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RaRE
UNDERSTANDING RISK AND RESILIENCE IN THE EDUCATIONAL PERFORMANCE OF REFUGEE CHILDREN AND YOUTH

2024

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1. Introduction

Children and adolescents from refugee backgrounds often face multiple complex challenges in their academic trajectories. These include limited or interrupted access to education, language barriers, insufficiently trained teachers, diverse curricula and teaching methodologies, resource-constrained refugee settings, social prejudice, discrimination, and high dropout rates (Aleghfeli & Hunt, 2022; Cook & Kim, 2023; Dryden-Peterson et al., 2019). Internationally, there is a dearth of empirical studies focusing specifically on the educational performance of refugees (Tumen et al., 2022). Likewise, in Greece, such research is limited. Before 2015, a pivotal year marking significant shifts in refugee flows, studies on immigrant youth in Greece identified immigrant status and socio-economic adversity as key risk factors negatively affecting students' academic performance (Motti-Stefanidi, 2012). Greece's role as a transit country for refugees has exacerbated the challenges faced by refugee students, as many if not most families and children seeking refuge regard the country as a temporary stop on their journey to Northern and Central European nations, where living and working conditions are perceived to be more favorable (Cavounidis, 2018; Stathopoulou & Eikemo, 2019). This perception of Greece as a non-permanent residence significantly influences school performance, academic aspirations, and future prospects for students from refugee backgrounds.

The RaRE study employs a multilevel integrative risk and resilience framework, examining individual, family, community, and societal influences (Bronfenbrenner, 1977; Panter-Brick et al., 2018; Suarez-Orozco et al., 2018; Ungar & Theron, 2020).

This report presents the final findings and insights gathered throughout the project, summarizing the main data collection outcomes and key conclusions.

2. Refugee education in Greece

In compliance with international treaties, Greek national legislation upholds the right of all noncitizen children to education, regardless of their residency status in the country or the possession of necessary enrollment documents (Law No. 4251/2014). Furthermore, it emphasizes the compulsory nature of education (Law No. 4939/2022). To address these requirements, since the 2016-2017 school year, the Ministry of Education, Research, and Religious Affairs has implemented reforms to improve the education and integration of migrant and refugee children within the public education system on a larger scale.

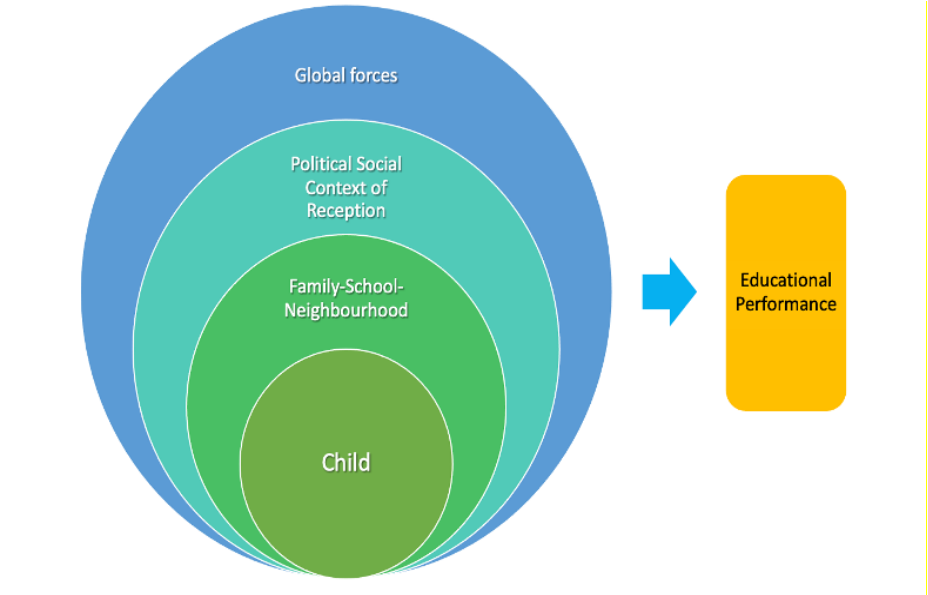
According to data from the Ministry of Education, Religious Affairs, and Sports (2023), an estimated 2,676 school-age refugee minors aged 12-18 years old, are enrolled for the 2023-2024 school year. As the number of refugee students has declined in recent years, efforts have shifted towards integrating these students into regular morning classes at mainstream public schools, which offer ZEP (Reception Classes for Educational Priority Zones). This shift has led to a decrease in the number of RFRE (Reception Facilities for Refugee Education). Recent research (Crul et al., 2019) indicates that refugee children are more likely to achieve better educational outcomes beyond compulsory education if they are integrated into regular school classes sooner, as opposed to extended periods in parallel educational schemes, which can increase the risk of school dropout. Therefore, Greece's current educational policy for refugee students focuses on their structural inclusion within the national education system to ensure equitable access to education and resources, in alignment with UNHCR guidelines. Additionally, the educational needs of migrant and refugee children continue to be supported through non-formal educational activities provided in Refugee Accommodation Centers, primarily funded by the United Nations High Commissioner for Refugees (UNHCR) and carried out by various Non-Governmental Organizations.

3. Theoretical and conceptual framework

The psychosocial adjustment of children and youth in post-migration settings is shaped by a range of risk and protective factors that operate at multiple levels: (a) the global context, (b) the political and social environment of the host country, such as societal attitudes, negative media portrayals of migration, and asylum policies, (c) microsystems like neighborhoods and schools, and (d) the individual level, encompassing personal experiences and attributes (OECD, 2019; Panter-Brick, 2014; Panter-Brick et al., 2018; Suarez-Orozco et al., 2018). Research indicates that these various levels interact in a bidirectional manner (Motti-Stefanidi et al., 2021; Motti-Stefanidi et al., 2022; Suarez-Orozco et al., 2018). Within the RaRE study framework, risk and protective factors are analyzed through these interconnected ecological systems of children and youth. The adaptation of refugee and migrant children is assessed by their capacity to achieve age-appropriate developmental milestones, manage acculturative stresses, and maintain their psychological well-being (Motti-Stefanidi et al., 2021). Consistent with the developmental systems approach to resilience, the multiple layers of social ecology impacting refugee children can influence their educational experiences either separately or through their interactions when facing adversity (Panter-Brick, 2023).

As depicted in Figure 1, the educational outcomes of refugee minors are influenced by the interplay between their immediate and broader environments. These include family, school, neighborhood/community, and the wider host country context encompassing policies and institutional structures, all of which play a crucial role in shaping their development (Motti-Stefanidi et al., 2021; Panter-Brick, 2014; Suárez-Orozco et al., 2018; Ungar et al., 2019).

Figure 1. Theoretical framework



Note. Adapted from Suarez et al. (2018)

4. Methodology

The study employed a mixed-methods approach, combining survey and focus group discussions to gather comprehensive data. The sample consisted of refugee-background students aged 12–18 years, attending formal education classes from the 6th grade of primary education to upper secondary education (Lyceum/EPAL). Participants were drawn from five ethnic groups: Syrian, Iraqi, Afghan, Somali, and Ukrainian.

A multistage sampling method was used to select the participants. Data from focus group discussions were analyzed using thematic analysis, providing qualitative insights into the experiences and perspectives of participants. To ensure a thorough understanding, a triangulation approach was adopted, incorporating feedback from parents/legal guardians and teachers. The mixed-methods approach extended to data collection, analysis, and processing,

combining fieldwork in schools with refugee students and focus group interviews with parents and teachers.

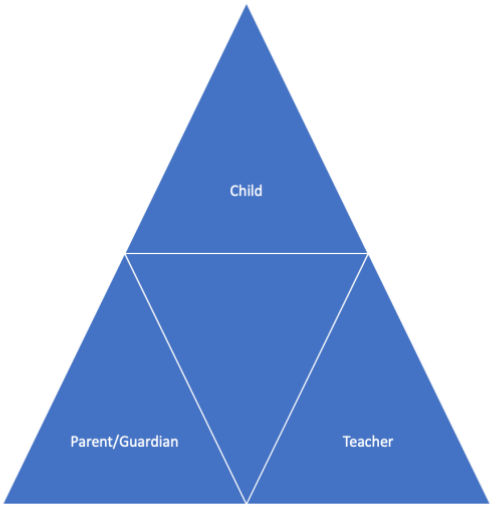
Specifically, self-administered questionnaires were distributed in the participants' native languages to the following groups:

a) Refugee-background students aged 12–18 years.

b) Parents or legal guardians, in the case of unaccompanied minors.

c) Teachers of the participating students.

Figure 2. Triangulation of quantitative data



4.1. Quantitative data

4.1.1. Sampling

The sampling process followed a two-step approach:

Step 1: Sample Selection

The sample consisted of refugee-background students aged 12–18 enrolled in Greek schools, along with their teachers, parents, and legal guardians for unaccompanied minors. Selection criteria included language, ethnic background, age, and grade level.

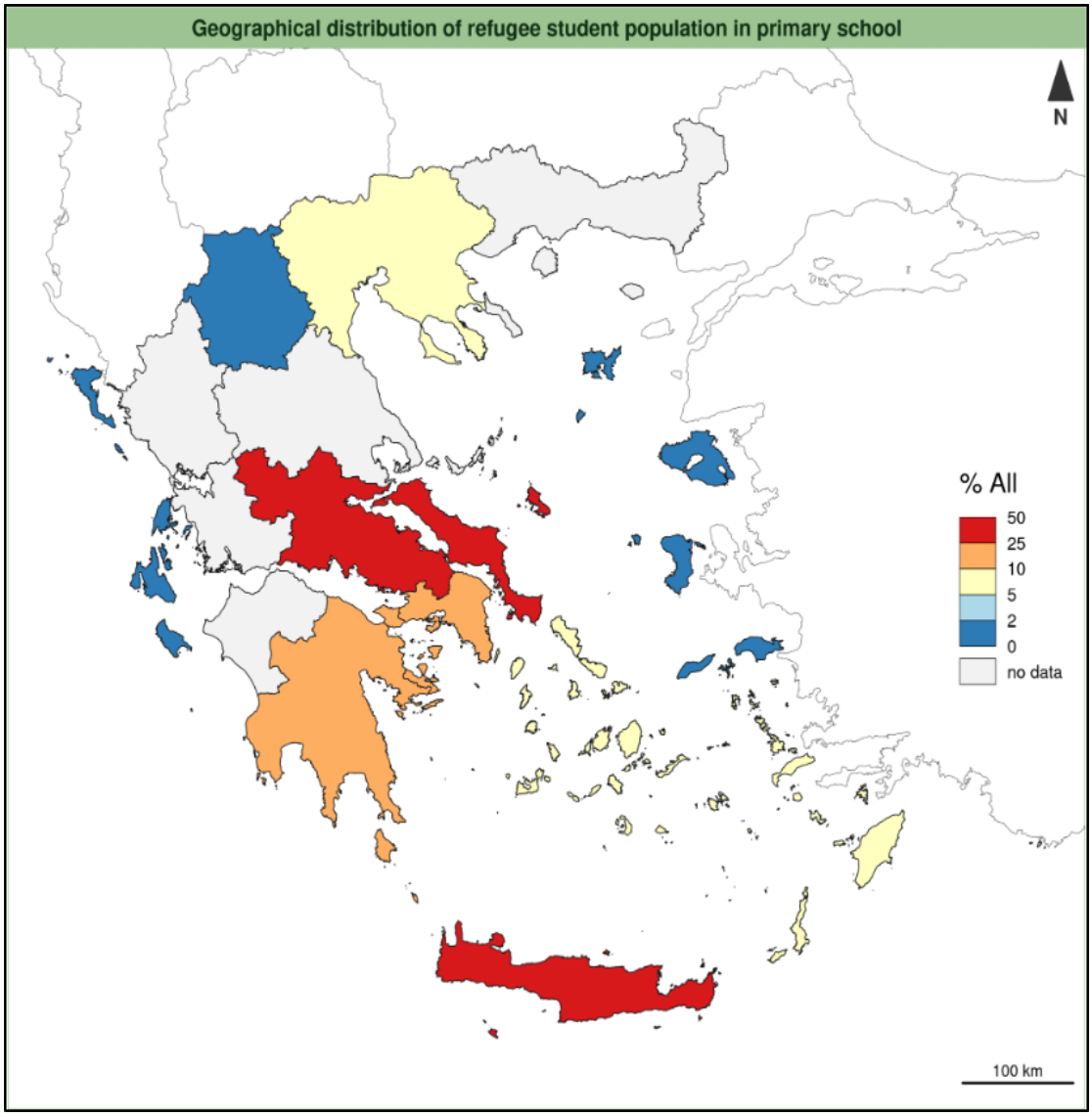
Step 2: Recording and Enumeration of Research Units

The enumeration of research units, including schools and accommodation facilities for unaccompanied minors (UaM), took place in two phases: June 2023 for schools and August–September 2023 for accommodation facilities. All schools across Greece were contacted to provide data on the number of refugee-background students aged 12–18 enrolled and attending, categorized by ethnicity. Responses were received from 233 schools, comprising 89 elementary schools, 90 gymnasiums, and 54 lyceums/EPAL, yielding a total sample of 1,214 students. The Accommodation Facilities for Unaccompanied Minors (AFUM) were also contacted to report on the number of unaccompanied students aged 12–18 enrolled in Greek schools. A total of 35 facilities responded, resulting in a sample of 476 students.

4.1.2. Geographical distribution of refugee student population

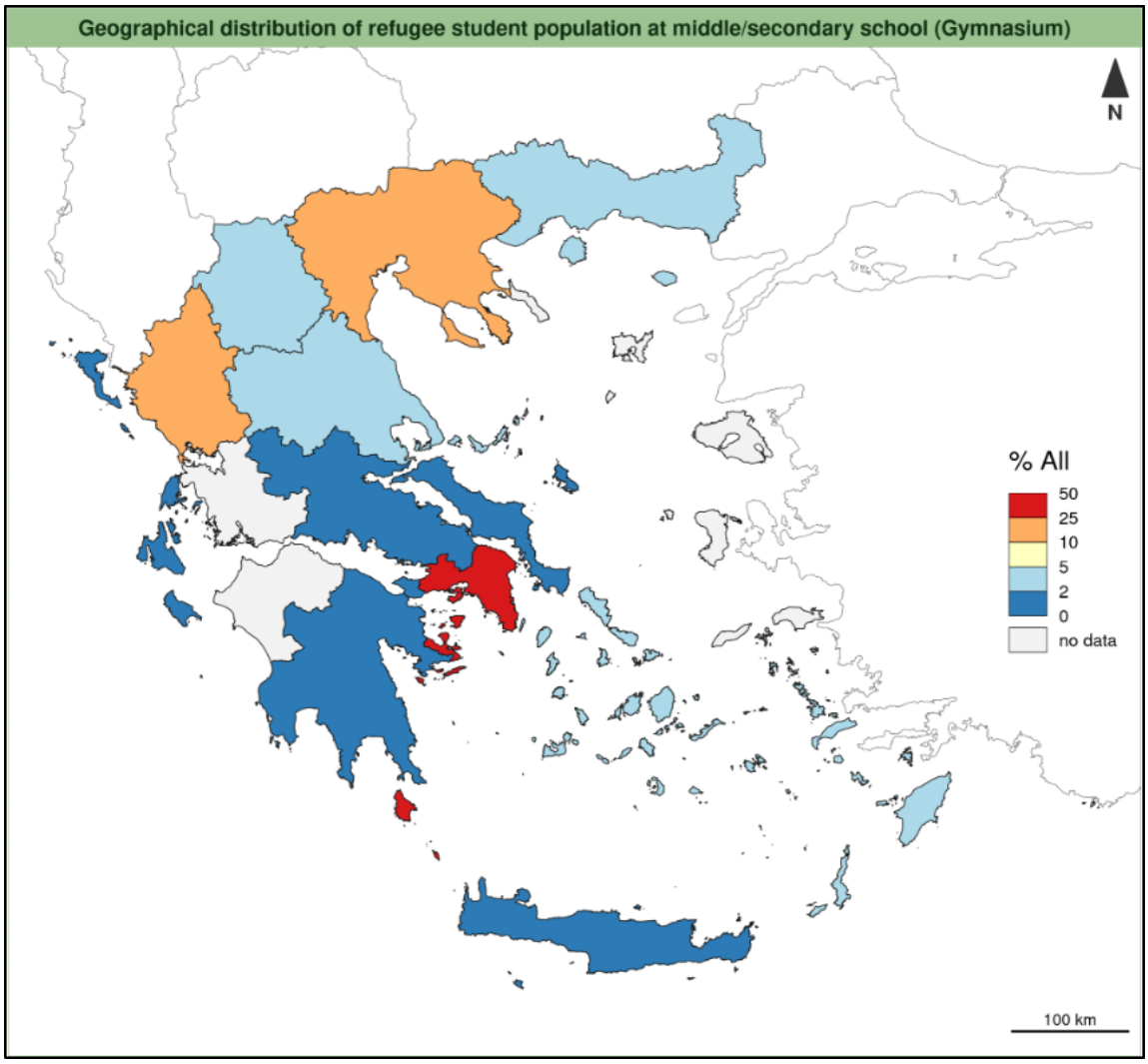
The three maps below illustrate the geographical distribution of refugee students in Greece across all three levels of education—primary (grade 5 and 6 of elementary), lower secondary (gymnasium), and higher secondary (lyceum/EPAL)—during the 2022–2023 school year based on the data provided by schools in June 2023. A look at the maps shows that refugee students at the highest levels of education (gymnasium, lyceum) have a similar geographical distribution, namely most of both gymnasium students (Map 2) and lyceum students (Map 3), with almost half of their population concentrated in the region of Attica, followed by the regions of Central Macedonia and Epirus. In contrast, the geographical distribution of refugee students in elementary school does not follow this distribution. In particular, the regions of Central Greece and Crete have the highest percentages, followed by Attica. In contrast, the lowest rates are recorded in regions such as Eastern Macedonia and Thrace (very low rates below 2% for lyceum students). Finally, as regards the geographical distribution of refugee students (for the regions for which we have data) in primary school, the lowest percentage is in the regions of the Northern Aegean and the Ionian Islands. The data on which the maps are based are indicative for a given school year. The above description of the geographical distribution of these students represents a snapshot of the specific refugee student population at a particular moment in time, considering the mobility and shifts of the population under study.

