0.003

Table 105 - Religion × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Christianity	N	93	107	57	257
		%	36.2%	41.6%	22.2%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	28	17	10	55
		%	50.9%	30.9%	18.2%	100%
	I am not affiliated with a religion	N	71	39	19	129
		%	55%	30.2%	14.7%	100%
Meeting, playing with friends**	Christianity	N	59	109	88	256
		%	23%	42.6%	34.4%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	13	10	31	54
		%	24.1%	18.5%	57.4%	100%
	I am not affiliated with a religion	N	36	51	40	127
		%	28.3%	40.2%	31.5%	100%
Using smartphone or computer to stay in touch with friends/relatives	Christianity	N	19	33	203	255
		%	7.5%	12.9%	79.6%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	3	9	42	54
		%	5.6%	16.7%	77.8%	100%
	I am not affiliated with a religion	N	3	11	115	129
		%	2.3%	8.5%	89.1%	100%
Spending time just being by myself	Christianity	N	87	78	91	256
		%	34%	30.5%	35.5%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	18	18	18	54
		%	33.3%	33.3%	33.3%	100%
	I am not affiliated with a religion	N	27	45	56	128
		%	21.1%	35.2%	43.8%	100%

*Cramer's V:0.126, Sig.:0.007

**Cramer's V:0.133, Sig.:0.004

Table 106 - Religion × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	Christianity	253	4.44	0.841
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	51	4.33	0.841
	I am not affiliated with a religion	122	3.99	1.079
My parents (carers) listen to me and take what I say into account**	Christianity	247	3.99	0.941
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	53	3.98	0.843
	I am not affiliated with a religion	122	3.57	1.128
I have enough friends***	Christianity	246	3.96	1.115
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	54	3.57	1.143
	I am not affiliated with a religion	123	3.78	1.184
If I have a problem, I have a friend who will support me	Christianity	247	4.12	1.154
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	53	3.89	1.013
	I am not affiliated with a religion	125	3.98	1.171

*Kruskal Wallis: Chi square:, 19.002, Sig.:0.000

**Kruskal Wallis: Chi square:, 13.009, Sig.: 0.001

***Kruskal Wallis: Chi square: 6.868, Sig.:0.032

Table 107 - Religion × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	Christianity	N	131	124	255
		%	51.4%	48.6%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	32	22	54
		%	59.3 %	40.7%	100%
	I am not affiliated with a religion	N	81	42	123
		%	65.9%	34.1%	100%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	Christianity	N	131	124	255
		%	51.4%	48.6%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	28	26	54
		%	51.9%	48.1%	100%
	I am not affiliated with a religion	N	55	57	123
		%	53.7%	46.3%	100%
Out of school, I don't spend time with friends from school**	Christianity	N	0	71	71
		%	0%	100%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	1	16	17
		%	5.9%	94.1%	100%
	I am not affiliated with a religion	N	0	46	46
		%	0%	100%	100%

*Cramer`s V:0.130, Sig.:0.03

***Cramer`s V:0.227, Sig.:0.03

Table 108 - Please mark on the scale how often this is true for you:

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Christianity	N	18	33	33	57	107	248
		%	7.3%	13.3%	13.3%	23%	43.1%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	5	4	9	9	26	53
		%	9.4%	7.5%	17%	17%	49.1%	100%
	I am not affiliated with a religion	N	11	20	22	25	51	129
		%	8.5%	15.5%	17.1%	19.4%	39.5%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Christianity	N	20	26	33	49	120	248
		%	8.1%	10.5%	13.3%	19.8%	48.4%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	3	12	11	7	21	54
		%	5.6%	22.2%	20.4%	13%	38.9%	100%
	I am not affiliated with a religion	N	5	11	19	17	77	129
		%	3.9%	8.5%	14.7%	13.2%	59.7%	100%

*Cramer's V:0.141, Sig.:0.03

Religion - School life

Catholic children tend to more like school, while non-believers most frequently choose answer of ever dissatisfaction with school presence (19%). Not affiliated student felt also less safe at school, had discomfort when asked by teachers and were less confident about the opinions of their classmates. This differences were statistically significant however relationship was weak. Non-Catholics felt more accepted and understood by teachers and less cared by their classmates. Relation with classmates referring to care was relatively strong.

Non-believers has been less frequently victimized by mocking and violence, however experienced slightly more often ostracism, that was lowest at the non-Catholic group.

The feeling of unfair treatment and discrimination by either teachers or classmates showed that non-believers felt more discriminated by teachers with difference almost reaching the level of statistical importance (no difference found), while non-Catholics felt treated unfairly by both communities with moderate effect size. The same result could be observed with the place of living variable and language spoken. Again, as faith other than Catholicism was connected to being Ukrainian we believe that nationality is the right differentiating factor as data acquired here is similar to those acquired there.

Children who are not affiliated with religion tend to place themselves as average students more often than those who are religious (no test provided).

Children not affiliated with religion have higher faith in diversity and right to express it, as well as accept such diversity in the classroom. Catholics on the other hand to greater extent believe in peaceful coexistence between diverse students.

Non-Catholics have more foreign friends which again we believe is connected to origin and not belief.

Table 109 - Religion * What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Christianity	N	29	35	47	79	63	253
		%	11.5%	13.8%	18.6%	31.2%	24.9%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	5	6	18	19	7	55
		%	9.1%	10.9%	32.7%	34.5%	12.7%	100%
	I am not affiliated with a religion	N	24	17	25	39	23	128
		%	18.8%	13.3%	19.5%	30.5%	18%	100%
I feel safe when I am at school*	Christianity	N	10	17	37	69	113	246
		%	4.1%	6.9%	15%	28%	45.9%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	5	4	5	11	28	53
		%	9.4%	7.5%	9.4%	20.8%	52.8%	100%
	I am not affiliated with a religion	N	17	12	18	24	47	118
		%	14.4%	10.2%	15.3%	20.3%	39.8%	100%
I feel like I belong in this class**	Christianity	N	14	22	35	67	107	245
		%	5.7%	9%	14.3%	27.3%	43.7%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	8	4	11	13	15	51
		%	15.7%	7.8%	21.6%	25.5%	29.4%	100%
	I am not affiliated with a religion	N	17	22	24	25	38	126
		%	13.5%	17.5%	19%	19.8%	30.2%	100%
I am OK when a teacher asks me a question***	Christianity	N	38	50	61	63	36	248
		%	15.3%	20.2%	24.6%	25.4%	14.5%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	6	7	11	19	10	53
		%	11.3%	13.2%	20.8%	35.8%	18.9%	100%
	I am not affiliated with a religion	N	41	21	27	22	15	126
		%	32.5%	16.7%	21.4%	17.5%	11.9%	100%
I feel OK what my classmates think of me	Christianity	N	19	26	43	82	58	228
		%	8.3%	11.4%	18.9%	36%	25.4%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	5	6	8	15	16	50
		%	10%	12%	16%	30%	32%	100%
	I am not affiliated with a religion	N	17	9	20	35	23	104
		%	16.3%	8.7%	19.2%	33.7%	22.1%	100%

*Cramer's V:0.144, Sig.:0.03

**Cramer's V:0.165, Sig.:0.003

***Cramer's V:0.165, Sig.:0.003

Table 110 - Religion × Relationships in school

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am	Christianity	N	9	14	24	54	126	227
		%	4%	6.2%	10.6%	23.8%	55.5%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	3	1	10	9	30	53
		%	5.7%	1.9%	18.9%	17%	56.6%	100%
	I am not affiliated with a religion	N	7	12	8	25	59	111
		%	6.3%	10.8%	7.2%	22.5%	53.2%	100%
My teachers accept me the same way as other classmates	Christianity	N	6	11	30	57	124	228
		%	2.6%	4.8%	13.2%	25%	54.4%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	1	4	1	12	34	52
		%	1.9%	7.7%	1.9%	23.1%	65.4%	100%
	I am not affiliated with a religion	N	5	7	16	28	55	111
		%	4.5%	6.3%	14.4%	25.2%	49.5%	100%
My classmates care about how I feel*	Christianity	N	30	21	43	88	54	236
		%	12.7%	8.9%	18.2%	37.3%	22.9%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	11	4	9	12	15	51
		%	21.6%	7.8%	17.6%	23.5%	29.4%	100%
	I am not affiliated with a religion	N	17	22	22	28	28	117
		%	14.5%	18.8%	18.8%	23.9%	23.9%	100%
My teachers listen to me and take what I say into account	Christianity	N	9	27	45	82	68	231
		%	3.9%	11.7%	19.5%	35.5%	29.4%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	3	7	7	17	17	51
		%	5.9%	13.7%	13.7%	33.3%	33.3%	100%
	I am not affiliated with a religion	N	1	3	11	43	41	99
		%	1%	3%	11.1%	43.4%	41.4%	100%
My teachers talk about different countries, languages, cultures or religion	Christianity	N	17	36	53	74	50	230
		%	7.4%	15.7%	23%	32.2%	21.7%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	5	5	11	16	14	51
		%	9.8%	9.8%	21.6%	31.4%	27.5%	100%
	I am not affiliated with a religion	N	13	26	24	30	23	116
		%	11.2%	22.4%	20.7%	25.9%	19.8%	100%

*Cramer's V:0.141, Sig.:0.042

Table 111 - Religion × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Christianity	N	138	45	35	37	255
		%	54.1%	17.6%	13.7%	14.5%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	28	6	11	9	54
		%	51.9%	11.1%	20.4%	16.7%	100%
	I am not affiliated with a religion	N	76	21	14	17	128
		%	59.4%	16.4%	10.9%	13.3%	100%
Hit or hurt you (not including play fight)	Christianity	N	191	29	20	14	254
		%	75.2%	11.4%	7.9%	5.5%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	41	7	6	1	55
		%	74.5%	12.7%	10.9%	1.8%	100%
	I am not affiliated with a religion	N	107	10	7	4	128
		%	83.6%	7.8%	5.5%	3.1%	100%
Leave you out of their games or activities	Christianity	N	125	55	33	38	251
		%	49.8%	21.9%	13.1%	15.1%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	N	34	7	5	7	53
		%	64.2%	13.2%	9.4%	13.2%	100%
	I am not affiliated with a religion	N	76	14	19	19	128
		%	59.4%	10.9%	14.8%	14.8%	100%

Table 112 - Religion × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates (Yes)			
		Yes	No	Total	Yes	No	Total	
Your gender	Christianity	F	42	188	230	32	210	242
		%	18.3%	81.7%	100%	13.2%	86.8%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	8	45	53	5	48	53
		%	15.1%	84.9%	100%	9.4%	90.6%	100%
	I am not affiliated with a religion	F	20	92	112	24	100	124
		%	17.9%	82.1%	100%	19.4%	80.6%	100%
Your economic status (poor/rich)	Christianity	F	13	222	235	33	198	231
		%	5.5%	94.5%	100%	14.3%	85.7%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	3	43	46	8	42	50
		%	6.5%	93.5%	100%	61%	84%	100%
	I am not affiliated with a religion	F	1	117	118	17	105	122
		%	0.8%	99.2%	100%	13.9%	86.1%	100%
Your religion*	Christianity	F	8	228	236	16	217	233
		%	3.4%	96.6%	100%	6.9%	93.1%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	3	43	46	5	46	51
		%	6.5%	93.5%	100%	9.8%	90.2%	100%
	I am not affiliated with a religion	F	12	112	124	6	118	124
		%	9.7%	90.3%	100%	4.8%	95.2%	100%
Your nationality/race**	Christianity	F	8	230	238	13	227	240
		%	3.4%	96.6%	100%	5.4%	94.6%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	12	33	45	17	33	50
		%	26.7%	73.3%	100%	34%	66%	100%
	I am not affiliated with a religion	F	8	117	125	10	114	124
		%	6.4%	93.6%	100%	8.1%	91.9%	100%
Where you live (district, village/town)***	Christianity	F	12	226	238	20	220	240
		%	5%	95%	100%	8.3%	91.7%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	9	42	51	8	43	51
		%	17.6%	82.4%	100%	15.7%	84.3%	100%
	I am not affiliated with a religion	F	2	123	125	9	116	125
		%	1.6%	98.4%	100%	7.2%	92.8%	100%
Language you speak****	Christianity	F	8	232	240	9	232	241
		%	3.3%	96.7%	100%	3.7%	96.3%	100%
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	14	33	47	16	35	51
		%	29.8%	70.2%	100%	31.4%	68.6%	100%
	I am not affiliated with a religion	F	5	120	125	6	118	124
		%	4%	96%	100%	4.8%	95.2%	100%

*Religion, Teachers: Cramer`s V: 0.122, Sig.:0.048

**Nationality, Teachers: Cramer`s V:0.281, Sig.:0.000; Classmates: Cramer`s V:0.308, Sig.:0.000

***Where you live, Teachers: Cramer`s V:0.209, Sig.:0.000

****Language, Teachers: Cramer`s V:0.337; Sig.:0.000; Classmates: Cramer`s V: 0.341; Sig.: 0.000

Table 113 - Religion * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Christianity	F	233	23	256
	%	91%	9%	100%
Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	44	11	55
	%	80%	20%	100%
I am not affiliated with a religion	F	155	11	126
	%	91.3%	8.7%	100%

*Cramer`s V:0.121, Sig.:0.040

Table 114 - Religion * During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don`t know	Total
Christianity	F	32	103	54	66	255
	%	12.5%	40.4%	21.2%	25.9%	100%
Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	5	23	18	8	54
	%	9.3%	42.6%	33.3%	14.8%	100%
I am not affiliated with a religion	F	9	59	33	26	127
	%	7.1%	46.5%	26%	20.5%	100%

Table 115 - Religion * How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Christianity		133	110	13	256
	%	52%	43%	5.1%	100%
Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	28	22	5	55
	%	50.9%	40%	9.1%	100%
I am not affiliated with a religion	F	41	79	7	127
	%	32.3%	62.2%	5.5%	100%

Table 116- Religion × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Poland from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Christianity	234	3.97	1.062
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	54	3.81	1.065
	I am not affiliated with a religion	118	4.25	0.924
I like that in our class and our school there are students with different backgrounds (language, religion, culture)**	Christianity	214	4.01	0.971
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	50	4.24	0.916
	I am not affiliated with a religion	111	4.28	0.896
In our class, pupils of different ethnicities/races/religion get along well	Christianity	197	3.92	1.064
	Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	52	3.77	1.022
	I am not affiliated with a religion	104	3.80	1.056

*Kruskal Wallis: Chi square:, 8.770 Sig.:0.012

**Kruskal Wallis: Chi square:, 7.459 Sig.:0.024

Table 117 - Religion × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Christianity	F	22	129	65	38	254
	%	8.7%	50.8%	25.6%	15%	100%
Orthodox, Greek Orthodox, Islam, Judaism, Protestantism, other	F	15	30	5	5	55
	%	27.3%	54.5%	9.1%	9.1%	100%
I am not affiliated with a religion	F	19	71	20	16	126
	%	15.1%	56.3%	15.9%	12.7%	100%

Socio-economic status – Well-being and everyday life

The socioeconomic status was divided into three groups – children whose families do not have problems with covering necessities (well-endowed), those who have some difficulties (average-endowed) and those who have difficulties with covering economic necessities (less-endowed). The group with average income was dominant, while the two other groups were equal by respondents.

The measurement of life satisfaction is strongest for those well-endowed but with highest deviation from the mean (3.76 – dev. 1.204). Those children have high control over the life, but have slightly lower self-esteem and perception of the future from those average-endowed. Those with a lot of economic difficulties scored lowest in all dimensions. This results are not surprising as economic stability is important factor measuring life satisfaction.

Those who experience a lot of difficulties with some significance rarely engage in social life, especially meeting friends and even using smartphones or computers for such contact.

They more often spend time by themselves. Here the difference is the strongest, but still statistically weak.

Those less-endowed stick out also in dimensions of family and peers support as well as feeling of being enough befriended. In the last category there is positive deviation however indicating some positive answers differing from mean. If they spend time with friends they are not from their school. Unfortunately half of this group do not spend time with their schoolmates.

Table 118 - Socio-economic status

	F	%
In our family, we do not have difficulties to cover our economic necessities	62	10.5%
In our family, we have some difficulties to cover our economic necessities	464	78.9%
In our family, we have difficulties to cover our economic necessities	62	10.5%

Table 119 - For each of the below sentences, please circle (mark) the answer on the scale from 1-5:

		N	Mean	Std. Deviation
I am completely satisfied with my life	No difficulties	58	3.76	1.204
	Some difficulties	431	3.59	1.021
	A lot of difficulties	50	3.10	1.093
I have what I want in life	No difficulties	57	3.67	1.091
	Some difficulties	444	3.52	0.972
	A lot of difficulties	56	2.98	1.136
I like being the way I am	No difficulties	54	3.46	1.255
	Some difficulties	441	3.59	1.178
	A lot of difficulties	60	3.17	1.440
I feel positive about my future	No difficulties	57	3.68	0.985
	Some difficulties	437	3.70	1.085
	A lot of difficulties	55	3.44	1.183

Table 120 - Socio-economic status × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	No difficulties	N	27	21	12	60
		%	45%	35%	20%	100%
	Some difficulties	N	198	175	90	463
		%	42.8%	37.8%	19.4%	100%
	A lot of difficulties	N	33	19	9	61
		%	54.1%	31.1%	14.8%	100%
Meeting, playing with friends*	No difficulties	N	8	19	33	60
		%	13.3%	31.7%	55%	100%
	Some difficulties	N	105	189	166	460
		%	22.8%	41.1%	36.1%	100%
	A lot of difficulties	N	24	21	16	61
		%	39.3%	34.4%	26.2%	100%
Using smartphone or computer to stay in touch with friends/relatives**	No difficulties	N	4	6	50	60
		%	6.7%	10%	83.3%	100%
	Some difficulties	N	18	57	385	460
		%	3.9%	12.4%	83.7%	100%
	A lot of difficulties	N	7	8	44	59
		%	11.9%	13.6%	74.6%	100%
Spending time just being by myself***	No difficulties	N	20	23	18	61
		%	32.8%	37.7%	29.5%	100%
	Some difficulties	N	141	145	173	459
		%	30.7%	31.6%	37.7%	100%
	A lot of difficulties	N	16	11	34	61
		%	26.2%	18%	55.7%	100%

*Cramer's V: 0.125, Sig.: 0.001

**Cramer's V:0.082, Sig.:0.01

***Cramer's V_0.096, Sig.:0.03

Table 121 - Socio-economic status × Family and friends:

		N	Mean	Std. Deviation
If I have a problem, my family will help me	No difficulties	57	4.37	0.993
	Some difficulties	443	4.34	0.897
	A lot of difficulties	58	4.10	0.968
My parents (carers) listen to me and take what I say into account	No difficulties	54	3.94	1.123
	Some difficulties	443	3.89	0.989
	A lot of difficulties	58	3.62	1.121
I have enough friends	No difficulties	58	3.98	0.982
	Some difficulties	441	3.95	1.089
	A lot of difficulties	58	3.67	1.343
If I have a problem, I have a friend who will support me	No difficulties	59	3.98	1.196
	Some difficulties	443	4.14	1.058
	A lot of difficulties	57	3.77	1.296

Table 122 - Socio-economic status × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	No difficulties	N	26	31	57
		%	45.6%	54.4%	100%
	Some difficulties	N	244	213	457
		%	53.4 %	46.6%	100%
	A lot of difficulties	N	39	22	61
		%	63.9%	36.1%	100%
Out of school, I often spend time with my friends from elsewhere (e.g. neighbourhood)	No difficulties	N	33	24	57
		%	57.9%	42.1%	100%
	Some difficulties	N	243	214	457
		%	53.2%	46.8%	100%
	A lot of difficulties	N	35	26	61
		%	57.4%	42.6%	100%
Out of school, I don't spend time with friends from school	No difficulties	N	0	17	17
		%	0%	100%	100%
	Some difficulties	N	2	131	133
		%	1.5%	98.5%	100%
	A lot of difficulties	N	0	23	23
		%	0%	100%	100%

Table 123 - Socio-economic status × Leisure time 2

			Never	Rarely	Occasio nally	Someti mes	Often	Total
Out of school, I often spend time with my friends face to face	No difficulties	N	4	5	5	14	30	58
		%	6.9%	8.6%	8.6%	24.1%	51.7%	100%
	Some difficulties	N	31	61	73	96	192	453
		%	6.8%	13.5%	16.1%	21.2%	42.4%	100%
	A lot of difficulties	N	5	14	12	9	20	60
		%	8.3%	23.3%	20%	15%	33.3%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	No difficulties	N	5	9	4	14	27	59
		%	8.5%	15.3%	6.8%	23.7%	45.8%	100%
	Some difficulties	N	20	49	68	77	238	452
		%	4.4%	10.8%	15%	17%	52.7%	100%
	A lot of difficulties	N	6	12	9	9	23	59
		%	10.2%	20.3%	15.3%	15.3%	39%	100%

Socio-economic status - School life

To a greater extent children with a lot of economic difficulties dislike being in school, has lower perception of safety, stronger feeling of alienation, do not like being asked by teachers (moderate significance), and low perception of class acceptance, classmates acceptance and teachers acceptance. Class acceptance is significantly stronger perceived by well-endowed children. The children with a lot economic difficulties rarely or never feel cared by their peers and listened and understood by teachers.

Such children experience also more mocking, violence (difference statistically significant), and social ostracism.

Those well-endowed feel significantly more unfairly treated by gender and together with those having a lot of difficulties feel treated unfairly due to religion by their teachers in comparison with those who are average. There are also slight differences in perception of unfair treatment referring to nationality, place of living and language spoken but relations are weak.

Those less-endowed slightly less frequently rate their school achievement as good. Those who are average economically have stronger believe in diversity, right to express it and thing that diverse children get along well.

Table 124 - Socio-economic status × What do you think about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	No difficulties	N	4	9	16	19	11	59
		%	6.8%	15.3%	27.1%	32.2%	18.6%	100%
	Some difficulties	N	52	59	92	156	95	454
		%	11.5%	13%	20.3%	34.3%	20.9%	100%
	A lot of difficulties	N	12	8	12	17	11	60
		%	20%	13.3%	20%	28.3%	18.3%	100%
I feel safe when I am at school*	No difficulties	N	6	6	11	9	26	58
		%	10.3%	10.3%	19%	15.5%	44.8%	100%
	Some difficulties	N	25	33	61	123	193	435
		%	5.7%	7.6%	14%	28.3%	44.4%	100%
	A lot of difficulties	N	11	5	10	15	19	60
		%	18.3%	8.3%	16.7%	25%	31.7%	100%
I feel like I belong in this class	No difficulties	N	6	9	8	8	23	54
		%	11.1%	16.7%	14.8%	14.8%	42.6%	100%
	Some difficulties	N	35	45	67	116	181	444
		%	7.9%	10.1%	15.1%	26.1%	40.8%	100%
	A lot of difficulties	N	9	9	14	11	16	59
		%	15.3%	15.3%	23.7%	18.6%	27.1%	100%
I am OK when a teacher asks me a question**	No difficulties	N	9	9	13	16	8	55
		%	16.4%	16.4%	23.6%	29.1%	14.5%	100%
	Some difficulties	N	85	94	108	105	59	451
		%	18.8%	20.8%	23.9%	23.3%	13.1%	100%
	A lot of difficulties	N	24	10	12	6	8	60
		%	40%	16.7%	20%	10%	13.3%	100%
I feel OK what my classmates think of me***	No difficulties	N	2	8	8	15	19	52
		%	3.8%	15.4%	15.4%	28.8%	36.5%	100%
	Some difficulties	N	42	35	75	151	96	399
		%	10.5%	8.8%	18.8%	37.8%	24.1%	100%
	A lot of difficulties	N	12	10	9	16	8	55
		%	21.8%	18.2%	16.4%	29.1%	14.5%	100%

*Cramer`s V:0.129, Sig.: 0.019

**Cramer`s V:0.128, Sig.:0.017

***Cramer`s V: 0.145, Sig.:0.006

Table 125 - Please read the following sentences regarding the relations among children in your class. How often this is true for you?

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	No difficulties	N	3	4	4	10	30	51
		%	5.9%	7.8%	7.8%	19.6%	58.8%	100%
	Some difficulties	N	15	23	39	95	238	410
		%	3.7%	5.6%	9.5%	23.2%	58%	100%
	A lot of difficulties	N	5	5	11	11	19	51
		%	9.8%	9.8%	21.6%	21.6%	37.3%	100%
My teachers accept me the same way as other classmates**	No difficulties	N	2	5	9	8	27	51
		%	3.9%	9.8%	17.6%	15.7%	52.9%	100%
	Some difficulties	N	13	20	37	112	230	412
		%	3.2%	4.9%	9%	27.2%	55.8%	100%
	A lot of difficulties	N	5	4	11	14	19	53
		%	9.4%	7.5%	20.8%	26.4%	35.8%	100%
My classmates care about how I feel.***	No difficulties	N	5	6	7	19	17	54
		%	9.3%	11.1%	13%	35.2%	31.5%	100%
	Some difficulties	N	49	50	76	131	116	422
		%	11.6%	11.8%	18%	31%	27.5%	100%
	A lot of difficulties	N	12	13	6	17	5	53
		%	22.6%	24.5%	11.3%	32.1%	9.4%	100%
My teachers listen to me and take what I say into account	No difficulties	N	23	56	89	168	128	54
		%	5%	12.1%	19.2%	36.2%	27.6%	100%
	Some difficulties	N	49	50	76	131	116	422
		%	14.8%	13%	27.8%	24.1%	20.4%	100%
	A lot of difficulties	N	12	13	6	17	5	53
		%	22.6%	24.5%	11.3%	32.1%	9.4%	100%
My teachers talk about different countries, languages, cultures or religion****	No difficulties	N	2	6	13	15	17	53
		%	3.8%	11.3%	24.5%	30.9%	24%	100%
	Some difficulties	N	21	50	76	153	111	411
		%	5.1%	12.2%	18.5%	37.2%	27%	100%
	A lot of difficulties	N	8	7	15	13	11	54
		%	14.8%	13%	27.8%	24.1%	20.4%	100%

*Cramer's V:0.125, Sig.: 0.041

**Cramer's V:0.143, Sig. 0.007

***Cramer's V:0.136, Sig.: 0.012

****Cramer's V:0.141, Sig. 0.01

Table 126 - During this school year, how often have other students from your school done any of the following things to you (including through Internet or texting):

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	No difficulties	N	37	5	10	9	61
		%	60.7%	8.2%	16.4%	14.8%	100%
	Some difficulties	N	261	75	61	61	458
		%	57%	16.4%	13.3%	13.3%	100%
	A lot of difficulties	N	26	15	7	13	61
		%	42.6%	24.6%	11.5%	21.3%	100%
Hit or hurt you (not including play fight?)*	No difficulties	N	45	8	4	3	60
		%	75%	13.3%	6.7%	5%	100%
	Some difficulties	N	360	46	33	18	457
		%	78.8%	10.1%	7.2%	3.9%	100%
	A lot of difficulties	N	41	6	8	5	60
		%	68.3%	10%	13.3%	8.3%	100%
Leave you out of their games or activities	No difficulties	N	36	10	8	6	60
		%	60%	16.7%	13.3%	10%	100%
	Some difficulties	N	255	78	60	62	455
		%	56%	17.1%	13.2%	13.6%	100%
	A lot of difficulties	N	28	11	5	14	58
		%	48.3%	19%	8.6%	24.1%	100%

*Cramer's V:0.124, Sig.: 0.049

Table 127 - Socio-economic status × Have you ever felt that you were treated unfairly because of following reasons?

			By the teachers			By the classmates (Yes)		
			Yes	No	Total	Yes	No	Total
Your gender*	No difficulties	F	13	37	50	15	42	57
		%	26%	74%	100%	26.3%	73.7%	100%
	Some difficulties	F	72	343	415	60	370	430
		%	17.2%	82.7%	100%	14%	86%	100%
	A lot of difficulties	F	12	42	54	11	48	59
		%	22.2%	77.8%	100%	18.6%	81.4%	100%
Your economic status (poor/rich)**	No difficulties	F	9	42	51	7	41	48
		%	17.6%	82.4%	100%	14.6%	85.4%	100%
	Some difficulties	F	10	404	414	43	378	421
		%	2.4%	97.6%	100%	10.2%	89.8%	100%
	A lot of difficulties	F	4	49	53	18	40	58
		%	7.5%	92.5%	100%	31%	69%	100%
Your religion***	No difficulties	F	5	45	50	6	44	50
		%	10%	90%	100%	12%	88%	100%
	Some difficulties	F	18	408	426	24	403	427
		%	4.2%	95.8%	100%	5.6%	94.4%	100%
	A lot of difficulties	F	6	50	56	8	50	58
		%	10.7%	89.3%	100%	13.8%	86.2%	100%
Your nationality/race****	No difficulties	F	8	42	50	10	42	52
		%	16%	84%	100%	19.2%	80.8%	100%
	Some difficulties	F	25	407	432	29	401	430
		%	5.8%	94.2%	100%	6.7%	93.3%	100%
	A lot of difficulties	F	6	50	56	9	50	59
		%	10.7%	89.3%	100%	15.3%	84.7%	100%
Where you live (district, village/town)*****	No difficulties	F	6	45	51	9	43	52
		%	11.8%	88.2%	100%	17.3%	82.7%	100%
	Some difficulties	F	18	419	437	28	405	433
		%	4.1%	95.9%	100%	6.5%	93.5%	100%
	A lot of difficulties	F	5	53	58	7	50	57
		%	8.6%	91.4%	100%	12.3%	87.7%	100,0
Language you speak*****	No difficulties	F	8	44	52	9	44	53
		%	15.4%	84.6%	100%	17%	83%	100%
	Some difficulties	F	24	412	436	24	407	431
		%	5.5%	94.5%	100%	5.6%	94.4%	100%
	A lot of difficulties	F	7	49	56	6	54	60
		%	12.5%	87.5%	100%	10%	90%	100%

*Gender, Classmates: Cramer's V:0.107; Sig. 0.045

**Economic status, Teachers: Cramer's V:0.225 Sig.: 0.000; Classmates: Cramer's V:0.194 Sig.: 0.000

***Religion, Teachers: Cramer's V:0.108, Sig.:0.044, Classmates: Cramer's V:0.116, Sig.:0.028

****Nationality, Teachers: Cramer's V:0.122 Sig.: 0.018, Classmates: Cramer's V:0.151, Sig.:0.002

*****Where you live, Teachers: Cramer's V: 0.111, Sig.:0.035, Classmates: Cramer's V: 0.127, Sig.:0.012

*****Language, Teachers: Cramer's V:0.132, Sig.:0.009, Classmates: Cramer's V:0.136, Sig.:0.01

Table 128 - Socio-economic status × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
No difficulties	F	53	9	62
	%	85.5%	14.5%	100%
Some difficulties	F	409	47	456
	%	89.7%	10.3%	100%
A lot of difficulties	F	53	8	61
	%	86.9%	13.1%	100%

Table 129 - Socio-economic status × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
No difficulties	F	12	18	16	15	61
	%	19.7%	29.5%	26.2%	24.6%	100%
Some difficulties	F	50	207	93	107	457
	%	10.9%	45.3%	20.4%	23.4%	100%
A lot of difficulties	F	7	22	21	12	62
	%	11.3%	35.5%	33.9%	19.4%	100%

Cramer's V: 0.105 Sig.: 0.05

Table 130 - Socio-economic status × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
No difficulties	F	26	30	6	62
	%	41.9%	48.4%	9.7%	100%
Some difficulties	F	211	231	16	458
	%	46.1%	50.4%	3.5%	100%
A lot of difficulties	F	21	33	8	62
	%	33.9%	53.2%	12.9%	100%

*Cramer's V: 0.110, Sig.: 0.01

Table 131 - Socio-economic status × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Poland from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	No difficulties	57	3.88	1.151
	Some difficulties	417	4.06	0.992
	A lot of difficulties	56	3.96	1.144
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	No difficulties	48	3.79	1.237
	Some difficulties	393	4.15	0.875
	A lot of difficulties	56	3.80	1.212
In our class, pupils of different ethnicities/races/religion get along well*	No difficulties	46	3.59	1.275
	Some difficulties	364	3.93	0.974
	A lot of difficulties	51	3.47	1.155

Table 132 - Socio-economic status * Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don` t know	Total
No difficulties	F	11	34	9	8	62
	%	17.7%	54.8%	14.5%	12.9%	100%
Some difficulties	F	49	240	99	66	454
	%	10.8%	52.9%	21.8%	14.5%	100%
A lot of difficulties	F	9	28	14	10	61
	%	14.8%	45.9%	23%	16.4%	100%

4. Conclusions and discussion

The quantitative research had been made as an online survey study that become necessity due to the national epidemic emergency and restriction imposed on personal contact and enforced social distancing related SARS-CoV-2 pandemic outbreak. There was no possibility to enter schools or contact with children directly and the survey was made and managed by cooperating teachers. This made impossible for researchers to supervise the survey performance process and explain possible ambiguities to children. We believe that it affected the study at least in one question that related to the place of birth of parents that had different wording in Polish and Ukrainian/Russian versions of survey and may caused ambiguity in replying, distorting the acquired results.

Nevertheless we observed that the overall population was rather homeogenous and bi-national. Our cohort was represented by Polish and Ukrainians, dominantly Christians or those not affiliated with any religion. Almost two thirds of study population were girls. The population of younger children was bigger however divided by project’s target group the older group occurred to be larger.

One of the most interesting finding was the frequency of speaking Russian at home of the migrant children showing that large group of Ukrianians prefer to use this language in every day communication rather than Ukrainian. In general there is a link between length of stay and proficiency in Polish.

Local children was the largest group in study population (78%), followed by new migrants (15.5%) and long term migrants (6.5%). If we look at the gender proportions in those groups it happen that among migrant children the gender was balanced while for Polish children girls dominated study.

When comparing to adult population in Poland it occurred that children in all groups are less affiliated with religions and often do not want to declare any affiliations. This was confirmed further on in the interviews with children, especially those long-term.

Most of the children do not see much differences between them and other peers also in the economic dimension. Most of them are optimistic, satisfied with their lives, declaring control over it, good level of self-satisfaction and feel positive about the future. Here however children that declared having a lot of difficulties in covering economic necessities falls out this framework being much more pesymistic. These children are also less sociable and their opinions referring to functioning in school and out of school reveals greater social distancing, alienation and lowered self-confidence. Worse social functioning of such children was the only visible factor that could in so many variables differentite children who took part in the study. Unfortunately results showed that those less-endowed children more often belong to the group of long-term migrants which might led to conclusion that perception of success of long-term migration fails. For sure it must be treated as a warning light and base for further research on biographies of long-term migrants and eventual constraints in integration and personal success. On the other hand a big number of lon-term migrant children have optimistic perception of the future which also prompts for further elaboration.

The data collected in the survey is much consistent, one variable is confirmed by another building a coherent picture of a migrant child that is Ukrainian, Orthodox or not-affiliated, satisfied with current life, self-confident, rather sociable and liking to be in school. Migrant children more often than their local peers have real life social relations.

