

NATIONAL SURVEY REPORT - SLOVENIA

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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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	40	5.6%
Macedonian	22	3.1%
Bosnian	100	14.0%
Montenegrin	10	1.4%
Italian	14	2%

Hungarian	2	0.3%
Roma	3	0.4%
Other	31	4.4%
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 (2), Scottish (1), Swedish (1)

Table 6– Language(s) you speak at home

1 LANGUAGE				
	F	%		
Slovenian	490	71.6%	Macedonian and Slovenian	3 0.4%
Bosnian	55	8%	Bosnian, English and Slovenian	2 0.3%
Serbian	20	2.9%	Bosnian and English	2 0.3%
Albanian	16	2.3%	Russian and Slovenian	2 0.3%
Macedonian	7	1%	Albanian and English	1 0.1%
Russian	4	0.6%	Bosnian and Montenegrin	1 0.1%
Chinese	3	0.4%	French and Slovenian	1 0.1%
Local, dialect	2	0.3%	Greek and Macedonian	1 0.1%
Hindi	1	0.1%	Croatian and English	1 0.1%
Lingala	1	0.1%	Croatian, Russian and Slovenian	1 0.1%
Roma	1	0.1%	Chinese and Slovenian	1 0.1%
Turkish	1	0.1%	German, Slovenian and English	1 0.1%
TOTAL	601	87.8%	Roma and Slovenian	1 0.1%
2 OR MORE LANGUAGES			Russian, Slovenian and English	1 0.1%
Bosnian and Slovenian	22	3.2%	Slovenian, Italian, Serbo-Croatian	1 0.1%
Albanian and Slovenian	15	2.2%	Slovenian and German	1 0.1%
Italian and Slovenian	7	1%	Slovenian and Slovakian	1 0.1%
English and Slovenian	6	0.9%	Slovenian and Serbo-Croatian	1 0.1%
Serbian and Slovenian	5	0.7%	Slovenian, Albanian, Croatian	1 0.1%
Croatian and Slovenian	4	0.6%	TOTAL BILINGUAL	83 11.40%

Table 7 - How well do you speak Slovenian?

	F	%
Very well	568	80.0%
Well	129	18.1%
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	590	83.1%
No	120	16.9%
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	34.5%
No	465	65.5%
Total	710	100.0%

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%

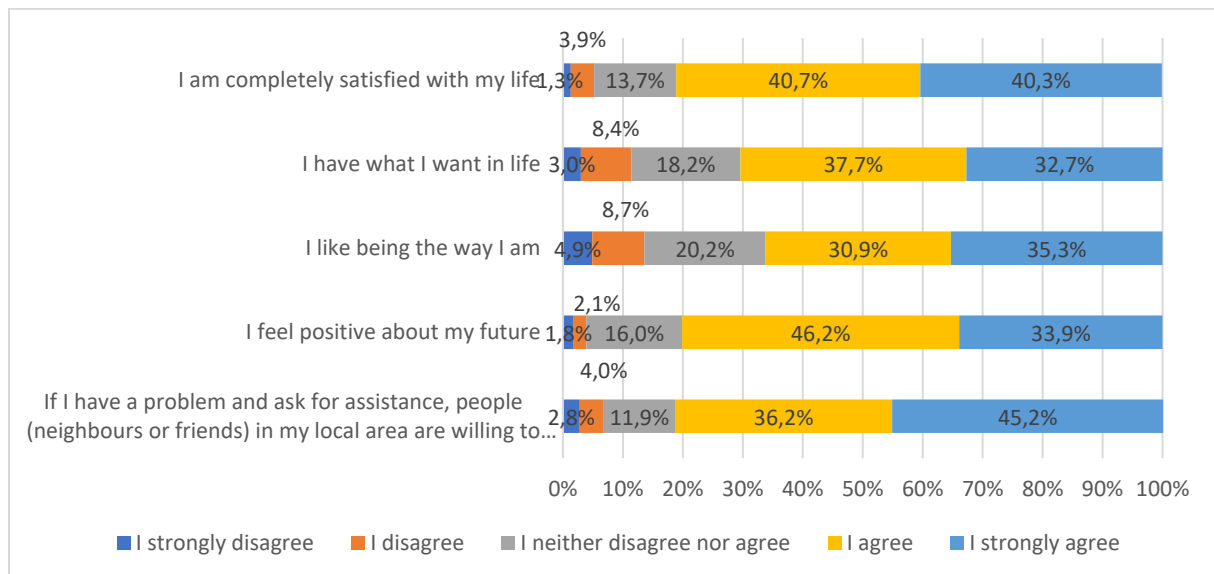


Figure 22.1

Table 23 - How often do you usually spend time doing the following activities when you are not at school?

		Rarely never	or	Once or twice a week	or	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%