Map1. Geographical distribution of refugee student population in primary schools



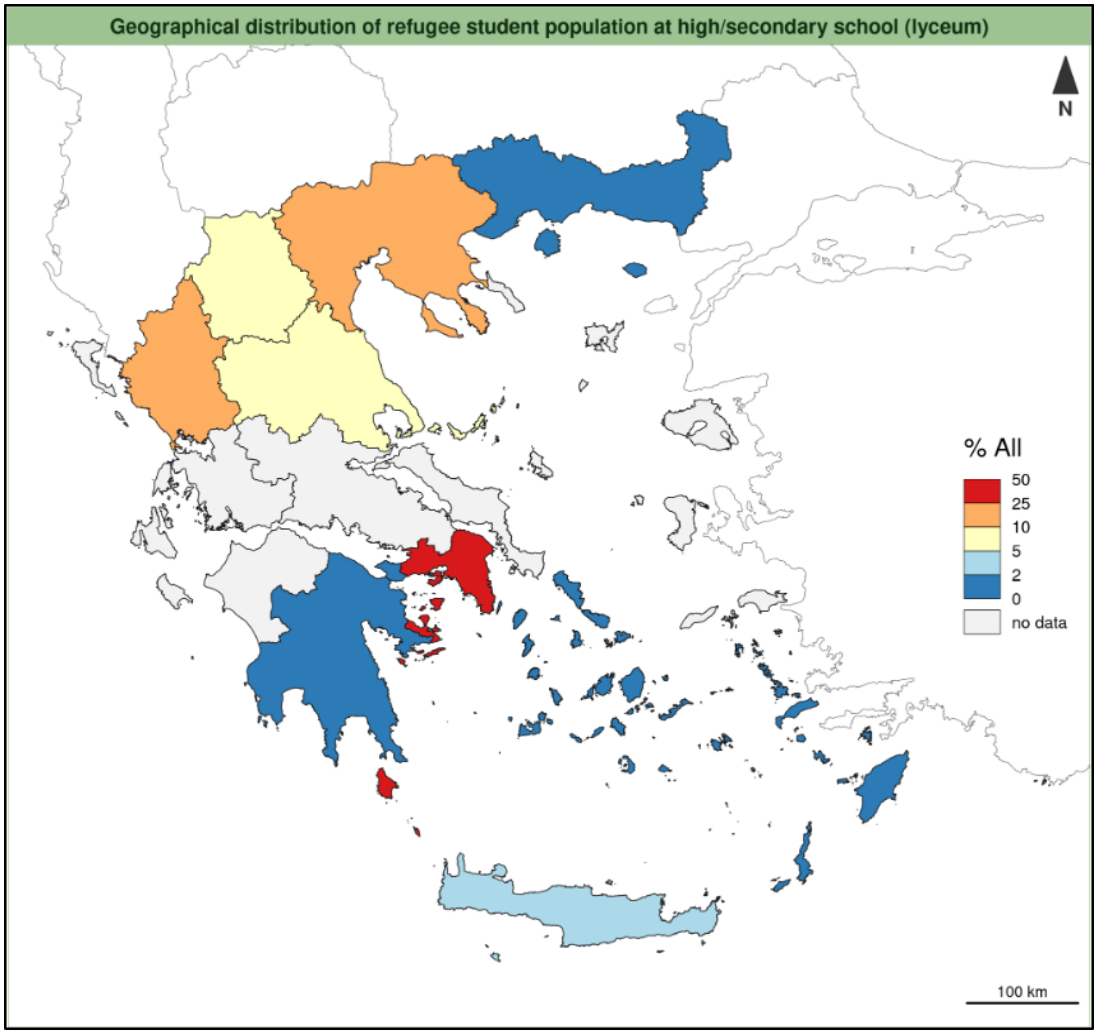
Note: Data provided by schools in June 2023

Map 2. Geographical distribution of refugee student population at middle/secondary schools (Gymnasium)



Note: Data provided by schools in June 2023

Map 3. Geographical distribution of refugee student population at high/secondary Schools (lyceum)



Note: Data provided by schools in June 2023

4.1.3. Statistical distribution of refugee student population

Table 1 presents the distribution of the student population by ethnicity based on the enumeration. The five recorded ethnic groups represent 69.7% of the total ethnicities, excluding students without official documentation (NULL). Assuming that the distribution of ethnicities in schools that did not respond to the request for information does not significantly differ from those that did, and considering the data provided by AFUM, the four most prevalent refugee student groups were identified as Afghans, Iraqis, Syrians, and Somalis. Additionally, Ukrainian children were included in the sample due to the substantial increase in their enrollment in formal education in Greece following the war in Ukraine. As a result, the

questionnaires were translated into the languages of these ethnic groups. Table 2 outlines the language distribution among unaccompanied minors in these facilities.

Table 1. Distribution of Student Population by Ethnicity

Ethnicity	Number of Students	(%)
NULL	622	51.2
Afghanistan	131	10.8
Iraq	94	9.4
Syria	84	6.9
Ukraine	79	6.5
Somalia	25	2.5
Other Ethnicities	179	14.8
Total	1.214	100

Table 2. Language Distribution Among Unaccompanied Minors

Language	Number of Students	(%)
Arabic	153	32.1%
Somali	101	21.2%
Farsi	90	18.9%
Urdu	82	17.2%
French	35	7.4%
English	15	3.2%
Total	476	100%

In November 2023, the Ministry of Education, Religious Affairs, and Sports supplied detailed data on students with immigrant and refugee backgrounds enrolled in formal education in Greece. This information, aggregated at the school level rather than the student level, included the total number of immigrant and refugee students by grade and ethnicity. The provided data included:

A. The number of asylum-seeking students in each school.

B. The number of asylum-seeking students in reception classes in each school.

C. The number of students with a personal file reference number (DIKA) in each school.

D. The number of students with a personal file reference number (DIKA) who had been enrolled for more than a year.

Table 3 summarizes the total number of refugee-background students aged 12–18 enrolled in public schools during the 2023–2024 school year. These figures encompass all students with immigrant and/or refugee backgrounds, regardless of ethnicity or grade. It is important to note that the sources of information overlap, meaning a single student may be counted in more than one category. Furthermore, the majority of students lack official documentation specifying their ethnic background; as a result, they are registered as NULL upon enrollment.

Table 3. Refugee Students 12-18 Years Old Enrolled in Public Schools During the 2023-2024 School Year

	Total number of migrant and refugee students	Total number of migrant and refugee students with recorded ethnicity	Total number of ethnicities	Total number of schools
Asylum-seeking students	3347	825	34	515
Asylum-seeking students in reception classes	801	142	19	127
Students with personal file reference number (DIKA)*	4082	1584	42	821
Students with personal file reference number (DIKA) for over a year	2322	1162	40	739

Source: Ministry of Education, Religious Affairs and Sports 2023

**DIKA refers to the unique number assigned to third country citizens or stateless persons who apply for Asylum or International Protection.*

The fourth category, consisting of refugee and immigrant students with a personal file reference number who have been enrolled in school for over a year, provides crucial information about the population under study. However, it does not offer sufficient data to estimate the total population or, specifically, to extrapolate the proportion of the five ethnicities among students without official documents. While for some ethnicities it is relatively clear whether they belong to the refugee or immigrant category, for others it is less straightforward. For this reason, to estimate the proportion of the five ethnicities of interest within the total refugee student population, the data provided by school units in June 2023 were utilized. Therefore, assuming that the proportion of ethnicities represented in the June 2023 sample (69.7%) is similar to that of refugee students marked as “NULL” in the data from the Ministry of Education, and that the proportion of the five ethnicities is consistent among students with and without official documents, the total population can be estimated as 436 + 0.697 × 578 ≈ 839 students.

In other words, the value of 839 students can represent an estimated central value for the population, while it can be considered a conservative lower bound of 436 students (in case no student without official documents comes from these five ethnicities) and a conservative upper bound of 436+578=1014 students (in case all students without official documents come from these five ethnicities). These values are based on certain assumptions, but they are nonetheless useful as they indicate an (even wide) range of the population distribution. However, these assumptions may be affected by sources of bias[1].**Table 4** below provides a breakdown of the student population by ethnicity and grade. Table 5 below summarizes the number of schools contacted, those without eligible students, and those where data collection was carried out.

[1] For a detailed explanation of the sources of bias, see Stathopoulou, T., Adamopoulou, E., Bourazas, K., Spyropoulou, N., Zirganou-Kazolea, L., Hatzinikolaou, K., & Cavounidis, J. (2024). *RaRE-Understanding Risk and Resilience in the Educational Performance of Refugee Children and Youth: Methodology Report*. National Centre for Social Research.

Table 4. Refugee Student Population 12-18 Years Old by Ethnicity and Grade Enrolled in Public Schools During the 2023-2024 School Year

Ethnicities	Primary Education (6th Grade)	Lower Secondary Education (Gymnasium)	Higher Secondary Education (Lyceum/EPAL*)	Total by ethnicity
NULL	60	371	147	578
Afghanistan	18	91	76	185
Iraq	7	46	15	68
Somalia	1	5	25	31
Syria	12	30	10	52
Ukraine	17	65	18	100
Total by grade (without NULL)	55	237	144	436

Source: Ministry of Education, Religious Affairs and Sports 2023

**EPAL: Vocational upper secondary education*

Table 5. School Participation in the Sampling Process

Number of schools in sampling process		
Contacted	Did not have students matching the sample	Data collection completed
154	36	43

4.1.4 Survey questionnaires

The survey questionnaire was designed with seven sections pertaining to the four interconnected levels: individual, family, community and society. Sections included socio-demographic questions, questions on family functioning[2] (psycho-emotional support and dysfunction), neighborhood[3] (sense of safety), school environment[4] (perceived academic performance, sense of belonging, bullying) and discrimination[5]. Emotional and behavioural screening and resilience was measured with two psychometric tools: a) the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) and b) the Child and Youth Resilience Measure - Revised (CYRM-R; Jefferies et al., 2018). The Strengths and Difficulties Questionnaire (SDQ) was initially developed by Goodman (1997). It is a brief questionnaire used for the psychological assessment of children and adolescents aged 11-17 years. It consists of 25 questions addressing corresponding psychological variables, both positive and negative. The 25 items of the tool are scored from 0 (= "not true") to 2 (= "certainly true") and are grouped into 4 scales of psychological symptoms: a) Emotional symptoms (5 items), b) Conduct problems (5 items), c) Hyperactivity/inattention (5 items), d) Peer relationship problems (5 items); and one scale of Prosocial behavior (5 items). The extended version also includes an impact supplement that asks if the respondent thinks the young person has a

[2] Adapted from NHS Survey: Mental Health of Children and Young People in England, 2022. Wave 3 follow up to the 2017 survey. Section on Family functioning, Neighborhood and Loneliness.
[3] Adapted from NHS Survey (same as above)
[4] Adapted from PISA 2018 main survey
[5] Adapted from the REHEAL questionnaire. For the REHEAL study, see Stathopoulou and Eikemo 2019, Stathopoulou, T., Krajčeva, E., Menold, N., & Dept, S. (2019).

problem, and if so, enquires further about chronicity, distress, social impairment and burden for others (Goodman, 1999). The same 25 questions and the impact supplement were included in the questionnaires completed by the parents and teachers of the children participating in the research (Goodman, 1997), in order to achieve the triangulation of research findings.

The Strengths and Difficulties Questionnaire has been extensively used in similar research, such as the study on the mental health assessment of young people in England, recently conducted by the NHS in 2022. Additionally, it has been used for assessing the psychological adjustment of adolescent students in Greece by Motti-Stefanidi and her collaborators (Motti-Stefanidi, 2015; Motti-Stefanidi et al., 2022).

The Child Youth Resilience Measure (CYRM) is a scale for measuring mental resilience in children and adolescents. In the present research, the latest version, the Child Youth Resilience Measure - Revised (CYRM-R) consisting of 17 items, was used (Jefferies et al., 2018). Responses are given on a five-point Likert scale, ranging from "Not at all" to "A lot." The CYRM scale yields a score for each child/adolescent, corresponding to individual, relational, and contextual dimensions of resilience. To make the 5-point Likert scale more comprehensible to the young participants, a simple image of a row of five glasses that were progressively full of water was added (Resilience Research Center & Dalhousie University, 2022). This modification of displaying the Likert scale has been successfully used in research on resilience in refugee hosted countries such as Jordan (see Panter-Brick et al., 2018).

The validity and reliability of the scale have been well documented, and it has been widely used in similar research examining the mental resilience of refugee populations (Liebenberg et al., 2013; Panter-Brick et al., 2018). It is considered an ideal measure for assessing the resilience of such populations and is specifically designed for conducting research on samples of adolescents from diverse cultural backgrounds facing adversities (Miller-Graff & Cummings, 2017). Panter-Brick and colleagues (Panter-Brick et al., 2018) have recommended the joint use of the CYRM and the SDQ, which complement each other.

4.1.5 Fieldwork

The data collection was conducted using the Computer-Assisted Web Interviewing (CAWI) method. Students self-completed the questionnaire on tablets provided by the interviewers who were present to oversee the process and did not interfere with the students' completion

of the questionnaire. The fieldwork team consisted of one field operator[6] and five experienced interviewers. Fieldwork in each school was conducted after permission was granted by each school principal, according to the legal provisions pertaining to conducting research inside school units.[7] Only the students with a signed parental consent, in the case of accompanied ones, or written permission issued by the Prosecutor's Office for Minors in the respective fieldwork areas, for the unaccompanied students, were allowed to take part in the survey.

Data collection started in December 2023[8] in the selected schools and the main survey was conducted from January to April 2024.

4.1.6. Analysis

Data analysis was conducted in SPSS and R, while R and Tableau were used for visualization. Univariate and bivariate analyses were performed and only statistically significant results at $p<.05$ are presented.

[6] Christos Staikos was responsible for fieldwork.
[7] Each school unit has the right to deny access to school even if permission to conduct research inside the school is granted by the Ministry of Education.
[8] Stathopoulou, T., Adamopoulou, E., Bourazas, K., Spyropoulou, N., Zirganou-Kazolea, L., Hatzinikolaou, K., & Cavounidis, J. (2024). *RaRE-Understanding Risk and Resilience in the Educational Performance of Refugee Children and Youth: Preliminary Report*. National Centre for Social Research.
DOI: 10.13140/RG.2.2.34710.97609

4.2. Qualitative data

Qualitative data were collected via two focus groups with teachers and two with parents and/or legal guardians of refugee students 12-19 years. The complementary use of qualitative methods provided deeper insights into the risk and protective factors influencing the educational experiences of students with refugee backgrounds.

4.2.1. Participants

I. Teacher Focus Group

The first focus group with teachers included educational professionals working as teachers in reception classes at public schools, while the second consisted mainly of educators involved in the non-formal education of refugee children. In total, 19 teachers participated: 16 females (84%) and three males. Among these participants, 12 teachers were employed in public schools (comprising seven reception class teachers and three teachers with administrative responsibilities), while the remaining seven teachers worked in non-formal education programs administered by NGOs.