School is seen as friendly and safe place however local children do not feel there as well as migrant children do. We assume that significant better perception of Polish school by migrants is connected to the difference in those institutions in Poland and Ukraine. In the country of origin school are still much authoritarian. In the interviews conducted with migrant children it was underlined that Polish school appeared to them as sanctuary when comparing to Ukrainian model. Functioning in certain regimes in their county of origin caused migrant children to be more engaged, active on classes and conscientious in fullfiling tasks and obligations. It was confirmed well in the observation phase of the study.

Children do not experience negative incidents in the school. Mocking, bullying, violence and ostracism are rare. The perception of unfair treatment by peers or teachers is also low. The only deviation from this trend relates to gender discrimination which is seen as highest. Surprisingly both genders perceive such discrimination at the same level. There is a relatively small group of migrants who felt discrimination related to their nationality and language spoken.

The survey study did not reveal any profound or exploratory findings. It occurred that local and migrant children have much in common. Children are integrating well, however economical starus is much affecting the sociability and life satisfaction of children in all dimensions. The perception of success in long-term migrants needs further evaluation.

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Appendix

METHODOLOGICAL SECTION POLAND

Dissemination level: For internal use only

1. Introduction

In this section, a description of the six schools involved in the research is presented: socioeconomic context, process of selection, selection criteria, gatekeepers, class(es) selection criteria, difficulties encountered and ways to overcome them, etc. The description is provided as basic information about the schools in the following scheme:



SPAIN

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1. Introduction

This document contains all the data and analyses of the results coming from the survey implemented in ten Spanish schools during work packages 5, 6, and 7 of the MiCREATE project. It starts with a description of the methodology used in the implementation and clean up of the data, to then present the sample data, first as a whole, and then divided across different variables (time since migration, age, gender, ethnicity, citizenship, religion, and socio-economic status), along with the analysis of the researchers. To end, the conclusions of the analysis of the Spanish case are presented.

2. Methodology

The survey was conducted in the 6 schools where WP5-7 field work was carried out, plus 4 other schools, all of them from Catalonia. The last 4 schools were added to the sample in order to reach the 500 answers required by the project. The questions were translated from English to Spanish and Catalan, the official languages of Catalonia, and students could choose in which language they wanted to answer the questionnaire. The data collection period lasted from October 2020 to January 2021. The criterium to identify participants was different depending on the school. For the 6 core schools, the criterium was to pass the survey to pupils involved in focus groups and interviews. For the 4 extra schools, the criterium was to accomplish the age range required for the project and in two of them also those groups in which teachers had availability to administer the survey.

Regarding the procedure for obtaining families/guardians consent, after all schools' managerial teams reviewed the survey, most of them considered that the consents were not necessary. Once S2, S7, S8, S9 and S10 ascertained that questionnaires were anonymous and voluntary, they did not see problems for students to respond and, therefore, there was no need to create a specific document of consent for the survey. S4 acted as a representative since all the parents and legal representatives signed an agreement of participation in extra-curricular and research activities at the beginning of the school year. This was also the case for S3, S5 and S6, where informed consents signed by parents would have been difficult to obtain. In all cases, the parents and legal representatives of all schools were informed of the project specifically from its beginning. The S1 management team followed the same procedure but, after administering the questionnaires to the pupils, received complaints from some migrant families whose students did not understand some of the questions in the survey.

In the end, a total of 604 questionnaires were filled in. However, only those that were at least 75% completed (6 questionnaires) plus those that were 100% completed (555) have been taken into account for the analysis. Therefore, this analysis includes responses from 561 questionnaires: 78 in S1 (face to face); 35 in S2 (CAWI); 99 in S3 (face to face); 3 in S4 (CAWI); 33 in S5 (face to face); 10 in S6 (face to face); 94 in S7 (face to face); 44 in S8 (CAWI); 72 in S9 (CAWI); and 93 in S10 (face to face). Eleven researchers were involved. In the schools where the survey was answered online, researchers did not participate in the process. The link to the survey was sent to each school's principal and they sent them to the teachers in charge of managing the student survey. In schools where questionnaires were completed face-to-face, researchers accompanied and guided students through the survey. They introduced the task to the students, explained it in detail and answered students' questions on those parts of the survey that they had difficulties in understanding or knowing how to answer. In addition, the questionnaires were completed on paper, except in S6, where pupils answered the survey using their mobile phones, as they were allowed to use them in the classroom on an ad hoc basis.

In S1, 3 researchers were involved; in S3, 3 researchers; in S5 two predoctoral researchers were involved; in S6 one predoctoral researcher was involved; and in S10, 3 researchers took

part in the process. In all schools, staff were involved in a variety of ways. In S2, S4, S7, S8 and S9, teachers implemented the survey. They explained the aim of the activity to the students and worked in the way they thought best. In S1 and S5, teachers were involved from the very beginning. In some cases, teachers worked hand to hand with those students who didn't have a good grasp of the language, explaining the questions, giving examples, translating some words, etc. In addition, teachers from S5 discussed with students the work done with the survey, reflecting with them on the importance of the questions asked. In S3, the staff introduced the researchers. In S6, teachers provided the participants with basic information about the research before researchers' intervention. Finally, in S10 the staff organised the space, facilitated contact with students and helped when it was needed.

Regarding the involvement of researchers, in S2, S4, S7, S8 and S9, they provided the necessary information for the teachers to be able to administer the survey without their presence. In those schools in which researchers implemented the survey in paper and face to face, before young pupils started to fill the survey, they introduced it with a brief explanation informing them about anonymity and privacy, explained them that it was part of the MiCREATE project and that it was a questionnaire that collected data from schools throughout Europe. In S1, S3, S5, S6 and S10, researchers introduced the survey and helped students during the process of answering the questionnaire (solving doubts, working individually with those students who did not understand the questions, etc). At the end, researchers uploaded the answers to the online platform, except for S6, where participants used their mobile phones autonomously. In addition, in S3 and S6, the questionnaire was passed after the focus groups and most interviews had been conducted, so it was not necessary to remind participants of the context of the project.

Since researchers had tested the survey with the Child Advisory Board (CAB) before implementing it, they were aware that some questions were not going to be easy to understand by some students, especially those between 10 and 13 years old. For this reason, when teacher involvement was possible it was really useful. From our point of view, it is important to make sure that the words used in the survey are already included in the students' vocabulary, or at least are terms they already know and use at their age. Furthermore, students felt unsure and hesitant with sensitive questions. When it occurred, researchers and teachers reminded them that they were free to answer them or not, so, if they felt uncomfortable it was not necessary to answer all the questions. That's why from 604, only 561 were complete enough to be taken into account for the analysis. In schools S1 and S3 some students did not want to participate.

Another difficulty was that not all students from the same class had the same level of Spanish and/or Catalan. That entailed that some students needed much more time to complete the questionnaire than their classmates. Also, it was very difficult to achieve that newly arrived students, who mostly did not speak Spanish or Catalan, completed the questionnaires. This was also detected in the test made with the CAB, although the differences in language level were not as pronounced as in some of the participating schools.

In S4 and S8, the survey could not be properly contextualised and presented by researchers due to the COVID restrictions in place. Moreover, in S4 participation in the survey was very low since it was presented as a voluntary activity to be filled out of school time. Finally, there were no problems or difficulties reported by teachers in the schools in which the survey was implemented by teachers.

3. Results

3.1 Sample population

Demographic data

The sample is based on 84.5% students between 9 and 13 years old and 15.5% between 14 and 17 years old (Table 2). The Spanish educational system differentiates primary from secondary school at the age of 12. In this sense, looking at it from the point of view of the Spanish education system, the participants from primary school and secondary school would be more balanced (50.5% from primary school and 49.5% from secondary school). Also, the sample is balanced in terms of gender: 46.7% female; 51.9% male; 1.4% other (or no binary). This last group of respondents was not taken into account for the analysis, as they represent a very low percentage.

Regarding how long they are living in Spain, 21% were born out of Spain (Table 9). From those, 8.8% are newly arrived students and 12.6% are long-term (Table 11). The most common regions they come from are: 1) European countries (10.1%¹); 2) Latin American countries (9.5%²); 3) Arabic countries (4.6%³) (Table 10). However, of the 78.6% of local students (Table 11), 44.4% of their parents were born in Spain (Table 16). This means that at least 33.5% of local students have families of immigrant origin.

The question about their culture of origin was difficult for the students to understand and answer. Therefore, the gathered data does not always specifically refer to their culture of origin, but sometimes it gives information about where they live now, where they come from or where their parents come from. Once this is clarified, one interesting point is that from 21.4% of students not born in Spain (8.8% of newly arrived students, plus 12.6% of long-term students, Table 11), 13% felt they belonged to more than one culture (Table 6).

At the same time, almost 9% speak more than one language at home, and for all of them one of these languages is Spanish (Table 74). The parents of 45% (Table 16) of the 78.6%

¹ 0.7% Georgia + 0.7% Romania + 0.5% Russia + 0.2% Armenia + 0.2% France + 0.2% Italy + 0.2% Ukraine + 0.2% United Kingdom.

² 2% Honduras + 1.6% Venezuela + 1.2% Dominican Republic + 0.9% Peru + 0.7% Argentina + 0.7% Colombia + 0.7% Ecuador + 0.5% Chile + 0.4% Cuba + 0.2% Bolivia + 0.2% Nicaragua + 0.2% Salvador + 0.2% Uruguay.

³ 2.7% Pakistan + 0.9% Morocco + 0.4% Algeria + 0.2% Afganistan + 0.2% Egypt + 0.2% Sahara.

⁴ 4.28% Spanish/Arabic + 1.43% Catalan/Spanish/English + 0.71% Spanish/English + 0.71% Spanish/Bengali + 0.71% Spanish/Romanian + 0.53% Spanish/Italian + 0.53% Spanish/Urdu; taking into consideration that Spanish and Catalan in this case do not count as languages from different countries.

of local students (Table 11) were born in Spain, which means that there are 34.2% of local students with immigrant parents.

Another peculiarity is that almost half of the migrant students (9.5% of the 21% of all migrant students) come from Latin American countries (Table 10) whose official language is Spanish. This might partly explain why looking at Table 8, only 4.1% of newly arrived and long-term students do not speak Spanish very well⁵. In addition, since the participants live in Catalonia, 11.95% of students also speak Catalan at home (Table 76), although it is less widely spoken than Spanish (Table 8).

Looking at the students who do not have Spanish citizenship (8.6%), we can infer that these data belongs to newly arrived students (8.8%). However, it is also remarkable that 14.1% of participants did not know if they have Spanish citizenship or not (Table 13).

When asked by their religion (Table 17), the answers show three main groups: Christianity (27.4%), Islam (20.1%), and those who are not affiliated to any religion (31.9%). This can be explained because: 1) Spain's main religion is Christianity, although schools of the sample, all of them public, are considered secular; 2) the most practised religion in Latin American countries is also Christianity. In addition, 14.4% of participants did not know if they feel affiliated with a religion.

Regarding how they perceive living in Spain (Table 21), although 83.8% of participants like living in Spain, when they were asked in which country they would like to live (Table 22), the answers were very diverse. However, the most answered country was the United States (16.17%), followed by European countries such as France (9.8%), Italy (3.8%) and the United Kingdom (2.7%), and Japan (7.3%). An interesting fact is the high percentage of participants that answered Andorra (4.81%), since it is a very small country that is not very well known and does not belong to the European Union but maintains a close relationship with Catalonia. The reason could be the recent news concerning youtubers and other Spanish public figures moving to Andorra to evade taxes⁷.

Another interesting fact is that around 10-20%⁸ like living in Spain despite having some difficulties (31%) or difficulties to cover their economic necessities (3%) (Table 23).

⁵ The 4.1% comes from 3.2% of students that state that they do not speak Spanish well and 0.9% that say that they do not speak Spanish at all. In addition, it has been supposed that students born in Spain would not have problems to speak Spanish.

⁶ 8.08% Catalan/Spanish + 2.51% Catalan + 1.44% Catalan/Spanish/English.

⁷ <https://www.lavanguardia.com/vida/junior-report/20210125/6191476/rubius-muda-andorra.html>

⁸ If we cross Table 21 with Table 23, we can infer that perhaps the 6.2% (Table 21) of students that do not like living in Spain could be partly due to the fact that their families have economic difficulties 3% (Table 23). In Table 21, 9.8% do not know if they like to live in Spain. Although we cannot affirm that it corresponds to the 9.4% of students that did not answer the question of Table 23, there is still around 10-20% of students that have some economic difficulties and also like to live in Spain.

Table 1 - Age

	F	%
9	5	0.9%
10	124	22.1%
11	171	30.5%
12	63	11.2%
13	111	19.8%
14	70	12.5%
15	16	2.9%
16	1	0.2%
Total	561	100%

Table 2 - Age groups

	F	%
9-13	474	84.5%
14-17	87	15.5%
Total	561	100%

Table 3 - Gender

	F	%
A girl	262	46.7%
A boy	291	51.9%
Other (optional)	8	1.4%
Total	561	100%

Table 4 - Age and Gender

		Are you a girl or a boy?			
		A girl	A boy	Other	Total
9-13	F	224	242	8	474
	%	47.3%	51.1%	1.7%	100%
14-17	F	38	49	0	87
	%	43.7%	56.3%	0%	100%

Table 5 - Ethnic background

	F	%	Valid %
Spanish	182	32.44%	34.47%
Moroccan	32	5.70%	6.06%
Catalan	27	4.81%	5.11%
Pakistani	17	3.03%	3.22%
Western	16	2.85%	3.03%
Ecuadorian	15	2.67%	2.84%
Christian	10	1.78%	1.89%
Dominican	10	1.78%	1.89%
Spanish Moroccan	10	1.78%	1.89%
Arabic	10	1.78%	1.89%
Islamic	9	1.60%	1.70%
Muslim	9	1.60%	1.70%
Catalan Spanish	7	1.25%	1.33%
European	7	1.25%	1.33%
Chinese	7	1.25%	1.33%
Colombian	6	1.07%	1.14%
Peruvian	6	1.07%	1.14%
Romanian	6	1.07%	1.14%
Venezuelan	6	1.07%	1.14%
Bangladeshi	5	0.89%	0.95%
Spanish Bangladeshi	5	0.89%	0.95%
Barcelona	4	0.71%	0.76%
Georgian	4	0.71%	0.76%
Honduran	4	0.71%	0.76%
Italian	4	0.71%	0.76%
Russian	4	0.71%	0.76%
Other	106	18.89%	20.08%
Missing	33	5.88%	
Total	561	100.00%	

Several children added multiple cultures of origin in their answers. Here is a table detailing the distribution:

Table 6 - Multiple cultures

	F	%	Valid %
One culture	453	81%	86%
Two cultures	69	12%	13%
Three of more cultures	6	1%	1%
Missing	33	6%	
Total	561	100%	

Table 7- Language (s) you speak at home

	F	%	Valid %
Spanish	332	59.18%	59.61%
Catalan Spanish	45	8.02%	8.08%
Spanish Arabic	24	4.28%	4.31%
Catalan	14	2.50%	2.51%
Urdu	14	2.50%	2.51%
Arabic	14	2.50%	2.51%
Catalan Spanish English	8	1.43%	1.44%
Moroccan	7	1.25%	1.26%
Chinese	7	1.25%	1.26%
Bengali	6	1.07%	1.08%
Russian	5	0.89%	0.90%
English	4	0.71%	0.72%
Spanish English	4	0.71%	0.72%
Spanish Bengali	4	0.71%	0.72%
Spanish Romanian	4	0.71%	0.72%
Spanish Italian	3	0.53%	0.54%
Spanish Urdu	3	0.53%	0.54%
Italian	3	0.53%	0.54%
Romanian	3	0.53%	0.54%
Other	53	9.45%	9.52%
Missing	4	0.71%	
Total	561	100.00%	

Table 8 - How well can you speak Catalan/Spanish?

	Catalan			Spanish		
	F	%	Valid %	F	%	Valid %
Very well	98	17.5%	17.5%	389	69.3%	69.6%
Well	352	62.7%	62.9%	147	26.2%	26.3%
Not well	101	18%	18%	18	3.2%	3.2%
Little/not at all	9	1.6%	1.6%	5	0.9%	0.9%
Not answered	1	0.2%		2	0.4%	
Total	561	100%		561	100%	

Table 9 - Were you born in Spain?

	F	%
Yes	443	79%
No	118	21%
Total	561	100%

Table 10 - In which country were you born?

	F	%	Valid %
Pakistan	15	2.7%	13.6%
Honduras	11	2%	10%
Bangladesh	9	1.6%	8.2%
Venezuela	9	1.6%	8.2%
Dominican Republic	7	1.2%	6.4%
Morocco	5	0.9%	4.5%
Peru	5	0.9%	4.5%
Argentina	4	0.7%	3.6%
Colombia	4	0.7%	3.6%
Ecuador	4	0.7%	3.6%
Georgia	4	0.7%	3.6%
Romania	4	0.7%	3.6%
Chile	3	0.5%	2.7%
Russia	3	0.5%	2.7%
Algeria	2	0.4%	1.8%
China	2	0.4%	1.8%
Cuba	2	0.4%	1.8%
Afghanistan	1	0.2%	0.9%
Armenia	1	0.2%	0.9%
Bolivia	1	0.2%	0.9%
Brasil	1	0.2%	0.9%
Egypt	1	0.2%	0.9%
Ethiopia	1	0.2%	0.9%
France	1	0.2%	0.9%
Guinea	1	0.2%	0.9%
India	1	0.2%	0.9%
Italy	1	0.2%	0.9%
Madagascar	1	0.2%	0.9%
Nicaragua	1	0.2%	0.9%
Sahara	1	0.2%	0.9%
Salvador	1	0.2%	0.9%
Ukraine	1	0.2%	0.9%
United Kingdom	1	0.2%	0.9%
Uruguay	1	0.2%	0.9%
Not answered	451	80.4%	
Total	561	100%	

All children that were born outside of Spain and have been living in the country for up to three years are classified as “newly arrived”. All children that were born outside of Spain and have been living in the country for more than three years are classified as “long-term”. Children that were born in Spain are classified as “local”.

Table 11 - Migration profile (newly arrived, long-term, or local)

	F	%	Valid %
Newly arrived	49	8.7%	8.8%
Long-term	70	12.5%	12.6%
Local	437	77.9%	78.6%
Not answered	5	0.9%	
Total	561	100%	

Table 12 - Age groups crossed with migration profile

		Newly arrived	Long-term	Local	Not answered	Total
9-13	F	38	56	375	5	474
	%	8%	11.8%	79.1%	1.1%	100%
14-17	F	11	14	62	0	87
	%	8.8%	16.1%	71.3%	0%	100%
Total	F	49	70	437	5	561
	%	8.7%	12.5%	77.9%	0.9%	100%

Table 13 - Do you have Spanish citizenship?

	F	%	Valid %
Yes	410	73.1%	89.5%
No	48	8.6%	10.5%
I don't know	79	14.1%	
I don't want to answer	10	2.5%	
Not answered	14	1.8%	
Total	561	100%	

Table 14 - Citizenship and gender

		Girl	Boy	Other	Total
Yes	F	199	209	2	410
	%	48.5%	51%	0.5%	100%
No	F	22	24	2	48
	%	45.8%	50%	4.2%	100%
I don't know	F	27	50	2	79
	%	34.2%	63.3%	2.5%	100%
I don't want to answer	F	7	2	1	10
	%	70%	20%	10%	100%
Not answered	F	7	6	1	14
	%	50%	42.9%	7.1%	100%
Total	F	262	291	8	561
	%	46.7%	51.9%	1.4%	100%

Table 15 - Citizenship and age

		9-13	14-17	Total
Yes	F	344	66	410
	%	83.9%	16.1%	100%
No	F	40	8	48
	%	83.3%	16.7%	100%
I don't know	F	70	9	79
	%	88.6%	11.4%	100%
I don't want to answer	F	7	3	10
	%	70%	30%	100%
Not answered	F	13	1	14
	%	92.9%	7.1%	100%
Total	F	474	87	561
	%	84.5%	15.5%	100%

Table 16 - Do you have parents that were born in another country?

	F	%	Valid %
Yes	304	54.2%	55%
No	249	44.4%	45%
Not answered	8	1.4%	
Total	553	100%	

Table 17 - Do you feel affiliated with a religion?

	F	%	Valid %
Christianity	151	26.9%	27.4%
Islam	111	19.8%	20.1%
Hindusim	1	0.2%	0.2%
Buddhism	2	0.4%	0.4%
Sikhism	2	0.4%	0.4%
Judaism	0	0%	0%
Some other religion. Which?	6	1.1	1.1%
I am not affiliated with a religion	176	31.4%	31.9%
I don't know	81	14.4%	15.7%
I don't want to answer	21	3.7%	3.8%
Not answered	10	1.8%	
Total	561	100%	

Table 18 - Other religion – Which one?

	F	%	Valid %
African	1	0.2%	16.7%
Christianity Islam	2	0.4%	33.3%
Greek	1	0.2%	16.7%
Nature	1	0.2%	16.7%
Arabic	1	0.2%	16.7%
Not answered	555	98.9%	
Total	561	100%	

Table 19 - Where do you live?

	F	%	Valid %
A large city (like Barcelona)	302	53.8%	54.5%
A town or a small city (like Manresa, Reus, etc.)	244	43.5%	44%
Rural area or village	8	1.4%	1.4%
Not answered	7	1.2%	
Total	561	100%	

Table 20 - Do you live in an area where many people are of a different race, ethnic or religious group?

	F	%	Valid %
Yes	369	65.8%	66.8%
No	36	6.4%	6.5%
I don't know	147	26.2%	26.6%
Not answered	9	1.6%	
Total	561	100%	

Table 21 - Do you like living in this country?

	F	%	Valid %
Yes	466	83.1%	83.8%
No	35	6.2%	6.3%
I don't know	55	9.8%	9.9%
Not answered	5	0.9%	
Total	556	100%	

Table 22 - If you could live in another country, which country would that be?

	F	%	Valid %		F	%	Valid %
United States	80	14.3%	16.7%	Dubai	8	1.4%	1.7%
France	47	8.4%	9.8%	Pakistan	8	1.4%	1.7%
Japan	35	6.2%	7.3%	Chile	7	1.3%	1.5%
Andorra	27	4.8%	5.7%	China	7	1.3%	1.5%
None	18	3.2%	3.8%	Hawaii	5	0.9%	1.1%
Italy	18	3.2%	3.8%	South Korea	4	0.7%	0.8%
England	14	2.5%	2.9%	United States United Kingdom	4	0.7%	0.8%
Spain	14	2.5%	2.9%	Dominican Republic	4	0.7%	0.8%
Morocco	14	2.5%	2.9%	Brazil	3	0.5%	0.6%
United Kingdom	13	2.3%	2.7%	Norway	3	0.5%	0.6%
Germany	12	2.1%	2.5%	Portugal	3	0.5%	0.6%
Argentina	11	2%	2.3%	Russia	3	0.5%	0.6%
Canada	10	1.8%	2.1%	Other	87	15.5%	18.2%
Ecuador	10	1.8%	2.1%	Missing	83	14.8%	
Mexico	9	1.6%	1.9%	Total	561	100%	

Table 23 - Socio-economic status

	F	%	Valid %
In our family, we do not have difficulties to cover our economic necessities	317	56.5%	62.4%
In our family, we have some difficulties to cover our economic necessities	174	31%	34.3%
In our family, we have difficulties to cover our economic necessities	17	3%	3.3%
Not answered	53	9.4%	
Total	561	100%	

Table 24 - Do you live with the members of your family?

	F	%	Valid %
Yes	523	93.2%	97.2%
No (casa de acogida, CRAE, other)	15	2.7%	2.8%
Not answered	23	4.1%	
Total	561	100%	

Well-being and everyday life

More than half of the respondents are satisfied with their lives⁹, like the way they are¹⁰ and feel positive about their future¹¹. This can be due to the fact that more than 80%

⁹ Table 25: 53.5% are strongly agree and 29.2% agree with that (82.7% in total).

¹⁰ Table 25: 60.4% are strongly agree and 20.4% agree with that (80.8% in total).

¹¹ Table 25: 47.1% are strongly agree and 29.3% agree with that (76.4% in total).

consider family as a good support and helper¹², and a similar percentage¹³ feel the same towards their friends (Table 27). These friends are not only from school, since 41.4% of participants spend time outside school with other friends (from the neighbourhood, etc.) (Table 28). Although, with these numbers, we might suppose that they have a very social life, they spend more time connected online with friends outside school than meeting face to face¹⁴. And 34% of respondents rarely or never participate in organized leisure activities.

In addition, almost half of the sample spends time being by themselves every day or almost every day (48.3%, Table 26).

Table 25 - Life satisfaction

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
I am completely satisfied with my life	F	7	12	68	147	269	503
	%	1.4%	2.4%	13.5%	29.2%	53.5%	100%
I have what I want in life	F	14	37	109	165	201	526
	%	2.7%	7%	20.7%	31.4%	38.2%	100%
I like being the way I am	F	18	20	64	108	320	530
	%	3.4%	3.8%	12.1%	20.4%	60.4%	100%
I feel positive about my future	F	16	15	88	148	238	505
	%	3.2%	3%	17.4%	29.3%	47.1%	100%

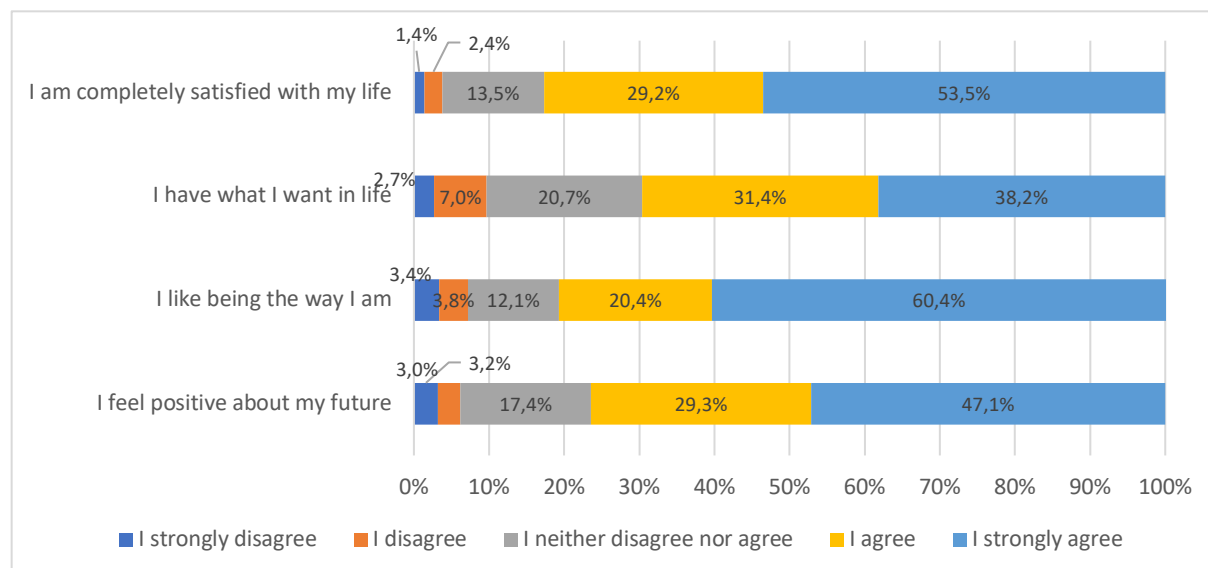


Figure 25.1

¹² Table 27: 89.7% if they have a problem, their family will help them (72.7% are strongly agree and 17% agree with that); and 83.7% feel listened to and taken into account by their parents (56.4% strongly agree and 27.3% agree).

¹³ Table 27: 86.3% if they have a problem, they have friends that will support them (65.2% strongly agree and 21.1% agree).

¹⁴ Table 29: 29.9% often spend time with friends face to face and 43.5% often spend time with friends online. In addition, 68.9% use digital devices to stay in touch with friends and family and relatives every day or almost every day.

Table 26 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	F	187	211	152	550
	%	34%	38.4%	27.6%	100%
Meeting, playing with friends	F	124	240	183	547
	%	22.7%	43.9%	33.5%	100%
Using smartphone or computer to stay in touch with friends/relatives	F	46	124	376	546
	%	8.4%	22.7%	68.9%	100%
Spending time just being by myself	F	91	189	262	542
	%	16.8%	34.9%	48.3%	100%

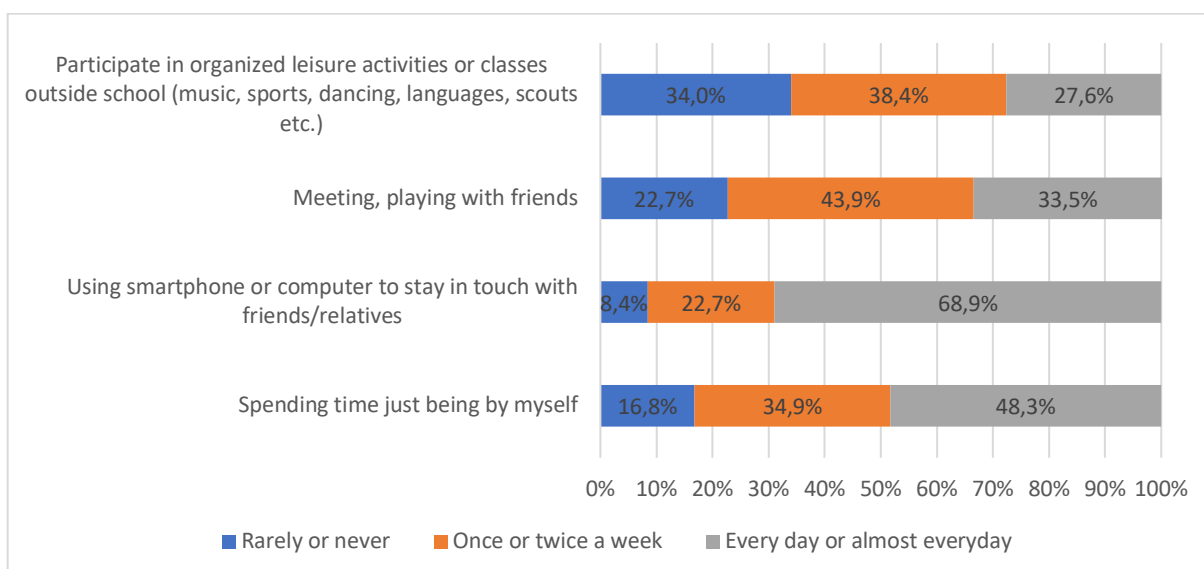


Figure 26.1

Table 27 - Family and friends

		I strongly disagree	I disagree	I neither disagree nor agree	I agree	I strongly agree	Total
If I have a problem, my family will help me	F	12	13	28	88	376	517
	%	2.3%	2.5%	5.4%	17%	72.7%	100%
My parents (carers) listen to me and take what I say into account	F	11	13	65	148	306	543
	%	2%	2.4%	12%	27.3%	56.4%	100%
I have enough friends	F	20	14	37	109	358	538
	%	3.7%	2.6%	6.9%	20.3%	66.5%	100%
If I have a problem, I have a friend who will support me	F	18	13	42	112	346	531
	%	3.4%	2.4%	7.9%	21.1%	65.2%	100%

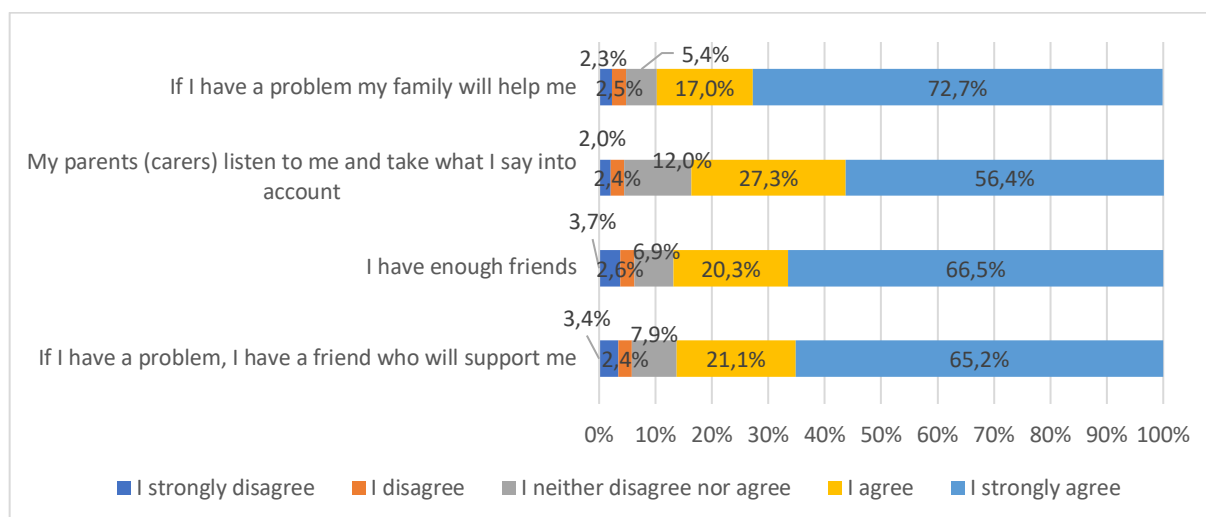


Figure 27.1

Table 28 - Leisure time

		True	False	Total
Out of school, I spend time with friends from school	F	256	275	531
	%	48.2%	51.8%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	F	220	311	531
	%	41.4%	58.6%	100%
Out of school, I don't spend time with friends	F	166	343	509
	%	32.6%	67.4%	100%

Table 29 - Leisure time 2

		Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	F	56	61	77	179	159	532
	%	10.5%	11.5%	14.5%	33.6%	29.9%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	F	54	43	55	148	231	531
	%	10.2%	8.1%	10.4%	27.9%	43.5%	100%

School life

Very few students do not feel good at school and do not feel they belong to their classroom (around less than 7%, Table 30). We could infer that these are the same that have been felt treated unfairly because of their gender (10.3%), nationality (7.5%), or religion (6.6%). What is more worrying is that around 5% of respondents have felt disadvantaged by teachers because of their gender (4.8%), the place where they live (4.6%), or the language they speak (5.7%) (Table 33). Therefore, it seems that although a great number of students feel listened to and supported by teachers, schools do not fully embody a multicultural approach. In addition, only 11.9% of participants consider that teachers often talk about different countries, languages, cultures, or religion in class, and 42.8% feel that they do sometimes (Table 35). Thus, schools have achieved a multicultural community of

students in which very few feel excluded, and where all of them cohabit school with many friends from different cultures (42.6%, Table 38).

Table 30 - How do you feel about your school?

		Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	F	23	17	125	201	180	546
	%	4.2%	3.1%	22.9%	36.8%	33%	100%
I feel safe when I am at school	F	13	17	77	162	267	536
	%	2.4%	3.2%	14.4%	30.2%	49.8%	100%
I feel like I belong in this class	F	15	24	64	130	293	526
	%	2.9%	4.6%	12.2%	24.7%	55.7%	100%
I am OK when a teacher asks me a question	F	39	39	135	173	141	527
	%	7.4%	7.4%	25.6%	32.8%	26.8%	100%
I feel OK about what my classmates think of me	F	27	30	119	116	203	495
	%	5.5%	6.1%	24%	23.4%	41%	100%

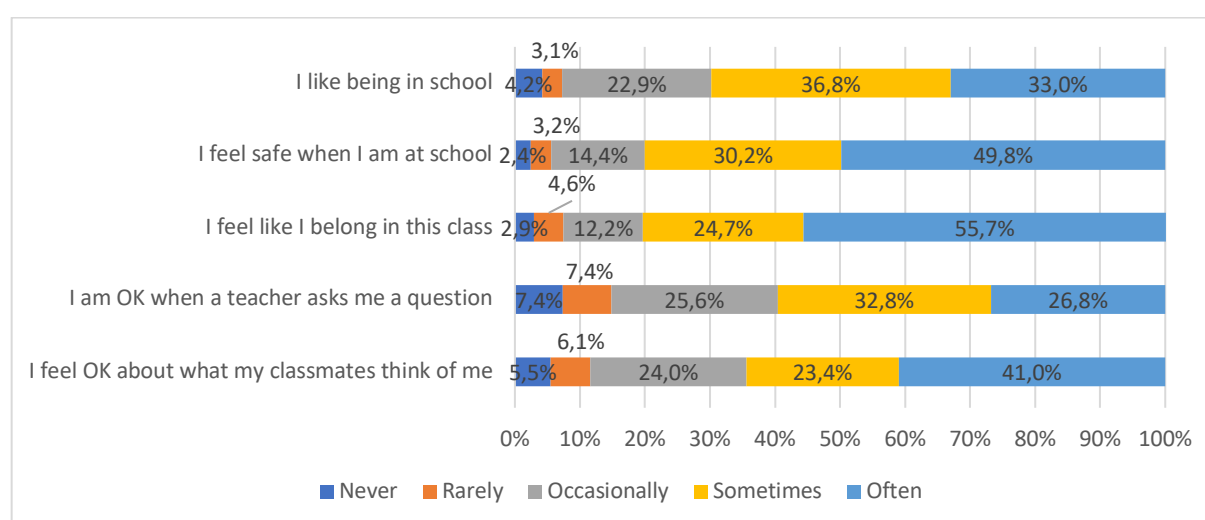


Figure 30.1

Table 31 - Relationships in class

		Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	F	2	8	60	127	310	507
	%	0.4%	1.6%	11.8%	25%	61.1%	100%
My teachers accept me the same way as other classmates.	F	9	12	40	119	339	519
	%	1.7%	2.3%	7.7%	22.9%	65.3%	100%
My classmates care about how I feel.	F	15	33	115	155	203	521
	%	2.9%	6.3%	22.1%	29.8%	39%	100%
My teachers listen to me and take what I say into account	F	10	22	61	156	281	530
	%	1.9%	4.2%	11.5%	29.4%	53%	100%
My teachers talk about different countries, languages, cultures or religion	F	37	30	163	145	143	518
	%	7.1%	5.8%	31.5%	28%	27.6%	100%

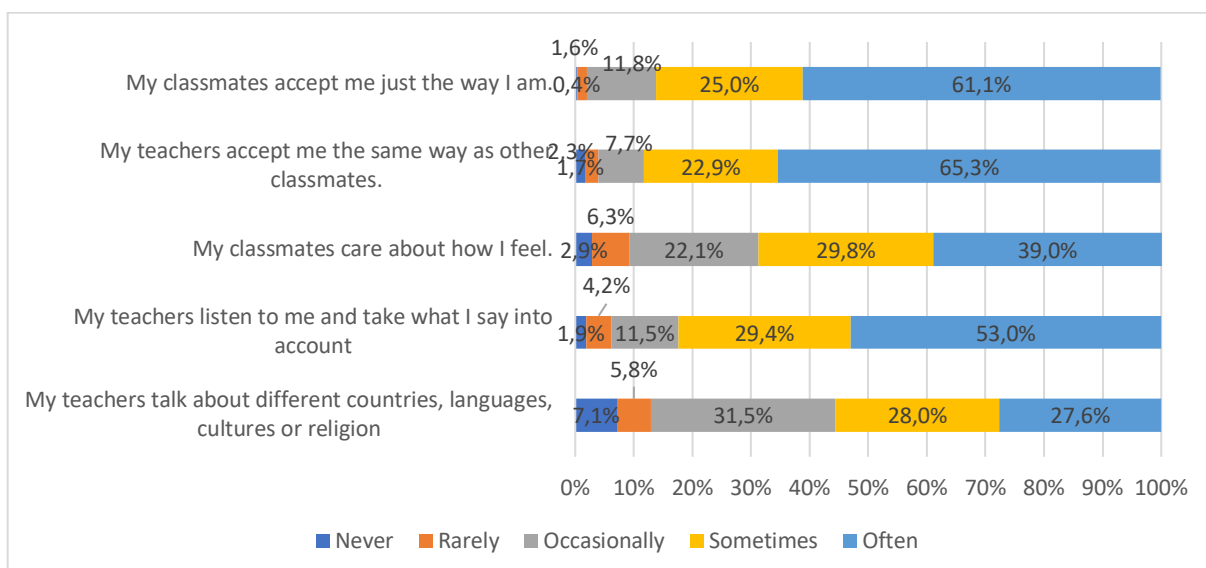


Figure 31.1

Table 32 – Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	F	230	122	100	93	545
	%	42.2%	22.4%	18.3%	17.1%	100%
Hit or hurt you	F	341	84	76	46	547
	%	62.3%	15.4%	13.9%	8.4%	100%
Leave you out of their games or activities	F	313	90	84	56	543
	%	57.6%	16.6%	15.5%	10.3%	100%

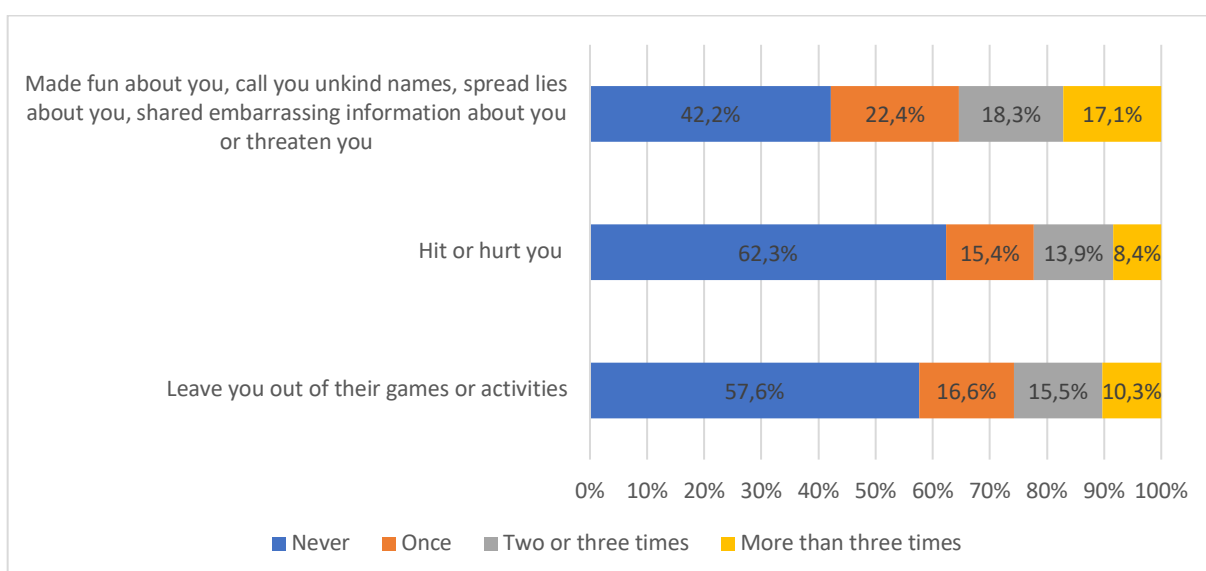


Figure 32.1

Table 33 - Have you ever felt that you were treated unfairly because of the following reasons?

		By the teachers			By the classmates		
		Yes	No	Total	Yes	No	Total
Your gender	F	25	498	523	54	468	522
	%	4.8%	95.2%	100%	10.3%	89.7%	100%
Your economic status (poor/rich)	F	12	494	506	28	478	506
	%	2.4%	97.6%	100%	5.5%	94.5%	100%
Your religion	F	15	500	515	34	485	519
	%	2.9%	97.1%	100%	6.6%	93.4%	100%
Your nationality/race	F	13	507	520	38	470	508
	%	2.5%	97.5%	100%	7.5%	92.5%	100%
Where you live (district, village/town)	F	24	495	519	27	488	515
	%	4.6%	95.4%	100%	5.2%	94.8%	100%
Language you speak	F	30	498	528	35	479	514
	%	5.7%	94.3%	100%	6.8%	93.2%	100%

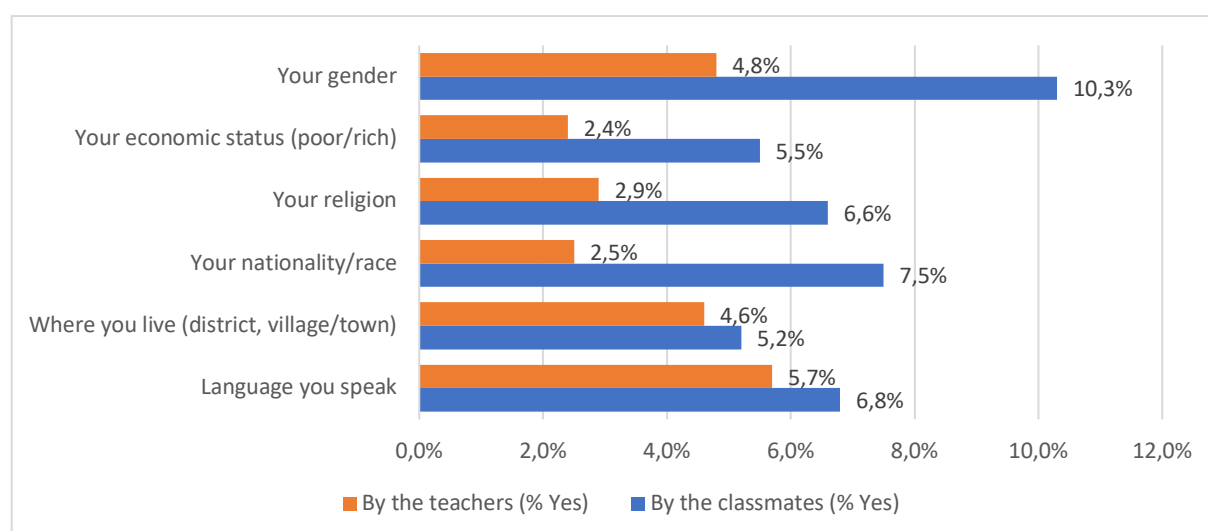


Figure 33.1

Table 34 - Are children allowed to speak other languages in your school (in the hallways, when playing)?

	F	%	Valid %
Yes	471	84%	86.9%
No	71	12.7%	13.1%
Not answered	19	3.4%	
Total	561	100%	

Table 35 - During classes, do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

	F	%	Valid %
Often	67	11.9%	12.2%
Sometimes	240	42.8%	43.6%
No	122	21.7%	22.1%
I don't know	122	21.7%	22.1%
Not answered	10	1.8%	
Total	561	100%	

Table 36 - How successful are you in school in relation to your classmates?

	F	%	Valid %
I am doing very good in school, my grades are good	202	36%	38.3%
I am doing average in school, my grades are average	292	52%	55.4%
I am doing bad in school, my grades are bad	33	5.9%	6.3%
Not answered	34	6.1%	
Total	561	100%	

Table 37 - Multiculturality

		I strongly disagree	I Disagree	I neither agree nor disagree	I agree	I strongly agree	Total
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, (e.g., food, clothing, language)	F	9	10	39	92	355	505
	%	1.8%	2%	7.7%	18.2%	70.3%	100%
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	F	4	5	30	99	383	521
	%	0.8%	1%	5.8%	19%	73.5%	100%
In our class, pupils of different ethnicities/races/religion get along well	F	6	4	46	148	305	509
	%	1.2%	0.8%	9%	29.1%	59.9%	100%

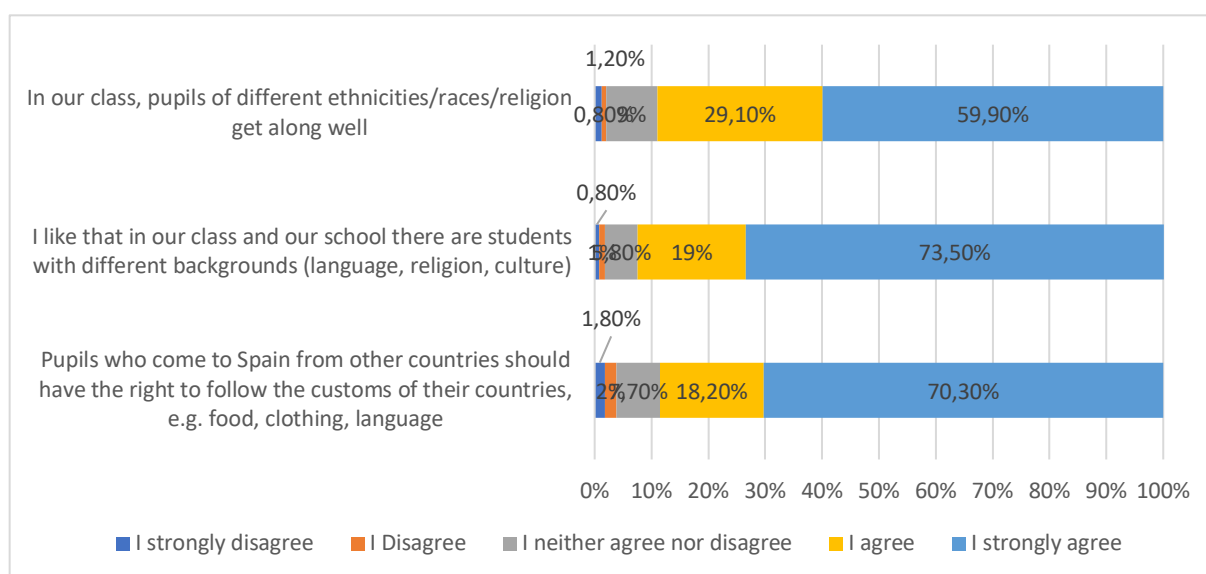


Figure 37.1

Table 38 - Do you have friends from different countries (cultures/religions)?

	F	%	Valid %
Yes, several	235	41.9%	42.6%
Yes, a few	278	49.6%	50.4%
No, none at all	17	3%	3.1%
Don't know	22	3.9%	4%
Not answered	9	1.6%	
Total	561	100%	

3.2 Newly arrived, long-term, and local children

Demographic data

The total number of newly arrived students that answered the questionnaire was 49, the 8.8% of the sample of 561 students (Table 11). Newly arrived students mainly come from Latin American countries (52.1%) and Asian countries (21.7%) (Table 50). The countries from Latin America they migrated from were Venezuela (19.6%), Dominican Republic (8.7%), Colombia (4.3%), Argentina (4.3%), Honduras (4.3%), Perú (4.3%), Bolivia (2.2%), Chile (2.2%), and Cuba (2.2%). The Asian countries were Pakistan (15.2%) and Russia (6.5%).

Regarding long-term students, a total of 70 answered the questionnaire, 12.6% from the sample of 561 students. Long-term students mainly come from Latin American countries (45.8%), and Asia (26.2%) (Table 51). The Latin American countries include Honduras (13.1%), Ecuador (6.6%), Dominican Republic (4.9%), Peru (4.9%), Argentina (3.3%), Chile (3.3%), Colombia (3.3%), Cuba (1.6%), Nicaragua (1.6%), Salvador (1.6%), and Uruguay (1.6%). The Asian countries were Pakistan (13.1%), Bangladesh (9.8%) and China (3.3%).

Besides countries from these main regions, the countries where more students come from are Romania (6.6%) and Morocco (4.3%).

Comparing Tables 50 and 51 with Tables 41, 42 and 43, looking at the cases of newly arrived and long-term students, there is mainly a correlation between countries that students were born and their culture of origin. Only in some cases students consider Spain also as a culture of origin, beside the country they were born in. These are the cases of a few newly arrived students coming from Venezuela (2.1% feel Venezuelan and Spanish) or Bangladesh (2.1% feel Bengali and Spanish). And a small number of long-term students coming from Chile (1.4% feel Chilean and Spanish) and Bangladesh as well (1.4% feel Bengali and Spanish). There are also interesting cases in which students express multiple cultures of origin, different from Spanish and the country they were born. For example, 1.4% of newly arrived students consider themselves Venezuelan and Argentinian. Regarding long-term students, 1.4% feel Argentinian and Peruvian, 1.4% Argentinian and Uruguayan, 1.4% English and South African, 1.4% French and Algerian, 1.4% French and Colombian, 1.4% French and Honduran, and 1.4% Italian and Nigerian.

Regarding local students (Table 43), almost half of them (46%)¹⁵ do not feel Spanish or they feel Spanish plus another culture of origin (12%)¹⁶. In addition, according to Table 53, the parents of 50.6% of local students were born in a country other than Spain. Again, we can infer how culturally diverse the group of local students is. Another curiosity in local students is that some of them responded with multiple cultures of origin but all of them belong to different regions of Spain.

In terms of citizenship, 38.8% of newly arrived students answered they did not have Spanish citizenship, 36.7% did not know and only 20.4% were sure they had it. Looking at long-term students, 20% answered that they did not have Spanish citizenship, 32.9% did not know and 40% were sure they had it (Table 52).

When asked about their affiliation with a religion (Table 54), there is a predominance of two religions: Christianity (with 37.5% of newly arrived students, 34.3% of long-term students and 25.4% of local students); and Islam (with 31.3% of newly arrived students, 27.1% of long-term students and 17.6% of local students). Only 2.6% of local students answered that they were affiliated to 'other' religions. It is also remarkable the higher percentage of local students not affiliated with any religion (36.9%) compared to newly arrived students (16.7%) and long-term students (14.3%).

Looking at the tables related to language, the most common fact among newly arrived students, when not coming from Latin American countries, is that at home these students speak the language of origin of their parents (Table 44), while among long-term students there are more cases where students speak the language of origin of their parents plus Spanish (Table 45). However, it is remarkable that 14.7% of newly arrived students speak Catalan with their parents since Catalan is only spoken natively in three Spanish regions and Andorra (Table 44).

Another relevant data is that many newly arrived students (51%) and long-term students (68.6%) speak Catalan well (and 7.1% of long-term students consider themselves to speak Catalan very well) (Table 47).

¹⁵ 100% - 43.4% of students that consider themselves only Spanish - 6.1% that feel Catalan (an Autonomous Community of Spain) - 1.7% that feel both Catalan and Spanish - 1% that feel from Barcelona (Catalonia's Capital city) - 0.5% that feel Andalusian (an Autonomous Community of Spain) - 0.5% that feel from El Prat de Llobregat (Spanish city) - 0.2% from Olivella (Spanish city) - 0.2% from Spanish/Asturian/Valencian (cities of Spain) - 0.2% Spanish/Christian - 0.2% Spanish/Gypsy.

¹⁶ 2.5% Spanish/Moroccan + 0.5% Catalan/Philippines + 0.5% Spanish/Algerian + 0.5% Spanish/Bengali + 0.5% Spanish/Dominican + 0.5% Spanish/Philippines + 0.5% Spanish/Pakistani + 0.5% Spanish/Chinese + 0.2% Catalan/Algerian + 0.2% Catalan/English/Chilean + 0.2% Catalan/Argentinian + 0.2% Catalan/Spanish/Moroccan/Indian + 0.2% Catalan/Japanese + 0.2% Spanish/Argentinian + 0.2% Spanish/Armenian + 0.2% Spanish/Basque/Australian + 0.2% Spanish/Colombian + 0.2% Spanish/Honduran + 0.2% Spanish/Italian + 0.2% Spanish/Paraguayan + 0.2% Spanish/Polish + 0.2% Spanish/Ukrainian/Moroccan + 0.2% Spanish/Arabic.

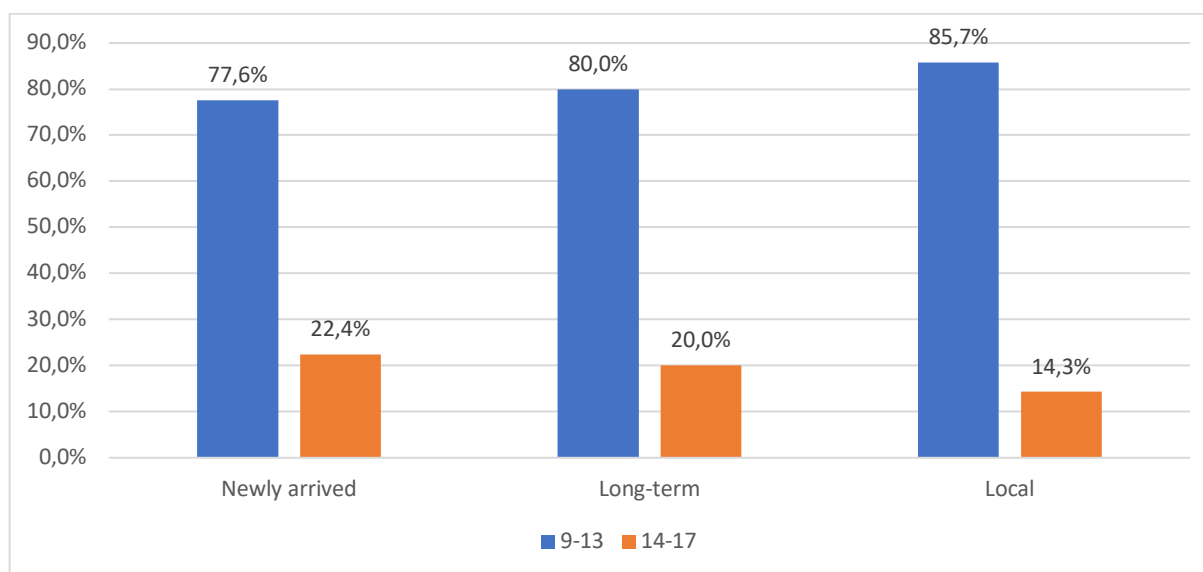
Regarding the local students, Table 46 shows how culturally diverse this category is, since some of them (8.8%) speak at home only another language that is not Spanish or Catalan¹⁷, or combine Spanish/Catalan with some other language (13.7%)¹⁸.

In regard to socio-economic status, there is no difference among categories.

Table 39 - Migration profile * Age

		Age		Total	
		9-13	14-17		
Migrant status	Newly arrived	F	38	11	49
		%	77.6%	22.4%	100%
	Long-term	F	56	14	70
		%	80%	20%	100%
	Local	F	375	62	437
		%	85.8%	14.2%	100%
Total		F	469	87	556
		%	84.3%	15.7%	100%

Figure 39.1



¹⁷ 2.5% Arabic + 1.4% Moroccan + 1.4% Chinese + 0.9% Urdu + 0.7% English + 0.7% Italian + 0.7% Russian + 0.5% Hindi + 0.2% Armenian + 0.2% Bengali + 0.2% Caló + 0.2% Gola + 0.2% Pakistani + 0.2% Polish + 0.2% Ukranian.

¹⁸ 5.1% Spanish/Arabic + 1.6% Catalan/Spanish/English + 0.7% Spanish/English + 0.7% Spanish/Italian + 0.7% Spanish/Romanian + 0.7% Spanish/Urdu + 0.5 Spanish/English/Arabic + 0.5% Spanish/Moroccan + 0.5% Spanish/Chinese + 0.5% Catalan/Spanish/Arabic + 0.2% Spanish/Arel + 0.2% Spanish/Armenian + 0.2% Spanish/Bengali + 0.2% Spanish/Bubi + 0.2% Spanish/Philippines + 0.2% Spanish/Moldovan + 0.2% Spanish/Tagalog + 0.2% Spanish/Arabic/Rifia + 0.2% Catalan/Spanish/Japanese + 0.2% Catalan/Spanish/Chinese + 0.2% Catalan/Italian.

Table 40 - Migration profile * Gender

			Gender			Total
			Girl	Boy	Other	
Migrant status	Newly arrived	F	13	36	0	49
		%	26.5%	73.5%	0%	100%
	Long-term	F	43	25	2	70
		%	61.4%	35.7%	2.9%	100%
	Local	F	206	225	6	435
		%	47.1%	51.5%	1.4%	100%
Total		F	262	286	8	556
		%	47.1%	51.4%	1.4%	100%

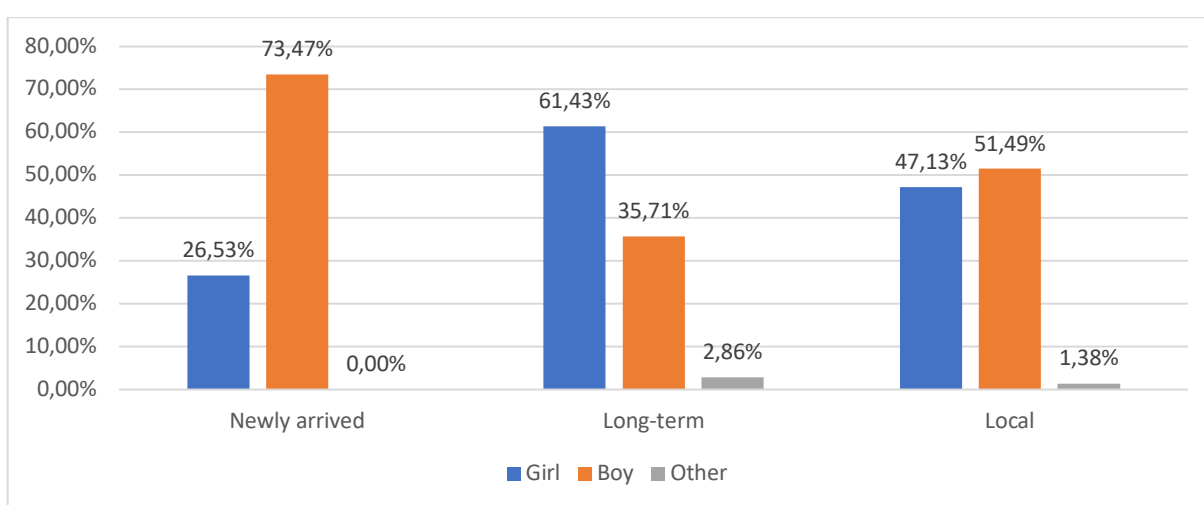


Figure 40.1

Table 41 - Migration Profile - Newly arrived * Ethnic background

	F	%	Valid %
Venezuelan	6	12.2%	12.8%
Pakistani	5	10.2%	10.6%
Dominican	4	8.2%	8.5%
Colombian	3	6.1%	6.4%
Muslim	3	6.1%	6.4%
Russian	3	6.1%	6.4%
Argentinian	2	4.1%	4.3%
Georgian	2	4.1%	4.3%
Arabic	2	4.1%	4.3%
Bengali	1	2%	2.1%
Bolivian	1	2%	2.1%
Brazilian	1	2%	2.1%
Catalan Moroccan	1	2%	2.1%
Catholic	1	2%	2.1%
Cuban	1	2%	2.1%
Spanish Bengali	1	2%	2.1%
Spanish Venezuelan	1	2%	2.1%
Honduran	1	2%	2.1%
Islamic	1	2%	2.1%
Madagascar	1	2%	2.1%
Moroccan	1	2%	2.1%
Muslim Afghan	1	2%	2.1%
Peruvian	1	2%	2.1%
Ukrainian	1	2%	2.1%
Venezuelan Argentina	1	2%	2.1%
Chilean	1	2%	2.1%
Missing	2	4.1%	
Total	49	100%	

Table 42 - Long-term × Ethnic background

	F	%	Valid %
Pakistani	6	8.6%	8.7%
Spanish	5	7.1%	7.2%
Bengali	4	5.7%	5.8%
Christian	4	5.7%	5.8%
Ecuadorian	4	5.7%	5.8%
Dominican	3	4.3%	4.3%
Honduran	3	4.3%	4.3%
Islamic	3	4.3%	4.3%
Moroccan	3	4.3%	4.3%
Peruvian	3	4.3%	4.3%
Romanian	3	4.3%	4.3%
Catalan	2	2.9%	2.9%
Colombian	2	2.9%	2.9%
Georgian	2	2.9%	2.9%
Chinese	2	2.9%	2.9%
English South African	1	1.4%	1.4%
Argentinian Peruvian	1	1.4%	1.4%
Argentinian Uruguayan	1	1.4%	1.4%
Armenian	1	1.4%	1.4%
Catholic	1	1.4%	1.4%
Cuban	1	1.4%	1.4%
Egyptian	1	1.4%	1.4%
Spanish Bengali	1	1.4%	1.4%
Spanish Muslim Bengali	1	1.4%	1.4%
Spanish Chilean	1	1.4%	1.4%
French Algerian	1	1.4%	1.4%
French Colombian	1	1.4%	1.4%
French Honduran	1	1.4%	1.4%
Italian Nigerian	1	1.4%	1.4%
Latin American	1	1.4%	1.4%
Muslim	1	1.4%	1.4%
Nicaragua	1	1.4%	1.4%
Salvadoreña	1	1.4%	1.4%
South American	1	1.4%	1.4%
Ukrainian	1	1.4%	1.4%
Missing	1	1.4%	
Total	70	100%	

Table 43 - Local × Ethnic background

	F	%	Valid %
Spanish	177	40.5%	43.4%
Moroccan	28	6.4%	6.9%
Catalan	25	5.7%	6.1%
Western	16	3.7%	3.9%
Ecuadorian	11	2.5%	2.7%
Spanish Moroccan	10	2.3%	2.5%
Arabic	8	1.8%	2%
Catalan Spanish	7	1.6%	1.7%
European	7	1.6%	1.7%
Christian	6	1.4%	1.5%
Pakistani	6	1.4%	1.5%
Islamic	5	1.1%	1.2%
Muslim	5	1.1%	1.2%
Chinese	5	1.1%	1.2%
Barcelona	4	0.9%	1%
Italian	4	0.9%	1%
Atheist	3	0.7%	0.7%
Dominican	3	0.7%	0.7%
Gypsy	3	0.7%	0.7%
Romanian	3	0.7%	0.7%
African	2	0.5%	0.5%
Andalusian	2	0.5%	0.5%
Bolivian	2	0.5%	0.5%
Catalan Philippines	2	0.5%	0.5%
El Prat de Llobregat	2	0.5%	0.5%
Spanish Algerian	2	0.5%	0.5%
Spanish Bengali	2	0.5%	0.5%
Spanish Dominican	2	0.5%	0.5%
Spanish Philippines	2	0.5%	0.5%
Spanish Pakistani	2	0.5%	0.5%
Spanish Chinese	2	0.5%	0.5%
Nigerian	2	0.5%	0.5%
Peruvian	2	0.5%	0.5%

Chilean	2	0.5%	0.5%
Algerian	1	0.2%	0.2%
English Japanese	1	0.2%	0.2%
Argentinian Barcelona	1	0.2%	0.2%
Armenian	1	0.2%	0.2%
Belgian Venezuelan	1	0.2%	0.2%
Brazilian Girona	1	0.2%	0.2%
Caló	1	0.2%	0.2%
Catalan Algerian	1	0.2%	0.2%
Catalan English Chile	1	0.2%	0.2%
Catalan Argentinian	1	0.2%	0.2%
Catalan Spanish Moroccan Indian	1	0.2%	0.2%
Catalan Japanese	1	0.2%	0.2%
Colombian	1	0.2%	0.2%
Spanish Argentinian	1	0.2%	0.2%
Spanish Armenian	1	0.2%	0.2%
Spanish Asturian Valencian	1	0.2%	0.2%
Spanish Basque Australian	1	0.2%	0.2%
Spanish Colombian	1	0.2%	0.2%
Spanish Christian	1	0.2%	0.2%
Spanish Gypsy	1	0.2%	0.2%
Spanish Honduran	1	0.2%	0.2%
Spanish Italian	1	0.2%	0.2%
Spanish Paraguayan	1	0.2%	0.2%
Spanish Polish	1	0.2%	0.2%
Spanish Ukrainian Moroccan	1	0.2%	0.2%
Spanish Arabic	1	0.2%	0.2%
European Moroccan	1	0.2%	0.2%
Philippines	1	0.2%	0.2%
Gambian	1	0.2%	0.2%
Roma Christian	1	0.2%	0.2%
Hispanic	1	0.2%	0.2%
Irish British	1	0.2%	0.2%
Italian Ecuadorian	1	0.2%	0.2%
Latin American	1	0.2%	0.2%
Mediterranean	1	0.2%	0.2%
Moldavan	1	0.2%	0.2%
Olivella	1	0.2%	0.2%
Paraguayan	1	0.2%	0.2%
Russian	1	0.2%	0.2%
Russian Cuban	1	0.2%	0.2%
Senegalese Malinese	1	0.2%	0.2%
South American	1	0.2%	0.2%
Ukrainian	1	0.2%	0.2%
Indian	1	0.2%	0.2%
Missing	29	6.6%	
Total	437	100%	

Table 44 - Newly arrived * Languages you speak at home

	F	%	Valid %
Spanish	21	42.9%	43.8%
Urdu	6	12.2%	12.5%
Catalan Spanish	2	4.1%	4.2%
Russian	2	4.1%	4.2%
Arabic	2	4.1%	4.2%
Bengali	1	2%	2.1%
Berber	1	2%	2.1%
Spanish English	1	2%	2.1%
Spanish Georgian	1	2%	2.1%
Spanish Russian	1	2%	2.1%
Catalan	1	2%	2.1%
Catalan Bengali	1	2%	2.1%
Catalan Spanish English	1	2%	2.1%
Catalan Ukrainian	1	2%	2.1%
Catalan Urdu	1	2%	2.1%
French	1	2%	2.1%
Georgian	1	2%	2.1%
Moroccan	1	2%	2.1%
Pashto Farsi	1	2%	2.1%
Portuguese	1	2%	2.1%
Missing	1	2%	
Total	49	100%	

Table 45 - Long-term * Languages you speak at home

	F	%	Valid %
Spanish	33	47.1%	47.1%
Bengali	4	5.7%	5.7%
Catalan Spanish	4	5.7%	5.7%
Urdu	4	5.7%	5.7%
Romanian	3	4.3%	4.3%
Spanish Bengali	2	2.9%	2.9%
Spanish Arabic	2	2.9%	2.9%
English Urdu Punjabi	1	1.4%	1.4%
English	1	1.4%	1.4%
Spanish German	1	1.4%	1.4%
Spanish English Italian	1	1.4%	1.4%
Spanish Armenian	1	1.4%	1.4%
Spanish Egyptian	1	1.4%	1.4%

Spanish Georgian	1	1.4%	1.4%
Spanish OMD	1	1.4%	1.4%
Spanish Romanian	1	1.4%	1.4%
Catalan Spanish Urdu	1	1.4%	1.4%
Catalan Urdu	1	1.4%	1.4%
French	1	1.4%	1.4%
French English Arabic	1	1.4%	1.4%
Georgian	1	1.4%	1.4%
Isco	1	1.4%	1.4%
Ukrainian	1	1.4%	1.4%
Chinese	1	1.4%	1.4%
Arabic	1	1.4%	1.4%
Total	70	100%	

Table 46 - Migration Profile - Local * Languages you speak at home

	F	%	Valid %
Spanish	276	63.2%	63.6%
Catalan Spanish	39	8.9%	9%
Spanish Arabic	22	5%	5.1%
Catalan	13	3%	3%
Arabic	11	2.5%	2.5%
Catalan Spanish English	7	1.6%	1.6%
Moroccan	6	1.4%	1.4%
Chinese	6	1.4%	1.4%
Urdu	4	0.9%	0.9%
English	3	0.7%	0.7%
Spanish English	3	0.7%	0.7%
Spanish Italy	3	0.7%	0.7%
Spanish Romanian	3	0.7%	0.7%
Spanish Urdu	3	0.7%	0.7%
Italian	3	0.7%	0.7%
Russian	3	0.7%	0.7%
Spanish English Arabic	2	0.5%	0.5%
Spanish Moroccan	2	0.5%	0.5%
Spanish Chinese	2	0.5%	0.5%
Catalan Spanish Arabic	2	0.5%	0.5%
Hindi	2	0.5%	0.5%

Armenian	1	0.2%	0.2%
Bengali	1	0.2%	0.2%
Caló	1	0.2%	0.2%
Spanish Arel	1	0.2%	0.2%
Spanish Armenian	1	0.2%	0.2%
Spanish Bengali	1	0.2%	0.2%
Spanish Bubi	1	0.2%	0.2%
Spanish Philippines	1	0.2%	0.2%
Spanish Moldovan	1	0.2%	0.2%
Spanish Tagalog	1	0.2%	0.2%
Spanish Arabic Rifia	1	0.2%	0.2%
Catalan Spanish Japanese	1	0.2%	0.2%
Catalan Spanish Chinese	1	0.2%	0.2%
Catalan Italian	1	0.2%	0.2%
Gola	1	0.2%	0.2%
Sign language	1	0.2%	0.2%
Pakistani	1	0.2%	0.2%
Polish	1	0.2%	0.2%
Ukrainian	1	0.2%	0.2%
Missing	3	0.7%	
Total	437	100%	

Table 47 - Migration Profile * How well do you speak Catalan?