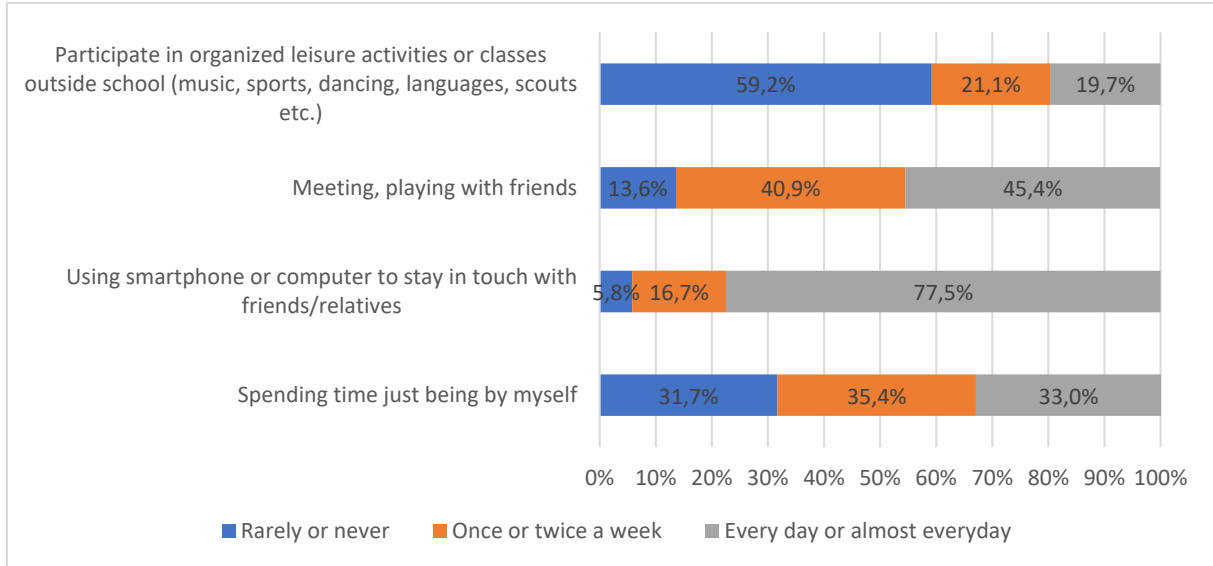


Figure 23.1

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%

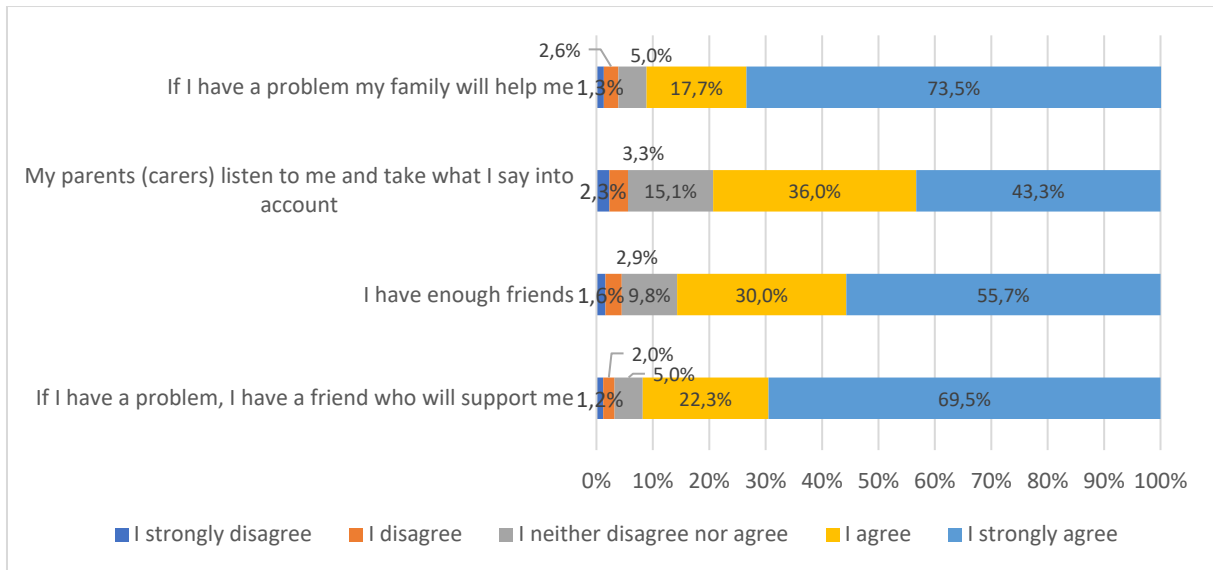


Figure 24.1

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%

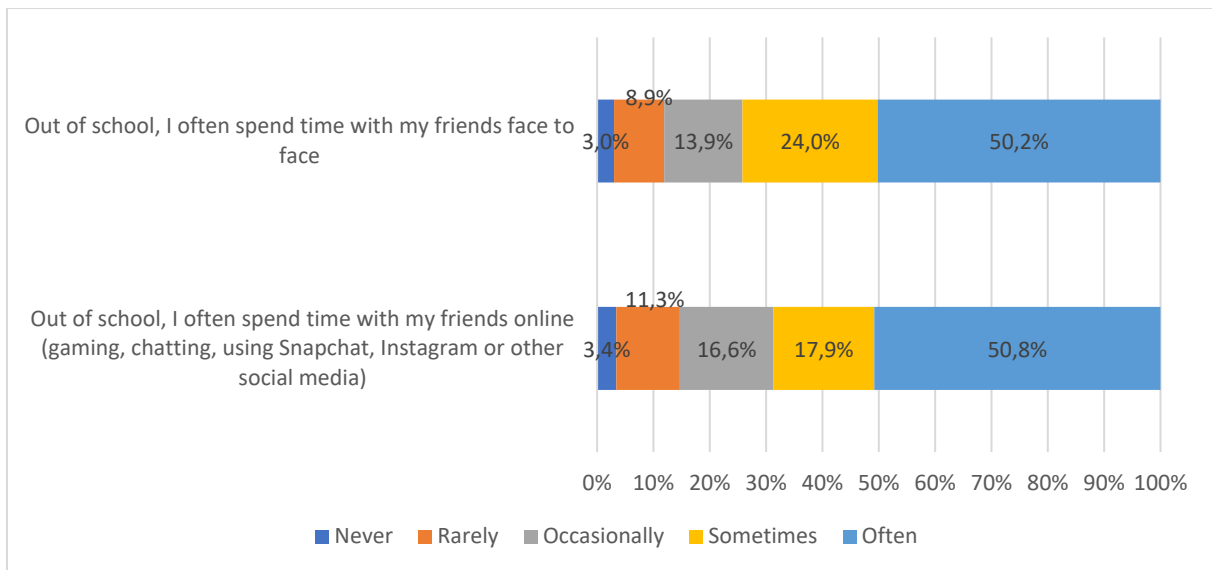


Figure 26.1

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%

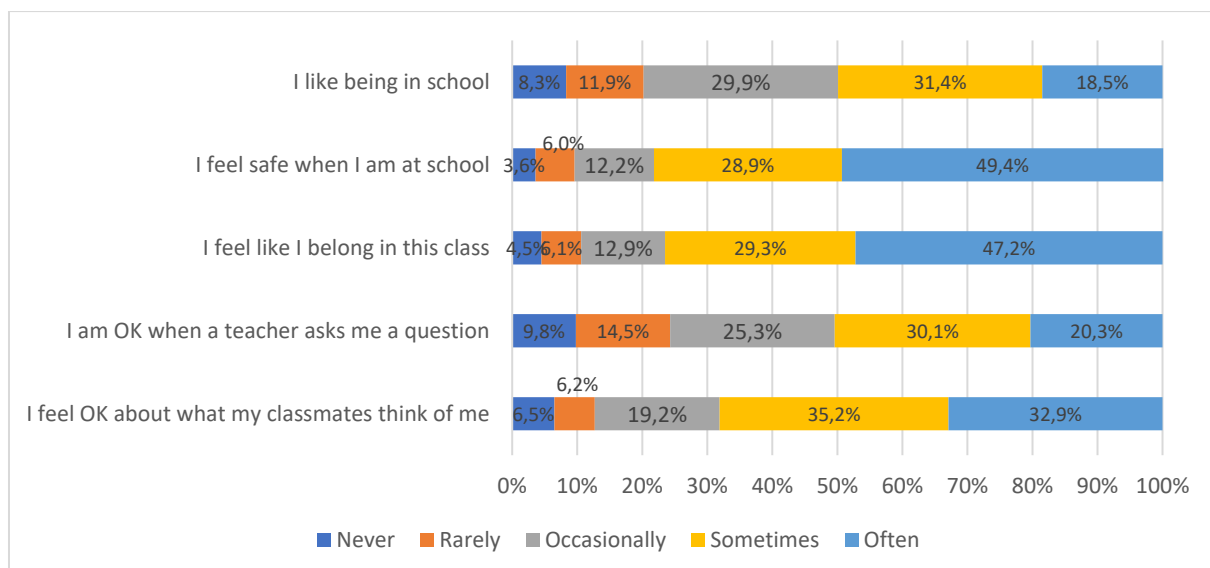


Figure 27.1

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%

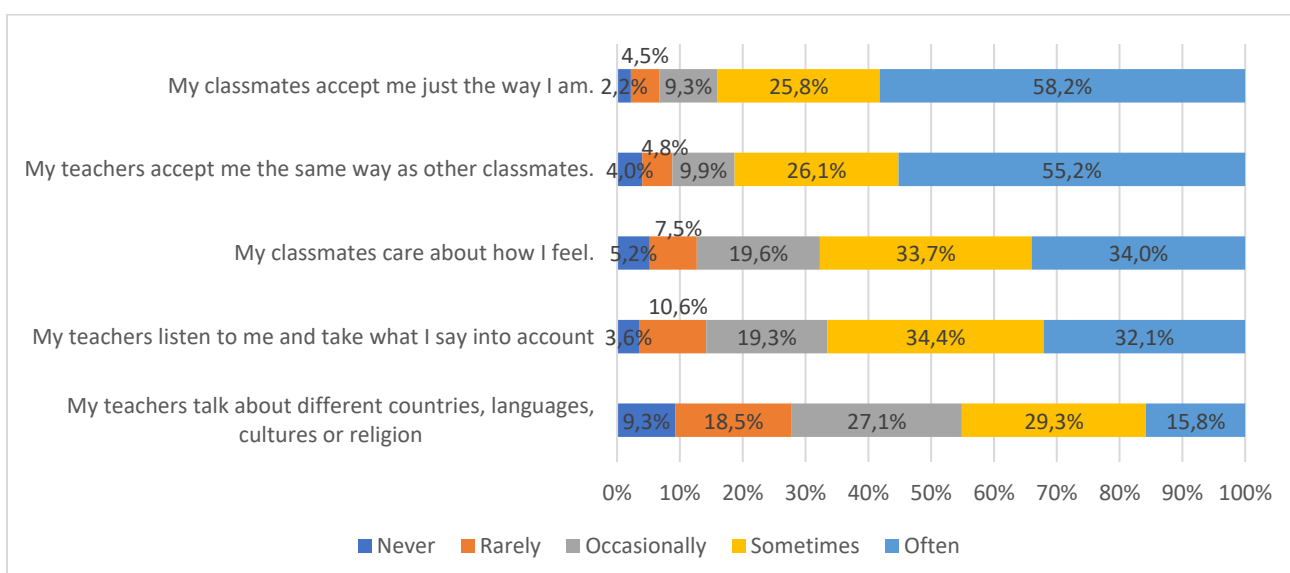


Figure 28.1

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%

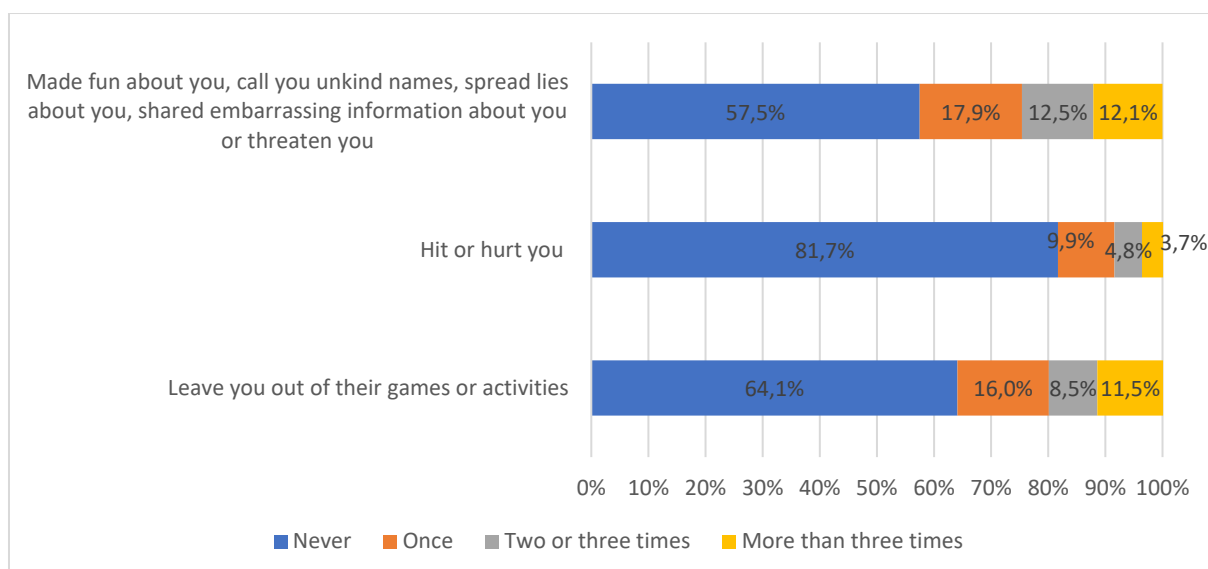


Figure 29.1