II. Parent Focus Group

The first parent focus group included two fathers, one Iraqi and one Syrian. The second focus group consisted of three mothers of Afghan students, meeting the minimum participant requirement recommended in the literature (Barbour, 2007; Barbour & Kitzinger, 1999; Bloor et al., 2001).

4.2.2. Data Collection Procedures

Recruitment was conducted using convenience sampling through primary and secondary education schools, as well as NGOs that serve students with a refugee background. A semi-structured interview guide with open-ended questions was designed by the research team. Probe questions were used to clarify information and obtain further details as necessary. Demographic data including age, gender, educational background, teaching specialty and years of teaching experience (for teachers) were collected prior to the focus groups to gain a deeper understanding of participants' profiles.

Focus group discussions with teachers took place at the end of the school year 2022-2023, in June and July 2023 at the premises of the National Centre for Social Research (EKKE). They were both conducted in a hybrid way. The focus groups lasted between 2-4 hours and were

audio recorded, after ensuring the participants' written consent. The research team introduced participants to the study's objectives using a semi-structured interview guide comprising open-ended questions. The guide, designed by the research team, clarified the terms of participation and invited participants to share insights based on their experiences in teaching students with a refugee background.

Focus group discussions with parents took place in February 2024 at a Controlled Access Facility for Temporary Accommodation of Asylum Seekers in Greece. An Arab-speaking and a Farsi-speaking interpreter were present at group discussions to ensure smooth communication between researchers and participants. The focus groups lasted between 1-1,5 hours and were audio recorded, after ensuring the participants' written consent. The research team introduced participants to the study's objectives using a semi-structured interview guide comprising open-ended questions. The guide, designed by the research team, clarified the terms of participation and invited participants to share insights regarding five pillars: a) Student's individual level, b) Movement history/refugee experience, c) Family environment, d) School environment, and 5) Community/Neighborhood experiences. In addition, some socio-demographic data of the parents were requested, as well as some introductory information about the children's attendance in compulsory education.

4.2.3. Data Analysis

Focus group data were transcribed verbatim to text by members of the research team, without being returned to the participants for further comments (nor did the final findings for that matter). Data were then analyzed using thematic analysis (Braun & Clarke, 2006; Guest et al., 2012), a method that identifies, analyses and reports patterns (themes) within data (Braun & Clarke, 2006). Data were organized and processed with the help of MAXQDA 2022, a software program designed for computer-assisted qualitative and mixed methods analysis. The transcripts were analyzed in Greek, and the quotes used to present the findings in the current article were translated into English. For the elaboration of the data, we followed the six phases proposed by Braun and Clarke (2006, 2015), namely: familiarization with the data, coding, theme development (generating initial themes, reviewing, and developing themes, refining, defining and naming themes) and reporting. It should be noted that thematic analysis was data-driven, without using a pre-defined code frame (Braun & Clarke, 1996; 2021). On the contrary, final themes were the outcome of a reflexive process and careful consideration of the data yet always informed by the relevant literature.

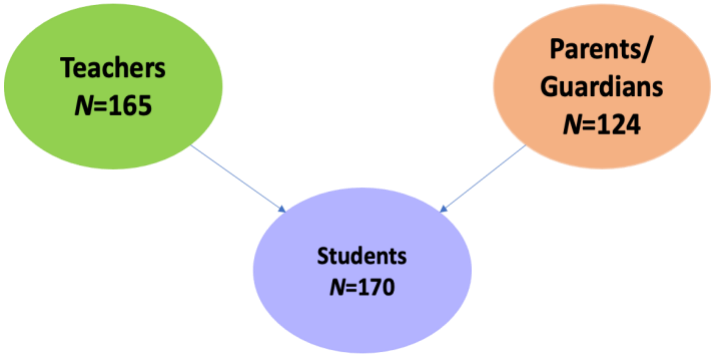
5. Findings

5.1 Quantitative findings

5.1.1. SOCIODEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

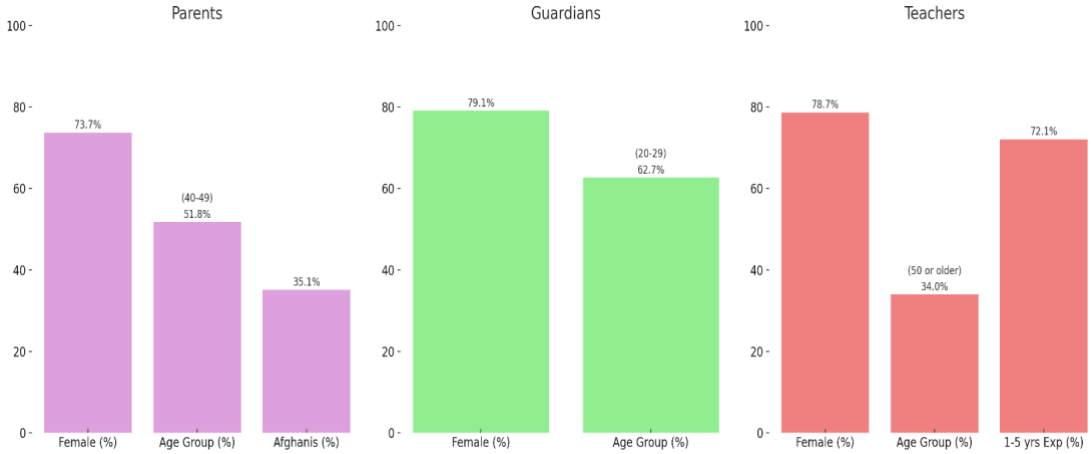
The total sample of students consisted of 170 cases, of which 103 were accompanied (60.6%) and 67 were unaccompanied (39.4%). The total sample of parents/guardians consisted of 124 cases, of which 57 involved accompanied (46%) and 67 unaccompanied students (54%). The total sample of teachers consisted of 165 cases, of which 100 involved accompanied (60.6%) and 65 unaccompanied students (39.4%). A total of 122 common cases of students were identified across all three databases, of which 57 involved accompanied (46.7%) and 65 unaccompanied students (53.3%). Nevertheless, the findings presented in this report include all the cases of the three groups and not just the common cases (Figure 3).

Figure 3. Sample Characteristics: Students-Teachers-Parents/Guardians



According to Figure 4, the majority of parents (73.7%) are female, aged 40–49 years (51.8%). Afghans represent a significant portion of this group (35.1%). The majority of guardians (79.1%) are female, aged 20–29 years (62.7%). Most teachers are female (78.7%), 50 or older (34.0%). The majority has 1–5 years of experience. Guardians tend to be younger, while teachers show a mix of age and experience, leaning toward more experienced individuals.

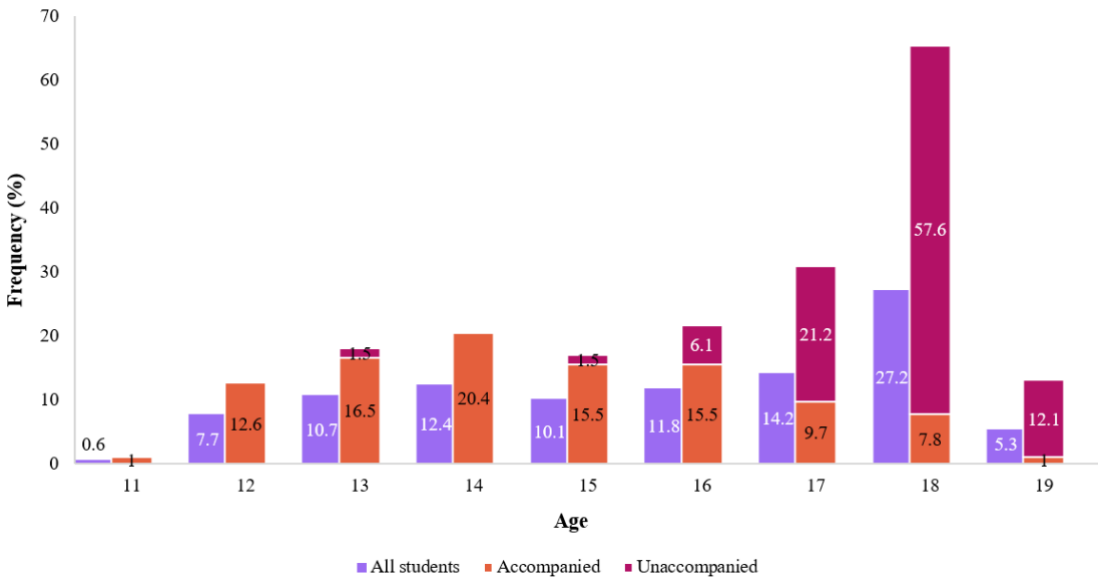
Figure 4. Gender, Age and Ethnicity of Parents/Guardians



I. Students' socio-demographic characteristics reported by students

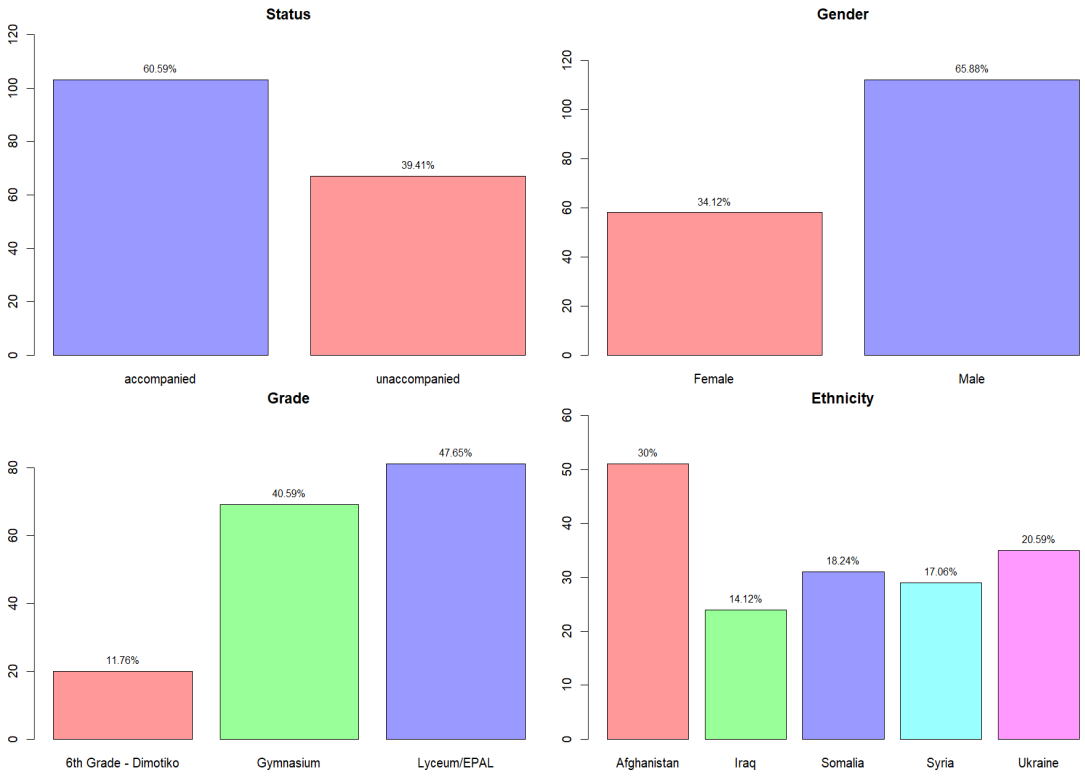
Figure 5 shows the frequency distribution of age according to students' responses. The vast majority (75.7%) are between 14 and 18 years old. Most accompanied students are between 12 and 16 years old (80.5%), with 14 being the median, while most unaccompanied students are between 17 and 19 years old (90.9%), with 18 being the median. Refugee minors often misreport their age due to a lack of official documentation.

Figure 5. Frequency Distribution of Age



In terms of gender distribution, the majority of students are male (65.9%; Figure 6). Nearly all unaccompanied students are male (95.5%), whereas slightly more than half of accompanied students are female (53.4%). Approximately one-third of all students (30%) were born in Afghanistan. Among accompanied students, 36.9% were born in Afghanistan, followed by Ukraine as the second most common country of birth (34%). In contrast, the majority of unaccompanied students were born in Somalia (41.8%). Regarding their arrival in Greece, 51.4% of accompanied students and 91% of unaccompanied students arrived in 2023. Overall, about two-thirds of all students (67%) entered Greece in 2023.

Figure 6. Students' Sociodemographic Characteristics



School attendance prior to arriving in Greece reported by students

The vast majority of all students (76.6%), both accompanied (78.6%) and unaccompanied (73.1%), reported that they attended school in their country prior to arriving in Greece (Figure 7). Approximately 8 out of 10 Afghans (84.3%), Iraqis (83.3%), and Ukrainians (88.6%), around 2/3 of Somalis (67.7%), and about half of Syrian students (51.7%) stated that they had attended school in their country or elsewhere before coming to Greece (Figure 8).

Figure 7. Frequency Distribution of Students' School Attendance in their Country or Elsewhere Before Arriving in Greece

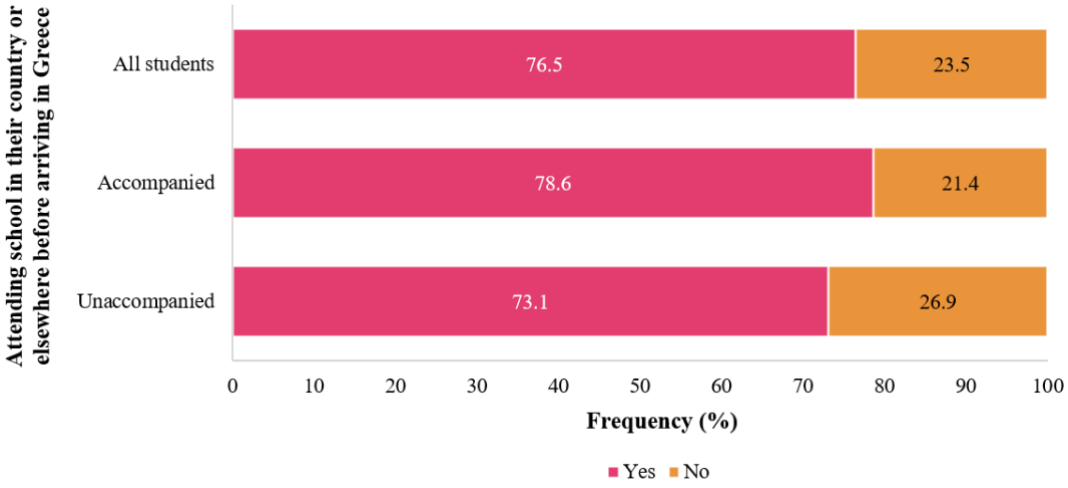
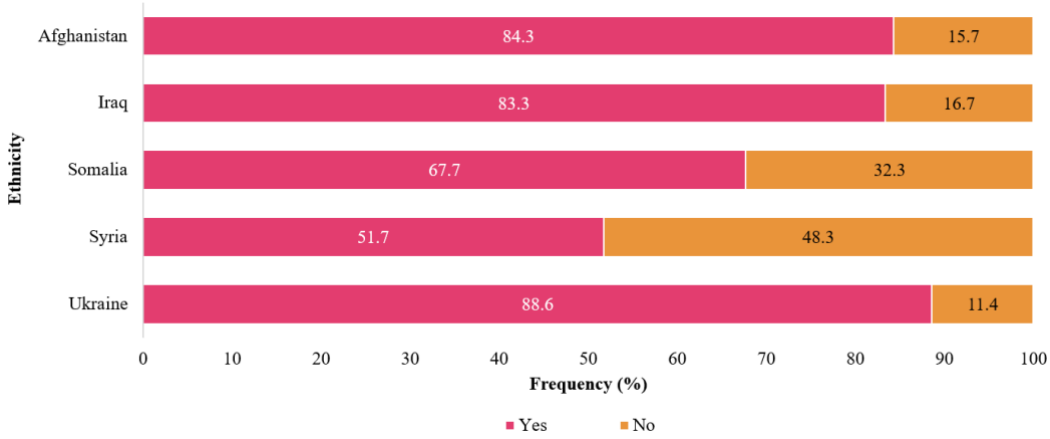