			Catalan				Total
			Very well	Well	Little	Not at all	
Migrant status	Newly arrived	F	0	25	18	6	49
		%	0%	51%	36.7%	12.2%	100%
	Long-term	F	5	48	17	0	70
		%	7.1%	68.6%	24.3%	0%	100%
	Local	F	93	276	64	3	436
		%	21.3%	63.3%	14.7%	0.7%	100%
Total		F	98	349	99	9	555
		%	17.7%	62.9%	17.8%	1.6%	100%

Cramer's V: 0.251, Sig.:0.000

Table 48 - Migration Profile * How well do you speak Spanish?

			Spanish				Total
			Very well	Well	Little	Not at all	
Migrant status	Newly arrived	F	24	16	6	3	49
		%	49%	32.7%	12.2%	6.1%	100%
	Long-term	F	44	20	5	1	70
		%	62.9%	28.6%	7.1%	1.4%	100%
	Local	F	317	110	7	1	435
		%	72.9%	25.3%	1.6%	0.2%	100%
Total		F	385	146	18	5	554
		%	69.5%	26.4%	3.2%	0.9%	100%

Cramer's V: 0.193, Sig.:0.000

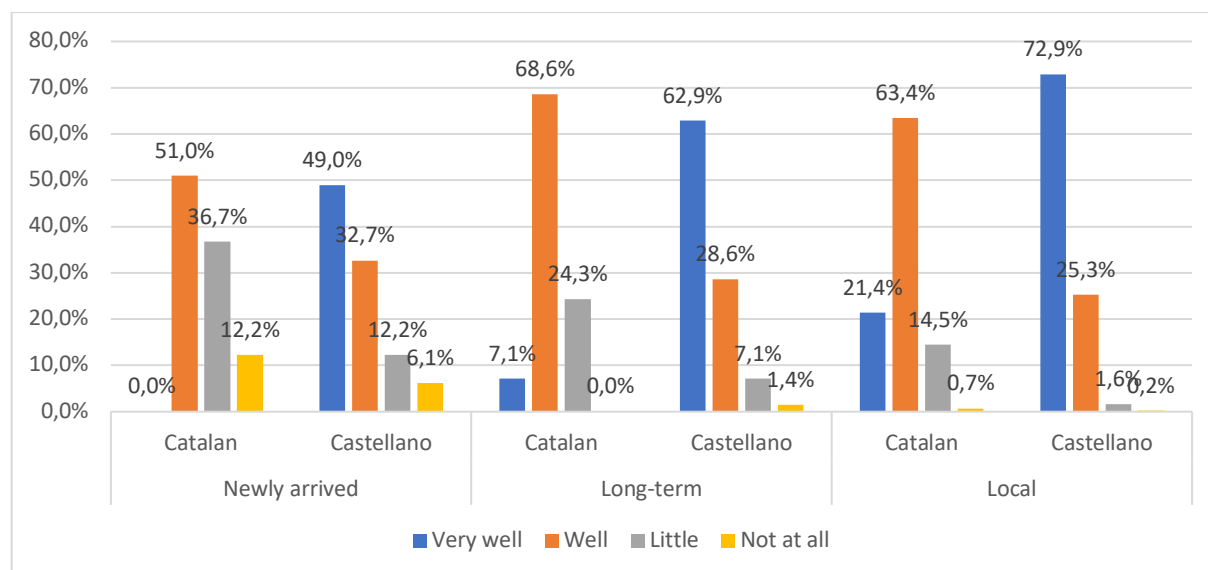


Figure 48.1

Table 49 - Migration Profile * Were you born in Spain?

			Born in Spain		Total
			Yes	No	
Migrant status	Newly arrived	F	0	49	49
		%	0%	100%	100%
	Long-term	F	6*	64	70
		%	8.6%	91.4%	100%
	Local	F	437	0	437
		%	100%	0%	100%
Total		F	443	113	556
		%	79.7%	20.3%	100%

* Some were born in Spain but actually relocated to Spain later in life. This was obvious from their comments. For others this was not clear

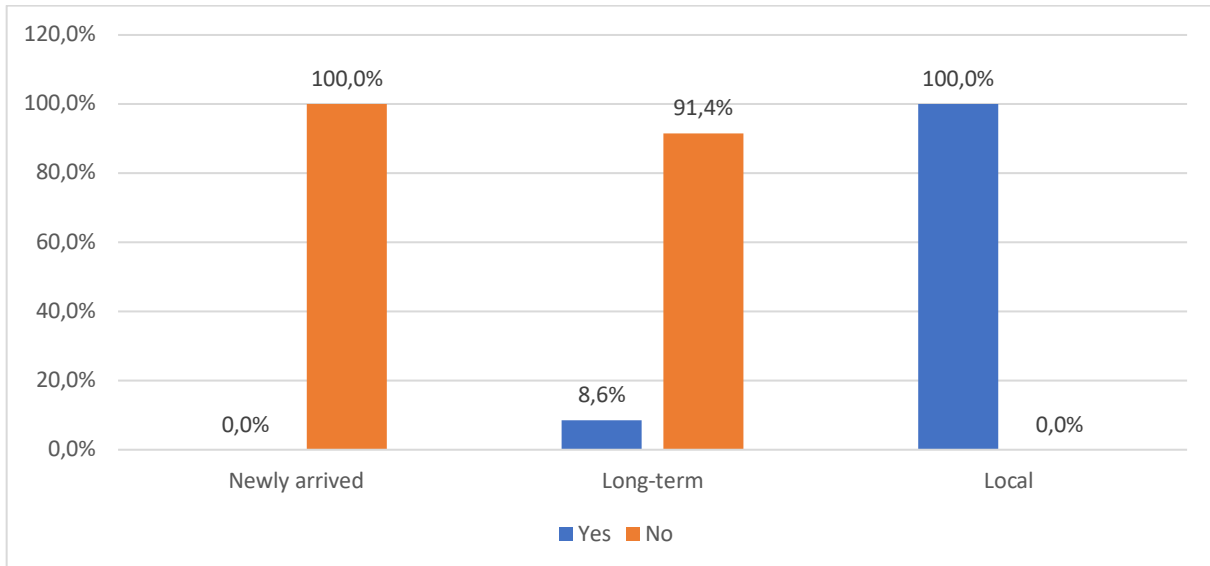


Figure 49.1

Table 50 - Migration Profile - Newly arrived × What country were you born in?

	F	%	Valid %
Venezuela	9	18.4%	19.6%
Pakistan	7	14.3%	15.2%
Dominican Republic	4	8.2%	8.7%
Russia	3	6.1%	6.5%
Argentina	2	4.1%	4.3%
Bangladesh	2	4.1%	4.3%
Colombia	2	4.1%	4.3%
Georgia	2	4.1%	4.3%
Honduras	2	4.1%	4.3%
Morocco	2	4.1%	4.3%
Peru	2	4.1%	4.3%
Afghanistan	1	2%	2.2%
Algeria	1	2%	2.2%
Bolivia	1	2%	2.2%
Brasil	1	2%	2.2%
Chile	1	2%	2.2%
Cuba	1	2%	2.2%
Guinea	1	2%	2.2%
Madagascar	1	2%	2.2%
Ukraine	1	2%	2.2%
Missing	3	6.1%	
Total	49	100%	

Table 51 - Migration Profile - Long-term × What country were you born in?

	F	%	Valid %		F	%	Valid %
Honduras	8	11.4%	13.1%	Algeria	1	1.4%	1.6%
Pakistan	8	11.4%	13.1%	Armenia	1	1.4%	1.6%
Bangladesh	6	8.6%	9.8%	Cuba	1	1.4%	1.6%
Ecuador	4	5.7%	6.6%	Egypt	1	1.4%	1.6%
Romania	4	5.7%	6.6%	Ethiopia	1	1.4%	1.6%
Dominican Republic	3	4.3%	4.9%	France	1	1.4%	1.6%
Morocco	3	4.3%	4.9%	Italy	1	1.4%	1.6%
Peru	3	4.3%	4.9%	Nicaragua	1	1.4%	1.6%
Argentina	2	2.9%	3.3%	Sahara	1	1.4%	1.6%
Chile	2	2.9%	3.3%	Salvador	1	1.4%	1.6%
China	2	2.9%	3.3%	United Kingdom	1	1.4%	1.6%
Colombia	2	2.9%	3.3%	Uruguay	1	1.4%	1.6%
Georgia	2	2.9%	3.3%	Missing	9	12.9%	
				Total	70	100%	

Table 52 - Migration Profile * Do you have Spanish citizenship?

			Citizenship				Total
			Yes	No	Don't know	Don't want to answer	
Migrant status	Newly arrived	F	10	19	18	2	49
		%	20.4%	38.8%	36.7%	4.1%	100%
	Long-term	F	28	14	23	5	70
		%	40%	20%	32.9%	7.1%	100%
	Local	F	371	14	35	3	423
		%	87.6%	3.3%	8.3%	0.7%	100%
Total		F	409	47	76	10	542
		%	75.5%	8.7%	14%	1.8%	100%

Cramer's V: 0.403, Sig.:0.000

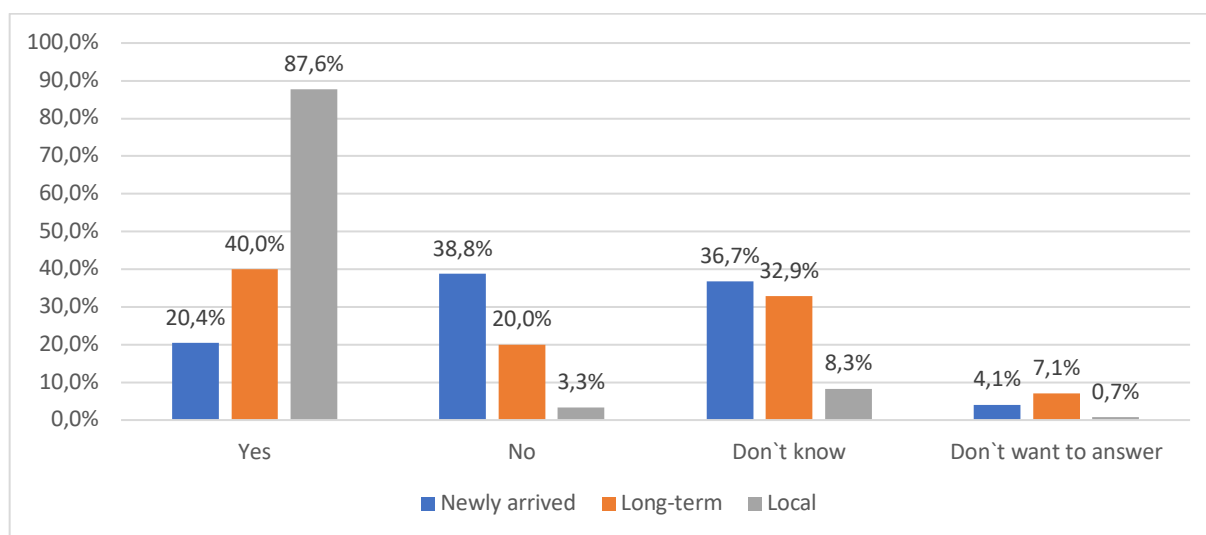


Figure 52.1

Table 53 - Migration Profile * Do you have parents that were born in another country?

			Parents born in another country		Total
			Yes	No	
Migrant status	Newly arrived	F	32	15	47
		%	68.1%	31.9%	100%
	Long-term	F	49	21	70
		%	70%	30%	100%
	Local	F	218	213	431
		%	50.6%	49.4%	100%
Total		F	299	249	548
		%	54.6%	45.4%	100%

Cramer's V: 0.15, Sig: 0.002

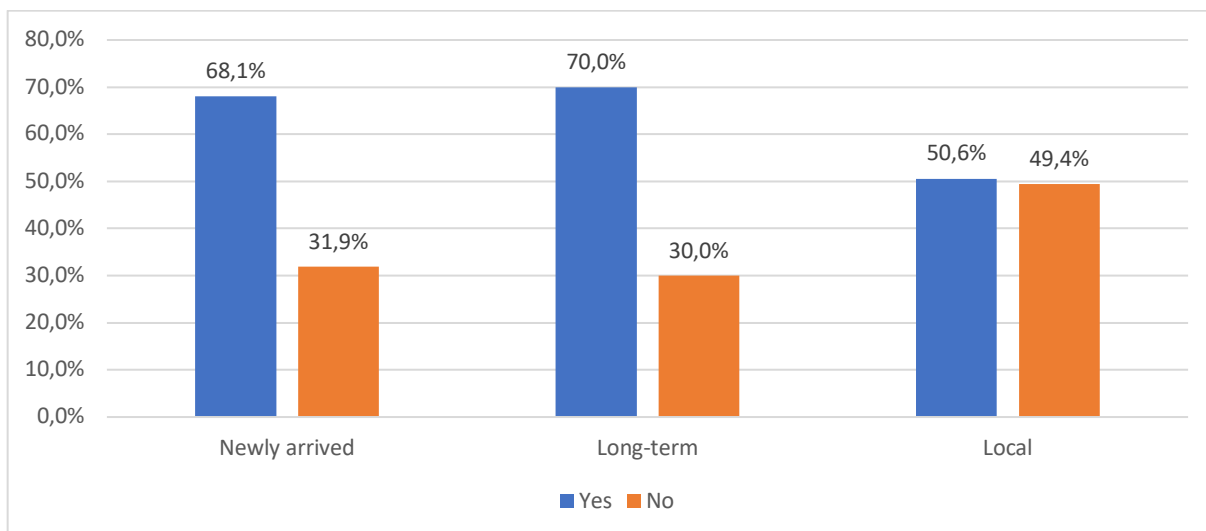


Figure 53.1

Table 54 - Migration Profile * Do you feel affiliated with a religion?

			Christianity	Islam	Other*	Not affiliated	I don't know	I don't want to answer	Total
Migrant status	Newly arrived	F	18	15	0	8	6	1	48
		%	37,5%	31,3%	0%	16,7%	12,5%	2,1%	100%
	Long-term	F	24	19	0	10	12	5	70
		%	34,3%	27,1%	0%	14,3%	17,1%	7,1%	100%
	Local	F	108	75	11	157	61	14	426
		%	25,4%	17,6%	2,6%	36,9%	14,3%	3,3%	100%
Total		F	150	109	11	175	79	20	544
		%	27,6%	20%	2,1%	32,2%	14,5%	3,7%	100%

Cramer's V: 0.164, Sig.:0.021 (but many cells have count less than 5)

* "Other" includes Hinduism, Buddhism, Sikhism, Judaism, and Other.

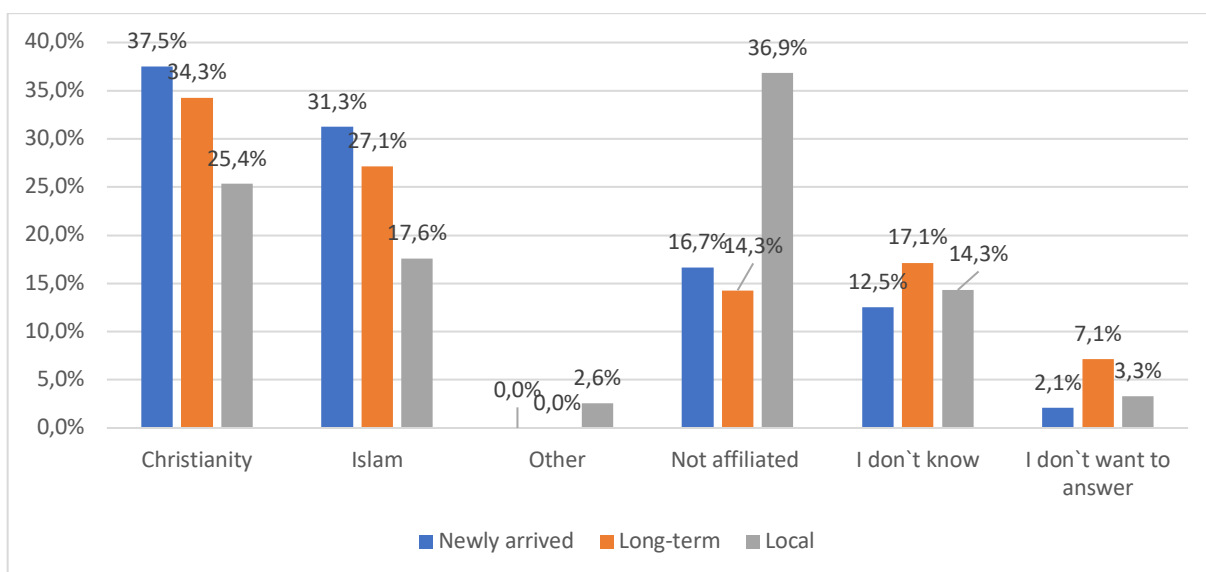


Figure 54.1

Table 55 - Migration Profile × Where do you live?

		Where do you live				
		A large city (like Barcelona)	A town or a small city (like Manresa, Reus, etc.)	Rural area or village	Total	
Migrant status	Newly arrived	F	33	16	0	49
		%	67.3%	32.7%	0%	100%
	Long-term	F	44	24	2	70
		%	62.9%	34.3%	2.9%	100%
	Local	F	221	204	5	430
		%	51.4%	47.4%	1.2%	100%
Total		F	298	244	7	549
		%	54.3%	44.4%	1.3%	100%

Cramer's V: 0.09, Sig: 0.056

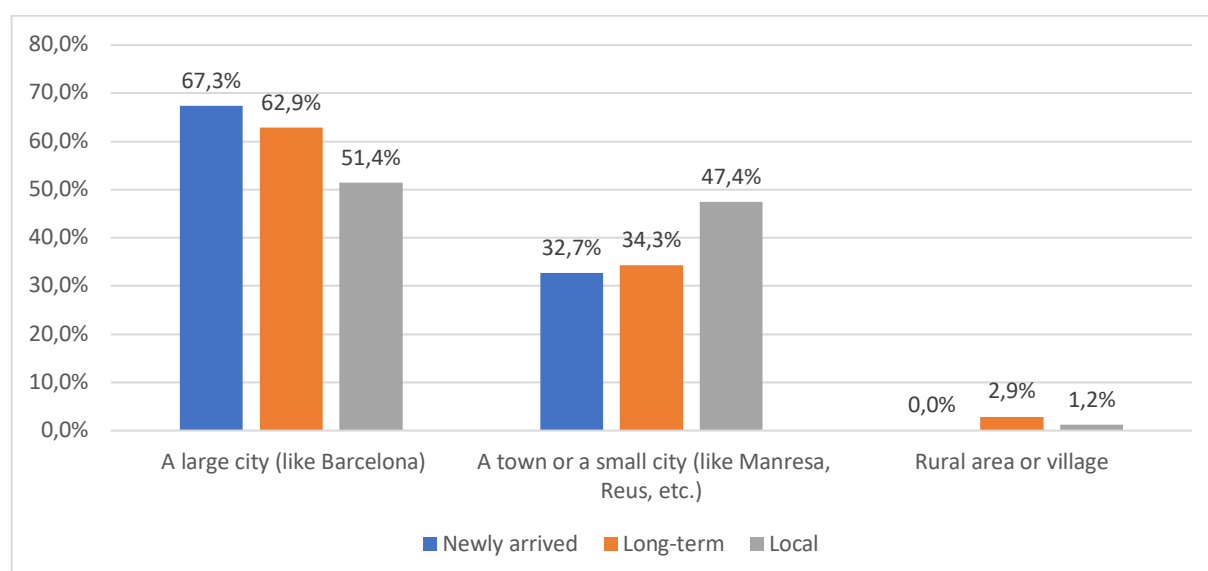


Figure 55.1

Table 56 - Migration Profile × Do you live in an area where many people are of a different race, ethnic or religious group?

		Do you live in an area where many people are of a different race, ethnic or religious group?			Total	
		Yes	No	I don't know		
Migrant status	Newly arrived	F	32	2	14	48
		%	66.7%	4.2%	29.2%	100%
	Long-term	F	48	4	17	69
		%	69.6%	5.8%	24.6%	100%
	Local	F	285	29	116	430
		%	66.3%	6.7%	27%	100%
Total		F	365	35	147	547
		%	66.7%	6.4%	26.9%	100%

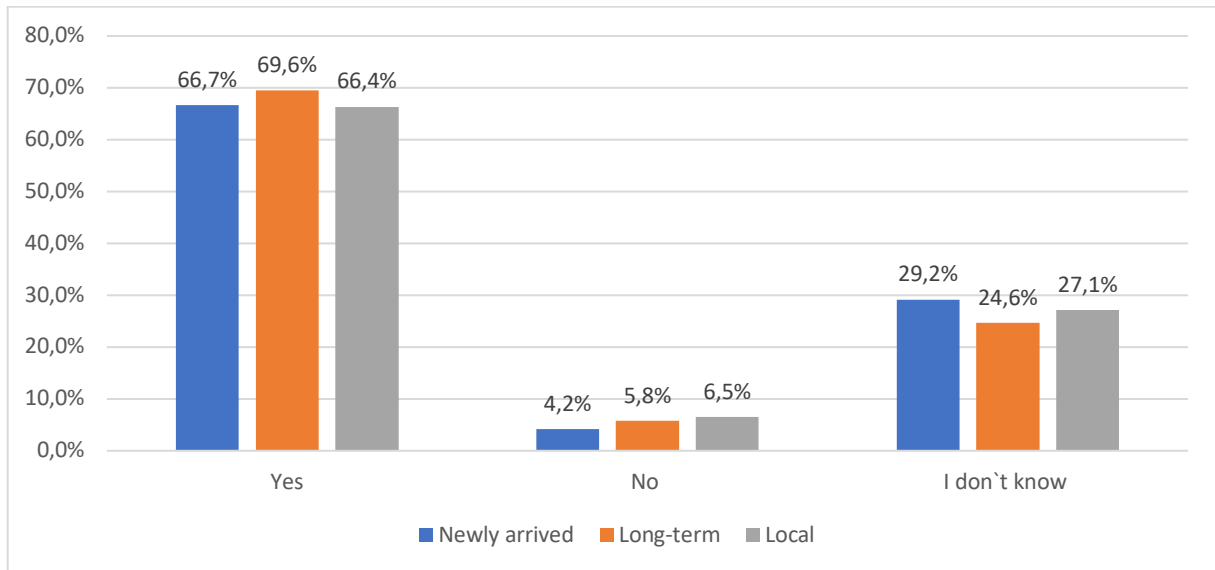


Figure 56.1

Table 57 - Migration Profile * Do you like living in this country?

			Yes	No	I don't know	Total
Migrant status	Newly arrived	F	42	4	3	49
		%	85.7%	8.2%	6.1%	100%
	Long-term	F	55	5	10	70
		%	78.6%	7.1%	14.3%	100%
	Local	F	364	26	42	432
		%	84.3%	6%	9.7%	100%
Total		F	461	35	55	551
		%	83.7%	6.4%	10%	100%

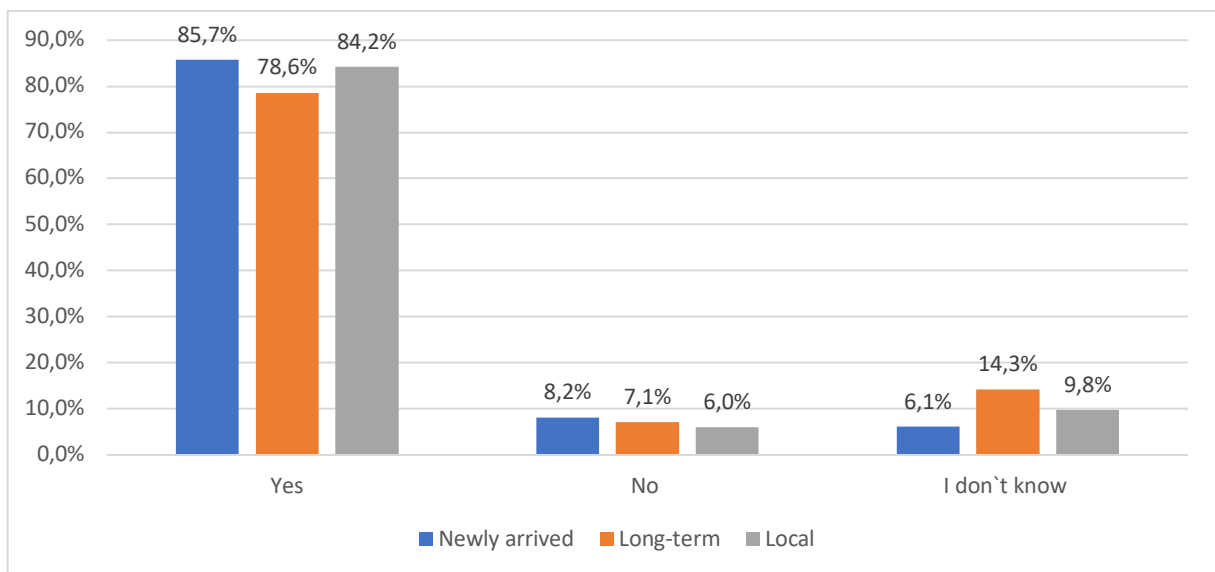


Figure 57.1

Table 58 - Migration Profile * Socio-economic status

		In our family, we do not have difficulties to cover our economic necessities	In our family, we have some difficulties to cover our economic necessities	In our family, we have difficulties to cover our economic necessities	Total
Newly arrived	F	23	18	1	42
	%	54.8%	42.9%	2.4%	100%
Long-term	F	40	21	3	64
	%	62.5%	32.8%	4.7%	100%
Local	F	251	133	13	397
	%	63.2%	33.5%	3.3%	100%
Total	F	314	172	17	503
	%	62.4%	34.2%	3.4%	100%

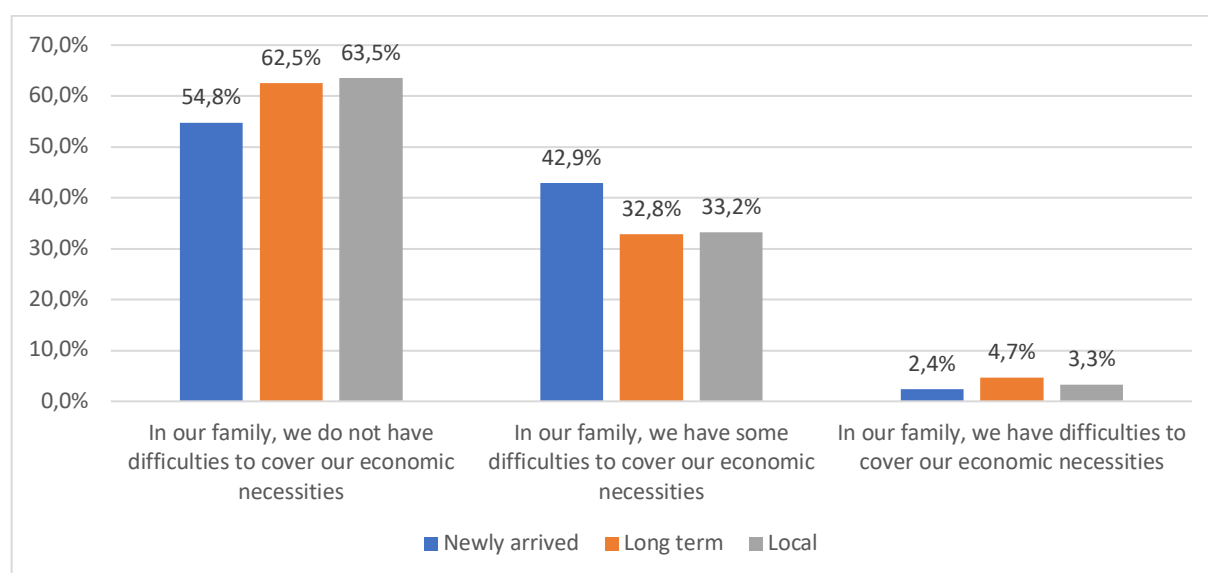


Figure 58.1

Table 59 - Migration Profile * Do you live with the members of your family?

			Yes	No	Total
Migrant status	Newly arrived	F	44	3	47
		%	93.6%	6.4%	100%
	Long-term	F	62	3	65
		%	95.4%	4.6%	100%
	Local	F	412	9	421
		%	97.9%	2.1%	100%
Total		F	516	15	531
		%	97.2%	2.8%	100%

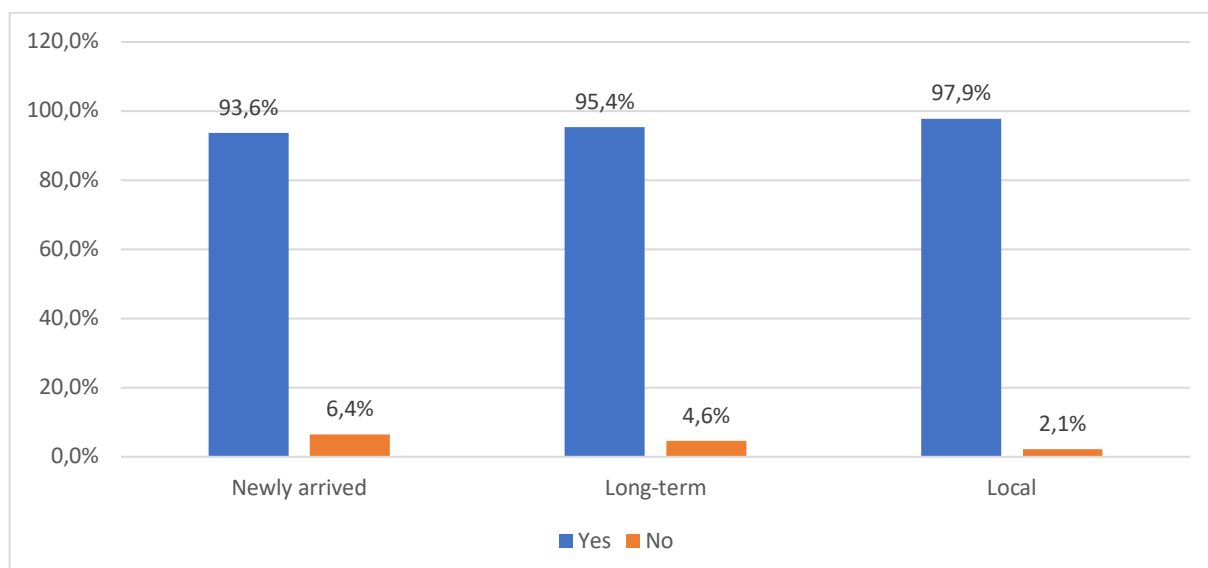


Figure 59.1

Well-being and everyday life

In general, there are no differences between categories when students are asked how they feel in life. Most of them are satisfied with their lives. Where there are differences is in how these students spend their leisure time. Local and long-term students do more organized activities than newly arrived students (Table 61). And local students meet with friends online more often than newly arrived and long-term students (Table 64). However, there are no differences between them regarding time spent with friends and how technologies are part of their leisure time.