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%

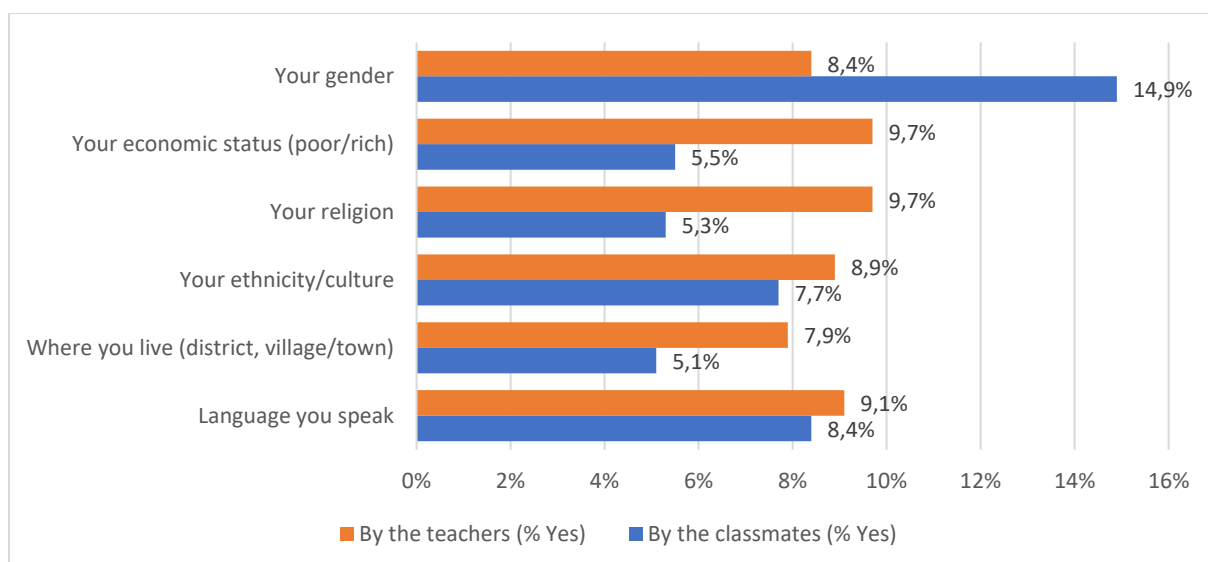


Figure 30.1

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%

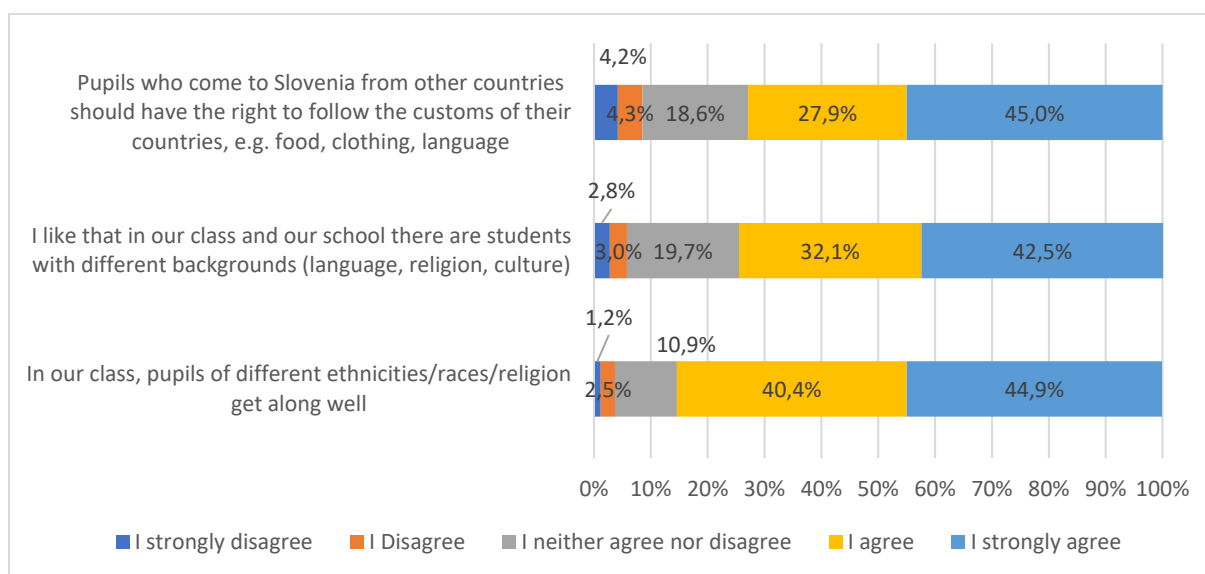


Figure 34.1

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%

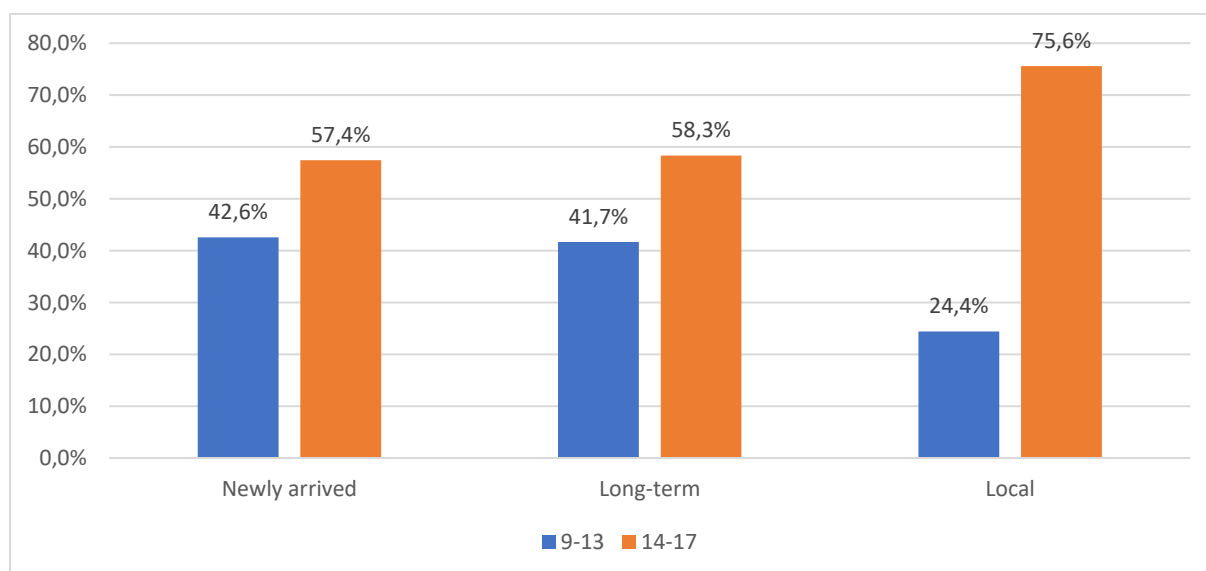


Figure 36.1

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%

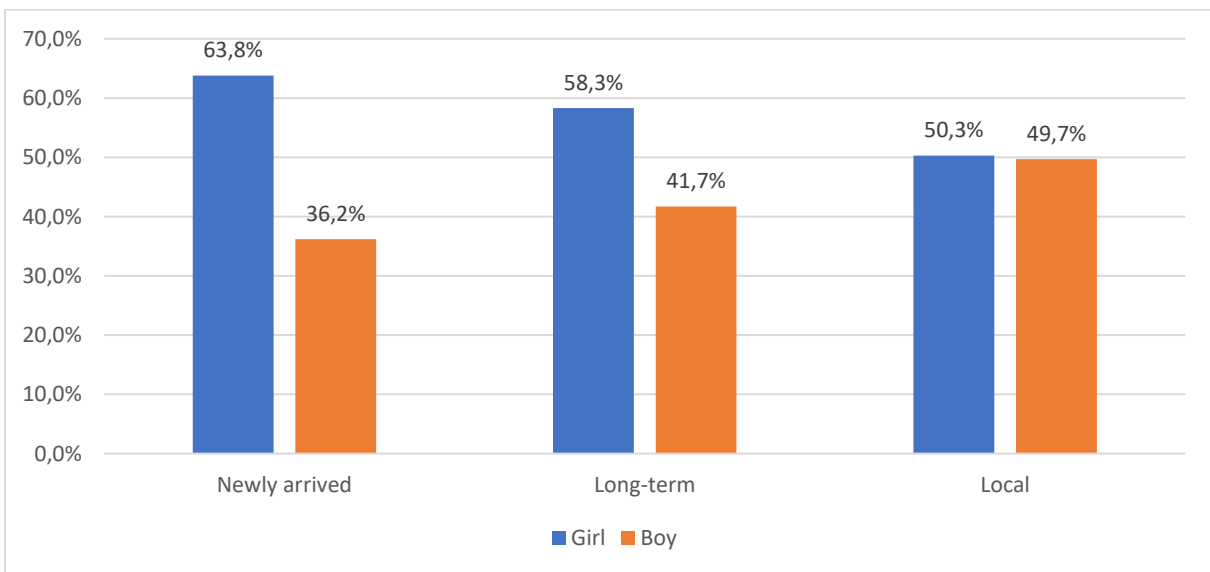


Figure 37.1

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%

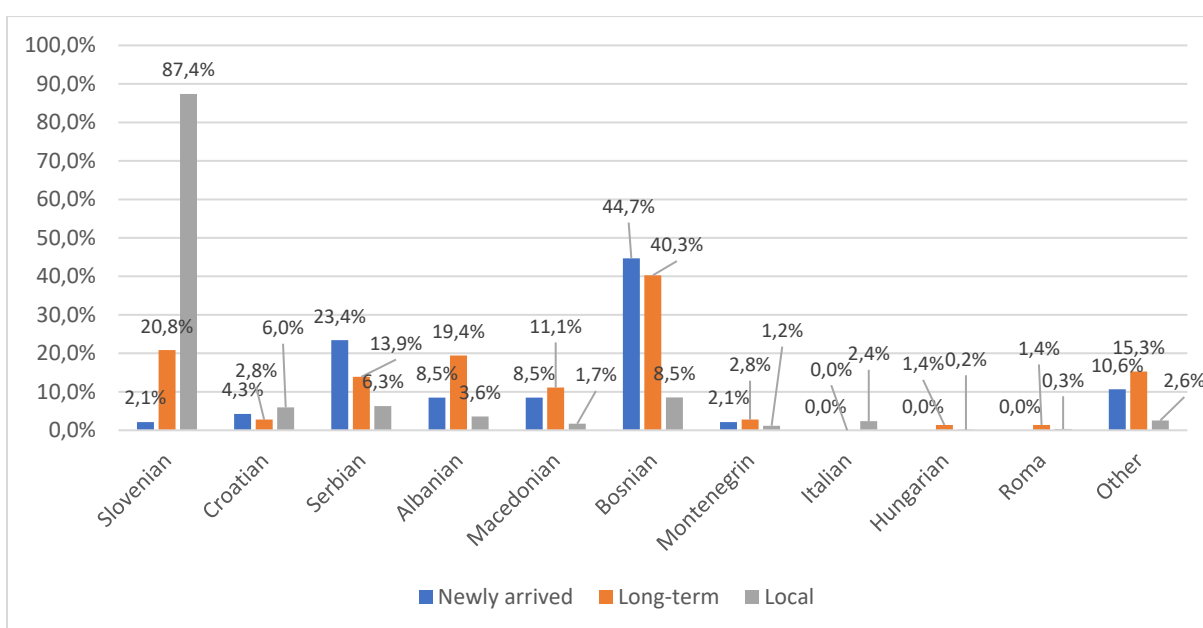


Figure 38.1

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 x 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%