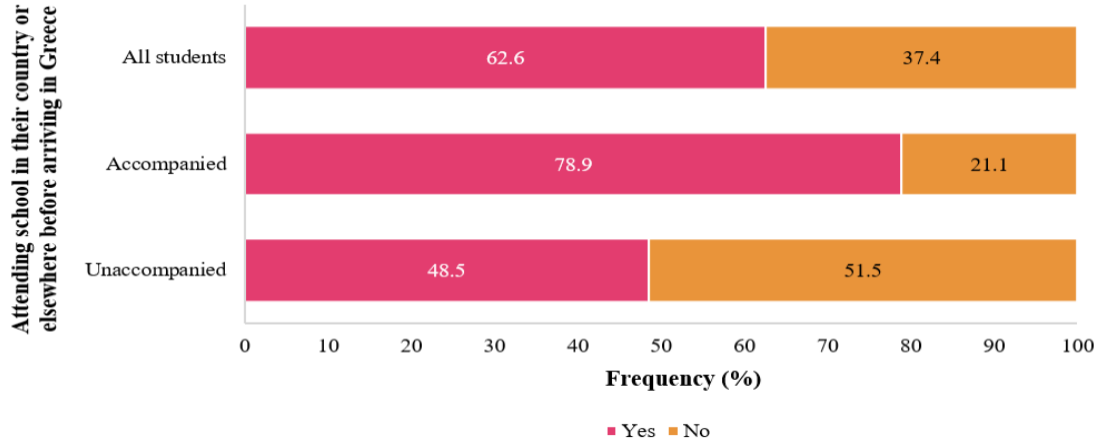
Figure 8. Frequency Distribution of Students' Prior School Attendance before Arriving in Greece by Ethnicity



School attendance prior to arriving in Greece reported by parents/guardians

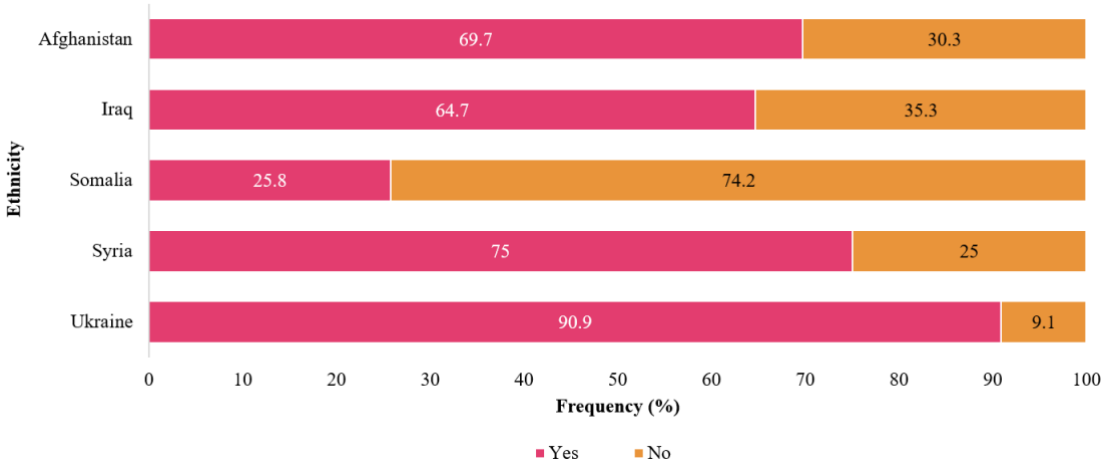
According to parents'/guardians' responses, the majority of students (62.6%), both accompanied (78.9%) and unaccompanied (48.5%), had attended school in their home country or elsewhere before arriving in Greece (Figure 9). In relation to ethnicity, 9 out of 10 Ukrainians (90.9%) and approximately 7 out of 10 Afghans (69.7%), Iraqis (64.7%) and Syrians (75%) had attended school in their country or elsewhere before coming to Greece. In contrast, the vast majority of Somalis (74.2%) were reported not to have attended school in their home country or elsewhere prior to arriving in Greece (Figure 10). For students with prior schooling, parents and guardians indicated that nearly half (48.6%) had attended school for less than six years. Additionally, most accompanied students (57.8%) were reported to have attended for less than six years, while nearly half of unaccompanied students (48.4%) had attended for 6–8 years.

Figure 9. Frequency distribution of students' school attendance in their country or elsewhere before arriving in Greece based on parents'/guardians' responses



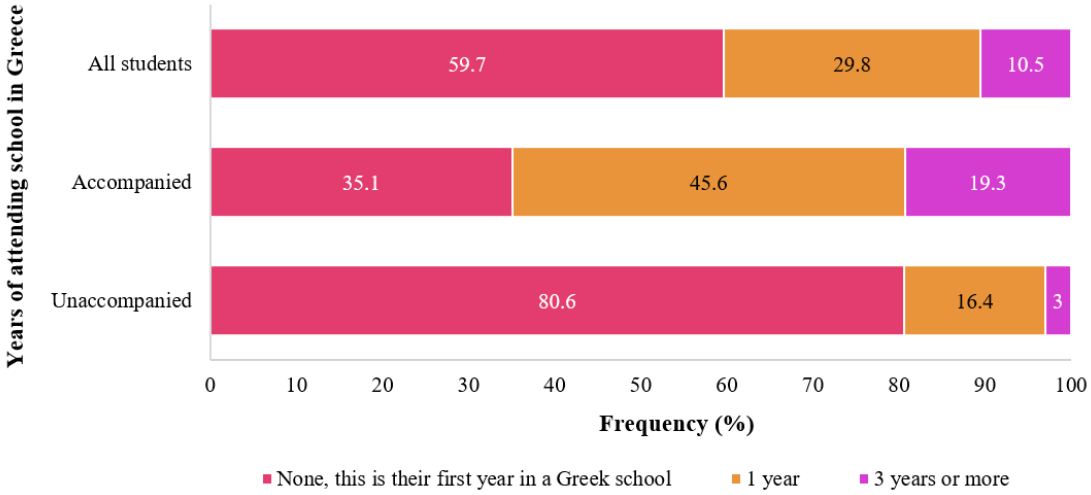
Note: missing values were 38.7%.

Figure 10. Frequency distribution of students' school attendance in their country or elsewhere before arriving in Greece according to their ethnicity based on parents'/guardians' responses



According to parents' or guardians' responses (Figure 11), the majority of students (59.7%) are in their first year in Greek school. This is particularly true for unaccompanied students (80.6%), while a significant portion of accompanied students (45.6%) have already completed one year of school in Greece.

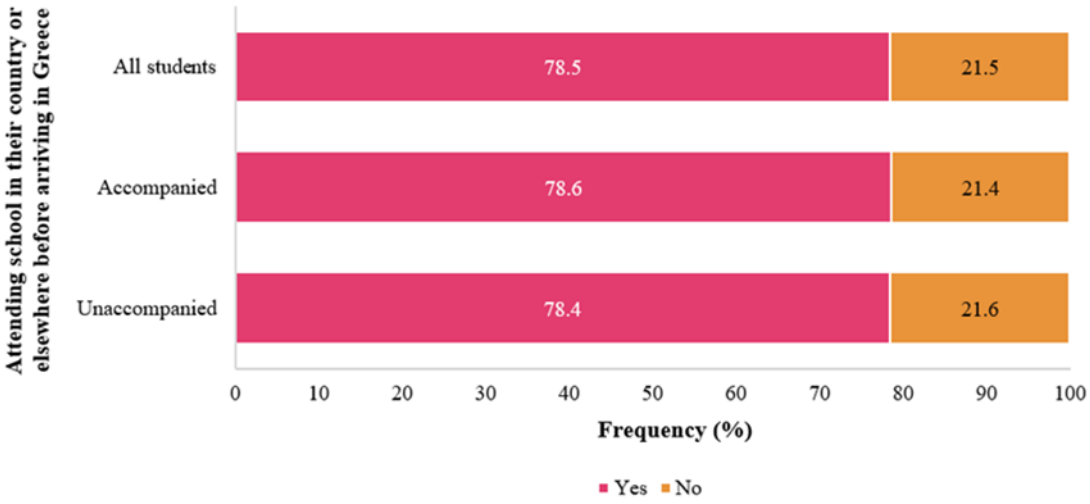
Figure 11. Frequency distribution of the years students attended school in Greece based on parents'/guardians' responses



School attendance prior to arriving in Greece reported by teachers

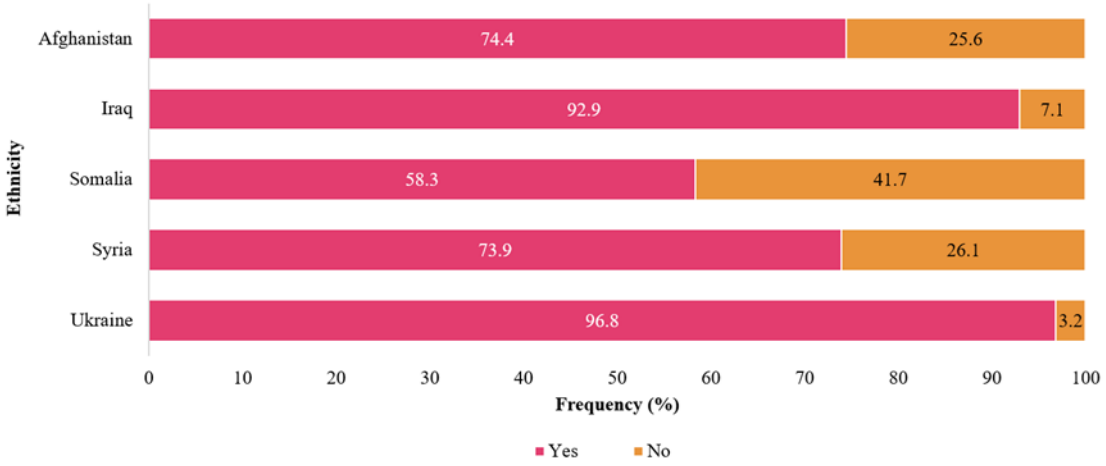
The vast majority of all students (78.5%), both accompanied (78.6%) and unaccompanied (78.4%), attended school in their country or elsewhere before arriving in Greece based on teachers' responses (Figure 12). Accordingly, approximately 9 out of 10 Iraqis (92.9%) and Ukrainians (96.8%), approximately 7 out of 10 Afghans (74.4%) and Syrians (73.9%) and approximately 6 out of 10 Somalis (58.3%) had attended school in their country or elsewhere before coming to Greece (Figure 13).

Figure 12. Frequency distribution of students' school attendance in their country or elsewhere before arriving in Greece based on teachers' responses



Note: The proportion of missing values was 18.2%.

Figure 13. Students attended school in their country or elsewhere before arriving in Greece according to their ethnicity based on teachers' responses



Agreement rates on prior school attendance among all three groups of respondents

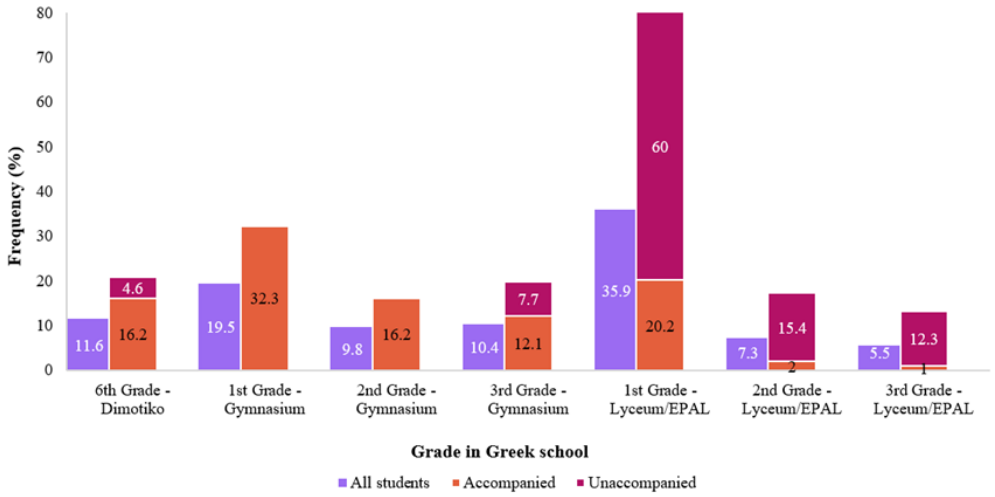
Regarding the agreement of responses about prior school attendance among the three groups (students, teachers, and parents/guardians), 76.29% of students and teachers provided the same answer. However, in 30 cases, the teacher responded with "I don't know". Between students and parents/guardians, the agreement rate was approximately 10 percentage points lower, specifically 66.67%, with only one "I don't know" response from the parents/guardians.

The agreement between teachers and parents/guardians was 69.14%. Regarding overall agreement, i.e. the cases where all three groups provided the same response about prior school attendance, the percentage was 57.37%. In these cases, when one of the three responses was "I don't know", the agreement was assessed based on the remaining two groups.

II. Students' grade reported by teachers

Figure 14 shows the students' grade level in Greek school based on teachers' responses. As shown, over 1/3 of all students (35.9%) are in the 1st Grade of Lyceum/EPAL. Similarly, the majority of unaccompanied students (60%) are also in the 1st grade of Lyceum/EPAL, while 1/3 of accompanied students (32.3%) are in the 1st Grade of Gymnasium.

Figure 14. Frequency distribution of students' grade level in the Greek school based on teachers' responses



- Most students are aged 14–18, with accompanied students skewing younger and unaccompanied students older.
- The majority are male, with unaccompanied students being almost exclusively male, while accompanied students have a more balanced gender distribution.
- The majority of students arrived in Greece in 2023.
- A significant portion of students reported prior school attendance, with higher rates among Ukrainian and Iraqi students.

5.1.2. FAMILY AND GUEST HOUSE FUNCTIONING

This section pertains to the functionality of the family (accompanied students) or life in the guest house (unaccompanied students). In particular, accompanied students were asked whether they have seen or heard their parents or other adults in the house getting into arguments with each other, while unaccompanied students were asked whether they have seen or heard arguments between other children living at the shelter/guest house.

I. Family and guest house functioning reported by students

Just over half of all students (53.1%) have seen or heard arguments at home, the shelter or the guest house. The proportion of missing values was 24.7%. Slightly less than half of the accompanied students (48.1%) have seen or heard arguments at home, while nearly 2/3 of the unaccompanied students (61.7%) have seen or heard disagreements within the shelter or guest house.

It should be noted that caution is needed when drawing parallels between this question for accompanied and unaccompanied students, as the phrasing differs in the two questionnaires. In the case of accompanied students, arguments refer to parents or other adults, while for unaccompanied students, arguments refer to disputes among other children at the shelter or guest house.

II. Family functioning reported by parents

The majority of parents (62%) claim that their children have neither seen nor heard arguments between them (parents) or other adults in the house.

III. Family functioning reported by teachers

The vast majority of the teachers did not answer this question (86.1% missing values). Only 17 teachers responded, out of whom 73.9% claim that students have not seen or heard arguments between parents or other adults in the house. The high proportion of missing values (86.1%) in teachers' reports could be explained by the fact that most teachers cannot answer this question since they lack an overall picture of the students' family environment and also lack contact and communication with parents themselves.

- Over half of all students reported witnessing arguments in their living environments. Arguments were more commonly reported by unaccompanied students (nearly two-thirds) than by accompanied students (less than half).
- Parents largely indicated that their children had not witnessed arguments at home, while teachers' responses on this topic were limited due to a high proportion of missing values.

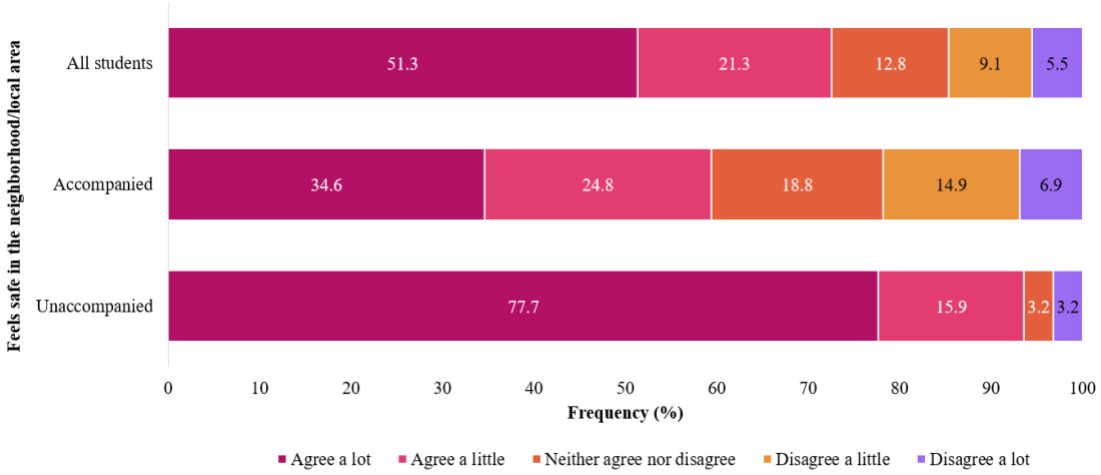
5.1.3. NEIGHBORHOOD

This section includes four items that measure students' assessments about their neighborhood. They were asked to report their agreement or disagreement with four sentences regarding the area they live in on a 5-point Likert scale. These statements included their feeling of safety, the existence of places to play and/or have a good time, whether they like living there and whether they trusted people in the neighborhood.