Table 60 - Migration Profile × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Newly arrived	41	4.56	0.709
	Long-term	54	4.33	0.911
	Local	403	4.28	0.907
I have what I want in life	Newly arrived	47	3.94	1.169
	Long-term	61	3.75	0.925
	Local	411	3.98	1.060
I like being the way I am	Newly arrived	44	4.52	0.821
	Long-term	64	4.14	1.082
	Local	415	4.30	1.062
I feel positive about my future	Newly arrived	46	4.39	0.802
	Long-term	57	4.14	0.953
	Local	395	4.11	1.042

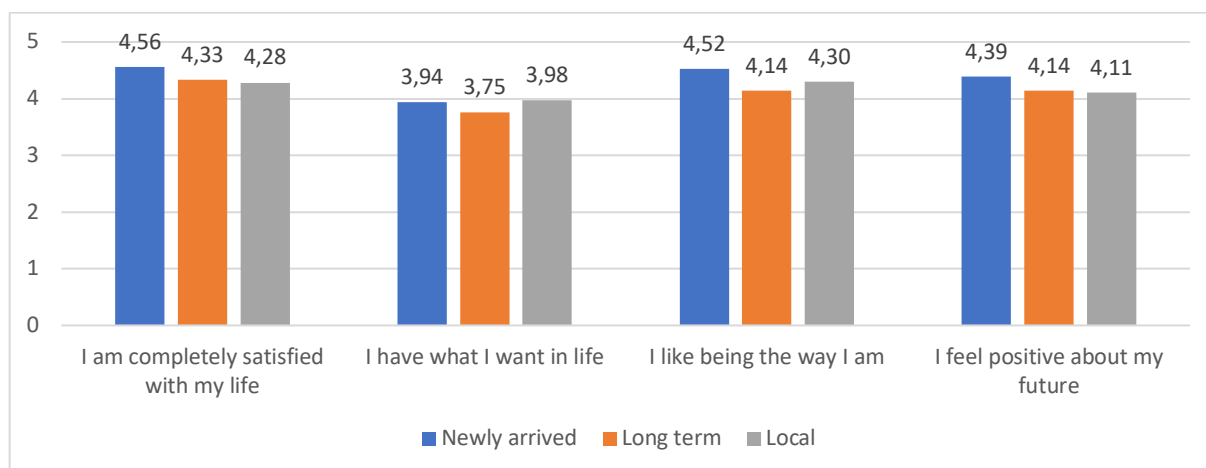


Figure 60.1

Table 61 - Migration Profile × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Newly arrived	N	15	24	7	46
		%	32.6%	52.2%	15.2%	100%
	Long-term	N	25	27	17	69
		%	36.2%	39.1%	24.6%	100%
	Local	N	146	158	126	430
		%	34%	36.7%	29.3%	100%
Meeting, playing with friends*	Newly arrived	N	11	17	17	45
		%	24.4%	37.8%	37.8%	100%
	Long-term	N	22	33	12	67
		%	32.8%	49.3%	17.9%	100%
	Local	N	90	188	152	430
		%	20.9%	43.7%	35.3%	100%
Using smartphone or computer to stay in touch with friends/relatives	Newly arrived	N	4	9	33	46
		%	8.7%	19.6%	71.7%	100%
	Long-term	N	6	12	50	68
		%	8.8%	17.6%	73.5%	100%
	Local	N	36	101	290	427
		%	8.4%	23.7%	67.9%	100%
Spending time just being by myself	Newly arrived	N	10	11	24	45
		%	22.2%	24.4%	53.3%	100%
	Long-term	N	12	24	33	69
		%	17.4%	34.8%	47.8%	100%
	Local	N	69	151	203	423
		%	16.3%	35.7%	48%	100%

* Cramer's V: 0.10, Sig: 0.039

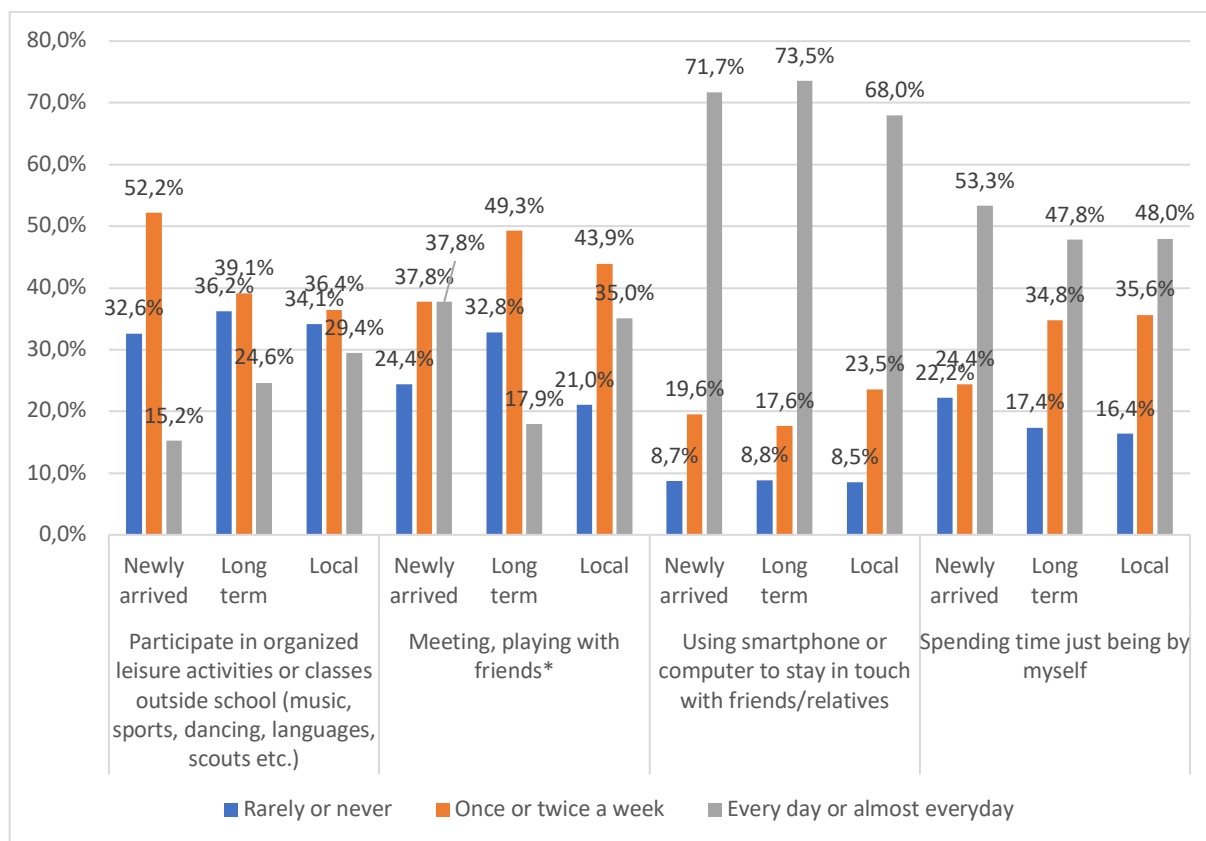


Figure 61.1

Table 62 - Migration Profile * Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Newly arrived	43	4.58	0.906
	Long-term	61	4.54	0.787
	Local	409	4.55	0.905
My parents (carers) listen to me and take what I say into account	Newly arrived	49	4.47	1.002
	Long-term	65	4.29	0.980
	Local	424	4.32	0.909
I have enough friends*	Newly arrived	49	4.29	1.137
	Long-term	66	4.18	1.080
	Local	418	4.49	0.959
If I have a problem, I have a friend who will support me	Newly arrived	47	4.17	1.274
	Long-term	62	4.27	1.043
	Local	417	4.47	0.932

* Kruskal-Wallis: Chi-square: 11.05, Sig.:0.011

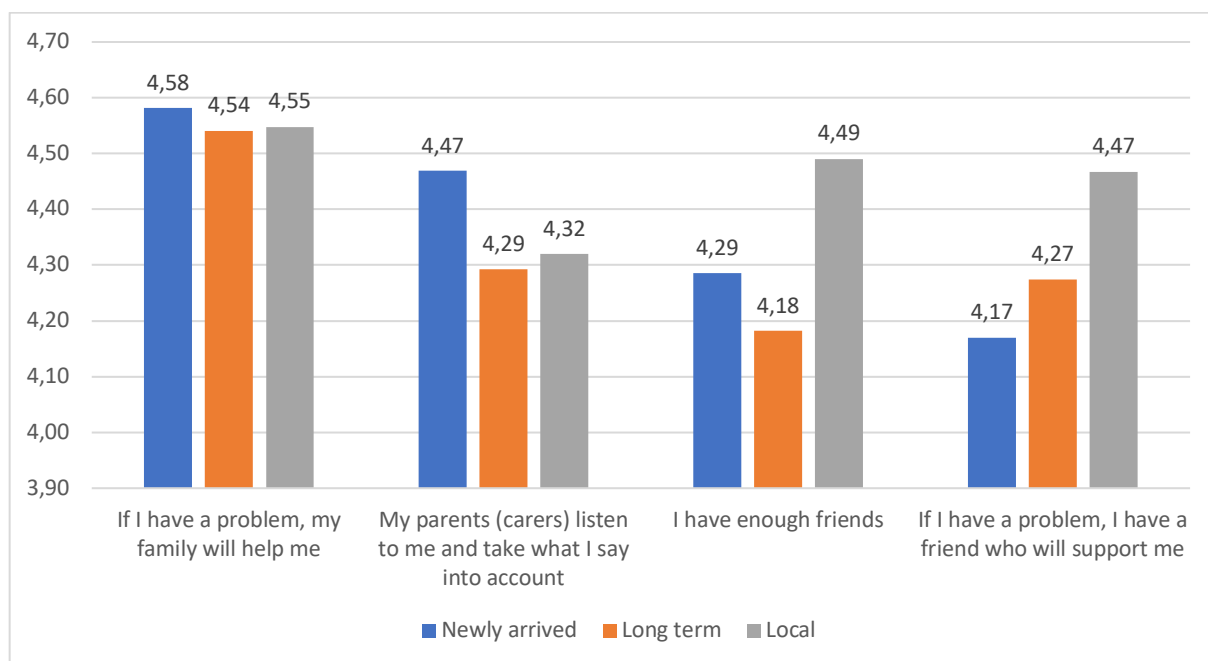


Figure 62.1

Table 63 - Migration Profile * Time with friends

			No	Yes	Total
Out of school, I spend time with friends from school*	Newly arrived	N	29	19	48
		%	60.4%	39.6%	100%
	Long-term	N	42	25	67
		%	62.7%	37.3%	100%
	Local	N	201	210	411
		%	48.9%	51.1%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	Newly arrived	N	30	18	48
		%	62.5%	37.5%	100%
	Long-term	N	39	28	67
		%	58.2%	41.8%	100%
	Local	N	239	172	411
		%	58.2%	41.8%	100%
Out of school, I don't spend time with friends	Newly arrived	N	27	19	46
		%	58.7%	41.3%	100%
	Long-term	N	39	25	64
		%	60.9%	39.1%	100%
	Local	N	274	120	394
		%	69.5%	30.5%	100%

* Cramer's V: 0.11, Sig.:0.050

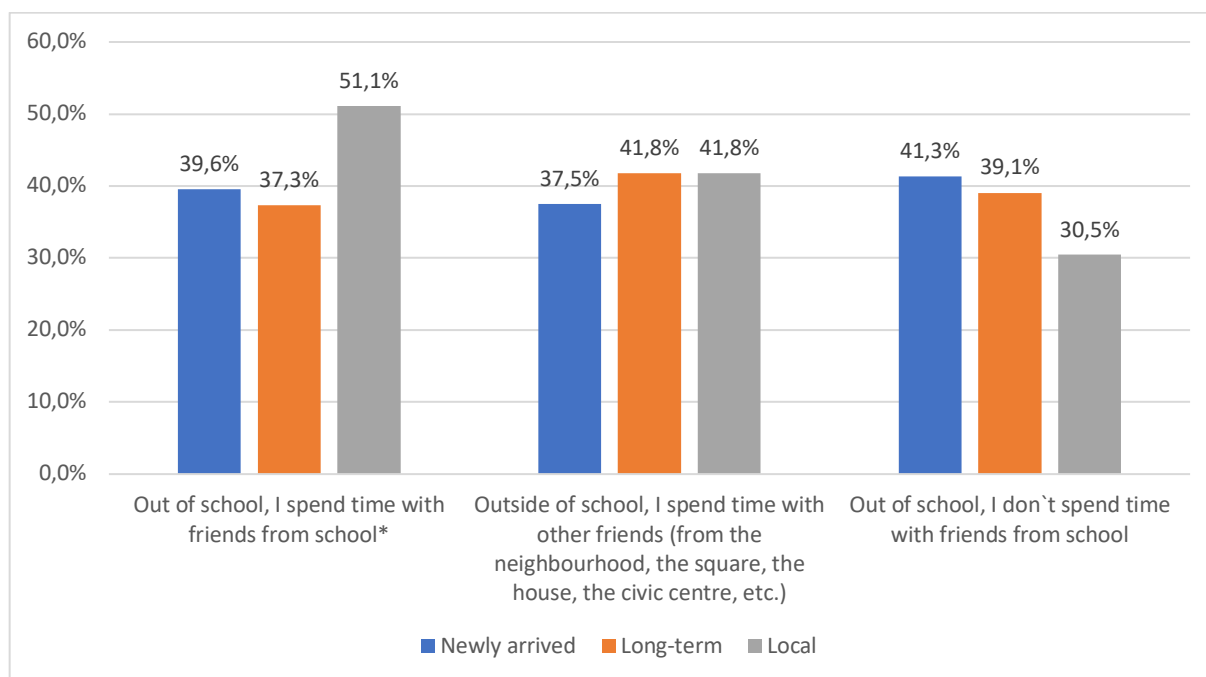


Figure 63.1

Table 64 - Migration Profile * Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face*	Newly arrived	N	12	6	5	12	12	47
		%	25.5%	12.8%	10.6%	25.5%	25.5%	100%
	Long-term	N	10	8	10	25	13	66
		%	15.2%	12.1%	15.2%	37.9%	19.7%	100%
	Local	N	33	47	62	140	132	414
		%	8%	11.4%	15%	33.8%	31.9%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Newly arrived	N	7	3	3	17	15	45
		%	15.6%	6.7%	6.7%	37.8%	33.3%	100%
	Long-term	N	7	9	9	19	23	67
		%	10.4%	13.4%	13.4%	28.4%	34.3%	100%
	Local	N	39	31	43	110	191	414
		%	9.4%	7.5%	10.4%	26.6%	46.1%	100%

* Cramer's V: 0.135, Sig.:0.014

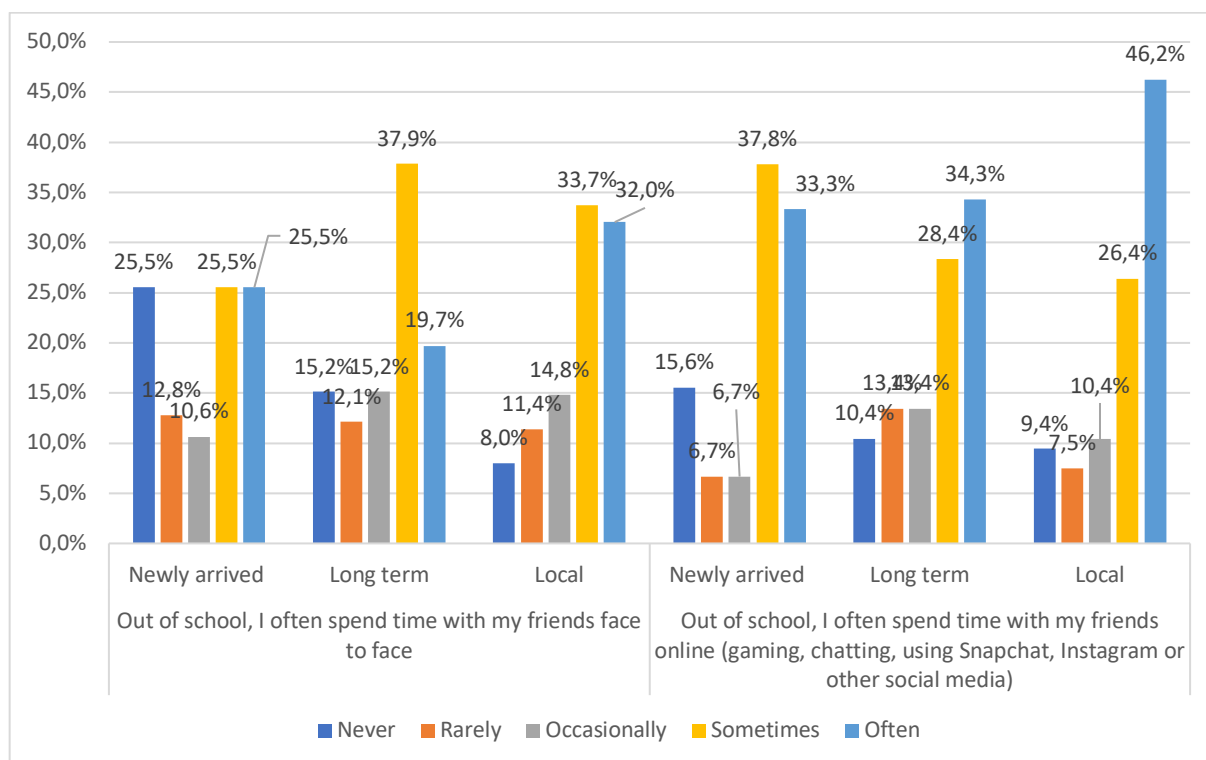


Figure 64.1

School life

It is worth noting that Table 65 shows certain disaffection to school depending on the category. Newly arrived students like being at school more often (56.3%) than long-term (37.7%) and, at the same time, long-term students like being at school more often than local students (29%). In addition, looking at Table 66, newly arrived students are the group of students more satisfied with their relationship with teachers.

The major difference is when students are asked if they have been hit or hurt (Table 67). In front of 8.6% of long-term and 9.2% of local students, only 2.2% of newly arrived have suffered this more than three times. The reasons for unfair treatment are also more similar between long-term and local students than newly arrived students (around two or three times more) (Table 68). Long-term students are the groups that feel more harassed by their classmates, especially for reasons of gender (15.4%), religion (9.4%), nationality/race (15.8%) and the language they speak (9.5%). Local students, although the percentage is lower, also feel harassed by their classmates in terms of gender (10%), religion (6.6%), nationality/race (6.4%) and the language they speak (6.7%).

It is also remarkable the percentage of long-term students that felt treated unfairly by teachers in aspects of gender (6.3%), where they live (6.5%), and especially the language they speak (9.2%).

Table 65 - Migration Profile * How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Newly arrived	N	0	1	5	15	27	48
		%	0%	2.1%	10.4%	31.3%	56.3%	100%
	Long-term	N	2	2	16	23	26	69
		%	2.9%	2.9%	23.2%	33.3%	37.7%	100%
	Local	N	21	14	104	162	123	424
		%	5%	3.3%	24.5%	38.2%	29%	100%
I feel safe when I am at school	Newly arrived	N	2	0	7	13	26	48
		%	4.2%	0%	14.6%	27.1%	54.2%	100%
	Long-term	N	0	1	11	16	34	62
		%	0%	1.6%	17.7%	25.8%	54.8%	100%
	Local	N	11	16	59	132	203	421
		%	2.6%	3.8%	14%	31.4%	48.2%	100%
I feel like I belong in this class	Newly arrived	N	3	4	3	11	24	45
		%	6.7%	8.9%	6.7%	24.4%	53.3%	100%
	Long-term	N	3	3	11	22	25	64
		%	4.7%	4.7%	17.2%	34.4%	39.1%	100%
	Local	N	9	17	50	96	240	412
		%	2.2%	4.1%	12.1%	23.3%	58.3%	100%
I am OK when a teacher asks me a question	Newly arrived	N	1	3	10	18	13	45
		%	2.2%	6.7%	22.2%	40%	28.9%	100%
	Long-term	N	7	5	23	16	15	66
		%	10.6%	7.6%	34.8%	24.2%	22.7%	100%
	Local	N	31	31	101	137	111	411
		%	7.5%	7.5%	24.6%	33.3%	27%	100%
I feel OK what my classmates think of me	Newly arrived	N	2	3	8	13	17	43
		%	4.7%	7%	18.6%	30.2%	39.5%	100%
	Long-term	N	7	4	15	14	18	58
		%	12.1%	6.9%	25.9%	24.1%	31%	100%
	Local	N	18	23	95	89	165	390
		%	4.6%	5.9%	24.4%	22.8%	42.3%	100%

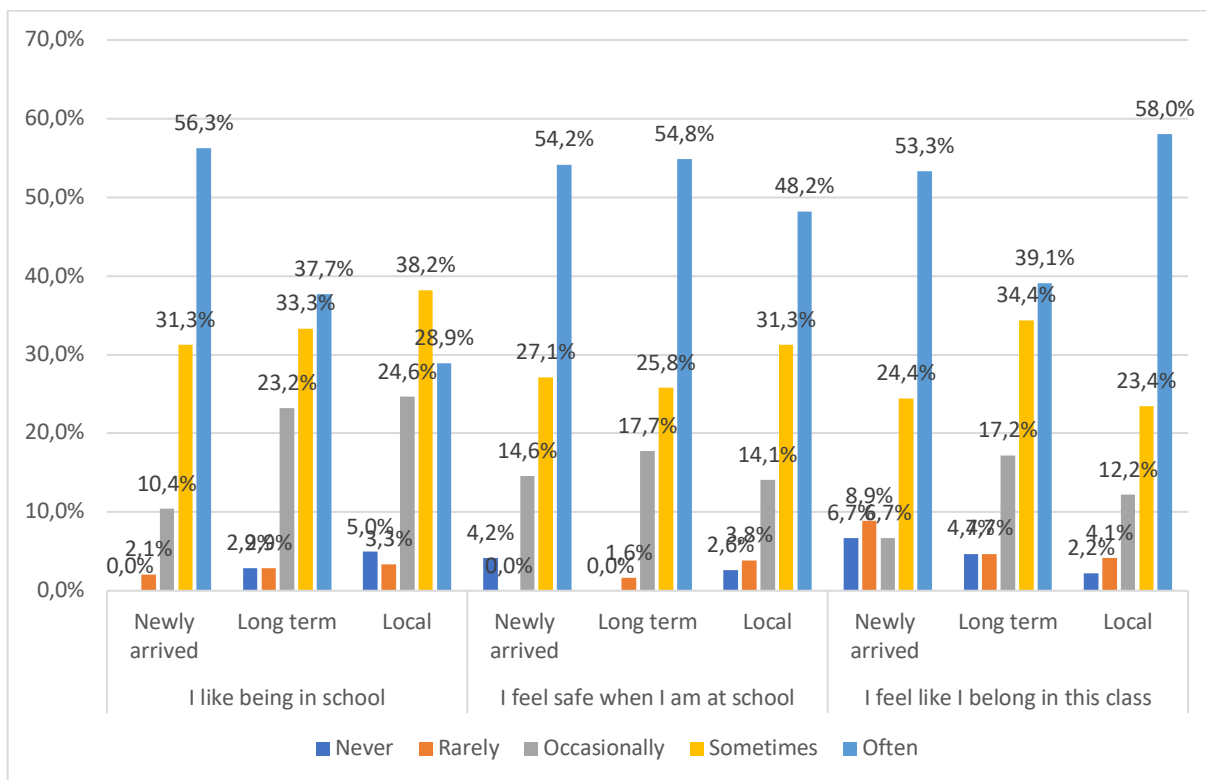


Figure 65.1

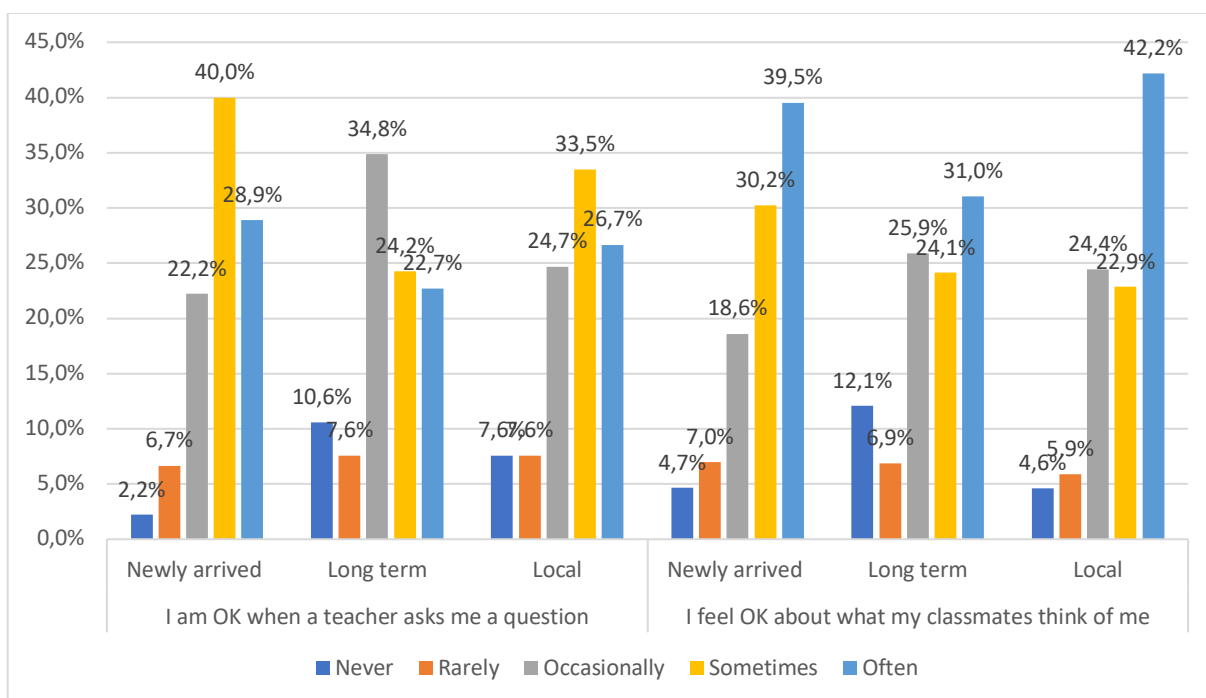


Figure 65.2

Table 66 - Migration Profile × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Newly arrived	F	0	0	5	10	28	43
		%	0%	0%	11.6%	23.3%	65.1%	100%
	Long-term	F	0	2	11	18	28	59
		%	0%	3.4%	18.6%	30.5%	47.5%	100%
	Local	F	2	6	44	98	250	400
		%	0.5%	1.5%	11%	24.5%	62.5%	100%
My teachers accept me the same way as other classmates	Newly arrived	F	0	0	4	7	34	45
		%	0%	0%	8.9%	15.6%	75.6%	100%
	Long-term	F	0	0	4	16	43	63
		%	0%	0%	6.3%	25.4%	68.3%	100%
	Local	F	9	12	32	96	257	406
		%	2.2%	3%	7.9%	23.6%	63.3%	100%
My classmates care about how I feel.	Newly arrived	F	2	1	9	17	13	42
		%	4.8%	2.4%	21.4%	40.5%	31%	100%
	Long-term	F	2	8	13	21	20	64
		%	3.1%	12.5%	20.3%	32.8%	31.3%	100%
	Local	F	11	24	92	115	169	411
		%	2.7%	5.8%	22.4%	28%	41.1%	100%
My teachers listen to me and take what I say into account	Newly arrived	F	0	1	3	9	31	44
		%	0%	2.3%	6.8%	20.5%	70.5%	100%
	Long-term	F	0	4	8	19	34	65
		%	0%	6.2%	12.3%	29.2%	52.3%	100%
	Local	F	10	17	50	128	212	417
		%	2.4%	4.1%	12%	30.7%	50.8%	100%
My teachers talk about different countries, languages, cultures or religion	Newly arrived	F	1	2	14	13	14	44
		%	2.3%	4.5%	31.8%	29.5%	31.8%	100%
	Long-term	F	3	2	21	17	20	63
		%	4.8%	3.2%	33.3%	27%	31.7%	100%
	Local	F	31	26	126	115	108	406
		%	7.6%	6.4%	31%	28.3%	26.6%	100%

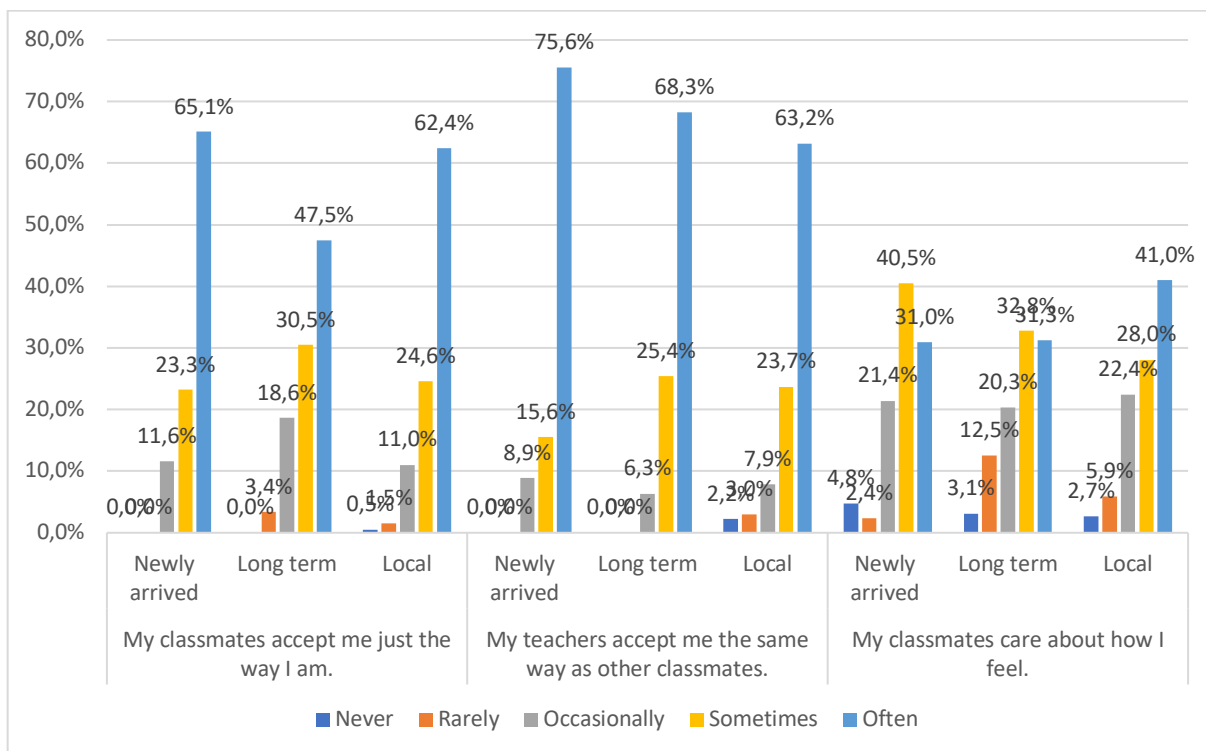


Figure 66.1

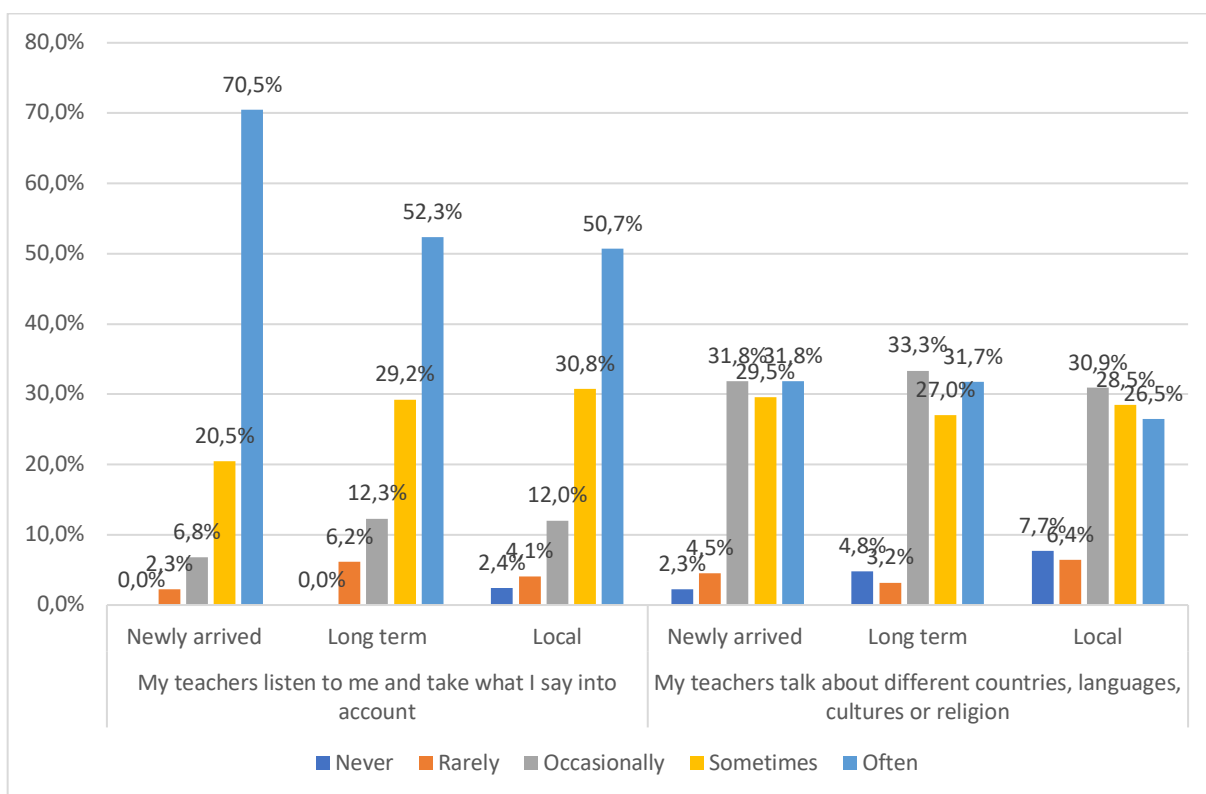


Figure 66.2

Table 67 - Migration Profile × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Newly arrived	N	25	10	4	8	47
		%	53.2%	21.3%	8.5%	17%	100%
	Long-term	N	25	22	10	10	67
		%	37.3%	32.8%	14.9%	14.9%	100%
	Local	N	179	88	85	74	426
		%	42%	20.7%	20%	17.4%	100%
Hit or hurt you (not including play fight)	Newly arrived	N	33	6	6	1	46
		%	71.7%	13%	13%	2.2%	100%
	Long-term	N	44	12	8	6	70
		%	62.9%	17.1%	11.4%	8.6%	100%
	Local	N	263	64	60	39	426
		%	61.7%	15%	14.1%	9.2%	100%
Leave you out of their games or activities	Newly arrived	N	27	9	6	4	46
		%	58.7%	19.6%	13%	8.7%	100%
	Long-term	N	40	14	8	7	69
		%	58%	20.3%	11.6%	10.1%	100%
	Local	N	243	67	69	44	423
		%	57.4%	15.8%	16.3%	10.4%	100%

Table 68 - Migration Profile × Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers				By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Newly arrived	F	1	45	46	2	43	45
		%	2.2%	97.8%	100%	4.4%	95.6%	100%
	Long-term	F	4	59	63	10	55	65
		%	6.3%	93.7%	100%	15.4%	84.6%	100%
	Local	F	19	390	409	41	367	408
		%	4.6%	95.4%	100%	10%	90%	100%
Your economic status (poor/rich)	Newly arrived	F	0	42	42	1	38	39
		%	0%	100%	100%	2.6%	97.4%	100%
	Long-term	F	0	61	61	3	59	62
		%	0%	100%	100%	4.8%	95.2%	100%
	Local	F	10	388	398	23	378	401
		%	2.5%	97.5%	100%	5.7%	94.3%	100%
Your religion	Newly arrived	F	1	43	44	0	42	42
		%	2.3%	97.7%	100%	0%	100%	100%
	Long-term	F	1	61	62	6	58	64
		%	1.6%	98.4%	100%	9.4%	90.6%	100%
	Local	F	12	393	405	27	382	409
		%	3%	97%	100%	6.6%	93.4%	100%
Your nationality/race*	Newly arrived	F	0	44	44	2	39	41
		%	0%	100%	100%	4.9%	95.1%	100%
	Long-term	F	3	58	61	9	48	57
		%	4.9%	95.1%	100%	15.8%	84.2%	100%
	Local	F	9	401	410	26	380	406
		%	2.2%	97.8%	100%	6.4%	93.6%	100%
Where you live (district, village/town)	Newly arrived	F	0	46	46	0	40	40
		%	0%	100%	100%	0%	100%	100%
	Long-term	F	4	58	62	5	60	65
		%	6.5%	93.5%	100%	7.7%	92.3%	100%
	Local	F	19	388	407	21	385	406
		%	4.7%	95.3%	100%	5.2%	94.8%	100%
Language you speak	Newly arrived	F	0	46	46	1	39	40
		%	0%	100%	100%	2.5%	97.5%	100%
	Long-term	F	6	59	65	6	57	63
		%	9.2%	90.8%	100%	9.5%	90.5%	100%
	Local	F	23	390	413	27	380	407
		%	5.6%	94.4%	100%	6.7%	93.3%	100%