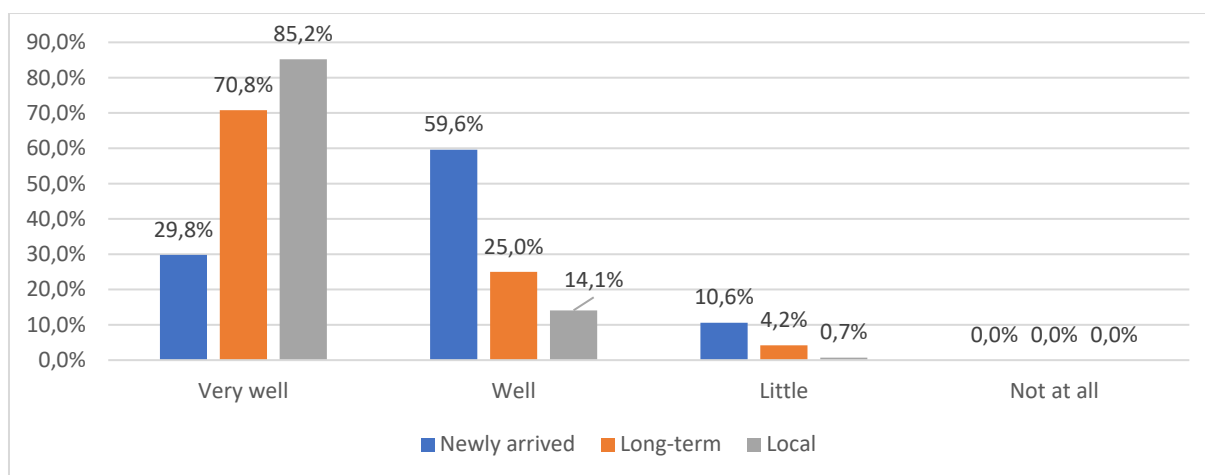


Figure 40.1

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%

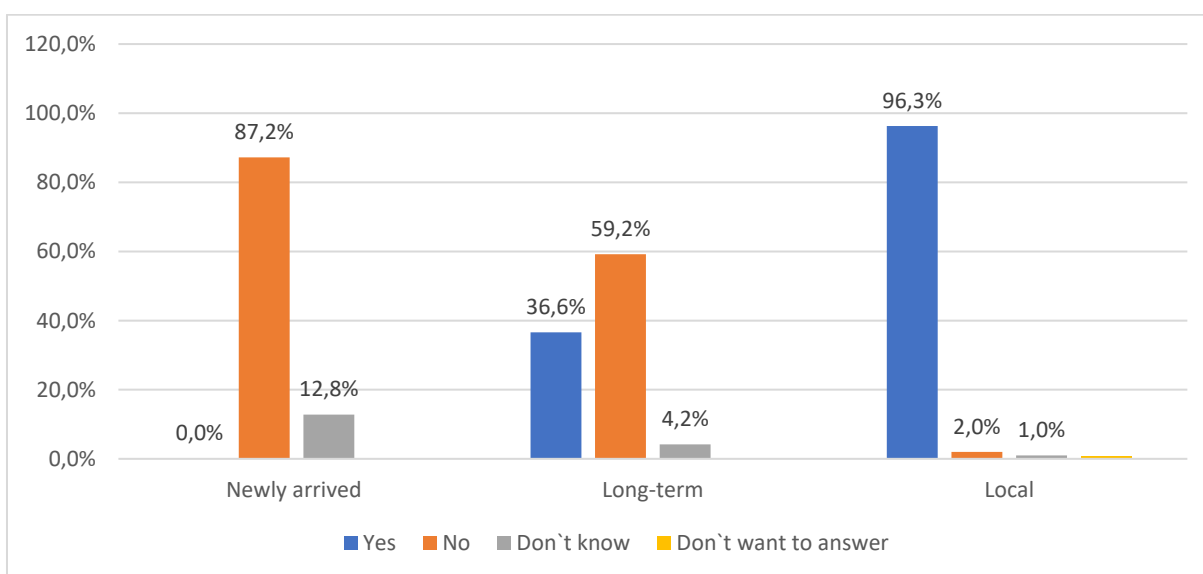


Figure 45.1

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%

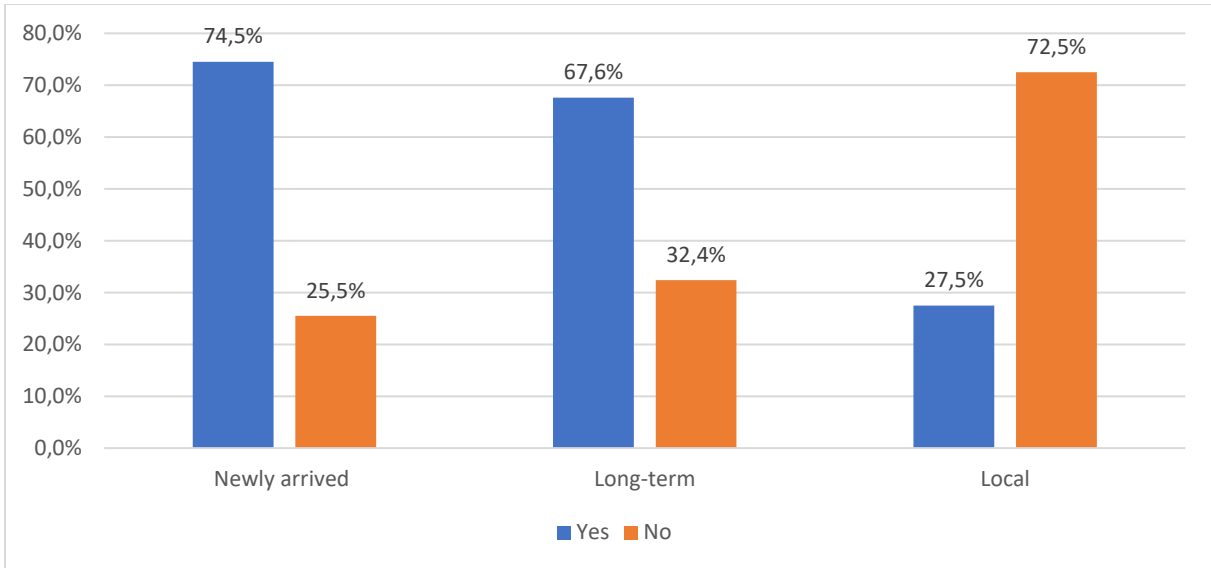


Figure 46.1

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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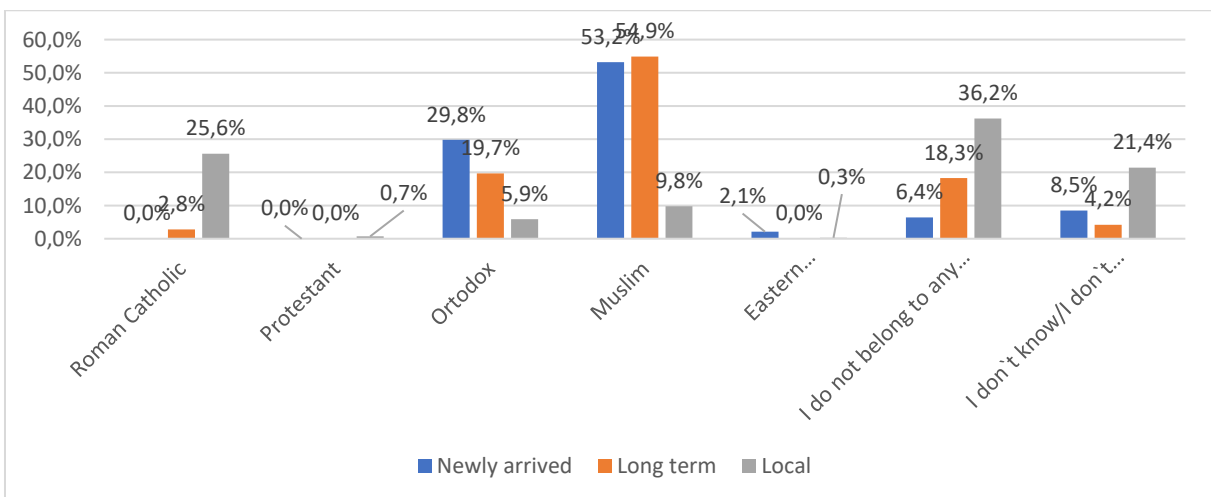


Figure 47.1

Table 48 - Migrant Status × Where do you live?