I. Feelings of safety reported by students

The majority of students (72.6%) report feeling safe in their neighborhood or local area, with 21.3% agreeing a little and 51.3% agreeing a lot (Figure 15). In contrast, 14.6% of both accompanied and unaccompanied students' express disagreement (either a little or a lot) with this statement, while 12.8% neither agree nor disagree. It is noteworthy that these results are highly contingent upon the status of the children, with feelings of safety being reported by almost all unaccompanied students (93.6%), as opposed to 58.8% of accompanied ones.

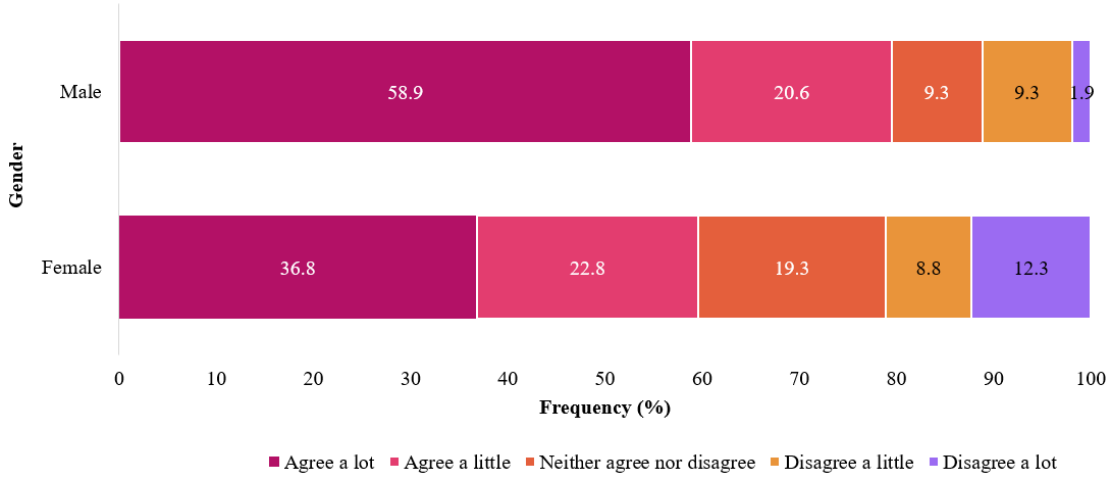
Figure 15. Frequency distribution of feelings of safety in the neighborhood/local area



Note: missing values were 3.5%

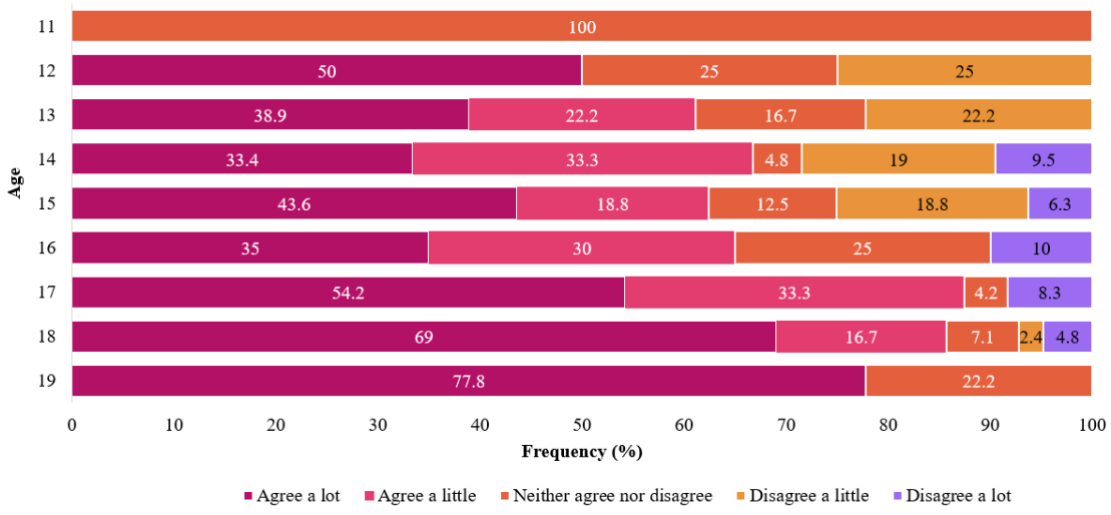
Gender also arises as an influential factor in feelings of safety among students. While 79.5% of male students report feeling safe in their neighborhood, this percentage falls to 59.6% among female students (**Figure 16**). Similarly, 12.3% of female students state they "disagree a lot" with the statement, reporting feelings of unsafety, while for male students this response is minimal.

Figure 16. Feelings of safety in the neighborhood/local area according to students' gender



As age increases, the percentage of students who agree a lot with the above statement also increases (Figure 17).

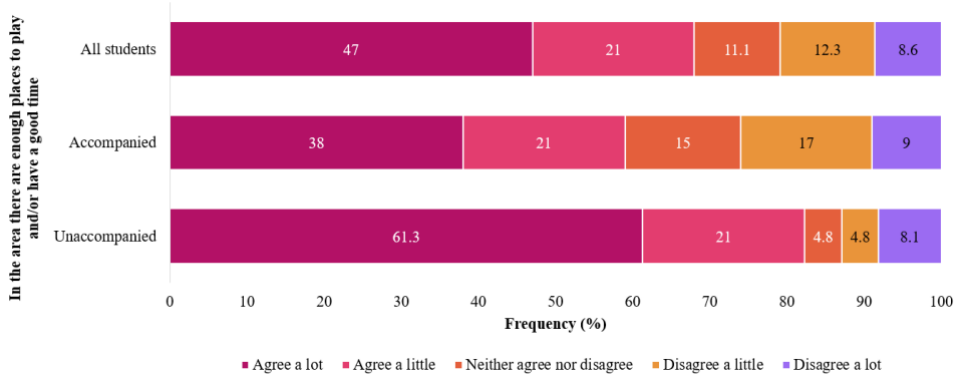
Figure 17. Feelings of safety in the neighborhood/local area according to students' age



The majority of students (68%) strongly agree that there are enough places in their area to play and have a good time (Figure 18). Meanwhile, 11.1% neither agree nor disagree, and

20.9% express some level of disagreement (either a little or a lot) with enjoying their neighborhood. While prevalent in both groups, this agreement is, again, more widespread among unaccompanied students (82.3%) rather than accompanied students (59%).

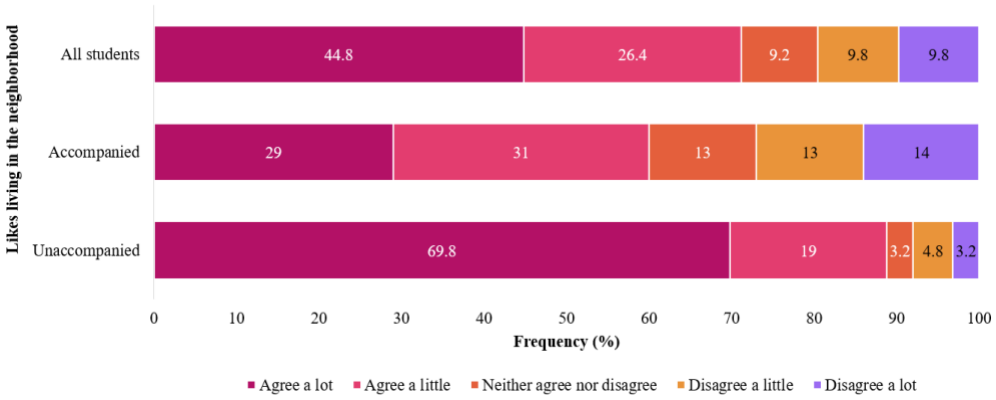
Figure 18. Frequency distribution of whether there are enough places to play and/or have a good time in the students' neighborhood



Note: The proportion of missing values was 4.7%.

When asked whether they like their neighborhood, 71.2% of students agreed, either a little or a lot (Figure 19). In contrast, 19.6% disagreed, with 9.8% disagreeing a little and 9.8% disagreeing a lot. A smaller portion, 9.2%, neither agreed nor disagreed. The agreement is more pronounced among unaccompanied students (88.8%) yet is still prevalent among accompanied students as well (60%).

Figure 19. Frequency distribution of whether students like living in their neighborhood

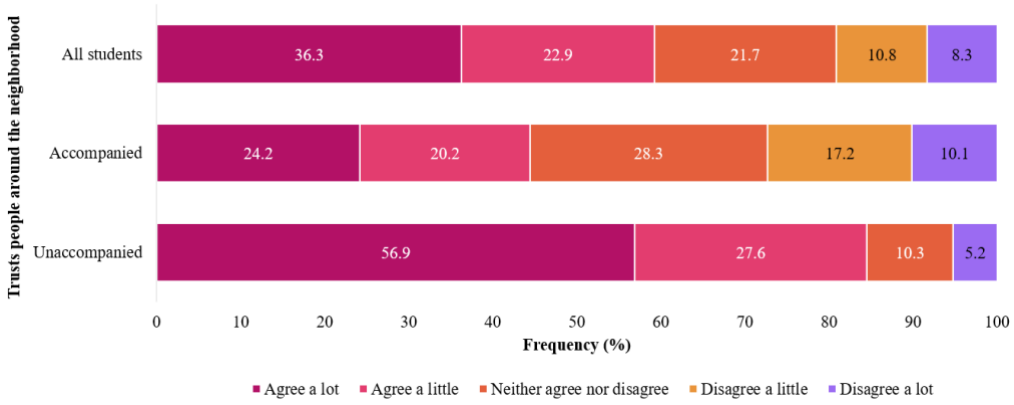


Note: The proportion of missing values was 4.1%.

Somewhat over half of all students (59.2%) agree a lot with the statement that they trust the people around their neighborhood (**Figure 20**). 21.7% of all students say they neither agree nor disagree with the statement, while 19.1% disagree a little (10.8%) and a lot (8.3%). There

are, however, significant differences among accompanied and unaccompanied students. The latter seem to trust people in their neighborhood in far greater numbers, with 84.5% of unaccompanied students agreeing with the statement, as opposed to only 44.6% of accompanied. Moreover, a significant portion of accompanied students (28.3%) state they neither agree nor disagree with the statement.

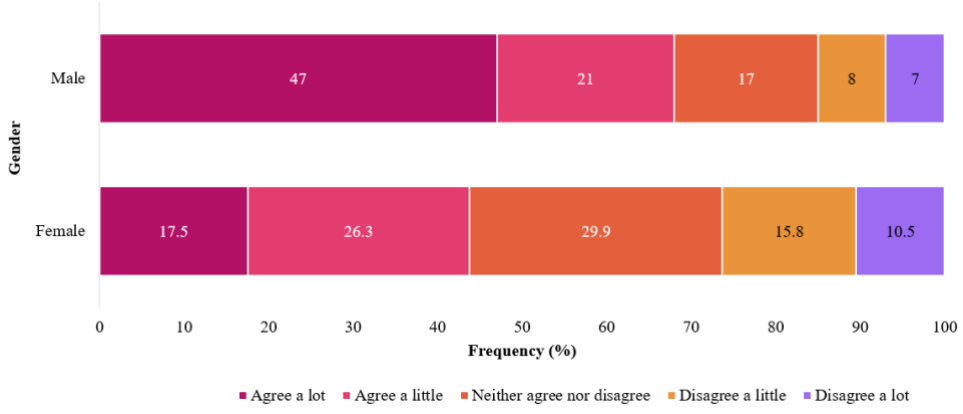
Figure 20. Frequency distribution of whether students trust people around their neighborhood



Note: The proportion of missing values was 7.6%.

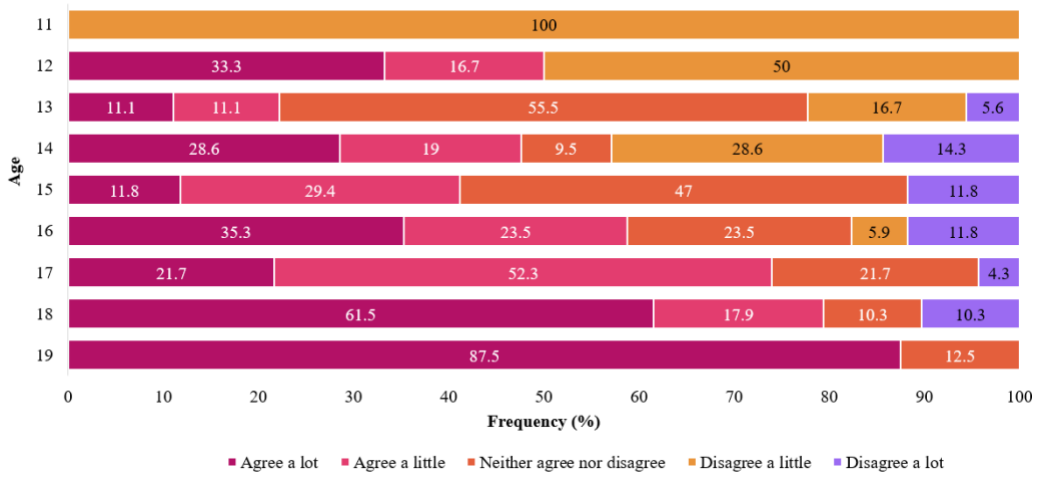
While 61% of male students agree a lot (47%) and a little (21%) with the statement that they trust the people around their neighborhood, this figure drops to less than half of female students (43.8%), particularly in the numbers of total agreement (17.5%) (**Figure 21**). Similarly, almost ⅓ of female students say they neither agree nor disagree with the statement.

Figure 21. Trust people around neighborhood according to students' gender



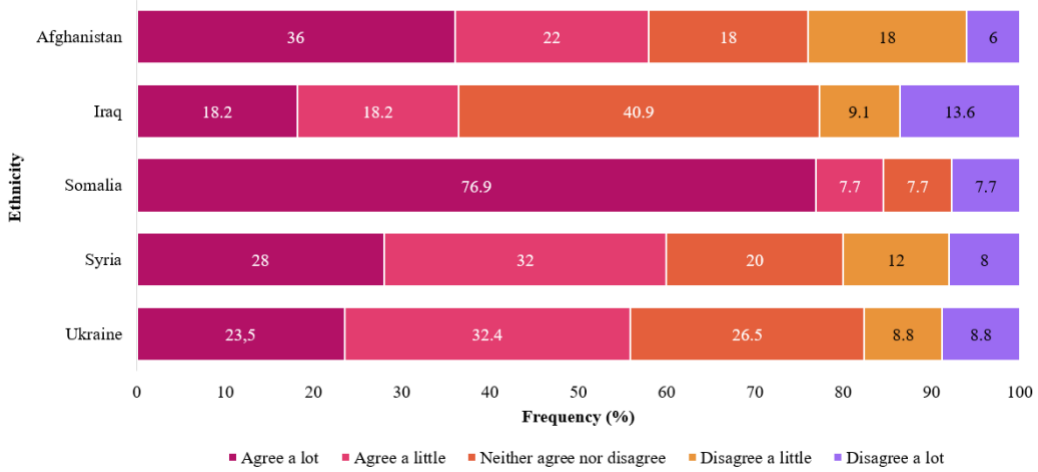
The highest percentages of those who agree a lot with the above statement are found among students aged 18 (61.5%) and 19 (87.5%) (**Figure 22**). In general, feelings of trust towards other people in the neighborhood seem to be increasing with age.

Figure 22. Trust people around neighborhood according to students' age



Regarding ethnicity, Somali students reported the highest level of agreement with the statement, with 76.9% strongly agreeing and 7.7% agreeing a little that they trust people in their neighborhood. Overall, the majority of students from all ethnicities agree a little or a lot with the statement, with the sole exception of Iraqi students. Among them, only 36.4% agree with trusting people in their neighborhood; 22.7% disagree and the greater part (40.9%) neither agree nor disagree (Figure 23).