* Cramer's V: 0.116, Sig.:0.033 (by the teachers)

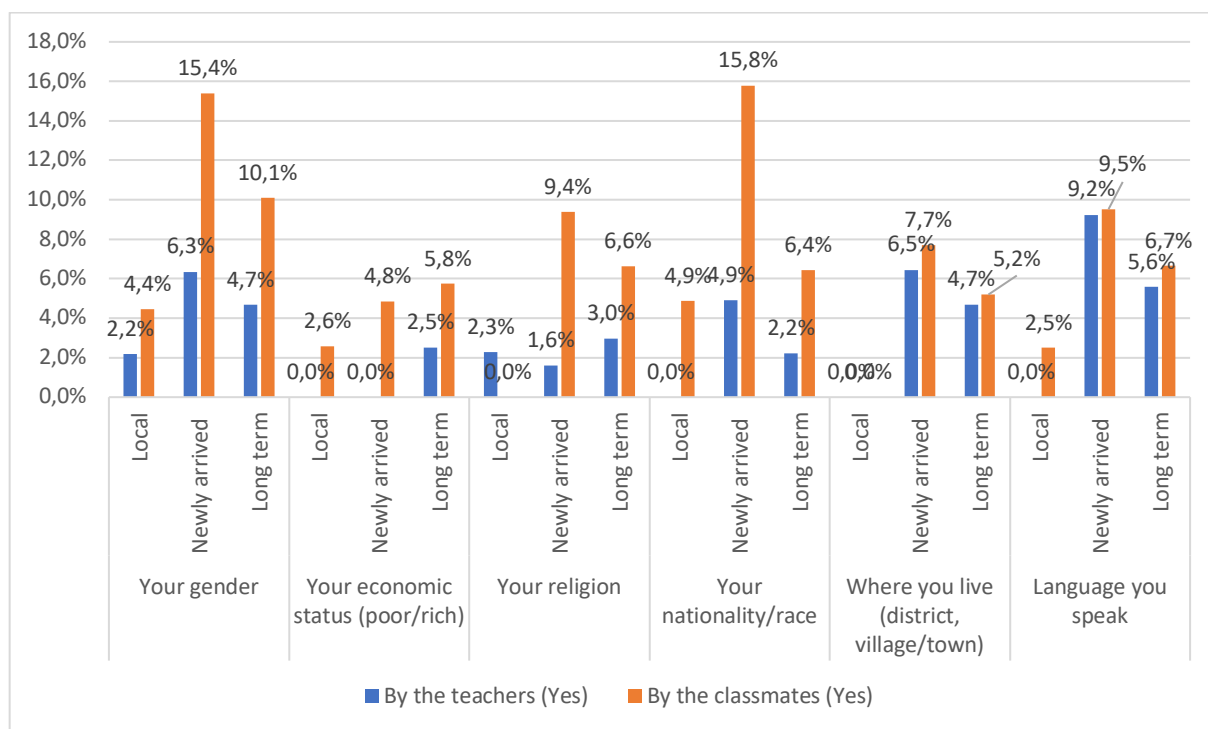


Figure 68.1

Table 69 - Migration Profile * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Newly arrived	F	39	8	47
	%	83%	17%	100%
Long-term	F	55	13	68
	%	80.9%	19.1%	100%
Local	F	372	50	422
	%	88.2%	11.8%	100%

Table 70 - Migration Profile * During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Newly arrived	F	8	26	9	5	48
	%	16.7%	54.2%	18.8%	10.4%	100%
Long-term	F	9	32	13	16	70
	%	12.9%	45.7%	18.6%	22.9%	100%
Local	F	49	181	98	100	428
	%	11.4%	42.3%	22.9%	23.4%	100%

Table 71 - Migration Profile * How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Newly arrived	F	15	25	3	43
	%	34.9%	58.1%	7%	100%
Long-term	F	18	45	4	67
	%	26.9%	67.2%	6%	100%
Local	F	166	221	26	413
	%	40.2%	53.5%	6.3%	100%

Table 72 - Migration Profile * Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language*	Newly arrived	42	4.29	0.970
	Long-term	61	4.66	0.629
	Local	397	4.55	0.851
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Newly arrived	45	4.49	0.869
	Long-term	65	4.77	0.493
	Local	406	4.63	0.716
In our class, pupils of different ethnicities/races/religion get along well	Newly arrived	42	4.33	0.846
	Long-term	63	4.41	0.775
	Local	399	4.47	0.786

Table 73 - Migration Profile * Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Newly arrived	F	24	18	2	3	47
	%	51.1%	38.3%	4.3%	6.4%	100%
Long-term	F	33	31	2	4	70
	%	47.1%	44.3%	2.9%	5.7%	100%
Local	F	174	228	13	15	430
	%	40.5%	53%	3%	3.5%	100%

3.3 Analyses according to demographic variables

In this section the attitudes of children/youth were analysed according to various demographic variables. This section will be the basis for the crosscutting analysis.

Age - Well-being and everyday life

Students between 9-13 years old feel slightly more satisfied with general life than students between 14-17 (Table 74). Although there are no significant differences in how they spend their leisure time, older students use more digital technologies for meeting with

friends than students between 9-13 years old (Table 75). The main difference is that 74.4% of 14-17 students spend time just being by themselves in front of 43.4% of 9-13 students (Table 75). Regarding confidence in parents and friends, younger students feel more supported by their family than older students (Table 76).

In terms of socialization, students aged between 14-17 have a more active social life outside of school than students aged between 9-13. They spend more time out of school with friends other than those at school than younger students. In addition, 34.4% of this last group do not spend time with friends out of school in front of 24.1% of older students (Table 77). Looking at Table 78, young people spend more time with their friends than students, regardless of whether it is face-to-face or online.

Table 74 - Age group * Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	9-13	428	4.37	0.874
	14-17	75	3.95	0.914
I have what I want in life**	9-13	444	4.01	1.048
	14-17	82	3.67	1.043
I like being the way I am***	9-13	447	4.37	1.009
	14-17	83	3.95	1.157
I feel positive about my future****	9-13	425	4.21	1.017
	14-17	80	3.78	0.927

* Mann-Whitney U, 11474.500, Sig.:0.000

** Mann-Whitney U, 14690.500, Sig.:0.003

*** Mann-Whitney U, 14242.500, Sig.:0.000

**** Mann-Whitney U: 12042.500, Sig.:0.000

Table 75 - Age group × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	9-13	N	150	182	132	464
		%	32.3%	39.2%	28.4%	100%
	14-17	N	37	29	20	86
		%	43%	33.7%	23.3%	100%
Meeting, playing with friends	9-13	N	108	196	158	462
		%	23.4%	42.4%	34.2%	100%
	14-17	N	16	44	25	85
		%	18.8%	51.8%	29.4%	100%
Using smartphone or computer to stay in touch with friends/relatives*	9-13	N	40	113	308	461
		%	8.7%	24.5%	66.8%	100%
	14-17	N	6	11	68	85
		%	7.1%	12.9%	80%	100%
Spending time just being by myself**	9-13	N	86	172	198	456
		%	18.9%	37.7%	43.4%	100%
	14-17	N	5	17	64	86
		%	5.8%	19.8%	74.4%	100%

* Cramer's V: 0.11, Sig.:0.044

** Cramer's V: 0.229, Sig.:0.000

Table 76 - Age group × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me*	9-13	435	4.61	0.834
	14-17	82	4.27	1.089
My parents (carers) listen to me and take what I say into account**	9-13	460	4.39	0.870
	14-17	83	4.05	1.136
I have enough friends	9-13	453	4.47	0.985
	14-17	85	4.26	1.025
If I have a problem, I have a friend who will support me	9-13	451	4.43	0.978
	14-17	80	4.36	0.984

* Mann-Whitney U, 14656.500, Sig.:0.001

** Mann-Whitney U, 15981.500, Sig.:0.008

Table 77 - Age group × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	9-13	N	230	214	444
		%	51.8%	48.2%	100%
	14-17	N	45	42	87
		%	51.7%	48.3%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	9-13	N	267	177	444
		%	60.1%	39.9%	100%
	14-17	N	44	43	87
		%	50.6%	49.4%	100%
Out of school, I don't spend time with friends	9-13	N	277	145	422
		%	65.6%	34.4%	100%
	14-17	N	66	21	87
		%	75.9%	24.1%	100%

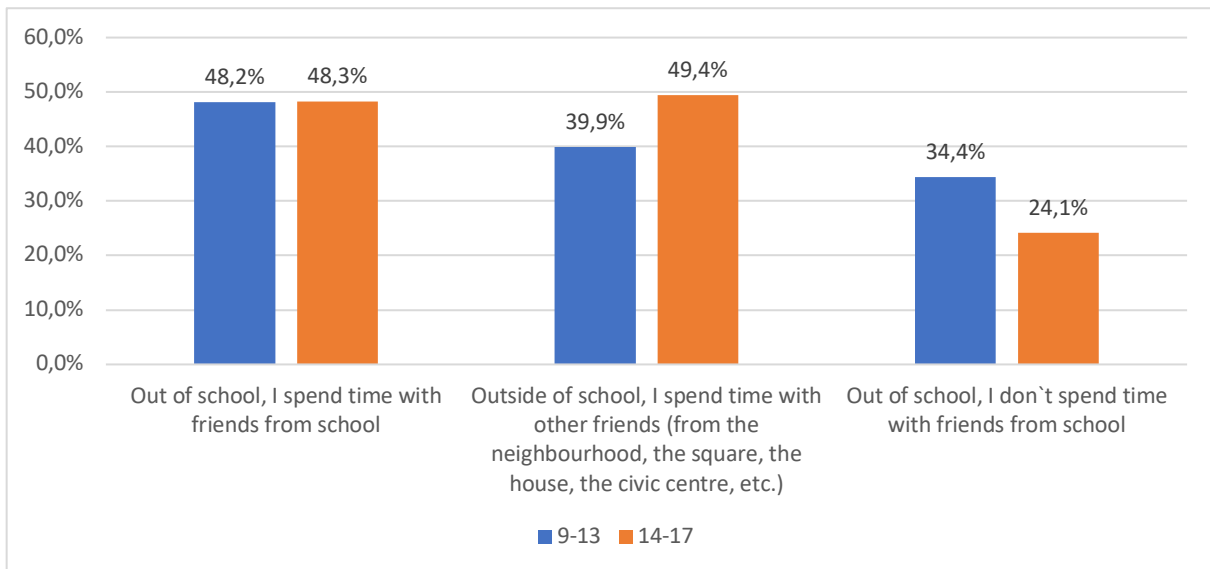


Figure 77.1

Table 78 - Age group × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	9-13	N	47	55	63	154	129	448
		%	10.5%	12.3%	14.1%	34.4%	28.8%	100%
	14-17	N	9	6	14	25	30	84
		%	10.7%	7.1%	16.7%	29.8%	35.7%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	9-13	N	50	34	49	123	194	450
		%	11.1%	7.6%	10.9%	27.3%	43.1%	100%
	14-17	N	4	9	6	25	37	81
		%	4.9%	11.1%	7.4%	30.9%	45.7%	100%

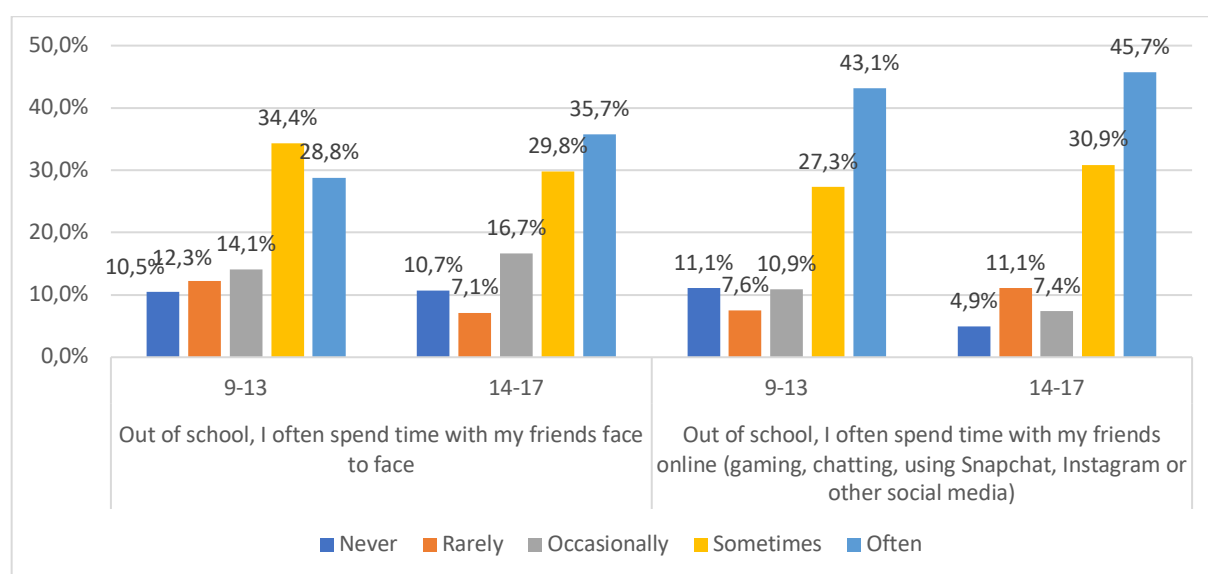


Figure 78.1

Age - School life

Younger students feel more engaged with school than the older ones (Table 79). At the same time, students aged 14-17 years show a greater disparity of responses on the Likert scale than students aged 9-13 years, who mainly answered the questions with “often” or “sometimes”.

Although the younger group is more satisfied with their relationships with peers and teachers than the 13-17 years old (Table 80), they are also more often harassed by their classmates than the older ones (Table 81). However, when looking at the reasons why students have suffered unfair treatment (Table 82), the percentage of the older age group is higher than that of the younger ones. The main reasons are gender (13.8%), nationality (11.1%), religion (9.6%), and the language they speak (8.3%). In the case of students between 9-13 years old, the main reasons are gender (9.7%) and nationality/race (6.8%). It is also noteworthy that 13.3% of students between 13 and 17 years of age have felt treated unfairly by their teachers in terms of gender, and 7.3% in terms of the language they speak. In relation to students’ perception of their school performance (Table 85), almost twice the

percentage of younger students perceive their performance to be very good (42%) compared to the perception of older students (19.8%).

Table 79 - Age group × How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	9-13	N	12	12	105	166	165	460
		%	2.6%	2.6%	22.8%	36.1%	35.9%	100%
	14-17	N	11	5	20	35	15	86
		%	12.8%	5.8%	23.3%	40.7%	17.4%	100%
I feel safe when I am at school**	9-13	N	8	11	60	141	233	453
		%	1.8%	2.4%	13.2%	31.1%	51.4%	100%
	14-17	N	5	6	17	21	34	83
		%	6%	7.2%	20.5%	25.3%	41%	100%
I feel like I belong in this class***	9-13	N	12	15	48	111	258	444
		%	2.7%	3.4%	10.8%	25%	58.1%	100%
	14-17	N	3	9	16	19	35	82
		%	3.7%	11%	19.5%	23.2%	42.7%	100%
I feel OK what my classmates think of me****	9-13	N	30	25	114	143	131	443
		%	6.8%	5.6%	25.7%	32.3%	29.6%	100%
	14-17	N	9	14	21	30	10	84
		%	10.7%	16.7%	25%	35.7%	11.9%	100%
I am OK when a teacher asks me a question	9-13	N	24	25	100	96	179	424
		%	5.7%	5.9%	23.6%	22.6%	42.2%	100%
	14-17	N	3	5	19	20	24	71
		%	4.2%	7%	26.8%	28.2%	33.8%	100%

* Cramer's V: 0.227, Sig.:0.000

** Cramer's V: 0.169, Sig.:0.004

*** Cramer's V: 0.176, Sig.:0.003

**** Cramer's V: 0.202, Sig.:0.000

Table 80 - Age group × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	9-13	N	2	6	52	102	270	432
		%	0.5%	1.4%	12%	23.6%	62.5%	100%
	14-17	N	0	2	8	25	40	75
		%	0%	2.7%	10.7%	33.3%	53.3%	100%
My teachers accept me the same way as other classmates*	9-13	N	7	5	28	96	302	438
		%	1.6%	1.1%	6.4%	21.9%	68.9%	100%
	14-17	N	2	7	12	23	37	81
		%	2.5%	8.6%	14.8%	28.4%	45.7%	100%
My classmates care about how I feel.	9-13	N	13	22	95	135	176	441
		%	2.9%	5%	21.5%	30.6%	39.9%	100%
	14-17	N	2	11	20	20	27	80
		%	2.5%	13.8%	25%	25%	33.8%	100%
My teachers listen to me and take what I say into account**	9-13	N	6	15	48	122	260	451
		%	1.3%	3.3%	10.6%	27.1%	57.6%	100%
	14-17	N	4	7	13	34	21	79
		%	5.1%	8.9%	16.5%	43%	26.6%	100%
My teachers talk about different countries, languages, cultures or religion	9-13	N	34	24	138	123	117	436
		%	7.8%	5.5%	31.7%	28.2%	26.8%	100%
	14-17	N	3	6	25	22	26	82
		%	3.7%	7.3%	30.5%	26.8%	31.7%	100%

* Cramer's V: 0.241, Sig.:0.000

** Cramer's V: 0.238, Sig.:0.000

Table 81 - Age group × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	9-13	N	185	102	90	81	458
		%	40.4%	22.3%	19.7%	17.7%	100%
	14-17	N	45	20	10	12	87
		%	51.7%	23%	11.5%	13.8%	100%
Hit or hurt you (not including play fight)	9-13	N	277	73	69	42	461
		%	60.1%	15.8%	15%	9.1%	100%
	14-17	N	64	11	7	4	86
		%	74.4%	12.8%	8.1%	4.7%	100%
Leave you out of their games or activities	9-13	N	258	75	74	50	457
		%	56.5%	16.4%	16.2%	10.9%	100%
	14-17	N	55	15	10	6	86
		%	64%	17.4%	11.6%	7%	100%

Table 82 - Age group * Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers					By the classmates		
		Yes	No	Total		Yes	No	Total
Your gender*	9-13	F	14	426	440	43	399	442
		%	3.2%	96.8%	100%	9.7%	90.3%	100%
	14-17	F	11	72	83	11	69	80
		%	13.3%	86.7%	100%	13.8%	86.3%	100%
Your economic status (poor/rich)	9-13	F	9	416	425	24	399	423
		%	2.1%	97.9%	100%	5.7%	94.3%	100%
	14-17	F	3	78	81	4	79	83
		%	3.7%	96.3%	100%	4.8%	95.2%	100%
Your religion	9-13	F	12	420	432	26	410	436
		%	2.8%	97.2%	100%	6%	94%	100%
	14-17	F	3	80	83	8	75	83
		%	3.6%	96.4%	100%	9.6%	90.4%	100%
Your nationality/race	9-13	F	10	429	439	29	398	427
		%	2.3%	97.7%	100%	6.8%	93.2%	100%
	14-17	F	3	78	81	9	72	81
		%	3.7%	96.3%	100%	11.1%	88.9%	100%
Where you live (district, village/town)	9-13	F	22	413	435	25	407	432
		%	5.1%	94.9%	100%	5.8%	94.2%	100%
	14-17	F	2	82	84	2	81	83
		%	2.4%	97.6%	100%	2.4%	97.6%	100%
Language you speak	9-13	F	24	422	446	28	402	430
		%	5.4%	94.6%	100%	6.5%	93.5%	100%
	14-17	F	6	76	82	7	77	84
		%	7.3%	92.7%	100%	8.3%	91.7%	100%

* Cramer's V: 0.172, Sig.:0.000 (by the teachers)

Table 83 - Age group * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
9-13	F	397	59	456
	%	87.1%	12.9%	100%
14-17	F	74	12	86
	%	86%	14%	100%

Table 84 - Age group × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
9-13	F	56	198	106	105	465
	%	12%	42.6%	22.8%	22.6%	100%
14-17	F	11	42	16	17	86
	%	12.8%	48.8%	18.6%	19.8%	100%

Table 85 - Age group × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
9-13	F	185	237	19	441
	%	42%	53.7%	4.3%	100%
14-17	F	17	55	14	86
	%	19.8%	64%	16.3%	100%

Cramer's V: 0.227, Sig.:0.000

Table 86 - Age group × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	9-13	422	4.52	0.88
	14-17	83	4.61	0.73
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	9-13	436	4.64	0.72
	14-17	85	4.62	0.65
In our class, pupils of different ethnicities/races/religion get along well	9-13	429	4.44	0.80
	14-17	80	4.55	0.69

Table 87 - Age group × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
9-13	F	199	233	14	20	466
	%	42.7%	50%	3%	4.3%	100%
14-17	F	36	45	3	2	86
	%	41.9%	52.3%	3.5%	2.3%	100%

Gender - Well-being and everyday life

Boys feel slightly more satisfied with general life than girls (Table 88). Although their social life is very similar and active, boys spend more time doing organized leisure activities and meeting and playing with friends than girls. However, girls use digital technologies more often to be in touch with their friends than boys (Table 89).

There is also a deviation in the perception of having enough friends. Although both groups feel supported and listened to by their friends and family, more girls than boys feel that they do not have enough friends (Table 90).

Regarding how they spend their leisure time, girls tend to not spend much time with friends in comparison with boys (Table 91). And when they do, they do it more often on the Internet than boys (Table 92).

Table 88 - Gender × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Girl	232	4.18	0.954
	Boy	263	4.42	0.829
I have what I want in life	Girl	242	3.93	1.012
	Boy	276	3.99	1.089
I like being the way I am***	Girl	245	4.19	1.094
	Boy	277	4.39	1.000
I feel positive about my future	Girl	232	4.10	1.001
	Boy	265	4.17	1.037

* Mann-Whitney U, 26308.500, Sig.:0.003

** Mann-Whitney U, 30493.500, Sig.:0.023

Table 89 - Gender × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts, etc.)*	Girl	N	101	100	55	256
		%	39.5%	39.1%	21.5%	100%
	Boy	N	84	108	94	286
		%	29.4%	37.8%	32.9%	100%
Meeting, playing with friends	Girl	N	62	117	76	255
		%	24.3%	45.9%	29.8%	100%
	Boy	N	59	118	107	284
		%	20.8%	41.5%	37.7%	100%
Using smartphone or computer to stay in touch with friends/relatives**	Girl	N	13	57	185	255
		%	5.1%	22.4%	72.5%	100%
	Boy	N	33	66	184	283
		%	11.7%	23.3%	65%	100%
Spending time just being by myself	Girl	N	142	84	9	235
		%	60.4%	35.7%	3.8%	100%
	Boy	N	171	87	8	266
		%	64.3%	32.7%	3%	100%

* Cramer's V: 0.10, Sig.:0.028

** Cramer's V: 0.09, Sig.:0.050

Table 90 - Gender × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Girl	241	4.52	0.936
	Boy	268	4.58	0.851
My parents (carers) listen to me and take what I say into account	Girl	253	4.32	0.937
	Boy	282	4.35	0.916
I have enough friends	Girl	252	4.36	1.048
	Boy	278	4.51	0.926
If I have a problem, I have a friend who will support me	Girl	247	4.42	1.004
	Boy	276	4.43	0.945

Table 91 - Gender × Leisure time

		No	Yes	Total	
Out of school, I spend time with friends from school	Girl	N	134	118	252
		%	53.2%	46.8%	100%
	Boy	N	139	132	271
		%	51.3%	48.7%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	Girl	N	152	100	252
		%	60.3%	39.7%	100%
	Boy	N	154	117	271
		%	56.8%	43.2%	100%
Out of school, I don't spend time with friends	Girl	N	156	89	245
		%	63.7%	36.3%	100%
	Boy	N	182	75	257
		%	70.8%	29.2%	100%

Table 92 - Gender × Leisure time 2

		Never	Rarely	Occasionally	Sometimes	Often	Total	
Out of school, I often spend time with my friends face to face	Girl	N	29	25	37	88	70	249
		%	11.6%	10%	14.9%	35.3%	28.1%	100%
	Boy	N	26	34	39	88	88	275
		%	9.5%	12.4%	14.2%	32%	32%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Girl	N	23	28	24	77	97	249
		%	9.2%	11.2%	9.6%	30.9%	39%	100%
	Boy	N	30	14	29	70	131	274
		%	10.9%	5.1%	10.6%	25.5%	47.8%	100%

* Cramer's V: 0.140, Sig.:0.035

Gender - School life

In terms of how they feel at school, generally boys feel better than girls (Table 93 and 94). They feel slightly more attended, cared, accepted and safe at school than girls. The only thing girls feel better about than boys is the feeling that they are accepted by teachers in the same way as their peers (Table 94). This is more remarkable in Table 95 and 96 related to harassment suffered and unfair treatment. Girls usually suffer more verbal abuse or mocking whilst boys suffer more physical aggressions (Table 95). In addition, girls have suffered more times unfair treatment from their classmates than boys, especially for gender reasons (17.6%). Less remarkable but also worth mentioning is that girls also suffer more unfair treatment due to their religion (7.5% of girls compared to 5.9% of boys), and the dimension by which more boys are treated more unfairly than girls is nationality/race.

When asked by their performance (Table 99), both answer similarly. But when they are asked for inclusion at school, girls are slightly more inclusive than boys.

Table 93 - Gender * How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	Girl	N	8	6	66	91	85	256
		%	3.1%	2.3%	25.8%	35.5%	33.2%	100%
	Boy	N	15	11	56	107	93	282
		%	5.3%	3.9%	19.9%	37.9%	33%	100%
I feel safe when I am at school	Girl	N	4	12	39	80	113	248
		%	1.6%	4.8%	15.7%	32.3%	45.6%	100%
	Boy	N	9	5	35	81	151	281
		%	3.2%	1.8%	12.5%	28.8%	53.7%	100%
I feel like I belong in this class	Girl	N	9	14	34	62	127	246
		%	3.7%	5.7%	13.8%	25.2%	51.6%	100%
	Boy	N	6	9	28	67	162	272
		%	2.2%	3.3%	10.3%	24.6%	59.6%	100%
I am OK when a teacher asks me a question*	Girl	N	24	25	65	78	53	245
		%	9.8%	10.2%	26.5%	31.8%	21.6%	100%
	Boy	N	13	13	68	93	88	275
		%	4.7%	4.7%	24.7%	33.8%	32%	100%
I feel OK what my classmates think of me	Girl	N	17	14	59	54	87	231
		%	7.4%	6.1%	25.5%	23.4%	37.7%	100%
	Boy	N	10	16	59	58	114	257
		%	3.9%	6.2%	23%	22.6%	44.4%	100%

* Cramer's V: 0.172, Sig.:0.004

Table 94 - Gender × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Girl	F	1	4	38	54	137	234
		%	0.4%	1.7%	16.2%	23.1%	58.5%	100%
	Boy	F	1	4	22	68	171	266
		%	0.4%	1.5%	8.3%	25.6%	64.3%	100%
My teachers accept me the same way as other classmates*	Girl	F	1	1	18	55	162	237
		%	0.4%	0.4%	7.6%	23.2%	68.4%	100%
	Boy	F	7	11	21	63	172	274
		%	2.6%	4%	7.7%	23%	62.8%	100%
My classmates care about how I feel.	Girl	F	9	19	57	67	90	242
		%	3.7%	7.9%	23.6%	27.7%	37.2%	100%
	Boy	F	6	13	56	84	112	271
		%	2.2%	4.8%	20.7%	31%	41.3%	100%
My teachers listen to me and take what I say into account	Girl	F	2	11	31	77	127	248
		%	0.8%	4.4%	12.5%	31%	51.2%	100%
	Boy	F	8	10	29	77	150	274
		%	2.9%	3.6%	10.6%	28.1%	54.7%	100%
My teachers talk about different countries, languages, cultures or religion	Girl	F	17	9	84	70	66	246
		%	6.9%	3.7%	34.1%	28.5%	26.8%	100%
	Boy	F	18	20	76	74	77	265
		%	6.8%	7.5%	28.7%	27.9%	29.1%	100%

* Cramer's V: 0.149, Sig.:0.024

Table 95 - Gender × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Girl	N	106	53	49	45	253
		%	41.9%	20.9%	19.4%	17.8%	100%
	Boy	N	123	67	47	48	285
		%	43.2%	23.5%	16.5%	16.8%	100%
Hit or hurt you (not including play fight)	Girl	N	161	35	42	18	256
		%	62.9%	13.7%	16.4%	7%	100%
	Boy	N	177	45	34	27	283
		%	62.5%	15.9%	12%	9.5%	100%
Leave you out of their games or activities	Girl	N	142	44	37	29	252
		%	56.3%	17.5%	14.7%	11.5%	100%
	Boy	N	169	44	44	26	283
		%	59.7%	15.5%	15.5%	9.2%	100%

Table 96 - Gender * Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender*	Girl	F	13	235	248	43	201	244
		%	5.2%	94.8%	100%	17.6%	82.4%	100%
	Boy	F	10	258	268	11	260	271
		%	3.7%	96.3%	100%	4.1%	95.9%	100%
Your economic status (poor/rich)	Girl	F	5	234	239	15	221	236
		%	2.1%	97.9%	100%	6.4%	93.6%	100%
	Boy	F	7	253	260	13	249	262
		%	2.7%	97.3%	100%	5%	95%	100%
Your religion	Girl	F	8	236	244	18	222	240
		%	3.3%	96.7%	100%	7.5%	92.5%	100%
	Boy	F	7	257	264	16	256	272
		%	2.7%	97.3%	100%	5.9%	94.1%	100%
Your nationality/race	Girl	F	8	235	243	19	212	231
		%	3.3%	96.7%	100%	8.2%	91.8%	100%
	Boy	F	5	264	269	19	250	269
		%	1.9%	98.1%	100%	7.1%	92.9%	100%
Where you live (district, village/town)	Girl	F	10	235	245	13	226	239
		%	4.1%	95.9%	100%	5.4%	94.6%	100%
	Boy	F	14	252	266	14	254	268
		%	5.3%	94.7%	100%	5.2%	94.8%	100%
Language you speak	Girl	F	15	232	247	20	216	236
		%	6.1%	93.9%	100%	8.5%	91.5%	100%
	Boy	F	15	258	273	15	255	270
		%	5.5%	94.5%	100%	5.6%	94.4%	100%

* Cramer's V: 0.221, Sig.:0.000 (by the classmates)

Table 97 - Gender * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Girl	F	223	34	257
	%	86.8%	13.2%	100%
Boy	F	240	37	277
	%	86.6%	13.4%	100%

Table 98 - Gender × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Girl	F	28	126	46	60	260
	%	10.8%	48.5%	17.7%	23.1%	100%
Boy	F	39	111	72	61	283
	%	13.8%	39.2%	25.4%	21.6%	100%

Table 99 - Gender × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Girl	F	93	143	17	253
	%	36.8%	56.5%	6.7%	100%
Boy	F	104	146	16	266
	%	39.1%	54.9%	6%	100%

Table 100 - Gender × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Girl	234	4.59	0.788
	Boy	263	4.48	0.924
I like that in our class and our school there are students with different backgrounds (language, religion, culture)*	Girl	243	4.72	0.605
	Boy	271	4.55	0.782
In our class, pupils of different ethnicities/races/religion get along well	Girl	235	4.49	0.742
	Boy	267	4.44	0.827

* Mann-Whitney U: 29508.000, Sig.:0.008

Table 101 - Gender × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Girl	F	93	143	10	14	260
	%	35.8%	55%	3.8%	5.4%	100%
Boy	F	138	131	7	8	284
	%	48.6%	46.1%	2.5%	2.8%	100%

Cramer's V: 0.138, Sig.: 0.015

Ethnicity – Well-being and everyday life

As stated earlier, the Spanish survey didn't directly ask for ethnicity, because that is a word that is very rarely used in Spain, and we thought the students wouldn't understand it. Instead, the question referred to their "culture of origin", with an open text field to insert the answer. This left us with a variety of answers that can be traced to ethnicity, but that are not easily understood as ethnicity. Most answers are related to the place where they or their parents were born or their religion. There's also a good number of answers that include

multiple “cultures of origin”, as detailed in Table 6. This lead us to divide the responses in three different groups: “European” (50.9%), “Latin American” (13.1%), and “Other” (36%), that includes those that are from Africa and Asia, those that answered with a religion, and those that included multiple cultures that can’t be included in the other groups. A more detailed analysis, with more groups, was deemed unfeasible as the number of cases is too small to achieve statistical significance.

When asked about their life (Table 103), the three groups answered in a similar way except for the question related to life satisfaction. Students from Latin American countries are the ones more satisfied with their lives. This can be connected with the fact that it is also the group who feel more supported by their families (Table 105). In contrast, although the European group is the one who feels less satisfied with life (Table 103), it is the group that feel more supported by friends (Table 105). This idea is reinforced by the results in Table 106, where European students spend the highest percentage of leisure time with school friends and a very high percentage of time with other friends. In terms of how these groups spend their time, they all agree that they spend it more often online than in person (Table 107). Moreover, students from Latin American countries spend more time meeting and playing with friends than the other groups (Table 104)¹⁹. However, students from European countries use more digital technologies to stay in touch with friends/relatives than the other two groups²⁰.

Table 102 - Ethnicity grouping

	F	%
Latin American	69	13.1%
European	269	50.9%
Other	190	36%
Total	528	100%

¹⁹ 37.9% answered that they did it every day or almost everyday, in front of 32.4% of European students and 30.1% of Other.

²⁰ 76% use digital technology every day or almost every day in contrast to 66.7% of students from Latin American countries and 59.7% of students from Other countries.