		Where do you live?				
		A large city (like Ljubljana, Maribor, Celje)	A town or a small city (like Koper, Izola, Kranj)	Rural area or village	Total	
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%

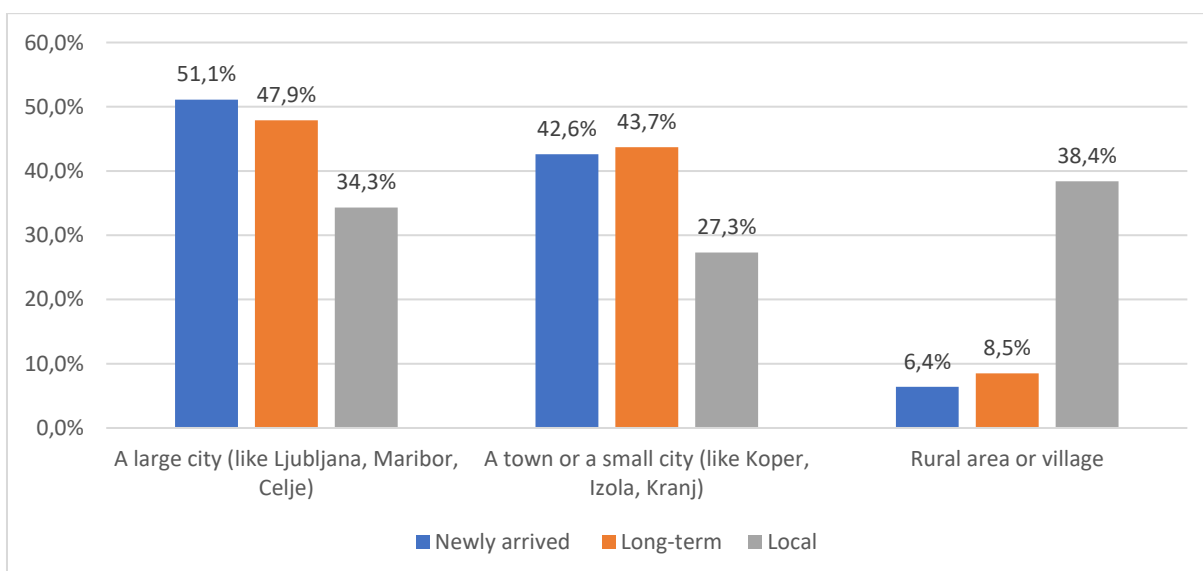


Table 49 - Migrant Status × Do you live in an area where many people are of a different race, ethnic or religious group?

		Do you live in an area where many people are of a different race, ethnic or religious group?				
		Yes	No	I don't know	Total	
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%

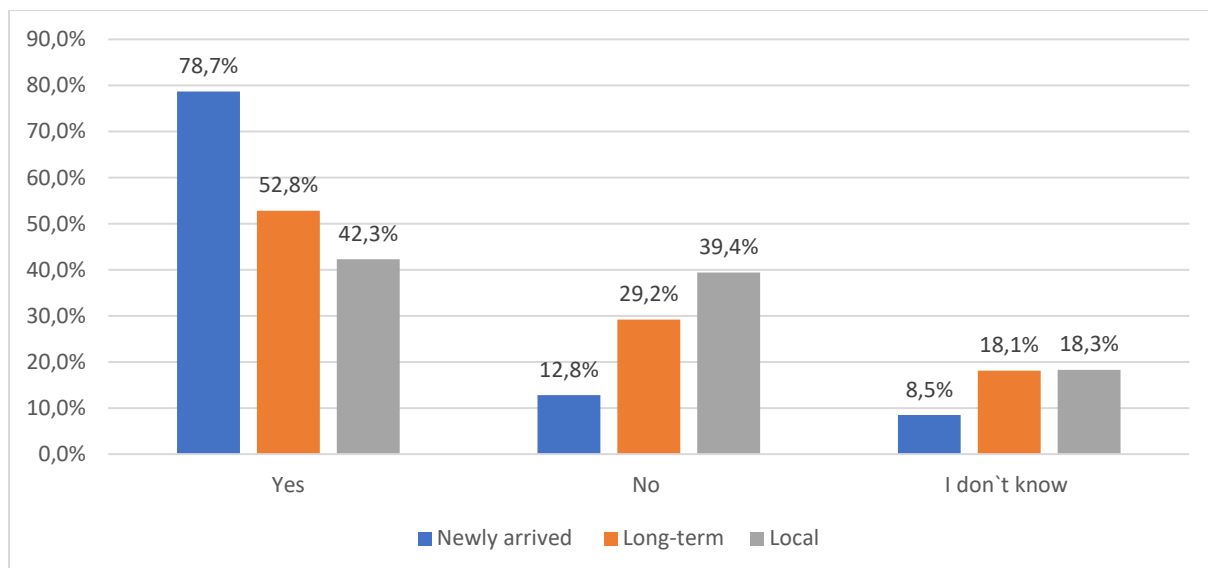


Figure 49.1

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?

		Macedonia	1
Austria	4	Germany or Kosovo	1
Germany	3	Russia	1
UK	4	Serbia	1
USA	3	Switzerland	2
Bosnia and Herzegovina	1	Slovenia	1
France	2	Kosovo	1
Italy	1	No answer	21
Japan	1	Total	48
Canada	1		

Table 52 – Long- term x If you could live in another country, which country would that be?

USA	6	Austria	2
Turkey	3	Bosnia and Herzegovina	1
UK	4	Disappointment island	1
Bosnia	2	Greece	1
Serbia	3	South Korea	1
Switzerland	3	Netherlands	1
Canada	3	Norway	1
Germany	2	Italy	1
France	2	No answer	43
		Total	80

Table 53 – Local x If you could live in another country, which country would that be?

USA	47	Dubaj	2
UK	31	Macedonia	2
Spain	25	Anywhere except Slovenia	2
Germany	19	Poland	1
France	18	UAE	1
Canada	15	Bahamas	1
Austria	14	Bali	1
Slovenia	13	English speaking	1
Switzerland	12	Ireland	1
Italy	9	South Africa	1
Serbia	7	South Korea	1
Australia	6	China	1
Japan	5	Korea	1
Mexico	5	Portugal	1
Norway	5	European only	1
Bosnia	4	Scotland	1
Russia	4		
Sweden	4		
Turkey	3		
Bosna in Hercegovina	3		
Greece	3		
New Zeland	3		
Iceland	3		
Netherlands	3		
Finland	3		

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
		F					
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%	