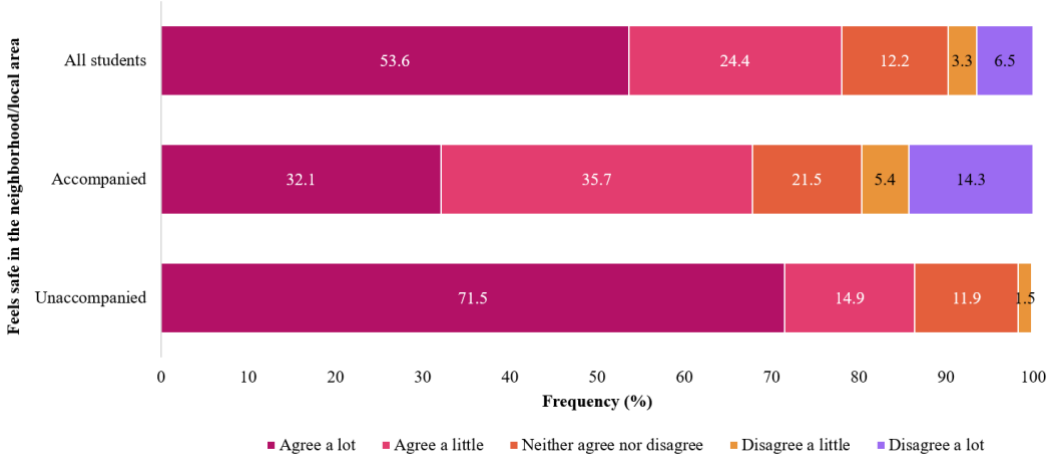
Figure 23. Trust people around neighborhood according to students' ethnicity



II. Feelings of safety reported by parents/guardians

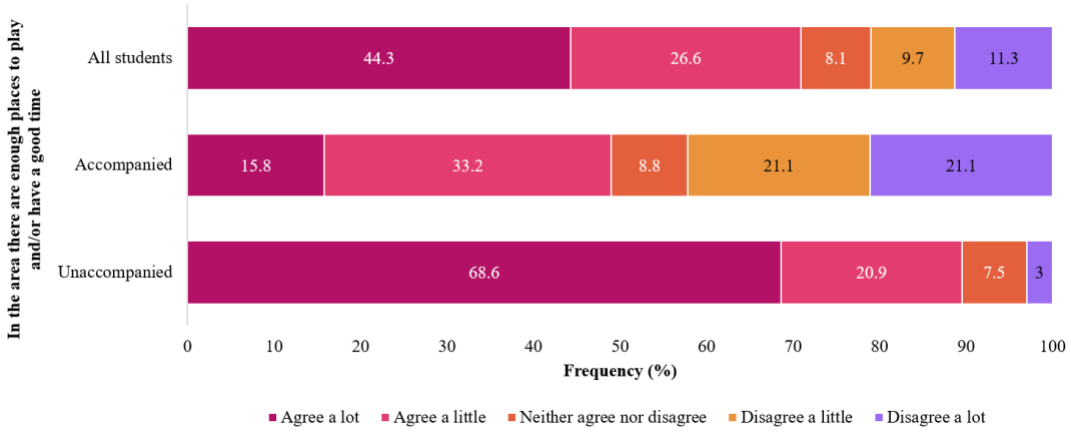
Slightly more than half of parents/guardians reported that they agree a lot with the statement that students feel safe in their neighborhood/local area (53.6%) (**Figure 24**). In particular, the majority (71.5%) of guardians state that they agree a lot with the above statement, while only 32.1% of parents state the same. It should be highlighted that 20% of parents expressed their disagreement with the statement that students feel safe in their neighborhood/local area, with 1 in 6 (aprox. 15%) disagreeing a lot. This contrasts sharply with the responses of guardians, of whom only 1.5% reported disagreement. It is important to highlight that most guardians are Greek working in accommodation facilities for unaccompanied minors.

Figure 24. Frequency distribution of students' feelings of safety in the neighborhood/ local area based on parents'/guardians' responses



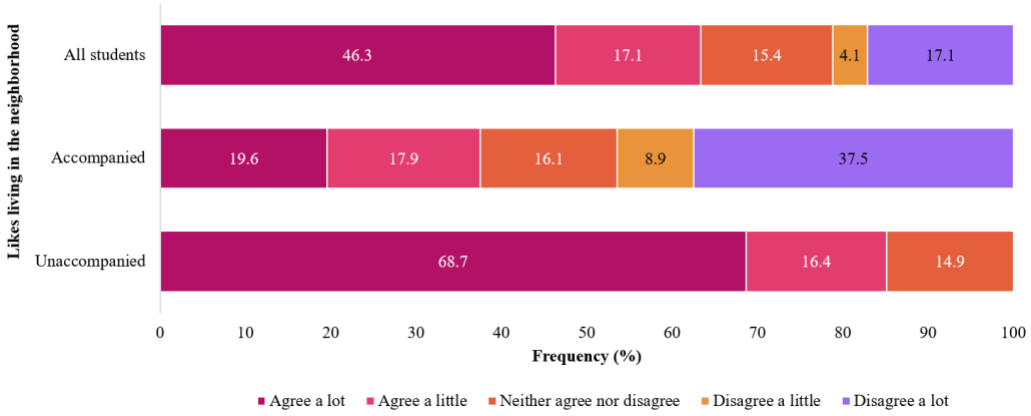
The majority of parents and guardians (70.9%) believe there are enough spaces for students to play and have a good time in their area (Figure 25). However, opinions differ significantly between the two groups. Most guardians (89.5%) agree with the statement, compared to less than half of parents (49%). Similarly, 42.2% of parents disagree, while only 3% of guardians share that view.

Figure 25. Frequency distribution of whether there are enough places to play and/or have a good time in the students' neighborhood based on parents'/guardians' responses



Overall, 63.4% of parents and guardians agree that students like living in their neighborhood (Figure 26). However, there is a significant difference between the two groups: only 37.5% of parents agree with this statement, compared to 85.1% of guardians. Nearly half of the parents (46.4%) disagree, with 37.5% strongly disagreeing, whereas only 21.2% of guardians express any disagreement, and none strongly disagree (Figure 26).

Figure 26. Frequency distribution of whether students like living in their neighborhood based on parents'/guardians' responses

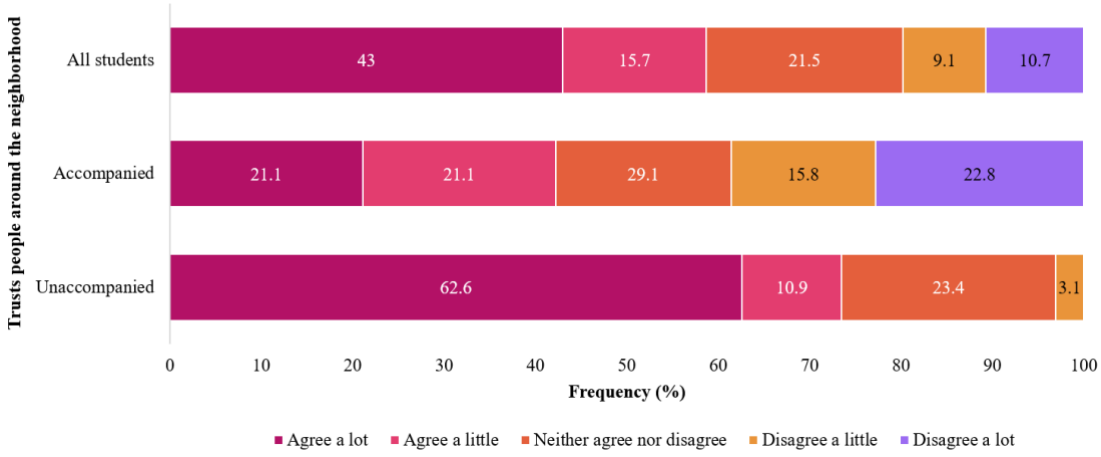


The data highlights a clear discrepancy in perceptions between parents and guardians regarding students' feelings about their neighborhood. While the majority of guardians believe students are happy in their community, parents are significantly less optimistic, with a notable portion expressing strong disagreement.

Feelings of trust in people around the neighbourhood

Both parents and guardians generally agree that students trust people in their neighborhood, with just over half (58.7%) expressing agreement overall (Figure 27). The majority of guardians (62.6%) strongly agree with the above statement, compared to 21.1% of parents who express the same level of agreement (Figure 27).

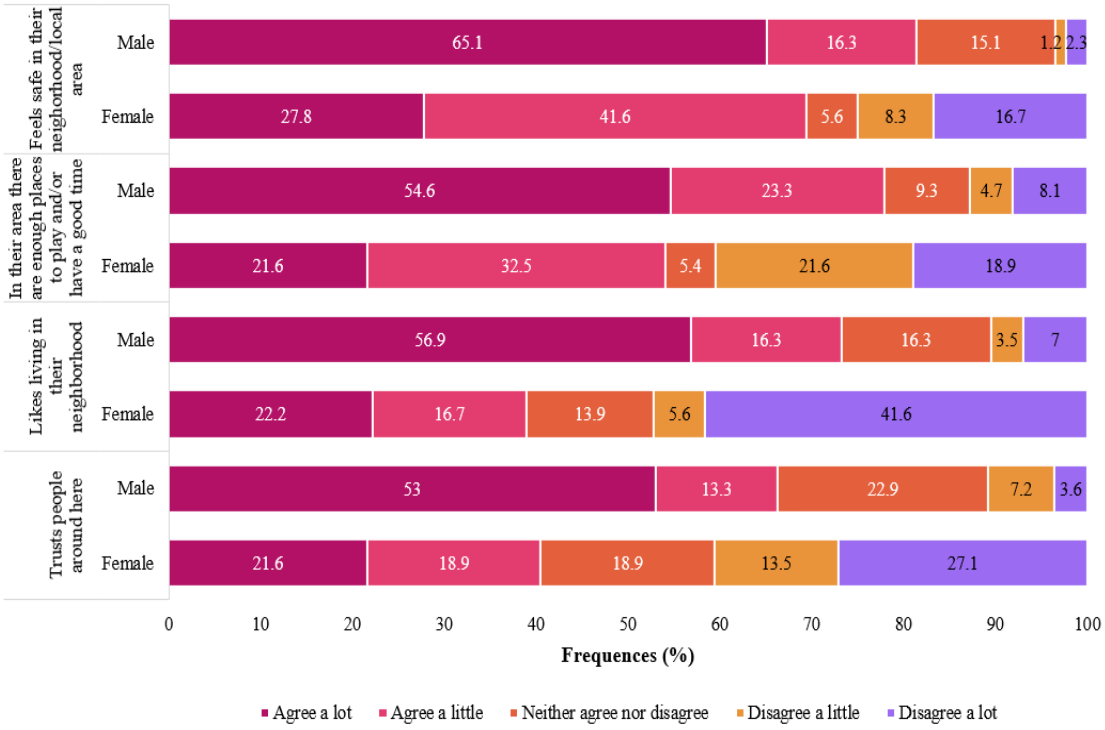
Figure 27. Frequency distribution of whether the students trust people around their neighborhood based on parents'/guardians' responses



Note: missing values were 2.4%

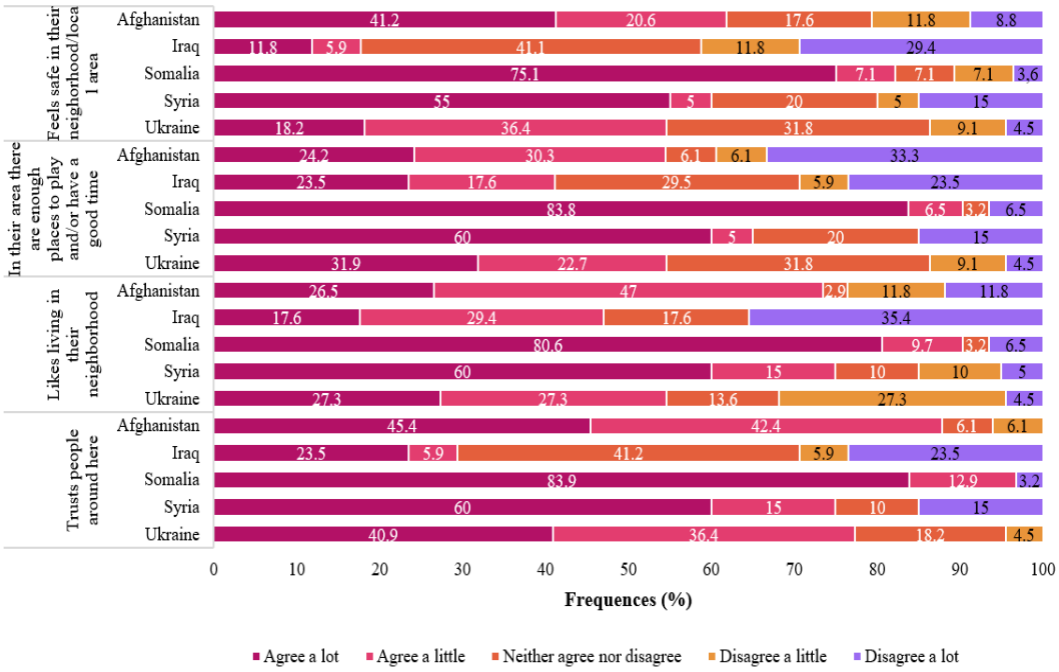
When examining students' feelings of their neighborhood by gender, parents/guardians of male students show higher levels of agreement with all related statements compared to those of female students. Agreement rates range from 66.3% for male students versus 40.5% for female students on trusting people in their neighborhood, to 81.4% versus 69.4% on feeling safe in their neighborhood (Figure 28). In contrast, parents/guardians of female students report higher levels of disagreement with statements such as "the student likes living in their neighborhood" (47.2% female vs. 10.5% male) and "trust people in their area" (40.6% female vs. 10.8% male) (Figure 28). Furthermore, analysis by age suggests that as age increases the percentage of agreement with the above statements by parents and guardians also increases.

Figure 28. Feelings about their neighborhood according to students' gender based on parents'/guardians' responses



Parents and guardians generally express agreement, either strongly or somewhat, with positive statements about students' feelings toward their neighborhood across most ethnic groups (Figure 29). However, it is important to highlight that 33.3% of Afghan students' parents/guardians strongly disagree with the statement that there are enough places in their area to play or enjoy themselves. Similarly, approximately 35.4% of Iraqi students' parents/guardians strongly disagree with the statement (Figure 29).

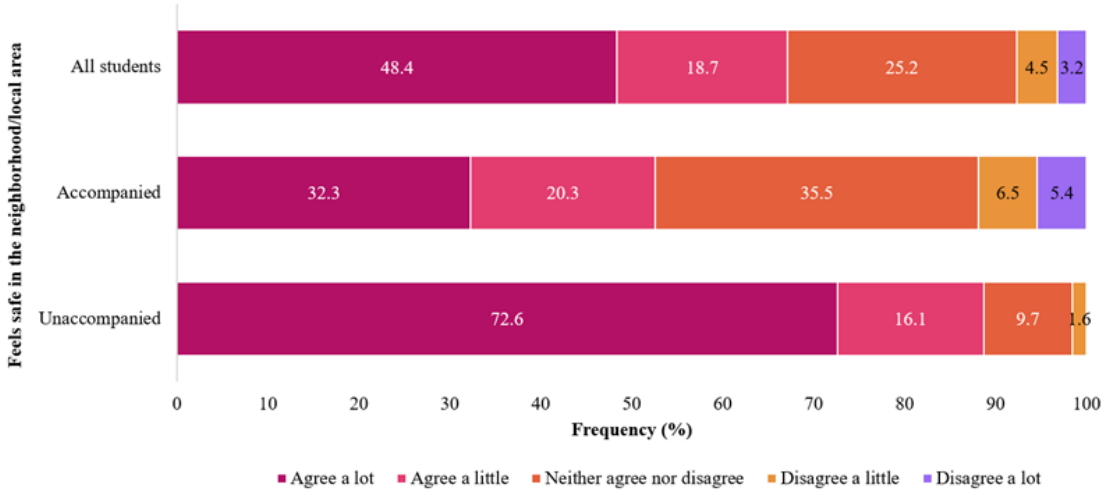
Figure 29. Feelings about their neighborhood according to students' ethnicity based on parents'/guardians' responses



III. Feelings of safety reported by teachers

Most teachers state that they agree (a lot or a little) with the statement that students feel safe in their neighborhood/local area (67.1%) (**Figure 30**). For unaccompanied students, teachers agree a lot with the above statement (72.6%) against 32.3% for accompanied students. It should be highlighted that ⅓ of the teachers of accompanied students state that they neither agree nor disagree with this statement (35.5%) which could imply a lack of knowledge for their students' out-of-school environment. Regarding students' feelings of safety in the neighborhood in relation to their gender, teachers of the majority of male students (56.2%) agree a lot against 34.5% for female students. It should be noted, however, that a large percentage of female student teachers (40%) neither agree nor disagree with the above statement.