Table 103 - Ethnicity × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Latin American	57	4.54	0.66
	European	252	4.20	0.86
	Other	165	4.41	0.95
I have what I want in life	Latin American	59	3.93	1.20
	European	256	3.96	1.01
	Other	181	3.98	1.03
I like being the way I am	Latin American	60	4.32	1.07
	European	256	4.25	1.09
	Other	183	4.34	0.99
I feel positive about my future	Latin American	59	4.25	0.90
	European	249	4.08	1.05
	Other	169	4.21	0.98

* Kruskal-Wallis: Chi square: 15.144, Sig: 0.002

Table 104 - Ethnicity × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Latin American	N	27	24	16	67
		%	40.3%	35.8%	23.9%	100%
	European	N	90	96	77	263
		%	34.2%	36.5%	29.3%	100%
	Other	N	59	78	50	187
		%	31.6%	41.7%	26.7%	100%
Meeting, playing with friends	Latin American	N	19	22	25	66
		%	28.8%	33.3%	37.90	100%
	European	N	55	122	85	262
		%	21%	46.60%	32.40%	100%
	Other	N	47	83	56	186
		%	25.30%	44.6%	30.1%	100%
Using smartphone or computer to stay in touch with friends/relatives*	Latin American	N	8	14	44	66
		%	12.1%	21.2%	66.7%	100%
	European	N	20	43	200	263
		%	7.6%	16.3%	76%	100%
	Other	N	16	59	111	186
		%	8.60%	31.70%	59.70%	100%
Spending time just being by myself	Latin American	N	9	16	41	66
		%	13.6%	24.2%	62.1%	100%
	European	N	42	92	126	260
		%	16.2%	35.4%	48.5%	100.00%
	Other	N	35	66	82	183
		%	19.1%	36.1%	44.8%	100%

* Cramer's V: 0.13, Sig: 0.002

Table 105 - Ethnicity × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Latin American	60	4.62	0.64
	European	257	4.56	0.88
	Other	173	4.51	1.00
My parents (carers) listen to me and take what I say into account	Latin American	66	4.33	0.85
	European	261	4.32	0.89
	Other	186	4.37	0.96
I have enough friends	Latin American	67	4.25	1.21
	European	256	4.45	1.01
	Other	186	4.47	0.89
If I have a problem, I have a friend who will support me	Latin American	64	4.38	1.02
	European	256	4.55	0.81
	Other	181	4.28	1.15

Table 106 - Ethnicity × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	Latin American	N	41	26	67
		%	61.2%	38.8%	100%
	European	N	114	142	256
		%	44.5%	55.5%	100%
	Other	N	104	75	179
		%	58.1%	41.9%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	Latin American	N	46	21	67
		%	68.7%	31.3%	100%
	European	N	149	107	256
		%	58.2%	41.8%	100%
	Other	N	104	75	179
		%	58.1%	41.9%	100%
Out of school, I don't spend time with friends	Latin American	N	37	28	65
		%	56.9%	43.1%	100%
	European	N	171	77	248
		%	69%	31%	100%
	Other	N	113	55	168
		%	67.3%	32.7%	100%

* Cramer's V: 0.15, Sig: 0.005

Table 107 - Ethnicity × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Latin American	N	12	10	9	23	13	67
		%	17.9%	14.9%	13.4%	34.3%	19.4%	100%
	European	N	22	27	36	82	90	257
		%	8.6%	10.5%	14%	31.9%	35%	100%
	Other	N	20	23	25	62	49	179
		%	11.2%	12.8%	14%	34.6%	27.4%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	Latin American	N	8	6	7	18	28	67
		%	11.9%	9%	10.4%	26.9%	41.8%	100%
	European	N	20	18	24	67	125	254
		%	7.9%	7.1%	9.4%	26.4%	49.2%	100%
	Other	N	25	15	20	55	64	179
		%	14%	8.4%	11.2%	30.7%	35.8%	100%

Ethnicity - School life

The students surveyed have, in general, a positive perception of their life at school. Most Latin American, European, and Other students like being in school, they feel safe, feel they are part of their class, and feel comfortable interacting with their teachers. Also, they feel that their classmates have an acceptable opinion of them (Table 108). However, in all groups there is a small but no less important percentage of respondents who indicate that they do not have a positive experience with school life.

When analysing the relationship with classmates in more detail (table 109), for most students this relationship is positive, as they feel accepted by teachers, by their classmates and they feel listened to by their teachers. The positive perception is lower in the question “My classmates care about how I feel” and it is also less frequent, from the students’ point of view, in the question “My teachers talk about different countries, languages, cultures or religion”.

In regard to instances of harassment during the last school year (Table 110), the majority responded that they had never experienced a bullying situation in the last year. However, there is a considerable percentage of students who have experienced some form of reiterative violence. According to responses, the most frequent instances of harassment is verbal violence. However, in smaller percentages, physical violence such as beatings and micropolitical violence as exclusions from games or activities are also observed.

Table 108 - Ethnicity × How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	Latin American	N	0	3	13	33	20	69
		%	0%	4.3%	18.8%	47.8%	29%	100%
	European	N	18	8	73	106	62	267
		%	6.7%	3%	27.3%	39.7%	23.2%	100%
	Other	N	3	4	33	51	90	181
		%	1.7%	2.2%	18.2%	28.2%	49.7%	100%
I feel safe when I am at school	Latin American	N	2	1	11	16	35	65
		%	3.1%	1.5%	16.9%	24.6%	53.8%	100%
	European	N	8	12	41	88	113	262
		%	3.1%	4.6%	15.6%	33.6%	43.1%	100%
	Other	N	2	4	21	47	104	178
		%	1.1%	2.2%	11.8%	26.4%	58.4%	100%
I feel like I belong in this class	Latin American	N	3	4	7	21	30	65
		%	4.6%	6.2%	10.8%	32.3%	46.2%	100%
	European	N	8	12	36	59	145	260
		%	3.1%	4.6%	13.8%	22.7%	55.8%	100%
	Other	N	4	7	17	42	102	172
		%	2.3%	4.1%	9.9%	24.4%	59.3%	100%
I am OK when a teacher asks me a question	Latin American	N	4	3	19	23	15	64
		%	6.3%	4.7%	29.7%	35.9%	23.4%	100%
	European	N	25	21	55	91	66	258
		%	9.7%	8.1%	21.3%	35.3%	25.6%	100%
	Other	N	8	12	51	51	52	174
		%	4.6%	6.9%	29.3%	29.3%	29.9%	100%
I feel OK what my classmates think of me	Latin American	N	5	4	13	14	25	61
		%	8.2%	6.6%	21.3%	23%	41%	100%
	European	N	12	15	64	62	86	239
		%	5%	6.3%	26.8%	25.9%	36%	100%
	Other	N	7	9	39	34	78	167
		%	4.2%	5.4%	23.4%	20.4%	46.7%	100%

* Cramer's V: 0.21, Sig: 0.000

Table 109 - Ethnicity × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Latin American	F	0	1	8	11	42	62
		%	0%	1.6%	12.9%	17.7%	67.7%	100%
	European	F	1	3	27	68	143	242
		%	0.4%	1.2%	11.2%	28.1%	59.1%	100%
	Other	F	1	2	23	42	106	174
		%	0.6%	1.1%	13.2%	24.1%	60.9%	100%
My teachers accept me the same way as other classmates*	Latin American	F	0	0	3	16	46	65
		%	0%	0%	4.6%	24.6%	70.8%	100%
	European	F	7	9	13	61	157	247
		%	2.8%	3.6%	5.3%	24.7%	63.6%	100%
	Other	F	0	3	21	37	115	176
		%	0%	1.7%	11.9%	21%	65.3%	100%
My classmates care about how I feel.	Latin American	F	1	3	15	23	22	64
		%	1.6%	4.7%	23.4%	35.9%	34.4%	100%
	European	F	7	17	59	82	89	254
		%	2.8%	6.7%	23.2%	32.3%	35%	100%
	Other	F	6	12	36	44	78	176
		%	3.4%	6.8%	20.5%	25%	44.3%	100%
My teachers listen to me and take what I say into account	Latin American	F	0	3	5	20	36	64
		%	0%	4.7%	7.8%	31.3%	56.3%	100%
	European	F	6	11	33	88	120	258
		%	2.3%	4.3%	12.8%	34.1%	46.5%	100%
	Other	F	3	7	19	42	108	179
		%	1.7%	3.9%	10.6%	23.5%	60.3%	100%
My teachers talk about different countries, languages, cultures or religion	Latin American	F	4	3	25	17	17	66
		%	6.1%	4.5%	37.9%	25.8%	25.8%	100%
	European	F	19	17	77	72	66	251
		%	7.6%	6.8%	30.7%	28.7%	26.3%	100%
	Other	F	9	10	52	50	50	171
		%	5.3%	5.8%	30.4%	29.2%	29.2%	100%

* Cramer's V: 0.14, Sig: 0.020

Table 110 - Ethnicity × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Latin American	N	31	18	7	11	67
		%	46.3%	26.9%	10.4%	16.4%	100%
	European	N	113	52	51	49	265
		%	42.6%	19.6%	19.2%	18.5%	100%
	Other	N	71	44	37	30	182
		%	39%	24.2%	20.3%	16.5%	100%
Hit or hurt you (not including play fighting)	Latin American	N	45	12	4	6	67
		%	67.2%	17.9%	6%	9%	100%
	European	N	160	44	35	26	265
		%	60.4%	16.6%	13.2%	9.8%	100%
	Other	N	115	26	32	11	184
		%	62.5%	14.1%	17.4%	6%	100%
Leave you out of their games or activities	Latin American	N	40	12	7	7	66
		%	60.6%	18.2%	10.6%	10.6%	100%
	European	N	146	44	43	31	264
		%	55.3%	16.7%	16.3%	11.7%	100%
	Other	N	106	29	33	13	181
		%	58.6%	16%	18.2%	7.2%	100%

Table 111 - Ethnicity × Have you ever felt that you were treated unfairly because of following reasons?

	By the teachers				By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender*	Latin American	F	8	56	64	7	57	64
		%	12.5%	87.5%	100%	10.9%	89.1%	100%
	European	F	13	241	254	29	225	254
		%	5.1%	94.9%	100%	11.4%	88.6%	100%
	Other	F	4	174	178	15	161	176
		%	2.2%	97.8%	100%	8.5%	91.5%	100%
Your economic status (poor/rich)	Latin American	F	1	57	58	2	56	58
		%	1.7%	98.3%	100%	3.4%	96.6%	100%
	European	F	4	243	247	15	236	251
		%	1.6%	98.4%	100%	6%	94%	100%
	Other	F	5	168	173	10	160	170
		%	2.9%	97.1%	100%	5.9%	94.1%	100%
Your religion**	Latin American	F	2	59	61	1	60	61
		%	3.3%	96.7%	100%	1.6%	98.4%	100%
	European	F	3	254	257	11	248	259
		%	1.2%	98.8%	100%	4.2%	95.8%	100%
	Other	F	10	162	172	22	150	172
		%	5.8%	94.2%	100%	12.8%	87.2%	100%
Your nationality/race***	Latin American	F	4	59	63	7	50	57
		%	6.3%	93.7%	100%	12.3%	87.7%	100%
	European	F	1	254	255	10	243	253
		%	0.4%	99.6%	100%	4%	96%	100%
	Other	F	7	167	174	20	151	171
		%	4%	96%	100%	11.7%	88.3%	100%
Where you live (district, village/town)	Latin American	F	5	60	65	5	55	60
		%	7.7%	92.3%	100%	8.3%	91.7%	100%
	European	F	10	242	252	11	246	257
		%	4%	96%	100%	4.3%	95.7%	100%
	Other	F	4	171	175	6	165	171
		%	2.3%	97.7%	100%	3.5%	96.5%	100%
Language you speak****	Latin American	F	6	60	66	4	59	63
		%	9.1%	90.9%	100%	6.3%	93.7%	100%
	European	F	8	249	257	9	245	254
		%	3.1%	96.9%	100%	3.5%	96.5%	100%
	Other	F	12	165	177	17	153	170
		%	6.8%	93.2%	100%	10%	90%	100%

* Cramer's V: 0.14, Sig: 0.006 (by the teachers)

** Cramer's V: 0.12, Sig: 0.023 (by the teachers) / Cramer's V: 0.17, Sig: 0.001 (by the classmates)

*** Cramer's V: 0.15, Sig: 0.006 (by the teachers) / Cramer's V: 0.15, Sig: 0.005 (by the classmates)

**** Cramer's V: 0.12, Sig: 0.025 (by the classmates)

Table 112 - Ethnicity × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Latin American	F	56	10	66
	%	84.8%	15.2%	100%
European	F	235	26	261
	%	90%	10%	100%
Other	F	157	27	184
	%	85.3%	14.7%	100%

Table 113 - Ethnicity × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Yes	Sometimes	No	I don't know	Total
Latin American	F	9	31	13	15	68
	%	13.20%	45.60%	19.10%	22.10%	100.00%
European	F	37	103	59	66	265
	%	14.00%	38.90%	22.30%	24.90%	100.00%
Other	F	17	94	42	33	186
	%	9.10%	50.50%	22.60%	17.70%	100.00%

Table 114 - Ethnicity × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Latin American	F	20	42	4	66
	%	30.3%	63.6%	6.1%	100%
European	F	116	125	19	260
	%	44.6%	48.1%	7.3%	100%
Other	F	56	108	9	173
	%	32.4%	62.4%	5.2%	100%

Cramer's V: 0.10, Sig: 0.027

Table 115 - Ethnicity × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Latin American	57	4.49	0.78
	European	249	4.56	0.81
	Other	175	4.51	0.94
I like that in our class and our school there are students with different backgrounds (language, religion, culture)*	Latin American	62	4.73	0.66
	European	249	4.59	0.68
	Other	183	4.69	0.72
In our class, pupils of different ethnicities/races/religion get along well	Latin American	59	4.41	0.67
	European	247	4.49	0.71
	Other	178	4.46	0.84

Table 116 - Ethnicity × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Latin American	F	24	36	1	5	66
	%	36.4%	54.5%	1.5%	7.6%	100%
European	F	93	151	11	12	267
	%	34.8%	56.6%	4.1%	4.5%	100%
Other	F	106	75	3	2	186
	%	57%	40.3%	1.6%	1.1%	100%

Cramer's V: 0.17, Sig: 0.000

Citizenship – Well-being and everyday life

According to Table 117, there is not much difference between students with Spanish citizenship and students without Spanish citizenship. Both groups are quite happy with their lives. Only one relevant data is that precisely students without Spanish citizenship feel considerably more positive about their future than students with citizenship.

Looking at Tables 118, 120, and 121 students with citizenship have more social life than students without citizenship. They are involved more often in leisure activities and spend more time with friends. In addition, the first group of students feel more supported by family and, especially, by their friends than the second group (Table 119). This could be because of those who have the nationality are more 'settled', so they have a stronger and more stable affective network than those who do not have the nationality.

Table 117 - Citizenship × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	Citizenship	377	4.32	0.818
	Without citizenship	39	4.38	0.935
I have what I want in life	Citizenship	389	4.00	1.02
	Without citizenship	46	4.07	1.04
I like being the way I am	Citizenship	393	4.33	1.00
	Without citizenship	45	4.47	1.01
I feel positive about my future*	Citizenship	376	4.13	0.996
	Without citizenship	44	4.55	0.791

*Mann-Whitney U: 6225.500, Sig.:0.004

Table 118 - Citizenship × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)*	Citizenship	N	138	150	116	404
		%	34.2%	37.1%	28.7%	100%
	Without citizenship	N	16	25	6	47
		%	34%	53.2%	12.8%	100%
Meeting, playing with friends	Citizenship	N	81	181	141	403
		%	20.1%	44.9%	35%	100%
	Without citizenship	N	15	17	15	47
		%	31.9%	36.2%	31.9%	100%
Using smartphone or computer to stay in touch with friends/relatives	Citizenship	N	27	89	285	401
		%	6.7%	22.2%	71.1%	100%
	Without citizenship	N	4	11	32	47
		%	8.5%	23.4%	68.1%	100%
Spending time just being by myself	Citizenship	N	64	142	192	398
		%	16.1%	35.7%	48.2%	100%
	Without citizenship	N	5	15	28	48
		%	10.4%	31.3%	58.3%	100%

* Cramer's V: 0.122, Sig.:0.034

Table 119 - Citizenship × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Citizenship	381	4.58	0.850
	Without citizenship	43	4.40	1.237
My parents (carers) listen to me and take what I say into account	Citizenship	398	4.34	0.891
	Without citizenship	46	4.26	1.144
I have enough friends*	Citizenship	392	4.51	0.882
	Without citizenship	48	4.06	1.278
If I have a problem, I have a friend who will support me**	Citizenship	391	4.52	0.871
	Without citizenship	47	3.79	1.444

* Mann-Whitney U: 7483.000, Sig.:0.005

** Mann-Whitney U: 6520.000, Sig.:0.000

Table 120 - Citizenship × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school*	Citizenship	N	192	194	386
		%	49.7%	50.3%	100%
	Without citizenship	N	31	16	47
		%	66%	34%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	Citizenship	N	223	163	386
		%	57.8%	42.2%	100%
	Without citizenship	N	31	16	47
		%	66%	34%	100%
Out of school, I don't spend time with friends**	Citizenship	N	260	113	373
		%	69.7%	30.3%	100%
	Without citizenship	N	21	21	42
		%	50%	50%	100%

* Cramer's V: 0.101, Sig.:0.036

** Cramer's V: 0.127, Sig.:0.10

Table 121 - Citizenship × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face*	Citizenship	N	33	38	63	130	124	388
		%	8.5%	9.8%	16.2%	33.5%	32%	100%
	Without citizenship	N	13	7	7	16	5	48
		%	27.1%	14.6%	14.6%	33.3%	10.4%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)**	Citizenship	N	30	26	34	109	191	390
		%	7.7%	6.7%	8.7%	27.9%	49%	100%
	Without citizenship	N	10	5	10	9	12	46
		%	21.7%	10.9%	21.7%	19.6%	26.1%	100%

* Cramer's V: 0.22, Sig.:0.000

** Cramer's V: 0.23, Sig.:0.000

Citizenship – School life

Students without citizenship like being in school more than students with citizenship, although they do not feel as included as students with citizenship, and they appreciate it more when being asked by teachers (Table 122). In addition, students without citizenship feel more often listened to and attended by their teachers than students with citizenship (Table 123). This could be due to two facts: 1) schools feel engaged with migrant children integration and, therefore, pay special attention to these children feeling well at school; 2) people with a more uncertain personal life are more appreciative of any attention.

Regarding situations of bullying, students with citizenship suffer more from this kind of situation than students without citizenship (Table 124). However, students without citizenship suffer more because of their religion (9.1%), nationality (12.5%), the district where they live (7%) and more remarkable, the language they speak (14%). It is also remarkable that 6.7% of students without

citizenship felt harassed by teachers because of where they live. Students with citizenship felt more often treated unfairly especially in terms of gender (9.6%) (Table 125).

When they are asked for inclusion at school (Tables 127 and 128), data are very similar in both groups. However, when they are asked about inclusion in general terms, students with citizenship are more inclusive (Table 129) and have more friends from different countries (Table 130).

Table 122 - Citizenship × How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	Citizenship	N	20	12	98	151	120	401
		%	5%	3%	24.4%	37.7%	29.9%	100%
	Without citizenship	N	0	2	3	19	24	48
		%	0%	4.2%	6.3%	39.6%	50%	100%
I feel safe when I am at school	Citizenship	N	7	14	53	129	195	398
		%	1.8%	3.5%	13.3%	32.4%	49%	100%
	Without citizenship	N	2	0	9	10	24	45
		%	4.4%	0%	20%	22.2%	53.3%	100%
I feel like I belong in this class	Citizenship	N	7	13	48	95	224	387
		%	1.8%	3.4%	12.4%	24.5%	57.9%	100%
	Without citizenship	N	3	1	8	13	20	45
		%	6.7%	2.2%	17.8%	28.9%	44.4%	100%
I am OK when a teacher asks me a question	Citizenship	N	25	30	106	126	101	388
		%	6.4%	7.7%	27.3%	32.5%	26%	100%
	Without citizenship	N	0	1	9	18	16	44
		%	0%	2.3%	20.5%	40.9%	36.4%	100%
I feel OK what my classmates think of me	Citizenship	N	18	22	90	90	151	371
		%	4.9%	5.9%	24.3%	24.3%	40.7%	100%
	Without citizenship	N	3	4	10	9	15	41
		%	7.3%	9.8%	24.4%	22%	36.6%	100%

* Cramer's V: 0.18, Sig: 0.006

Table 123 - Citizenship × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Citizenship	F	1	5	41	89	240	376
		%	0.3%	1.3%	10.9%	23.7%	63.8%	100%
	Without citizenship	F	0	0	5	11	26	42
		%	0%	0%	11.9%	26.2%	61.9%	100%
My teachers accept me the same way as other classmates	Citizenship	F	7	10	31	84	251	383
		%	1.8%	2.6%	8.1%	21.9%	65.5%	100%
	Without citizenship	F	0	1	2	11	31	45
		%	0%	2.2%	4.4%	24.4%	68.9%	100%
My classmates care about how I feel.	Citizenship	F	6	25	86	107	160	384
		%	1.6%	6.5%	22.4%	27.9%	41.7%	100%
	Without citizenship	F	2	2	14	15	10	43
		%	4.7%	4.7%	32.6%	34.9%	23.3%	100%
My teachers listen to me and take what I say into account*	Citizenship	F	7	17	46	127	195	392
		%	1.8%	4.3%	11.7%	32.4%	49.7%	100%
	Without citizenship	F	1	1	4	5	35	46
		%	2.2%	2.2%	8.7%	10.9%	76.1%	100%
My teachers talk about different countries, languages, cultures or religion	Citizenship	F	27	20	123	114	102	386
		%	7%	5.2%	31.9%	29.5%	26.4%	100%
	Without citizenship	F	4	5	10	11	12	42
		%	9.5%	11.9%	23.8%	26.2%	28.6%	100%

* Cramer's V: 0.170, Sig.:0.013

Table 124 - Citizenship × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Citizenship	N	172	81	78	69	400
		%	43%	20.3%	19.5%	17.3%	100%
	Without citizenship	N	22	15	5	5	47
		%	46.8%	31.9%	10.6%	10.6%	100%
Hit or hurt you (not including play fight)	Citizenship	N	251	61	56	32	400
		%	62.8%	15.3%	14%	8%	100%
	Without citizenship	N	30	9	4	4	47
		%	63.8%	19.1%	8.5%	8.5%	100%
Leave you out of their games or activities	Citizenship	N	229	65	64	41	399
		%	57.4%	16.3%	16%	10.3%	100%
	Without citizenship	N	26	10	5	4	45
		%	57.8%	22.2%	11.1%	8.9%	100%

Table 125 - Citizenship × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
		Yes	No	Total	Yes	No	Total	
Your gender	Citizenship	F	13	372	385	37	349	386
		%	3.4%	96.6%	100%	9.6%	90.4%	100%
	Without citizenship	F	2	43	45	4	41	45
		%	4.4%	95.6%	100%	8.9%	91.1%	100%
Your economic status (poor/rich)	Citizenship	F	9	370	379	20	359	379
		%	2.4%	97.6%	100%	5.3%	94.7%	100%
	Without citizenship	F	2	42	44	2	41	43
		%	4.5%	95.5%	100%	4.7%	95.3%	100%
Your religion	Citizenship	F	10	373	383	22	362	384
		%	2.6%	97.4%	100%	5.7%	94.3%	100%
	Without citizenship	F	3	42	45	4	40	44
		%	6.7%	93.3%	100%	9.1%	90.9%	100%
Your nationality/race	Citizenship	F	9	382	391	24	358	382
		%	2.3%	97.7%	100%	6.3%	93.7%	100%
	Without citizenship	F	1	41	42	5	35	40
		%	2.4%	97.6%	100%	12.5%	87.5%	100%
Where you live (district, village/town)	Citizenship	F	15	373	388	17	366	383
		%	3.9%	96.1%	100%	4.4%	95.6%	100%
	Without citizenship	F	3	42	45	3	40	43
		%	6.7%	93.3%	100%	7%	93%	100%
Language you speak*	Citizenship	F	21	372	393	23	361	384
		%	5.3%	94.7%	100%	6%	94%	100%
	Without citizenship	F	3	41	44	6	37	43
		%	6.8%	93.2%	100%	14%	86%	100%

* Cramer's V: 0.095, Sig.:0.049

Table 126 - Citizenship × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Citizenship	F	341	58	399
	%	85.5%	14.5%	100%
Without citizenship	F	41	4	45
	%	91.1%	8.9%	100%

Table 127 - Citizenship × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
Citizenship	F	48	179	90	86	403
	%	11.9%	44.4%	22.3%	21.3%	100%
Without citizenship	F	6	20	15	7	48
	%	12.5%	41.7%	31.3%	14.6%	100%

Table 128 - Citizenship × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Citizenship	F	154	210	23	387
	%	39.8%	54.3%	5.9%	100%
Without citizenship	F	19	25	1	45
	%	42.2%	55.6%	2.2%	100%

Table 129 - Citizenship × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Citizenship	381	4.56	0.824
	Without citizenship	42	4.21	1.200
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Citizenship	386	4.65	0.714
	Without citizenship	45	4.56	0.841
In our class, pupils of different ethnicities/races/religion get along well	Citizenship	379	4.48	0.798
	Without citizenship	41	4.34	0.883

Table 130 - Citizenship × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Citizenship	F	175	207	12	10	404
	%	43.3%	51.2%	3%	2.5%	100%
Without citizenship	F	20	20	3	4	47
	%	42.6%	42.6%	6.4%	8.5%	100%

Religion – Well-being and everyday life

Because of the big difference in number of followers of the different religions, and to make the analysis feasible, the three groups used for the study are Christianity (33.6%), Not affiliated (39.2%), and Other religions (27.2%) (Table 132). It is notable though that a sizeable number of students either didn't know what to answer (14.7%) or didn't want to answer (3.8%) the question (Table 131).

Students affiliated with Other religions tend to be more satisfied with life than the other groups, like who they are and show positive feelings about the future. Those who are not affiliated with a religion have the lowest satisfaction rates. However, they are the most likely to state that they have what they want in life. Christian students always hold a middle position (Table 133).

Other religions students generally participate in more organized activities in their leisure time. However, Christian students meet and play more often with friends outside school, so they are rarely spending time just being by themselves. Other religions students use digital technologies more often to stay in touch with friends (95%), than Not affiliated (91.3%) and Christians (90.3%) (Table 134).

Regarding relationships of trust and safety, Christian students feel more supported by family and friends, and are more listened to by their parents. Other religions students feel that they have less support (Table 135).

In leisure time, those who are followers of other religions spend less time with school friends (Table 136). Christian students spend more time than the other groups with other friends face to face sometimes or often. Those who are not members of a religious group, on the other hand, sometimes or often spend more time online with their friends (Table 137).

Table 131 - Religion results

	F	%
Christianity	151	27.4%
Islam	111	20.1%
Hindusim	1	0.2%
Buddhism	2	0.4%
Sikhism	2	0.4%
Judaism	0	0%
Some other religion. Which?	6	1.1%
I am not affiliated with a religion	176	31.9%
I don't know	81	14.7%
I don't want to answer	21	3.8%
Total	551	100%

Table 132 - Religion grouping

	F	%
Christianity	151	33.6%
Islam, Hinduism, Buddhism, Sikhism, Judaism, Other	122	27.2%
I am not affiliated with a religion	176	39.2%
Total	449	100%

Table 133 - Religion × Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life*	Christianity	137	4.33	0.892
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	106	4.59	0.727
	I am not affiliated with a religion	160	4.21	0.850
I have what I want in life	Christianity	138	3.95	1.042
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	118	4.01	1.058
	I am not affiliated with a religion	170	4.02	1.009
I like being the way I am	Christianity	138	4.33	0.946
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	119	4.50	0.862
	I am not affiliated with a religion	169	4.26	1.065
I feel positive about my future	Christianity	135	4.20	0.937
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	111	4.35	0.870
	I am not affiliated with a religion	165	4.13	0.976

* Kruskal Wallis: Chi square: 17.821, Sig.:0.000

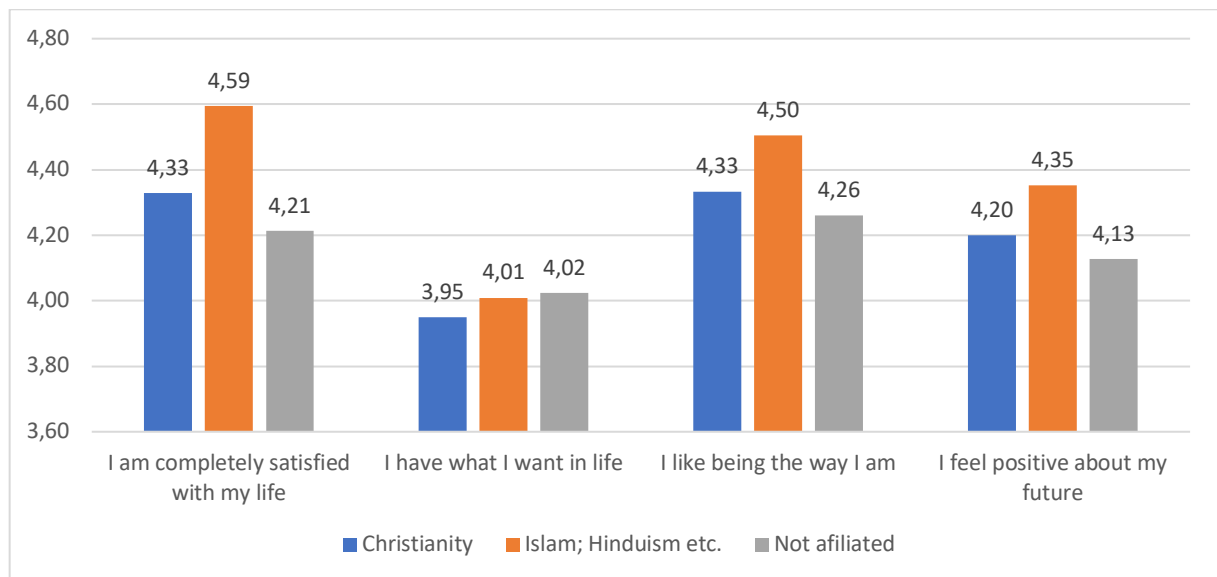


Table 134 - Religion × How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	Christianity	N	50	55	42	147
		%	34%	37.4%	28.6%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	32	49	39	120
		%	26.7%	40.8%	32.5%	100%
	I am not affiliated with a religion	N	61	65	46	172
		%	35.5%	37.8%	26.7%	100%
Meeting, playing with friends	Christianity	N	26	64	56	146
		%	17.8%	43.8%	38.4%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	27	59	34	120
		%	22.5%	49.2%	28.3%	100%
	I am not affiliated with a religion	N	45	74	53	172
		%	26.2%	43%	30.8%	100%
Using smartphone or computer to stay in touch with friends/relatives	Christianity	N	14	27	104	145
		%	9.7%	18.6%	71.7%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	6	36	77	119
		%	5%	30.3%	64.7%	100%
	I am not affiliated with a religion	N	15	33	125	173
		%	8.7%	19.1%	72.3%	100%
Spending time just being by myself	Christianity	N	18	44	84	146
		%	12.3%	30.1%	57.5%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	21	45	51	117
		%	17.9%	38.5%	43.6%	100%
	I am not affiliated with a religion	N	30	57	83	170
		%	17.6%	33.5%	48.8%	100%

Table 135 - Religion × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	Christianity	142	4.63	0.785
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	112	4.56	0.957
	I am not affiliated with a religion	165	4.56	0.920
My parents (carers) listen to me and take what I say into account	Christianity	145	4.44	0.857
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	120	4.43	0.932
	I am not affiliated with a religion	172	4.31	0.907
I have enough friends	Christianity	142	4.47	0.822
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	121	4.58	0.929
	I am not affiliated with a religion	169	4.41	1.083
If I have a problem, I have a friend who will support me	Christianity	142	4.49	0.921
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	117	4.26	1.205
	I am not affiliated with a religion	167	4.47	0.877

Table 136 - Religion × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	Christianity	N	72	70	142
		%	50.7%	49.3%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	71	46	117
		%	60.7%	39.3%	100%
	I am not affiliated with a religion	N	84	85	169
		%	49.7%	50.3%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	Christianity	N	75	67	142
		%	52.8%	47.2%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	69	48	117
		%	59%	41%	100%
	I am not affiliated with a religion	N	103	66	169
		%	60.9%	39.1%	100%
Out of school, I don't spend time with friends	Christianity	N	96	42	138
		%	69.6%	30.4%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	73	37	110
		%	66.4%	33.6%	100%
	I am not affiliated with a religion	N	103	60	163
		%	63.2%	36.8%	100%

Table 137 - Religion × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	Christianity	N	15	14	18	53	43	143
		%	10.5%	9.8%	12.6%	37.1%	30.1%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	15	12	11	41	34	113
		%	13.3%	10.6%	9.7%	36.3%	30.1%	100%
	I am not affiliated with a religion	N	16	23	33	54	46	172
		%	9.3%	13.4%	19.2%	31.4%	26.7%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)*	Christianity	N	15	10	16	42	61	144
		%	10.4%	6.9%	11.1%	29.2%	42.4%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	20	9	14	31	40	114
		%	17.5%	7.9%	12.3%	27.2%	35.1%	100%
	I am not affiliated with a religion	N	6	16	13	46	87	168
		%	3.6%	9.5%	7.7%	27.4%	51.8%	100%

Religion - School life

Students of Other religions are the ones who sometimes or often feel happiest and most confident about being in school. However, Christian students show themselves as more belonging to the class. Non-religiously affiliated students are the group that feels the least happy or safe to be in school. They also have less sense of belonging to the class (Table 138). This is the group that feel less accepted by their classmates but more attended by teachers. However, acceptance by classmates and teachers in all cases is above 85%. Christians feel that their teachers are inclusive more than the other two groups, although some of them suffer unfair treatment by teachers, especially related to the place they live and the language they speak (Table 139).

Regarding situations of bullying or harassment between classmates, non-denominational pupils suffer more teasing, hitting and voids than the rest. Christian students always suffer the least (Table 140).

Students not affiliated to any religion felt that they were treated unfairly because of their gender by teachers, but Christian students point to their peers. Pupils of Other religions feel treated unfairly mainly because of their economic status, religion, language, or nationality. In all cases they felt they were treated more unfairly by their classmates than by their teachers (Table 141). Other religions students stated that students are less allowed to speak in different languages (Table 142) and teachers speak in other languages with students less often (Table 143).

At the same time, students who do not belong to any religion are the group that perceived themselves to perform best in class (49.1%), ahead of Christianity (35.7%) and Other religions (33.6%) (Table 144), and with more inclusive thinking. Although it is the group that

likes to have students with other backgrounds in class the least (Table 145). More than 90% of students have friends from different countries, but especially students of Other religions (Table 146).