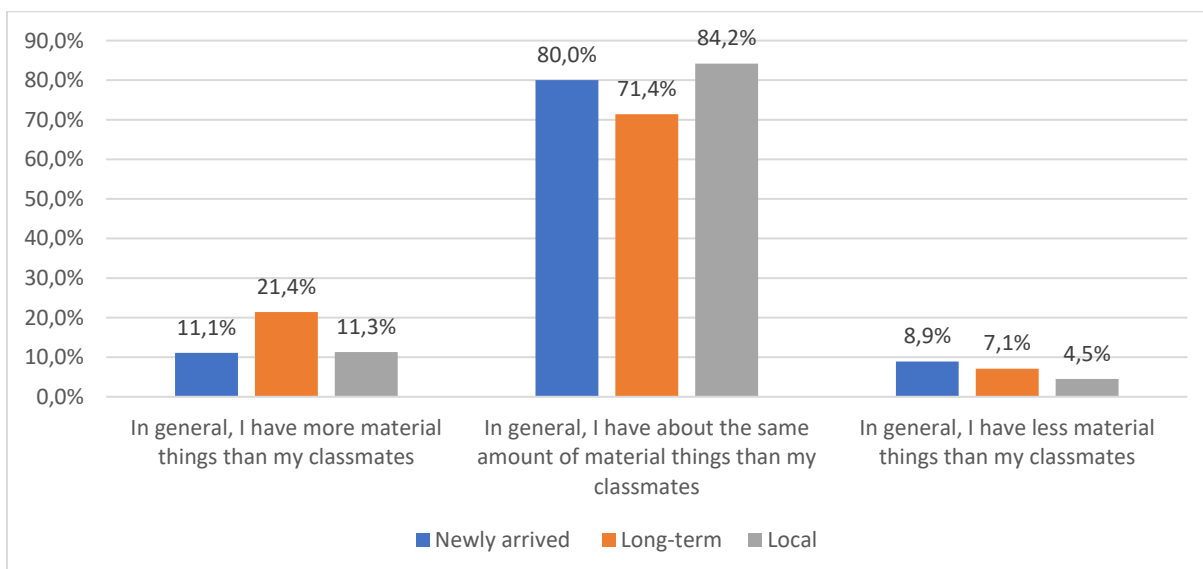


Figure 54.1

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

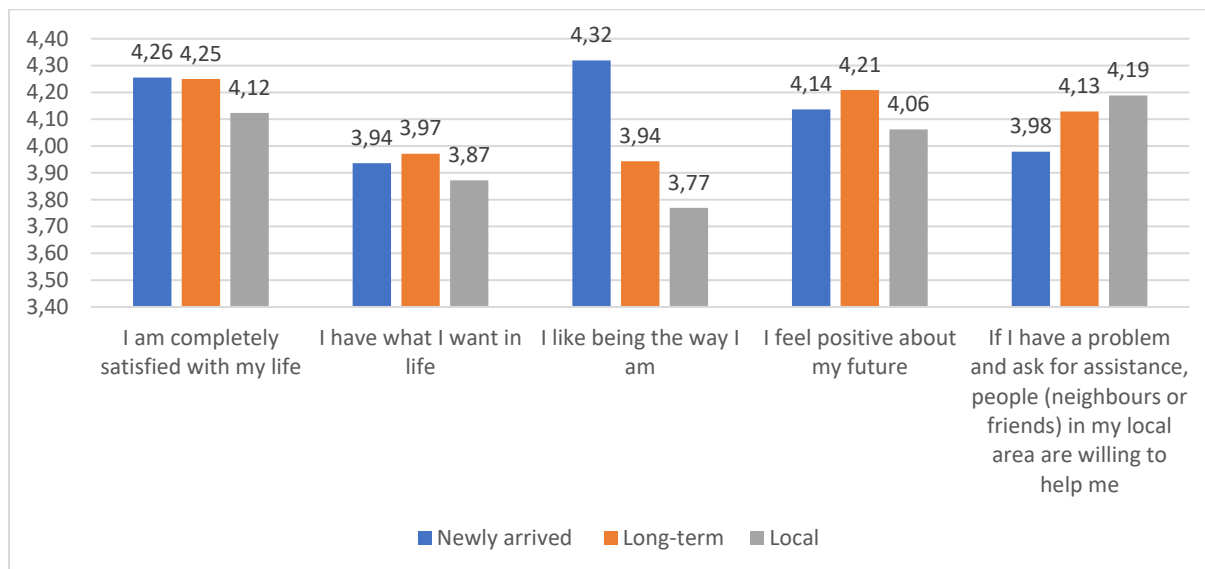


Figure 56.1

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%

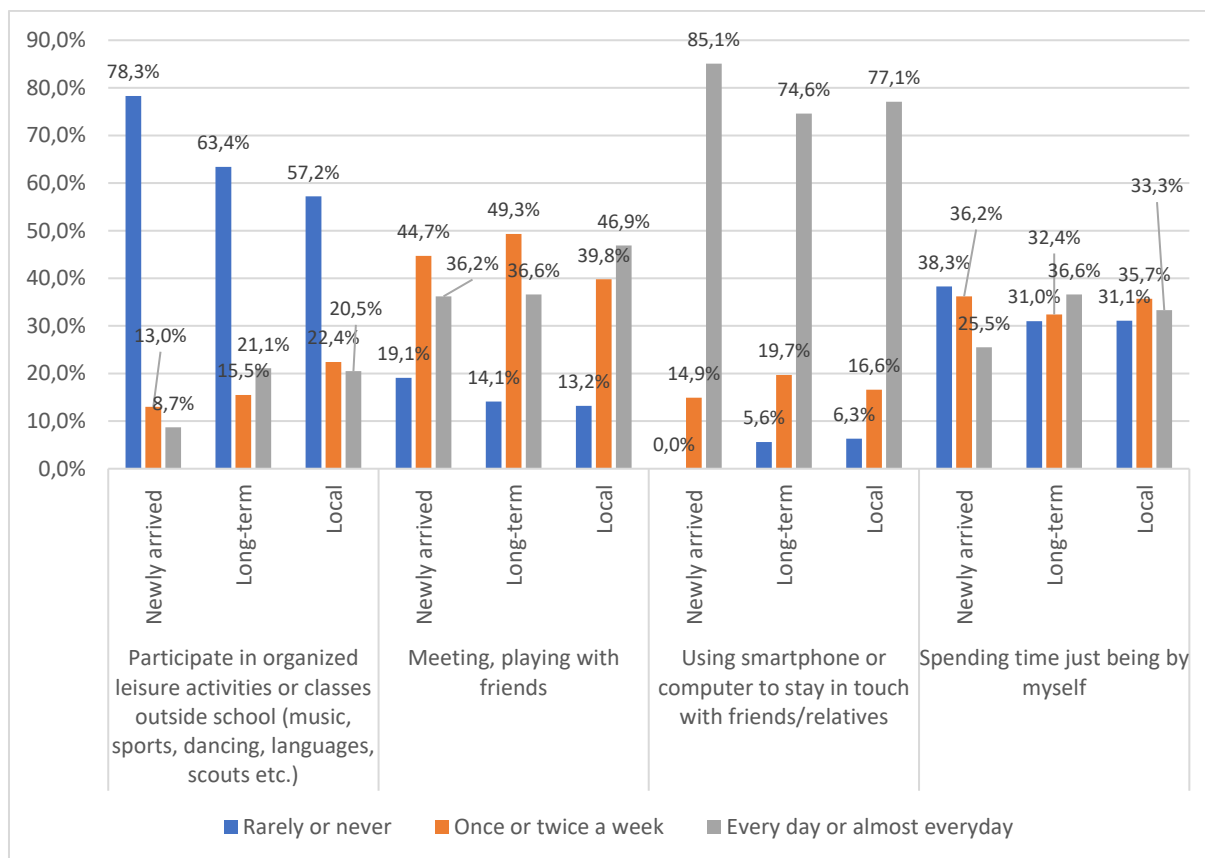


Figure 57.1

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
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* Kruskal Wallis: Chi square: 7.457 Sig.:0.024

** Kruskal Wallis: Chi square: 9.772 Sig.:0.008

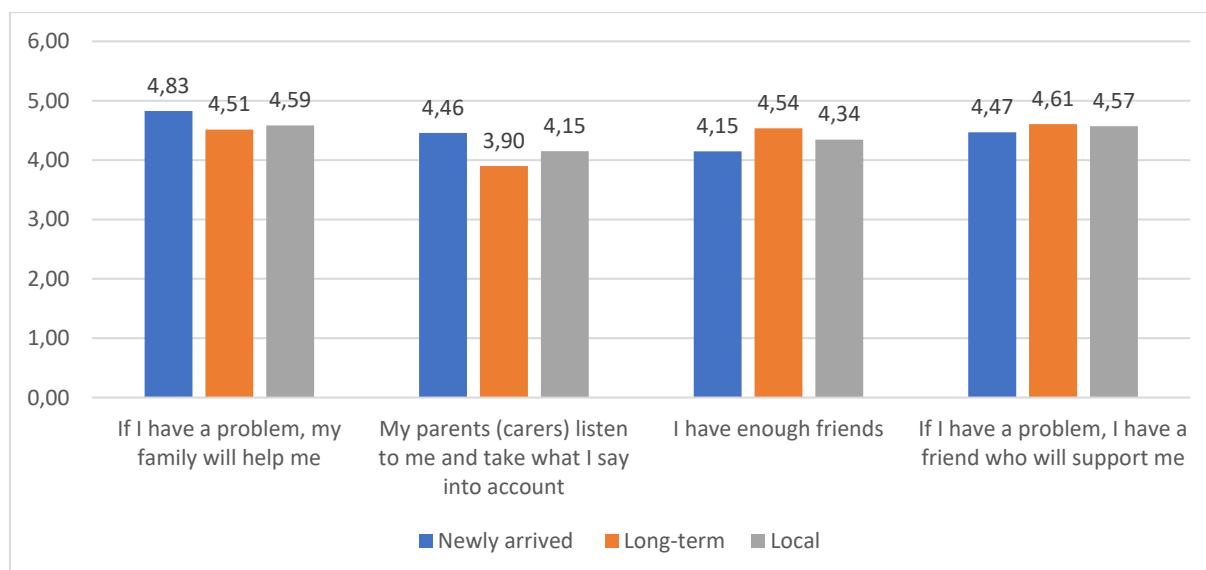


Figure 58.1

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

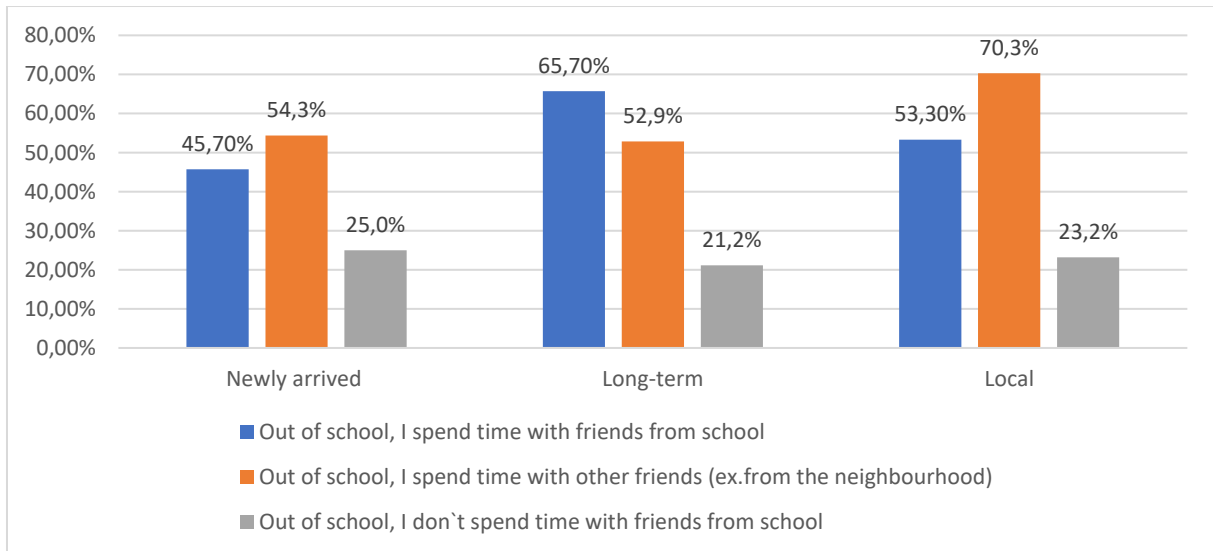


Figure 59.1

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

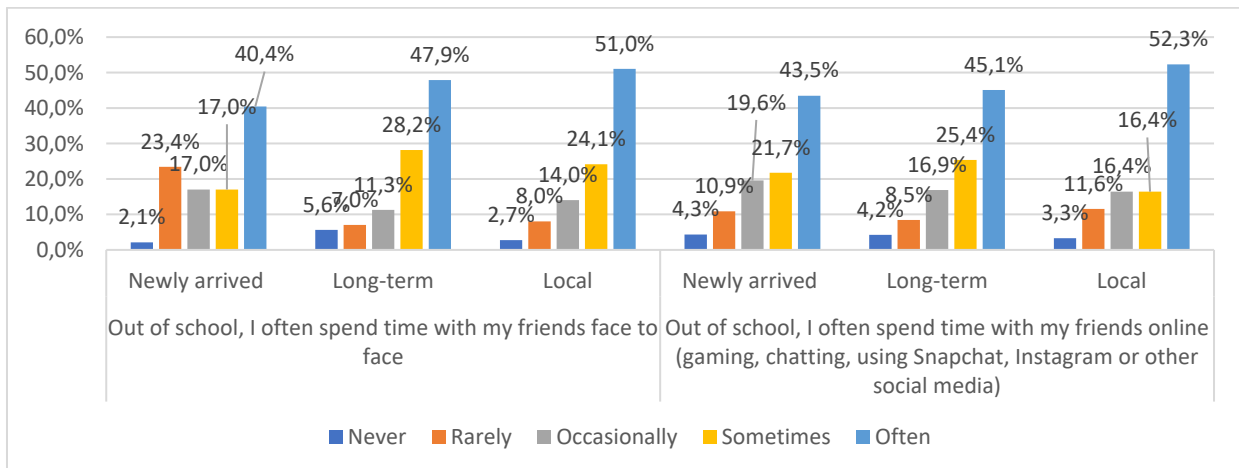


Figure 60.1

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 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