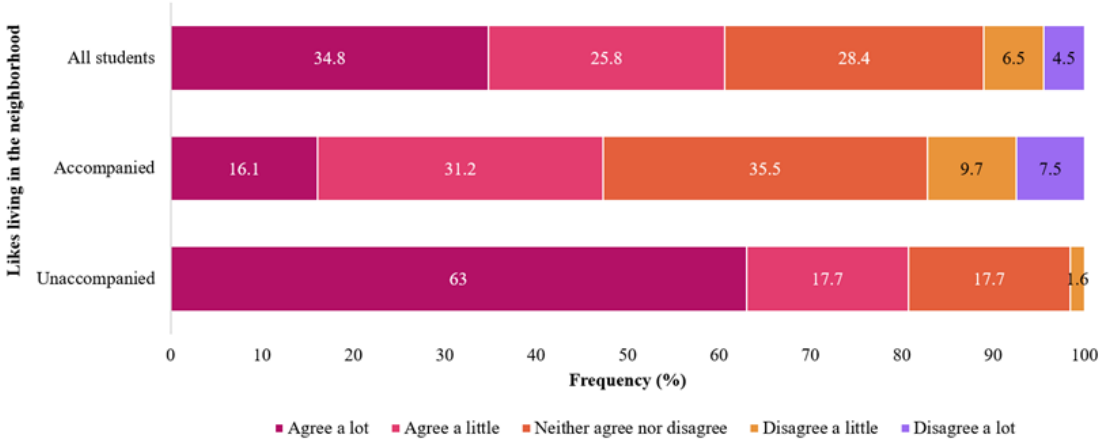
Figure 30. Frequency distribution of students' feelings of safety in the neighborhood/ local area based on teachers' responses



Note: The proportion of missing values was 6.1%.

More than half of the teachers (60.6%) agree that students like living in their neighborhood (**Figure 31**). Among them, the majority of teachers for unaccompanied students strongly agree (80.7%), compared to 47.3% of teachers for accompanied students. It should be noted that 35.5% of the latter neither agree nor disagree with this statement. (**Figure 31**).

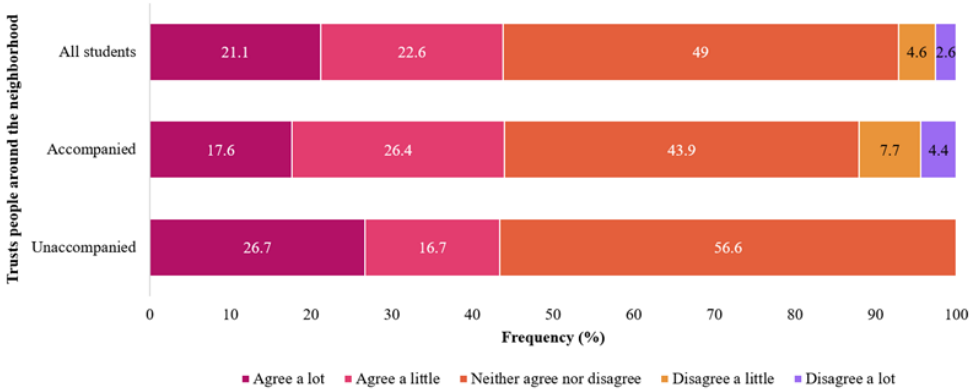
Figure 31. Frequency distribution of whether students like living in their neighborhood based on teachers' responses



Note: *The proportion of missing values was 6.1%.*

Nearly half of all teachers (49%) neither agree nor disagree with the statement that students trust people in their neighborhood (Figure 32). Among teachers of accompanied students, 12.1% disagreed with the above statement, whereas none of the teachers of unaccompanied students disagreed. Other than that, no particular differences are observed in the responses of teachers for both accompanied and unaccompanied students. (Figure 32).

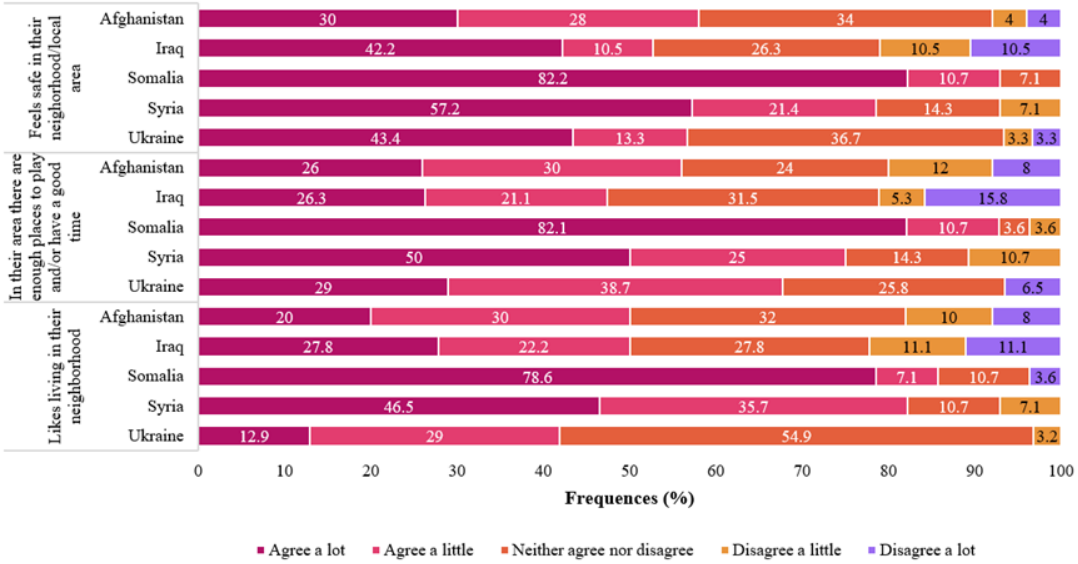
Figure 32. Frequency distribution of whether the students trust people around their neighborhood based on teachers' responses



IV. Feelings of safety according to ethnicity

Regarding how students feel about their neighborhood in relation to their ethnicity, teachers either agree a lot or agree a little with the above statements for the majority of students nearly across all ethnicities (**Figure 33**). For a significant proportion of Ukrainian students (54.9%), teachers neither agree nor disagree with the statement that these students like living in their neighborhood. Similarly, for approximately one-third (24%-34%) of Afghan students, teachers express neutrality on these statements (Figure 33). These high percentages of "neither agree nor disagree" responses likely reflect teachers' limited knowledge of their students' lives outside of school.

Figure 33. Feelings about their neighborhood according to students' ethnicity based on teachers' responses



Regarding teachers' responses on how students feel about their neighborhood in relation to their school grade, data indicate that teachers of students at higher school grades tend to agree more with the above statements compared to teachers of students who are at lower levels of education.

- Most students like their neighborhood and reported feeling safe, with the vast majority of unaccompanied students (94%) feeling safe compared to 59% of accompanied students. Female and younger students were less likely to report feeling safe.
- Teachers' have limited knowledge of students' lives outside school, as reflected in their frequent neutral responses
- The findings reveal significant differences in perceptions between accompanied and unaccompanied students, with unaccompanied students generally reporting more positive experiences regarding safety, recreation, and trust in their neighborhoods.
- Gender and ethnicity also play a critical role, with female and Iraqi students expressing more negative sentiments.

5.1.4. FEELINGS ABOUT SCHOOL ENVIRONMENT

This section includes four items that assess students' sense of self-expression, feelings of safety, enjoyment of learning, and availability of supportive friends at school.

I. Feelings about school reported by students

Almost 60% of students agree a lot that they can be themselves at school and feel safe at school. Unaccompanied students report higher positive feelings regarding these two items (76.2% and 74.5%) compared to accompanied students (48.5% and 50%). Additionally, more than half of students, report enjoying learning at school and having at least one friend at school they can turn to for support (See Table 6). Similarly, just under half of the accompanied students (46.5%) and most unaccompanied students (74.9%) agree a lot that they enjoy learning at school.

Table 6. Feelings about School Reported by Students

	Agree a lot	Agree a little	Neither agree nor disagree	Disagree a little	Disagree a lot
a. I can be myself at school	59.2	25.3	11.1	1.9	2.5
b. I feel safe when I am at school	59.5	18.4	13.5	4.9	3.7
c. I enjoy learning at school	57.6	24.8	9.1	6.7	1.8
d. I have at least one friend at school I can turn to for support	54.6	22.7	11.1	4.3	6.7

Note: Missing values were a = 4.7%, b = 4.1%, c = 2.9% and d = 4.1%.

II. Feelings about school reported by parents/guardians

Around 60% of parents/guardians agree a lot that students have at least one friend at school they can turn to for support and that they feel safe at school. Parents/guardians report 49.9% of accompanied students and 68.7% of unaccompanied students have at least one friend at school to turn to for support. Similarly, parents/guardians report that 54.3% of accompanied students and 64.2% of unaccompanied students feel safe at school.

More than half of parents/guardians agree a lot that students can be themselves at school and enjoy learning at school (See Table 7). Parents/guardians agree a lot that 43.8% of accompanied students and 59.7% of unaccompanied students can be themselves at school. Parents/guardians agree a lot that 49.1% of accompanied students and 59.1% of unaccompanied students enjoy learning at school.

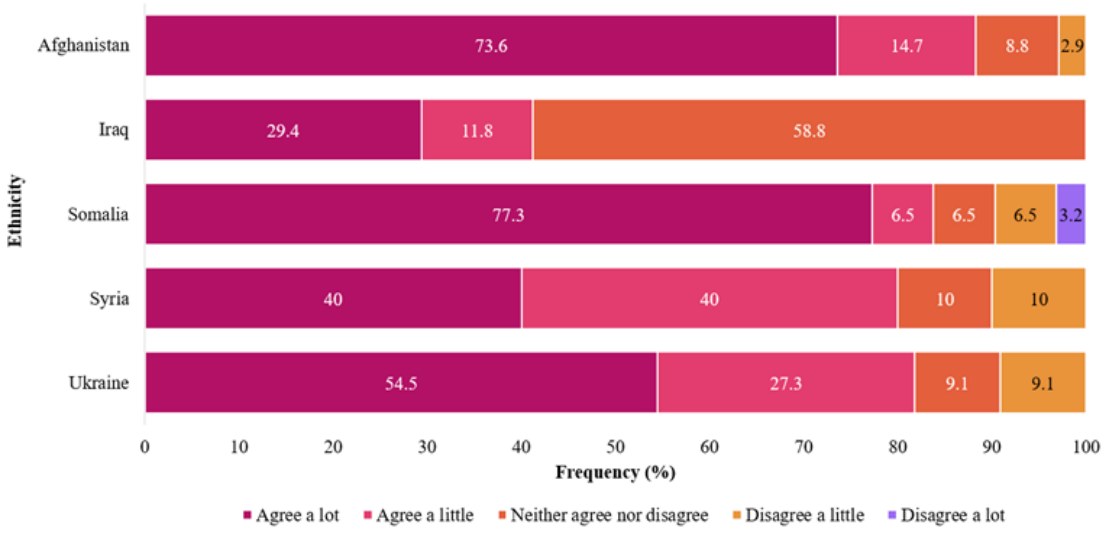
Table 7. Feelings about School Reported by Parents/Guardians

	Agree a lot	Agree a little	Neither agree nor disagree	Disagree a little	Disagree a lot
a. Can be themselves at school	52.4	19.4	22.6	4.0	1.6
b. Feels safe when they are at school	59.8	18.5	15.3	5.6	0.8
c. Enjoys learning at school	54.4	17.9	11.4	10.6	5.7
f. Has at least one friend at school they can turn to for support	60.2	17.1	13.8	8.1	0.8

Note: Missing values were c = 0.8% and d = 0.8%.

Regarding whether students feel safe at school in relation to their ethnicity, parents/guardians either agree a lot or agree a little with the above statement for the majority of students from almost all ethnicities, except for Iraqi students, where the majority of parents/guardians (58.8%) neither agree nor disagree with the statement (Figure 34).

Figure 34. Feelings of Safety when they are at School According to Students' Ethnicity Based on Parents'/Guardians' Responses



III. Feelings about school reported by teachers

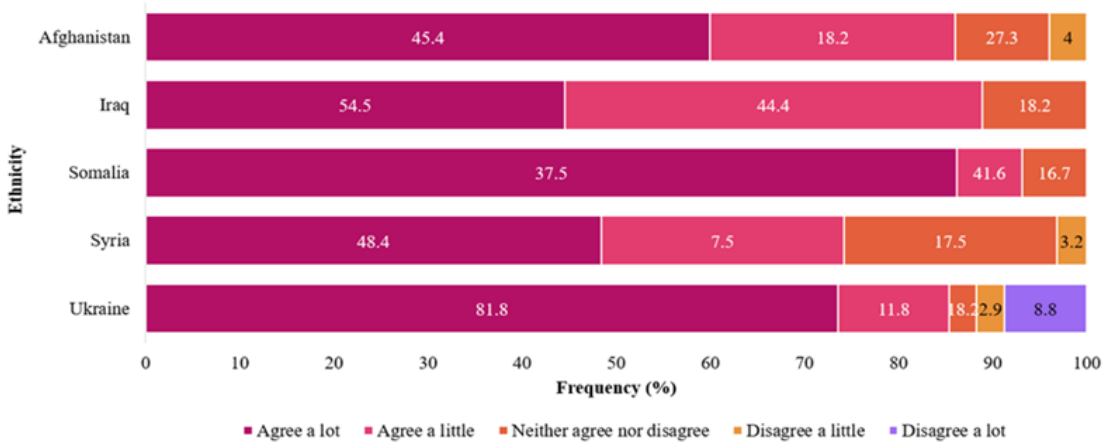
Teachers gave the highest ratings to the statement that students have at least one friend at school they can turn to for support (77.7%), followed by the statement that students feel safe when they are at school (70.6%). The majority of teachers (63.5%) agree a lot with the statement that students can be themselves at school. About half of teachers (53.4%) agree a lot with the statement that students enjoy learning at school (Table 8). Regarding whether students can be themselves at school in relation to their ethnicity, teachers either agree a lot or agree a little with this statement for approximately 9 out of 10 of Somali (93.1%), Iraqi (88.9%), Afghan (86%) and Ukrainian (85.4%), and for 7 out of 10 of Syrian students (74.2%; see Figure 35).

Table 8. Feelings about School Reported by Teachers

	Agree a lot	Agree a little	Neither agree nor disagree	Disagree a little	Disagree a lot
a. Can be themselves at school	63.5	21.6	10.5	2.5	1.9
b. Feels safe when they are at school	70.6	21.5	5.5	1.8	0.6
c. Enjoys learning at school	53.4	29.4	9.8	3.7	3.7
d. Has at least one friend at school they can turn to for support	77.7	16.7	2.5	1.2	1.9

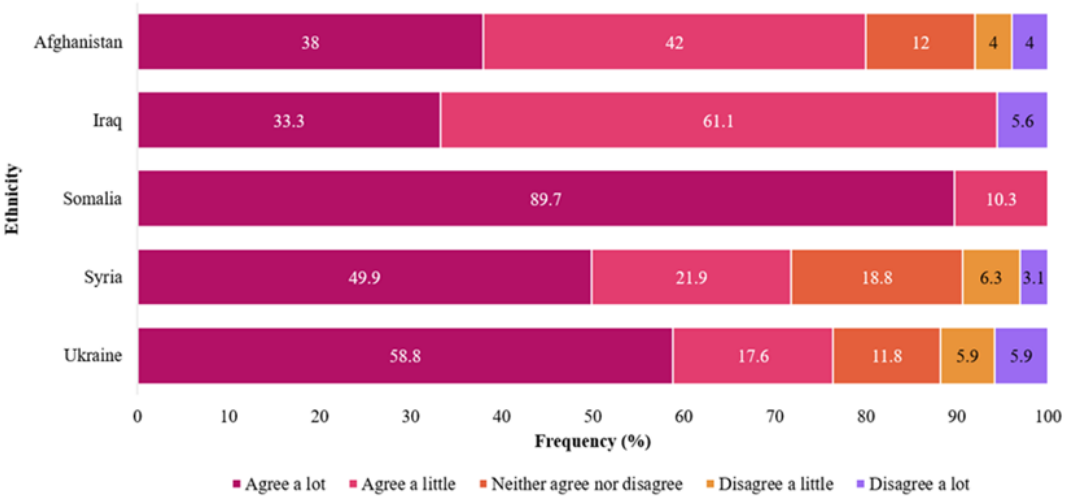
Note: Missing values were a = 1.8%, b = 1.2%, c = 1.2% and d = 1.8%.