Table 138 - Religion × How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school*	Christianity	N	8	6	32	56	45	147
		%	5.4%	4.1%	21.8%	38.1%	30.6%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	16	38	62	118
		%	0.8%	0.8%	13.6%	32.2%	52.5%	100%
	I am not affiliated with a religion	N	9	8	50	67	40	174
		%	5.2%	4.6%	28.7%	38.5%	23%	100%
I feel safe when I am at school	Christianity	N	4	8	23	38	73	146
		%	2.7%	5.5%	15.8%	26%	50%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	1	1	12	30	71	115
		%	0.9%	0.9%	10.4%	26.1%	61.7%	100%
	I am not affiliated with a religion	N	4	4	30	57	76	171
		%	2.3%	2.3%	17.5%	33.3%	44.4%	100%
I feel like I belong in this class	Christianity	N	3	9	19	32	80	143
		%	2.1%	6.3%	13.3%	22.4%	55.9%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	4	2	10	27	71	114
		%	3.5%	1.8%	8.8%	23.7%	62.3%	100%
	I am not affiliated with a religion	N	2	7	24	42	93	168
		%	1.2%	4.2%	14.3%	25%	55.4%	100%
I am OK when a teacher asks me a question	Christianity	N	8	11	35	49	40	143
		%	5.6%	7.7%	24.5%	34.3%	28%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	5	8	30	32	40	115
		%	4.3%	7%	26.1%	27.8%	34.8%	100%
	I am not affiliated with a religion	N	12	14	38	69	34	167
		%	7.2%	8.4%	22.8%	41.3%	20.4%	100%
I feel OK what my classmates think of me	Christianity	N	5	5	32	32	55	129
		%	3.9%	3.9%	24.8%	24.8%	42.6%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	7	10	22	21	53	113
		%	6.2%	8.8%	19.5%	18.6%	46.9%	100%
	I am not affiliated with a religion	N	7	9	40	39	61	156
		%	4.5%	5.8%	25.6%	25%	39.1%	100%

* Cramer's V: 0.20, Sig: 0.000

Table 139 - Religion × Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am.	Christianity	F	0	3	17	25	95	140
		%	0%	2.1%	12.1%	17.9%	67.9%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	1	1	13	30	67	112
		%	0.9%	0.9%	11.6%	26.8%	59.8%	100%
	I am not affiliated with a religion	F	0	1	16	47	97	161
		%	0%	0.6%	9.9%	29.2%	60.2%	100%
My teachers accept me the same way as other classmates	Christianity	F	2	6	10	29	98	145
		%	1.4%	4.1%	6.9%	20%	67.6%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	2	2	13	18	81	116
		%	1.7%	1.7%	11.2%	15.5%	69.8%	100%
	I am not affiliated with a religion	F	3	1	9	41	113	167
		%	1.8%	0.6%	5.4%	24.6%	67.7%	100%
My classmates care about how I feel.	Christianity	F	4	10	27	44	57	142
		%	2.8%	7%	19%	31%	40.1%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	4	8	25	25	54	116
		%	3.4%	6.9%	21.6%	21.6%	46.6%	100%
	I am not affiliated with a religion	F	1	12	40	54	56	163
		%	0.6%	7.4%	24.5%	33.1%	34.4%	100%
My teachers listen to me and take what I say into account	Christianity	F	4	4	25	40	71	144
		%	2.8%	2.8%	17.4%	27.8%	49.3%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	1	7	9	26	74	117
		%	0.9%	6%	7.7%	22.2%	63.2%	100%
	I am not affiliated with a religion	F	2	5	19	57	85	168
		%	1.2%	3%	11.3%	33.9%	50.6%	100%
My teachers talk about different countries, languages, cultures or religion	Christianity	F	4	7	46	34	48	139
		%	2.9%	5%	33.1%	24.5%	34.5%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	12	6	32	36	26	112
		%	10.7%	5.4%	28.6%	32.1%	23.2%	100%
	I am not affiliated with a religion	F	12	12	56	50	38	168
		%	7.1%	7.1%	33.3%	29.8%	22.6%	100%

Table 140 - Religion × Instances of harassment in school or online during the last school year

		Never	Once	Two or three times	More than three times	Total	
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you	Christianity	N	65	36	22	24	147
		%	44.2%	24.5%	15%	16.3%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	52	26	21	20	119
		%	43.7%	21.8%	17.6%	16.8%	100%
	I am not affiliated with a religion	N	78	32	39	23	172
		%	45.3%	18.6%	22.7%	13.4%	100%
Hit or hurt you (not including play fighting)	Christianity	N	102	16	15	14	147
		%	69.4%	10.9%	10.2%	9.5%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	74	18	16	11	119
		%	62.2%	15.1%	13.4%	9.2%	100%
	I am not affiliated with a religion	N	103	36	25	10	174
		%	59.2%	20.7%	14.4%	5.7%	100%
Leave you out of their games or activities	Christianity	N	84	26	20	15	145
		%	57.9%	17.9%	13.8%	10.3%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	N	68	18	19	13	118
		%	57.6%	15.3%	16.1%	11%	100%
	I am not affiliated with a religion	N	98	27	29	18	172
		%	57%	15.7%	16.9%	10.5%	100%

Table 141 - Religion × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
			Yes	No	Total	Yes	No	Total
Your gender	Christianity	F	5	137	142	17	130	147
		%	3.5%	96.5%	100%	11.6%	88.4%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	3	111	114	8	106	114
		%	2.6%	97.4%	100%	7%	93%	100%
	I am not affiliated with a religion	F	7	160	167	18	144	162
		%	4.2%	95.8%	100%	11.1%	88.9%	100%
Your economic status (poor/rich)	Christianity	F	2	139	141	6	136	142
		%	1.4%	98.6%	100%	4.2%	95.8%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	1	108	109	5	102	107
		%	0.9%	99.1%	100%	4.7%	95.3%	100%
	I am not affiliated with a religion	F	3	162	165	10	156	166
		%	1.8%	98.2%	100%	6%	94%	100%
Your religion*	Christianity	F	4	138	142	9	135	144
		%	2.8%	97.2%	100%	6.3%	93.8%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	6	103	109	16	93	109
		%	5.5%	94.5%	100%	14.7%	85.3%	100%
	I am not affiliated with a religion	F	0	170	170	6	164	170
		%	0%	100%	100%	3.5%	96.5%	100%
Your nationality/race	Christianity	F	2	140	142	13	127	140
		%	1.4%	98.6%	100%	9.3%	90.7%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	4	106	110	11	98	109
		%	3.6%	96.4%	100%	10.1%	89.9%	100%
	I am not affiliated with a religion	F	1	170	171	7	159	166
		%	0.6%	99.4%	100%	4.2%	95.8%	100%
Where you live (district, village/town)	Christianity	F	7	134	141	7	137	144
		%	5%	95%	100%	4.9%	95.1%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	1	110	111	2	105	107
		%	0.9%	99.1%	100%	1.9%	98.1%	100%
	I am not affiliated with a religion	F	4	164	168	5	161	166
		%	2.4%	97.6%	100%	3%	97%	100%
Language you speak**	Christianity	F	6	139	145	6	138	144
		%	4.1%	95.9%	100%	4.2%	95.8%	100%
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	9	105	114	9	98	107
		%	7.9%	92.1%	100%	8.4%	91.6%	100%
	I am not affiliated with a religion	F	3	165	168	11	154	165
		%	1.8%	98.2%	100%	6.7%	93.3%	100%

* Cramer's V: 0.15, Sig.: 0.012 (by the teachers) / Cramer's V: 0.172, Sig.:0.002 (by the classmates)

** Cramer's V: 0.12, Sig: 0.043 (by the teachers)

Table 142 - Religion × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
Christianity	F	129	20	149
	%	86.6%	13.4%	100%
Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	98	20	118
	%	83.1%	16.9%	100%
I am not affiliated with a religion	F	152	17	169
	%	89.9%	10.1%	100%

Table 143 - Religion × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Someti mes	No	I don't know	Total
Christianity	F	23	61	30	35	149
	%	15.4%	40.9%	20.1%	23.5%	100%
Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	10	57	31	22	120
	%	8.3%	47.5%	25.8%	18.3%	100%
I am not affiliated with a religion	F	19	83	38	34	174
	%	10.9%	47.7%	21.8%	19.5%	100%

Table 144 - Religion × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
Christianity	F	51	82	10	143
	%	35.7%	57.3%	7%	100%
Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	38	69	6	113
	%	33.6%	61.1%	5.3%	100%
I am not affiliated with a religion	F	83	82	4	169
	%	49.1%	48.5%	2.4%	100%

Cramer's V: 0.11, Sig.: 0.026

Table 145 - Religion × Multiculturality

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	Christianity	140	4.51	0.852
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	111	4.50	0.971
	I am not affiliated with a religion	166	4.64	0.714
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	Christianity	145	4.71	0.645
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	113	4.77	0.598
	I am not affiliated with a religion	165	4.65	0.652
In our class, pupils of different ethnicities/races/religion get along well	Christianity	139	4.50	0.774
	Islam, Hinduism, Buddhism, Sikhism, Judaism, other	112	4.48	0.920
	I am not affiliated with a religion	162	4.43	0.779

Table 146 - Religion × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
Christianity	F	69	66	6	5	146
	%	47.3%	45.2%	4.1%	3.4%	100%
Islam, Hinduism, Buddhism, Sikhism, Judaism, other	F	75	41	3	2	121
	%	62%	33.9%	2.5%	1.7%	100%
I am not affiliated with a religion	F	60	103	6	7	176
	%	34.1%	58.5%	3.4%	4%	100%

Cramer's V: 0.16, Sig: 0.001

Socio-economic status – Well-being and everyday life

Students without financial difficulties feel slightly more satisfied with life in general than those with some or many financial difficulties. At the same time, they feel more confident with their family and friends, and in their leisure time, their social life is richer, participating more often in organized activities and using smartphones or computers to stay in touch with their friends than students with more difficulties.

As there were only 17 responses of having difficulties in meeting financial needs, too small a number to be relevant for the analysis, this variable was recorded so that the responses of those with some difficulties and those with difficulties were merged into one group.

In general, the socio-economic situation of the participants does not seem to be a major problem and most of them have a financial situation without major difficulties. Only 3.3% reported difficulties in meeting their financial needs (table 147). Among the participants, life satisfaction (table 148) does not seem to have a strong association with the family's financial situation, as there are no significant differences in the responses on general life satisfaction, self-concept and expectations about the future. There are only differences associated with socio-economic status in the item "I have what I want in life", with a lower mean for the group reporting some financial difficulties.

In relation to the use of free time outside school (Table 149), we can observe significant inequalities that do not seem to be related to socio-economic status in all items. However, there are significant differences linked to the socio-economic status of the groups in the use of technological devices such as computers or smartphones.

In relationships with family and friends (table 150), we observed significant differences associated with socio-economic status in feeling listened to by their parents and supported by their friends when faced with problems. In these items, the group with some economic difficulties has a lower mean than the group that does not report difficulties. This leads us to think that a troubled socio-economic situation may be associated with a weakening of relationships with friends and family, probably due to a lack of financial means to participate in social life and the family tensions that this situation may generate.

Table 147 - Socio-economic status

	F	%
In our family, we do not have difficulties to cover our economic necessities	317	62.4%
In our family, we have some difficulties to cover our economic necessities	174	34.3%
In our family, we have difficulties to cover our economic necessities	17	3.3%

Table 148 - Socio-economic status * Life satisfaction

		N	Mean	Std. Deviation
I am completely satisfied with my life	No difficulties	289	4.30	0.915
	Some or a lot of difficulties	168	4.29	0.836
I have what I want in life*	No difficulties	299	4.05	1.037
	Some or a lot of difficulties	181	3.80	1.058
I like being the way I am	No difficulties	303	4.32	1.039
	Some or a lot of difficulties	182	4.25	1.072
I feel positive about my future*	No difficulties	287	4.20	0.970
	Some or a lot of difficulties	177	4.06	1.023

* Mann-Whitney U, 23052.500, Sig.:0.010

Table 149 - Socio-economic status * How often do you usually spend time doing the following activities when you are not at school?

			Rarely or never	Once or twice a week	Every day or almost everyday	Total
Participate in organized leisure activities or classes outside school (music, sports, dancing, languages, scouts etc.)	No difficulties	N	103	121	90	314
		%	32.8%	38.5%	28.7%	100%
	Some or a lot of difficulties	N	72	67	47	186
		%	38.7%	36%	25.3%	100%
Meeting, playing with friends	No difficulties	N	65	147	98	310
		%	21%	47.4%	31.6%	100%
	Some or a lot of difficulties	N	44	74	68	186
		%	23.7%	39.8%	36.6%	100%
Using smartphone or computer to stay in touch with friends/relatives*	No difficulties	N	21	60	229	310
		%	6.8%	19.4%	73.9%	100%
	Some or a lot of difficulties	N	20	55	111	186
		%	10.8%	29.6%	59.7%	100%
Spending time just being by myself	No difficulties	N	52	97	159	308
		%	16.9%	31.5%	51.6%	100%
	Some or a lot of difficulties	N	29	71	86	186
		%	15.6%	38.2%	46.2%	100%

* Cramer's V: 0.148, Sig.: 0.004

Table 150 - Socio-economic status × Family and friends

		N	Mean	Std. Deviation
If I have a problem, my family will help me	No difficulties	298	4.57	0.927
	Some or a lot of difficulties	175	4.51	0.863
My parents (carers) listen to me and take what I say into account*	No difficulties	308	4.38	0.921
	Some or a lot of difficulties	189	4.22	0.947
I have enough friends	No difficulties	307	4.46	0.977
	Some or a lot of difficulties	185	4.38	0.994
If I have a problem, I have a friend who will support me*	No difficulties	299	4.54	0.875
	Some or a lot of difficulties	187	4.25	1.076

* Mann-Whitney U, 25986.500, Sig.:0.025

** Mann-Whitney U, 23676.000, Sig.:0.000

Table 151 - Socio-economic status × Leisure time

			No	Yes	Total
Out of school, I spend time with friends from school	No difficulties	N	154	149	303
		%	50.8%	49.2%	100%
	Some or a lot of difficulties	N	99	82	181
		%	54.7%	45.3%	100%
Outside of school, I spend time with other friends (from the neighbourhood, the square, the house, the civic centre, etc.)	No difficulties	N	168	135	303
		%	55.4%	44.6%	100%
	Some or a lot of difficulties	N	113	68	181
		%	62.4%	37.6%	100%
Out of school, I don't spend time with friends	No difficulties	N	205	87	292
		%	70.2%	29.8%	100%
	Some or a lot of difficulties	N	110	62	172
		%	64%	36%	100%

Table 152 - Socio-economic status × Leisure time 2

			Never	Rarely	Occasionally	Sometimes	Often	Total
Out of school, I often spend time with my friends face to face	No difficulties	N	35	32	38	105	95	305
		%	11.5%	10.5%	12.5%	34.4%	31.1%	100%
	Some or a lot of difficulties	N	16	24	32	61	50	183
		%	8.7%	13.1%	17.5%	33.3%	27.3%	100%
Out of school, I often spend time with my friends online (gaming, chatting, using Snapchat, Instagram or other social media)	No difficulties	N	32	27	26	78	142	305
		%	10.5%	8.9%	8.5%	25.6%	46.6%	100%
	Some or a lot of difficulties	N	18	14	22	61	67	182
		%	9.9%	7.7%	12.1%	33.5%	36.8%	100%

Socio-economic status - School life

Although both groups of students sometimes or often like to be in school, students with some or many economic difficulties (71.7%) like it more than students with no economic difficulties (68.3%). However, students without financial difficulties feel more belonging to the class (81.4%) than the first group (76.3%) and also feel more secure at school, and feel better when the teacher asks a question, or about how peers think about them (Table 153). In addition, this group appreciated more the support of their peers and teachers and the fact that they were listened to by them (Table 154), and suffered less situations of bullying (28.2%) than students with some or many economic difficulties (45.9%). Moreover, the group with no difficulties is less often left out of games or activities than the other group (Table 155). The main reasons why children feel they are treated unfairly by teachers (match in both groups) are the language they speak, the gender, and the place they live. Instead, the main reasons for unfair treatment by classmates, for students in the no economic difficulties group are gender, religion, and race, and for the other group gender, language they speak, and race (Table 156).

Usually, students are allowed to speak other languages (Table 157) and sometimes teachers speak to them in other languages (Table 158).

Regarding how students perceive their performance at school, students with no economic difficulties perform better than students with some or many economic difficulties. So, this last group reported worse results compared to their classmates (8.4%) than the other group (5.6%) (Table 159).

Students usually like to have classmates with different backgrounds (Table 160) and most of them, both students with no economic difficulties (94%) or with them (92.5%), have friends from different countries (Table 161).

Table 153 - Socio-economic status * How do you feel about your school?

			Never	Rarely	Occasionally	Sometimes	Often	Total
I like being in school	No difficulties	N	13	9	77	120	93	312
		%	4.2%	2.9%	24.7%	38.5%	29.8%	100%
	Some or a lot of difficulties	N	7	8	37	63	69	184
		%	3.8%	4.3%	20.1%	34.2%	37.5%	100%
I feel safe when I am at school	No difficulties	N	7	9	44	95	153	308
		%	2.3%	2.9%	14.3%	30.8%	49.7%	100%
	Some or a lot of difficulties	N	6	7	28	52	88	181
		%	3.3%	3.9%	15.5%	28.7%	48.6%	100%
I feel like I belong in this class	No difficulties	N	8	16	31	62	179	296
		%	2.7%	5.4%	10.5%	20.9%	60.5%	100%
	Some or a lot of difficulties	N	6	8	29	51	87	181
		%	3.3%	4.4%	16%	28.2%	48.1%	100%
I am OK when a teacher asks me a question*	No difficulties	N	23	22	66	105	87	303
		%	7.6%	7.3%	21.8%	34.7%	28.7%	100%
	Some or a lot of difficulties	N	12	11	62	50	43	178
		%	6.7%	6.2%	34.8%	28.1%	24.2%	100%
I feel OK what my classmates think of me	No difficulties	N	17	18	58	71	124	288
		%	5.9%	6.3%	20.1%	24.7%	43.1%	100%
	Some or a lot of difficulties	N	9	12	50	36	58	165
		%	5.5%	7.3%	30.3%	21.8%	35.2%	100%

* Cramer's V: 0.143, Sig.: 0.043

Table 154 - Socio-economic status * Relationship with classmates

			Never	Rarely	Occasionally	Sometimes	Often	Total
My classmates accept me just the way I am*	No difficulties	F	1	5	25	68	195	294
		%	0.3%	1.7%	8.5%	23.1%	66.3%	100%
	Some or a lot of difficulties	F	1	2	32	47	87	169
		%	0.6%	1.2%	18.9%	27.8%	51.5%	100%
My teachers accept me the same way as other classmates	No difficulties	F	8	7	20	73	192	300
		%	2.7%	2.3%	6.7%	24.3%	64%	100%
	Some or a lot of difficulties	F	1	5	17	36	114	173
		%	0.6%	2.9%	9.8%	20.8%	65.9%	100%
My classmates care about how I feel.	No difficulties	F	9	16	62	94	120	301
		%	3%	5.3%	20.6%	31.2%	39.9%	100%
	Some or a lot of difficulties	F	5	15	44	49	61	174
		%	2.9%	8.6%	25.3%	28.2%	35.1%	100%
My teachers listen to me and take what I say into account	No difficulties	F	7	13	31	98	154	303
		%	2.3%	4.3%	10.2%	32.3%	50.8%	100%
	Some or a lot of difficulties	F	3	7	25	45	100	180
		%	1.7%	3.9%	13.9%	25%	55.6%	100%
My teachers talk about different countries, languages, cultures or religion	No difficulties	F	24	17	93	84	73	291
		%	8.2%	5.8%	32%	28.9%	25.1%	100%
	Some or a lot of difficulties	F	10	11	56	48	56	181
		%	5.5%	6.1%	30.9%	26.5%	30.9%	100%

* Cramer's V: 0.178, Sig.: 0.005

Table 155 - Socio-economic status × Instances of harassment in school or online during the last school year

			Never	Once	Two or three times	More than three times	Total
Made fun about you, call you unkind names, spread lies about you, shared embarrassing information about you or threaten you*	No difficulties	N	146	78	41	47	312
		%	46.8%	25%	13.1%	15.1%	100%
	Some or a lot of difficulties	N	65	34	46	38	183
		%	35.5%	18.6%	25.1%	20.8%	100%
Hit or hurt you (not including play fight?)	No difficulties	N	202	47	39	25	313
		%	64.5%	15%	12.5%	8%	100%
	Some or a lot of difficulties	N	108	29	30	16	183
		%	59%	15.8%	16.4%	8.7%	100%
Leave you out of their games or activities**	No difficulties	N	199	47	38	26	310
		%	64.2%	15.2%	12.3%	8.4%	100%
	Some or a lot of difficulties	N	85	35	39	23	182
		%	46.7%	19.2%	21.4%	12.6%	100%

* Cramer's V: 0.186, Sig.: 0.001

** Cramer's V: 0.177, Sig.: 0.001

Table 156 - Socio-economic status × Have you ever felt that you were treated unfairly because of following reasons?

		By the teachers			By the classmates			
			Yes	No	Total	Yes	No	Total
Your gender	No difficulties	F	14	288	302	33	264	297
		%	4.6%	95.4%	100%	11.1%	88.9%	100%
	Some or a lot of difficulties	F	10	166	176	17	164	181
		%	5.7%	94.3%	100%	9.4%	90.6%	100%
Your economic status (poor/rich)	No difficulties	F	5	293	298	16	283	299
		%	1.7%	98.3%	100%	5.4%	94.6%	100%
	Some or a lot of difficulties	F	6	165	171	11	159	170
		%	3.5%	96.5%	100%	6.5%	93.5%	100%
Your religion	No difficulties	F	5	292	297	20	282	302
		%	1.7%	98.3%	100%	6.6%	93.4%	100%
	Some or a lot of difficulties	F	7	171	178	11	165	176
		%	3.9%	96.1%	100%	6.3%	93.8%	100%
Your nationality/race	No difficulties	F	4	297	301	19	277	296
		%	1.3%	98.7%	100%	6.4%	93.6%	100%
	Some or a lot of difficulties	F	7	172	179	15	156	171
		%	3.9%	96.1%	100%	8.8%	91.2%	100%
Where you live (district, village/town)*	No difficulties	F	9	293	302	11	287	298
		%	3%	97%	100%	3.7%	96.3%	100%
	Some or a lot of difficulties	F	12	165	177	12	162	174
		%	6.8%	93.2%	100%	6.9%	93.1%	100%
Language you speak	No difficulties	F	14	290	304	17	281	298
		%	4.6%	95.4%	100%	5.7%	94.3%	100%
	Some or a lot of difficulties	F	13	168	181	16	158	174
		%	7.2%	92.8%	100%	9.2%	90.8%	100%

* Cramer's V: 0.09, Sig.: 0.050 (by the teachers)

Table 157 - Socio-economic status × Are children allowed to speak other languages in your school (in the hallways, when playing)?

		Yes	No	Total
No difficulties	F	269	42	311
	%	86.5%	13.5%	100%
Some or a lot of difficulties	F	165	19	184
	%	89.7%	10.3%	100%

Table 158 - Socio-economic status × During classes do teachers sometimes speak with children in other languages or ask pupils how some things are said in other languages?

		Often	Sometimes	No	I don't know	Total
No difficulties	F	41	131	75	66	313
	%	13.1%	41.9%	24%	21.1%	100%
Some or a lot of difficulties	F	22	85	33	46	186
	%	11.8%	45.7%	17.7%	24.7%	100%

Table 159 - Socio-economic status × How successful are you in school in relation to your classmates?

		I am doing very good in school, my grades are good	I am doing average in school, my grades are average	I am doing bad in school, my grades are bad	Total
No difficulties	F	129	160	17	306
	%	42.2%	52.3%	5.6%	100%
Some or a lot of difficulties	F	61	102	15	178
	%	34.3%	57.3%	8.4%	100%

Table 160 - Socio-economic status × Multiculturalism

		N	Mean	Std. Deviation
Pupils who come to Spain from other countries should have the right to follow the customs of their countries, e.g. food, clothing, language	No difficulties	295	4.52	0.914
	Some or a lot of difficulties	168	4.54	0.780
I like that in our class and our school there are students with different backgrounds (language, religion, culture)	No difficulties	307	4.65	0.685
	Some or a lot of difficulties	178	4.59	0.760
In our class, pupils of different ethnicities/races/religion get along well*	No difficulties	300	4.59	0.675
	Some or a lot of difficulties	170	4.33	0.830

* Mann-Whitney U: 20895.500, Sig.:0.000

Table 161 - Socio-economic status × Do you have friends from different countries (cultures/religions)?

		Yes, several	Yes, a few	No, none at all	Don't know	Total
No difficulties	F	135	160	8	11	314
	%	43%	51%	2.5%	3.5%	100%
Some or a lot of difficulties	F	84	89	6	8	187
	%	44.9%	47.6%	3.2%	4.3%	100%

4. Conclusions and discussion

Overall population

There are several findings for the overall population. The first one is related to the selected sample and Spanish as a common language. The fact that schools invited to participate in this phase of the MiCREATE project have more migrant students than the average is reflected in the numbers. According to Instituto Nacional de Estadística ([INE] Spanish Statistical Office, 2020), the percentage of people born in countries other than Spain is 14.78%, while in the sample of the survey is 20.9%. This also can be explained because almost 80% of migrant students go to public schools (Ministerio de Educación y Formación Profesional [Ministry of education and Vocational Training], 2020). Of this 20.9%, almost half (48%) come from Latin American countries. This is because those countries have Spanish as an official language, so migrant families, when they come to Spain, don't have to deal with learning the host country's language.

In terms of their everyday life outside school, researchers found remarkable data related to students' leisure activities. The fact that 34% of respondents never or hardly ever participate in organised activities in their free time may be due to two main factors. On the one hand, students were in the middle of dealing with the Covid-19 pandemic, so it was a special year in which many leisure organisations offered far fewer activities than usual, and many families were scared to bring their students to activities outside of their family and their classroom 'bubble'. On the other hand, it also can be due to the fact that selected schools are labelled as 'high complexity' schools, and its population do not have enough resources to bring their students to organized activities after school hours. In this regard, Catalan ombudsman proposed 30 actions in order to avoid school segregation (Saura, 2019). Two of them relate to the creation of specific grants for extracurricular activities to ensure non-exclusion on economic grounds, and to involve Councils in such extracurricular activities.

Regarding students' school life, although usually students feel happy to go to school and many of them have friends from different cultures, some data revealed that schools still face challenges. First of all, they could further explore how to take more advantage of the richness of their cultural diversity. Secondly, they could work to ensure that no pupil feels unfairly treated on the basis of their migrant status (local students with migrant families included) by any member of the school. Unfortunately, in Spain there are still many schools that, without being fully aware of it, maintain or incur in acts of micro-racism in their classrooms and other spaces (Sepúlveda, 2017).

Another relevant fact is the cultural diversity of migrant and local students. Although many pupils found it difficult to understand what culture of origin meant, because they mixed their own ethnic, national, and civic identifications with their parents', many of them considered more than one culture of origin. Moreover, if we look at demographic data related to the three categories, we see that parents of many migrant students come from different countries. The fact that 14% of students feel that they belong to more than one

culture puts into question the common perception and the legal procedures that assign only one ethnic background to migrant students. This idea is boosted with the fact that almost 9% speak more than one language at home. All these data reinforce the phenomenon of transnational identities in migrant students and local students with migrant families, as well as reaffirm Naujoks' (2010, p. 21) assertion:

for research from the immigration and the country of origin perspective, there is an observable trend to overcome old dichotomies of 'here or there' and of being 'this or that' in favor of a more realistic conception of migrants, their lives and attachments and the interaction with the receiving society, fellow migrants, and their homelands.

According to Pavez-Soto (2016-2017) this implies "recognising that contemporary migrant students have grown up in transnational contexts, where they have multiple cultural belongings, histories and cultural backgrounds" (Pavez-Soto, 2016-2017 , p. 111) and dismantles the preconception that migrant students' parents always come from solely one country.

Another insight about local students is that some of them responded with multiple cultures of origin but all of them belonged to different regions of Spain. This allows us to think that some local students born in Spain, also feel migrant because they come from other regions.

Looking at language issues, a relevant data is that many newly arrived (51%) and long-term students (68.6%) speak Catalan well (and 7.1% of long-term students consider themselves to speak Catalan very well) (Table 47). This reinforces the idea that learning the compulsory languages of the host countries is a very important strategy in educational policies for the inclusion of immigrant students in Catalonia (Generalitat de Catalunya. Departament d'Educació, 2009).

Regarding their well-being and their life at school, most of the participants, regardless of their origin, felt satisfied with their lives and liked to go to school. However, more than 70% expressed that teachers do not talk about different countries, languages, cultures, or religions in class. This indicates that schools still fall short in meeting the challenge of implementing culturally sensitive curricula (Estalayo et al., 2021).

Newly arrived migrant children

A large number of students that migrated in the last years perceive that their legal situation is not regulated, or they are not aware of it, since 38.8% answered they did not have the Spanish citizenship and 36.7% did not know. Only 20% knew they had Spanish citizenship. At home, they speak the language of their parents' origin, but since the majority migrated from Latin American countries, the main language is Spanish (42.9%). The majority of this cohort comes from Latin American and Muslim countries, and since these countries have a predominant religion, there is a correspondence in data: 37.5% are affiliated to Christianity and 31.3% are affiliated to Islam (Table 54).

Regarding their socioeconomic status, 45.3% of newly arrived migrant students perceive that their families have difficulties or some difficulties to cover their economic necessities. There is a 10-point difference between long term migrants and local students, which indicates that families that recently migrated to Spain are the ones with more problems to cover their basic needs. This is coherent with research conducted in recent years that indicate that the poverty rate among migrant people is three times bigger than among locals (ECAS, 2020).

Almost every newly arrived migrant student is satisfied with their lives and school disaffection among this group is very low. They were the cohort of students that most liked being in school more often (56.3%) and none of them answered that they did not like being at school at all. At the same time, only a few students felt that they were doing badly in school (7%).

One of the most interesting results from the survey is related to their perceptions of being treated unfairly because of gender, nationality, economic status, or language. Newly arrived migrant students that expressed they were being treated unfairly because of gender reasons were very low (2.2% by teachers and 4.4% by students). But more relevant is that none of them perceived that they were being treated unfairly because of their nationality, economic status, and the language they speak by teachers. Only a few indicated they were treated unfairly because of their nationality (5%), economic status (2.6%), and language (9.5%) by other students. This percentage is higher among long-term migrant students, which might indicate that when students arrive, they feel more welcomed and well treated than after some years.

Long - term migrant children

The legal situation among long-term migrant students is clearer than among newly arrived students, being 40% the percentage that answered they had Spanish citizenship, while 32.9% did not know. One of the main differences between newly arrived and long-term migrant students is that the latter speak their parents' origin language and also Spanish. Almost 70% of long-term students affirm that they also speak Catalan well. In terms of socioeconomic status, almost 40% of long-term migrant students indicated they were having economic difficulties or some difficulties to cover their economic needs (37.5%), which is very similar to local students' responses.

There were no differences between categories when students were asked how they feel in life. Most of them are satisfied with their lives. However, there are some differences in terms of schooling. Only 26.9% of long-term migrant students affirmed that they are doing very well in school, which is lower than the newly arrived and local children. The percentage of long-term students who felt they were doing badly is small, being 6%. School disaffection among long-term students was quite low, since only 2.9% indicated they did not like it. However, the percentage of students who affirmed that they liked being in school often was 37.7%, which is 20 points lower than for newly arrived migrant students. This difference

could indicate that students that recently migrated like being in school more than when they have been more years in the Spanish school system.

Long-term students were the ones that considered that they have been treated more unfairly because of gender reasons by their teachers (6.3%) and classmates (15.4%). Even more significant was the percentage of students that indicated that they have been treated unfairly because of their nationality. 4.9% affirmed they have been treated unfairly by teachers and 18.8% by students. Furthermore, this was the cohort that indicated feeling they belong less to their class, in relation with newly arrived migrant and local students. Considering these results, we could infer that long-term migrant students perceive they are treated slightly more unfairly than the other cohorts. At the same time, they feel they belong less than their peers that have been more years engaged in the Spanish school system.

Local children

It is important to highlight that half of local students' families that answered the survey were not born in Spain (50.6%), but in African, Latin American and Asian countries. This is the reason why some of them indicated that their ethnicity was Arabic, Moroccan, Ecuadorian, Pakistani, or Chinese. It is relevant that 2.5% of local students indicated that their ethnicity was Moroccan and at the same time Spanish. Also 5% responded that their languages were Spanish and Arabic. This indicates that even though this is not a majority, some local students with migrant parents might tend to build a double ethnicity, which is defined as:

When identity comes modeled by the constant comparison between two "worlds" — family and society— comparison that does not implicate definitive or extremist resolutions, but a constant process of selection and adjustment. In this way, the minor would be able to build an identity from harmonisation and integration of the values of both cultures, and among all, the development of a feeling of double belonging (Giulio, 2019: 45).

In terms of socio-economic status, it was relevant that the percentage of local students that perceived that their families were having difficulties or some difficulties covering their economic necessities was quite high (36.5%) and very similar to long-term migrant students. This might indicate that students from the schools that participate in the survey come from low economic status families, independently of their ethnic origin.

Similarly to the other cohorts, local students felt satisfied with their lives. However, on the one hand, disaffection towards school was higher than among long-term and newly arrived migrant students since a smaller percentage answered they often like being in school (28.9%). On the other hand, the percentage of local students indicating they were doing good was higher than among the other cohorts (40.1%). This figure is significantly higher than that of newly arrived migrant students.

In terms of treatment by their teachers, the number of local students that expressed that they were treated unfairly because of gender reasons by their teachers was 4.7% and by

students 10.1%. This perception was higher than among newly arrived migrant students (T: 2.2%, S: 4.4%), but lower than among long-term migrant students (T: 6.3%, S: 15.4%).

If we compare the data to other reports produced with the MiCREATE, according to the report Political and Media Discourse Analysis and Review of Public Opinion (MiCREATE, 2019a), more than half of the population in Spain has a positive (46.3%) or very positive (5.3%) perception of migration in Spain. However, students participating in the survey perceived positive migration in a higher percentage (around 80%). This can be explained by the fact that these students live in neighbourhoods and go to schools with a high percentage of migration, so migration is part of their environment and normality.

Despite some stakeholders interviewed during WP3 (MiCREATE, 2019b) claiming different conditions of life between migrant and local students, most of the participants of the survey felt happy with the style of life they have. However, there is a coincidence on the need of training teachers (and the whole educational community) in intercultural issues (MiCREATE, 2019b, p. 61).

According to the report Educational Community and School Systems: Spain (MiCREATE, 2019c), “teachers also need to be guided and accompanied when they arrive at a school with students with migrant backgrounds” (MiCREATE, 2019c, p. 9).

Whilst members from educational communities perceive the neighbourhoods as ghettos or having urban deficiencies (MiCREATE, 2019c), participants in the survey mainly feel happy with their lives outside school. In a similar way, participants interviewed in the same report manifested that the schools of the sample did not reflect the neighbourhoods’ real demography. And talked again of ghettoized schools in a dismissive tone. However, in the survey, many students felt happy with their schools.

Although some schools have ‘Coexistence Plans’ (MiCREATE, 2019c), still some students have felt treated unfairly by their teachers and classmates in school.

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