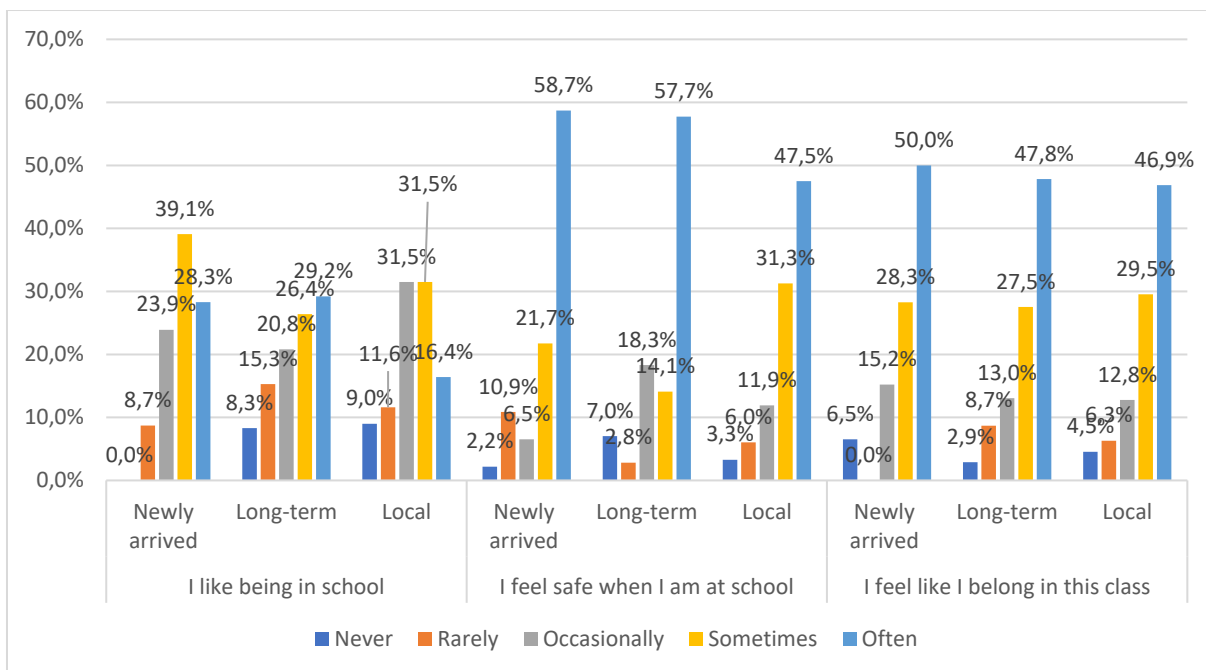


Figure 61.1

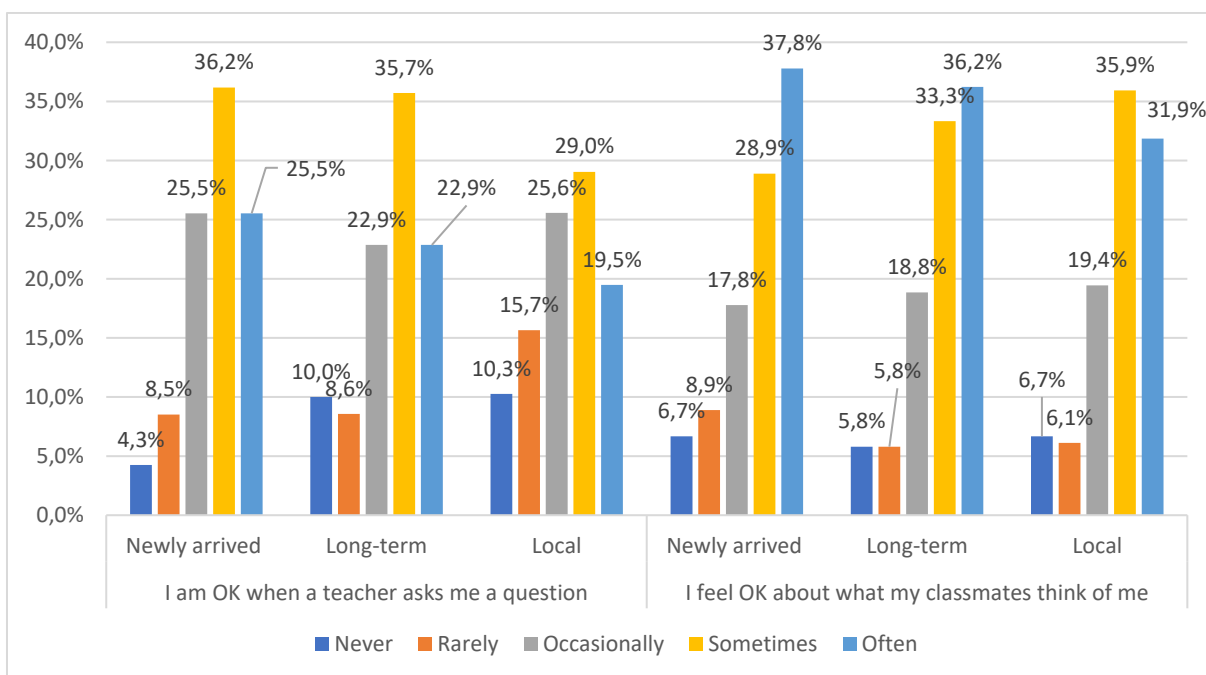


Figure 61.2

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

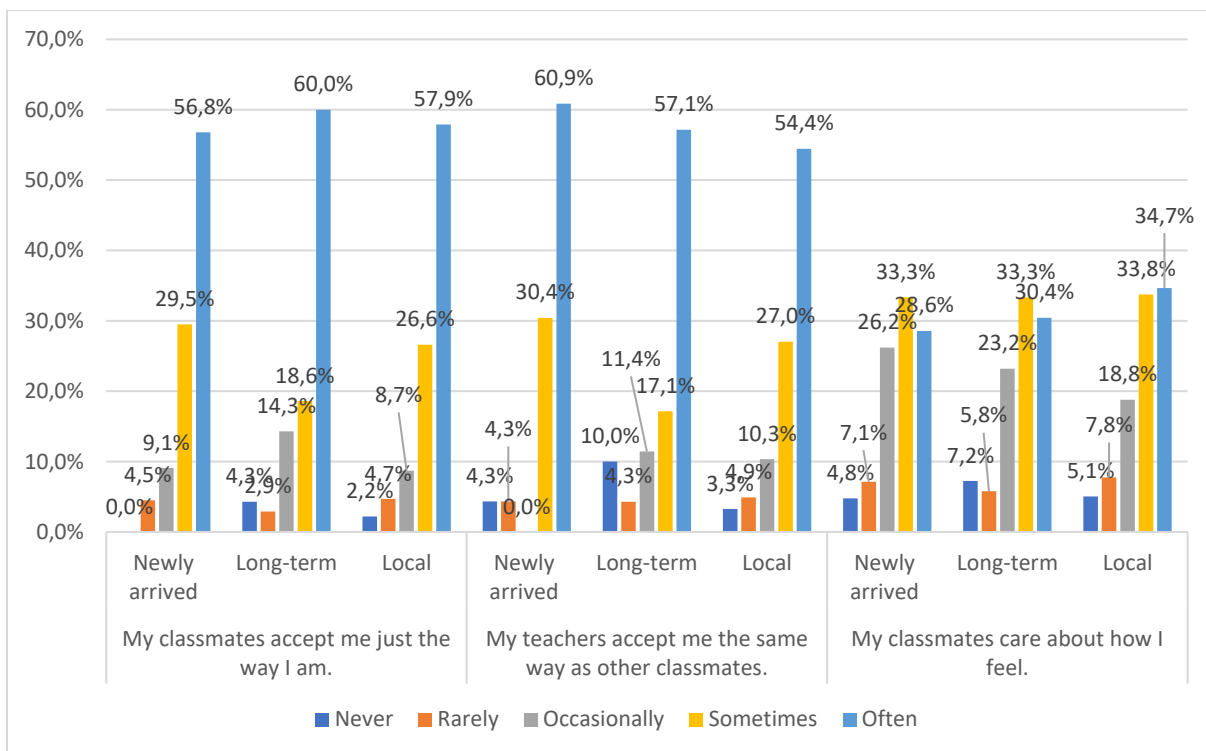


Figure 62.1

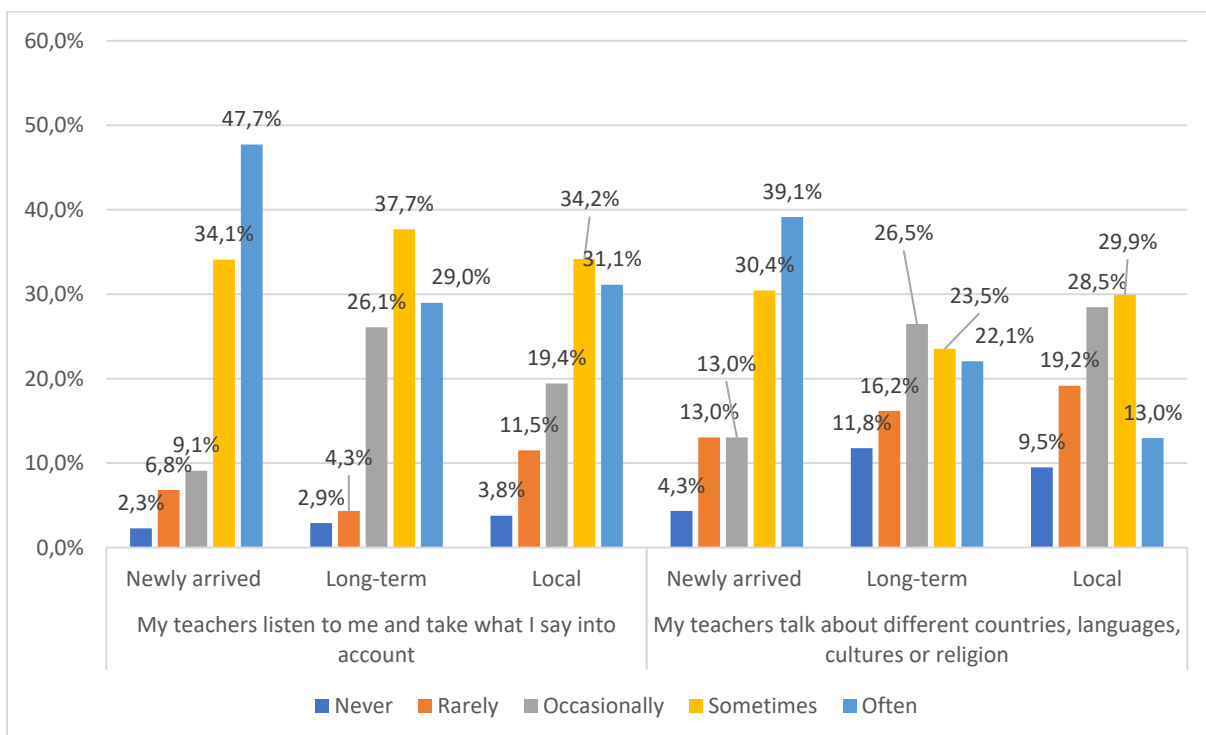


Figure 62.2

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%

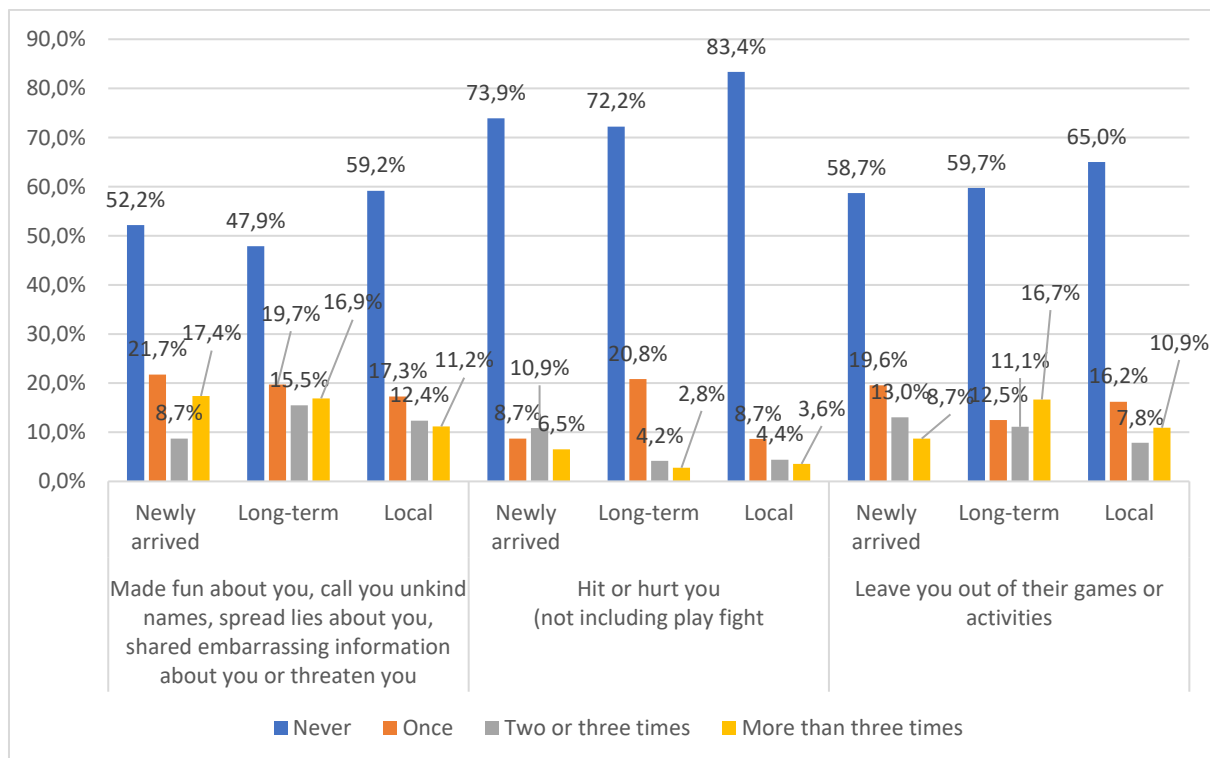


Figure 63.1

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	F	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

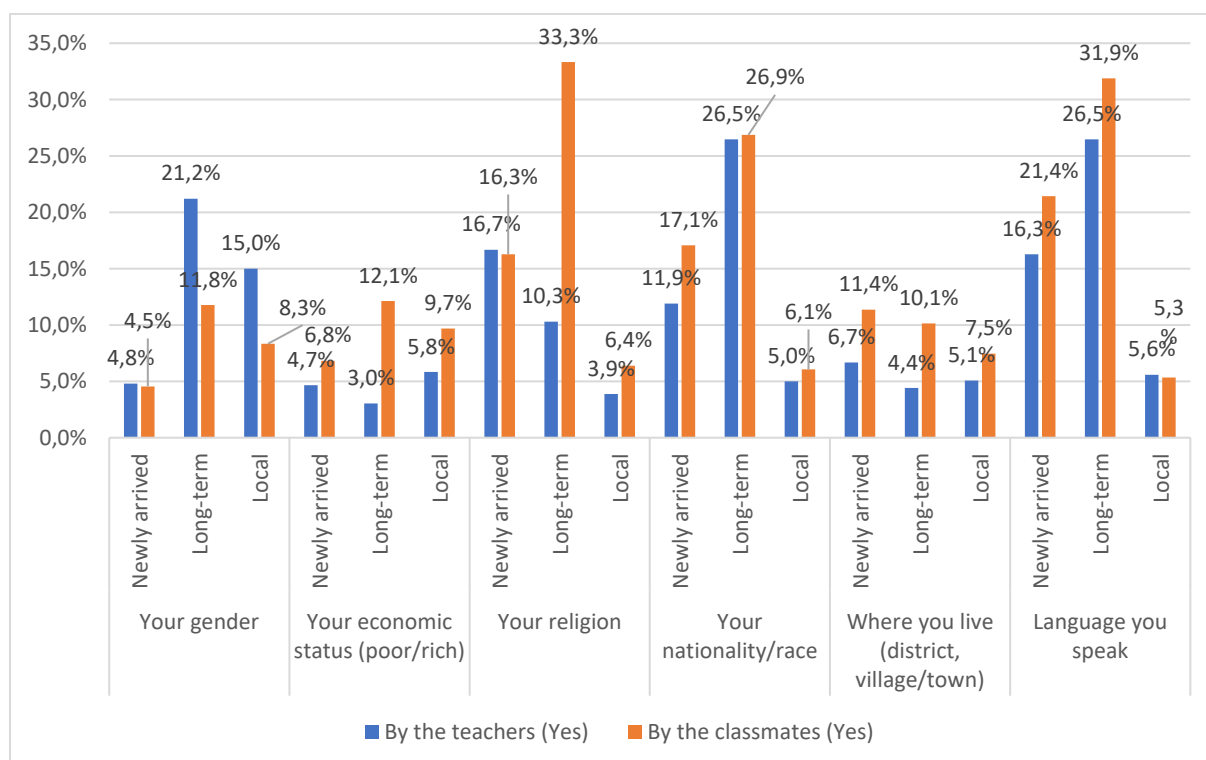


Table 65 - Migrant Status * Are children allowed to speak other languages in your school (in the hallways, when playing)?

		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 × 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*	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 × What do you think about your school?

			Never	Rarely	Occasion ally	Sometim es	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%
14-20	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	Occasio nally	Someti mes	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	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%	49.3%	100%

Snapchat, Instagram or other social media)	%	3.3%	10.5%	19.2%	17.7%	49.4%	100%
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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 × 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 × 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
	Slovenian	414	4.03	0.881

I feel positive about my future****	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	or	Once twice a week	or a	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 three times	or 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
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*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	Occasionally	Sometimes	Often	Total
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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 × Relationships in school

			Never	Rarely	Occasionally	Sometimes	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 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%
	F	54	40	1	0	95

Without citizenship	%	56.8%	42.1%	1.1%	0%	100%
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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 never	or	Once twice week	or a	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
Christianity and Eastern	217	4.56	0.911

If I have a problem, my family will help me*	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%
Christianity and Eastern	N	13	11	27	63	102	216	
	%	6%	5.1%	12.5%	29.2%	47.2%	100%	

I feel safe when I am at school**	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	Occasion ally	Sometim es	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 twice week	or a	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	Occasio nally	Someti mes	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%
		N	27	31	107	192	176	533

	About the same amount of material things	%	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
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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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