Figure 35. Being Themselves at School According to Students' Ethnicity Based on Teachers' Responses



Teachers agree a lot that students enjoy learning at school for almost half of accompanied students (47%) and for the majority unaccompanied students (63%). Regarding whether students enjoy learning at school in relation to their ethnicity, teachers either agree a lot or agree a little with this statement for all Somali students (100%), 9 out of 10 of Iraqi (94.4%), approximately 8 out of 10 of Afghan (80%) and Ukrainian (76.4%), and for 7 out of 10 of Syrian students (71.8%; see Figure 36).

Figure 36. Whether Students Enjoy Learning at School According to Students' Ethnicity Based on Teachers' Responses



5.1.5. SENSE OF BELONGING AT SCHOOL

This section includes six items that focus on students' experiences and feelings of belonging at school, including their sense of inclusion, feelings of loneliness, and how they perceive their relationships with peers.

I. Sense of belonging reported by students

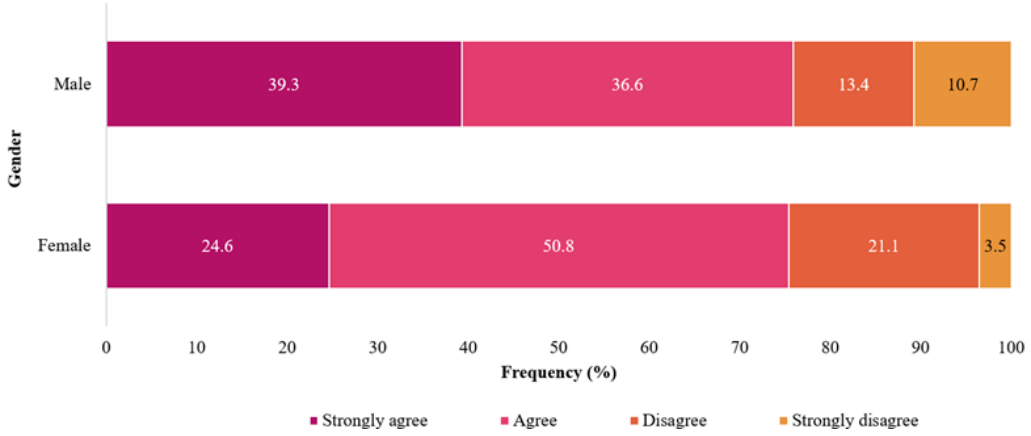
The majority of students gave the highest positive ratings (strongly agree or agree) to the statements that they feel like they belong at school (76.6%) and that other students seem to like them (74.8%). Most students (65.3%) strongly agree or agree that they make friends easily at school. However, 41.1% of students strongly agree or agree they feel like an outsider at school, 34.5% feel awkward and out of place in school, and 27.2% feel lonely at school (Table 9). In parallel, half of the female students (50.8%) agree, while the largest portion of male students (39.3%) strongly agree with feeling a sense of belonging at school (see Figure 37).

Table 9. Sense of Belonging Reported by Students

	Strongly agree	Agree	Disagree	Strongly disagree
a. I feel like an outsider (or left out of things) at school	16.1	25.0	35.7	23.2
b. I make friends easily at school	26.2	39.1	21.3	13.4
c. I feel like I belong at school	34.3	41.3	16.0	8.4
d. I feel awkward and out of place in my school	8.0	26.5	43.9	21.6
e. Other students seem to like me	28.1	46.7	19.8	5.4
f. I feel lonely at school	4.8	22.4	37.6	35.2

Note: Missing values were a = 1.2%, b = 3.5%, c = 0.6%, d = 4.7%, e = 1.8% and f = 2.9%.

Figure 37. Feels Like they Belong at School According to Students' Gender



II. Sense of belonging reported by parents/guardians

The majority of parents and guardians gave the highest positive ratings (strongly agree to agree) to the statement other students seem to like their children (88.7%). A large percentage of parents and guardians also strongly agree or agree that their children feel like they belong at school (77.9%) and make friends easily at school (71.5%). One third (30.9%) of parents/guardians strongly agree or agree that their children feel like outsiders at school, 28.5% feel awkward and out of place in school, and 17.7% feel lonely at school (Table 10).

Table 10. Sense of Belonging Reported by Parents/Guardians

	Strongly agree	Agree	Disagree	Strongly disagree
a. Feels like an outsider (or left out of things) at school	5.7	25.2	48.0	21.1
b. Makes friends easily at school	30.1	41.4	23.6	4.9
c. Feels like they belong at school	28.7	49.2	17.2	4.9
d. Feels awkward and out of place in their school	4.9	23.6	52.8	18.7
e. Other students seem to like them	30.6	58.1	8.1	3.2
f. Feels lonely at school	4.8	12.9	62.1	20.2

Note: Missing values were a = 0.8%, b = 0.8%, c =1.6% and d = 0.8%.

In terms of ethnicity, nearly two-thirds (61.1%) of Somali students' parents/guardians disagree with the statement that their children feel like they belong at school. Similarly, just over two-thirds (70.6%) of Iraqi students' parents/guardians disagree with the statement that their

children make friends easily at school. However, just over half of Syrian students' parents/guardians agree with the statements that their children feel like outsiders at school (52.6%) and feel awkward and out of place in school (55%).

III. Sense of belonging reported by teachers

The majority of teachers gave higher ratings (strongly agree or agree) to the statement that other students seem to like their students (89.6%). A large percentage of teachers also strongly agree or agree that their students feel like they belong at school (75.8%) and make friends easily at school (67.9%). Additionally, 23% of teachers strongly agree or agree that their students feel awkward and out of place in school, 20.6% feel like outsiders at school, and 15.1% feel lonely at school (Table 11).

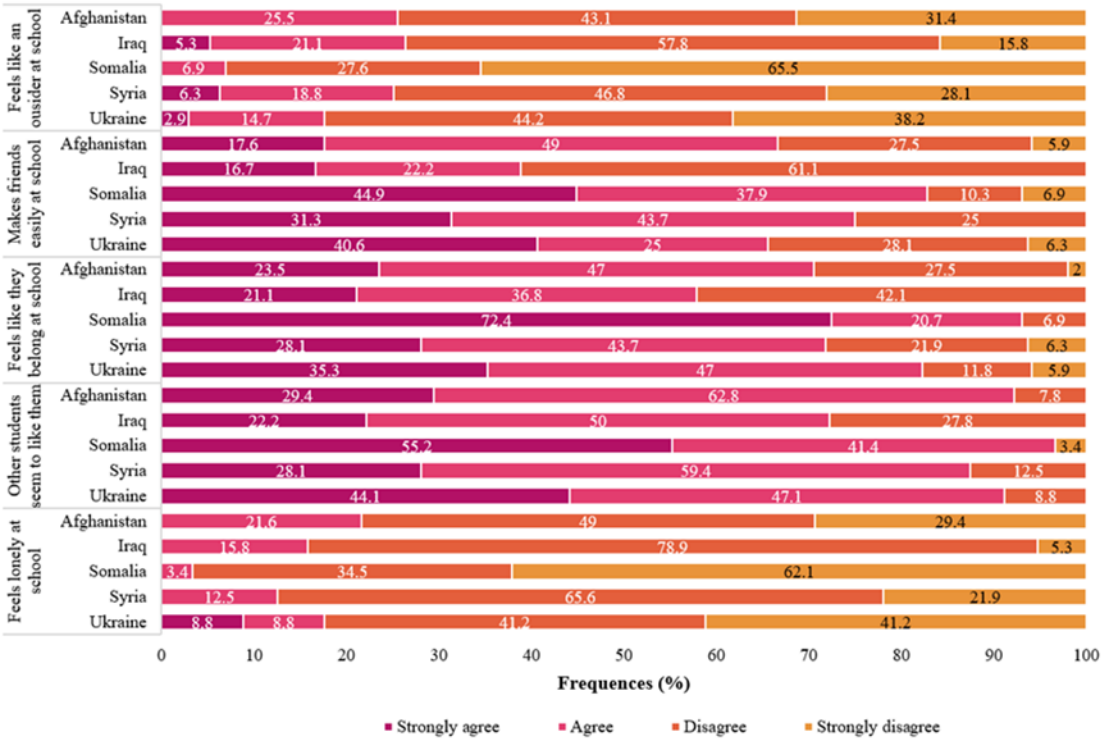
Table 11. Sense of Belonging Reported by Teachers

	Strongly agree	Agree	Disagree	Strongly disagree
a. Feels like an outsider (or left out of things) at school	2.4	18.2	43.0	36.4
b. Makes friends easily at school	29.6	38.3	27.8	4.3
c. Feels like they belong at school	35.2	40.6	21.2	3.0
d. Feels awkward and out of place in their school	3.6	19.4	44.3	32.7
e. Other students seem to like them	36.0	53.6	9.8	0.6
f. Feels lonely at school	1.8	13.3	51.6	33.3

Note: Missing values were b = 1.8%.

Teachers largely agree or strongly agree that most students, regardless of ethnicity, easily make friends at school, feel a sense of belonging, and are liked by their peers. However, for almost two-thirds (61.1%) of Iraqi students, teachers seem to disagree with the statement that they easily make friends at school. Similarly, for a large portion of Iraqi students (42.1%), teachers disagree with the statement that they feel they belong at school. Furthermore, teachers strongly disagree or disagree (79.4% across all ethnicities) with the statement that students feel like outsiders at school and that they feel lonely at school for the majority of students across all ethnicities (Figure 38).

Figure 38. Sense of Belonging at School According to Students' Ethnicity Based on Teachers' Responses



- Students generally reported positive school experiences, with many feeling safe and able to express themselves especially unaccompanied ones. Parents of Iraqi students expressed less certainty about their children's sense of safety at school.
- Most students enjoy learning and have at least one supportive friend at school. They feel they belong at school and are liked by peers.
- A notable portion reported feelings of loneliness, awkwardness, or being left out, with these challenges more pronounced among female and younger students.
- Parents and guardians echoed these concerns, especially for Somali, Iraqi, and Syrian students, who were more likely to face challenges with belonging and making friends. Teachers identified difficulties for Iraqi students in forming friendships and feeling included.
- Unaccompanied students reported stronger feelings of safety and inclusion, whereas female, younger, and Iraqi students encountered more challenges.

5.1.6. BULLYING AT SCHOOL

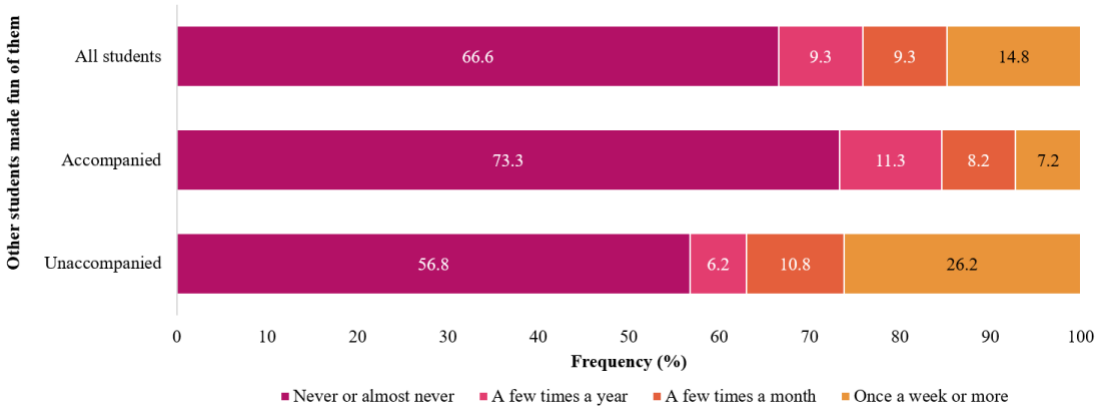
This section includes six items that assess students' experiences with three types of bullying at school in the past year: a) verbal bullying (being mocked, threatened), b) physical bullying (being physically harmed, having belongings taken away or destroyed), and c) relational bullying (being excluded, being the target of rumors).

I. Bullying at school reported by students

a. Verbal bullying

In the question regarding whether other students made fun of them, about one-third of students (33.3%) report that other students made fun of them in the past year. It is significant to note that 14.8% of students report that, once a week or more, other students made fun of them. Similarly, 26.2% of unaccompanied students, compared to 7.2% of accompanied students, report that other students made fun of them in the past year (Figure 39).

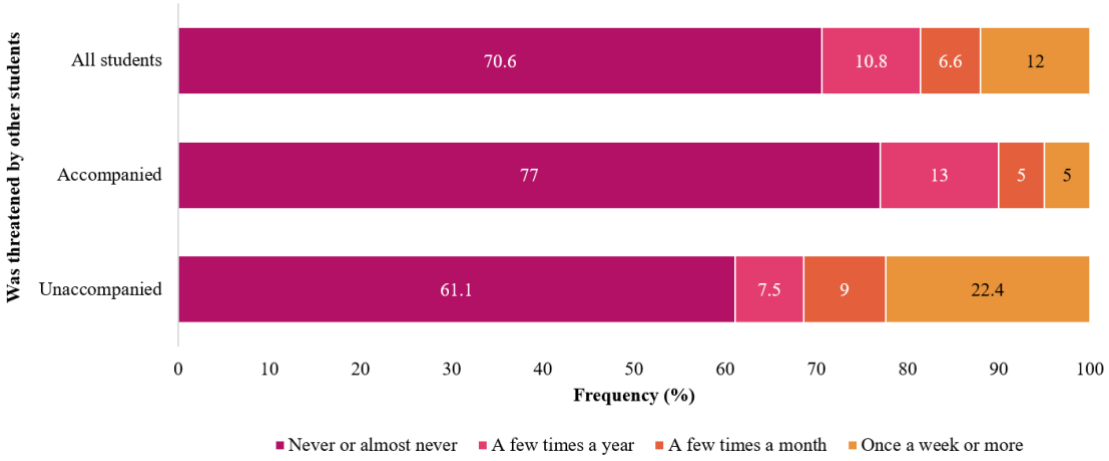
Figure 39. Frequency Distribution of whether other students 'Made fun of them'



Note: Missing values were 4.7%.

Additionally, 29.4% of students report that they had been threatened by other students at school in the past year. It is important to note that 12% of students report being threatened once a week or more by other students at school. In the same question, 22.4% of unaccompanied students, compared to 5% of accompanied students, report that they had been threatened once a week or more by other students at school in the past year (Figure 40).

Figure 40. Frequency Distribution of Whether Students were Threatened by Other Students

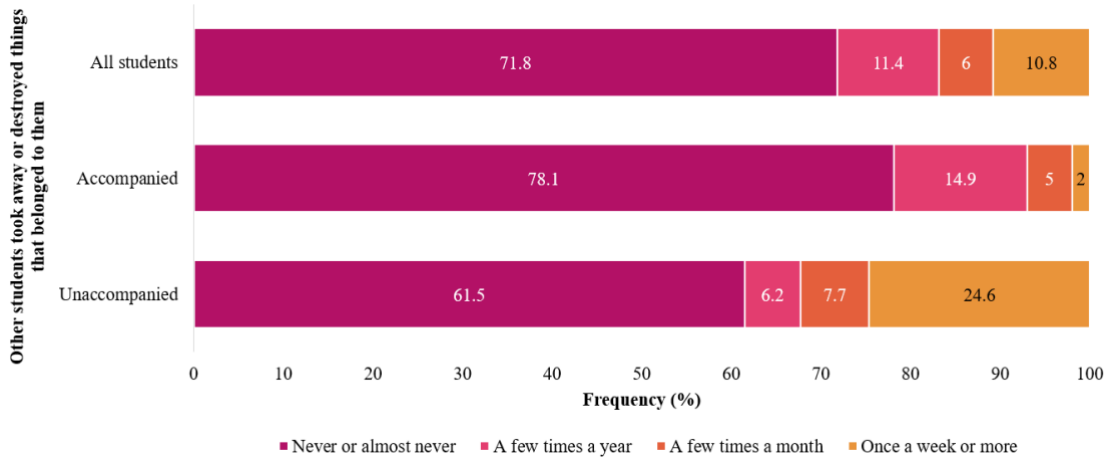


Note: Missing values were 1.8%.

b. Physical bullying

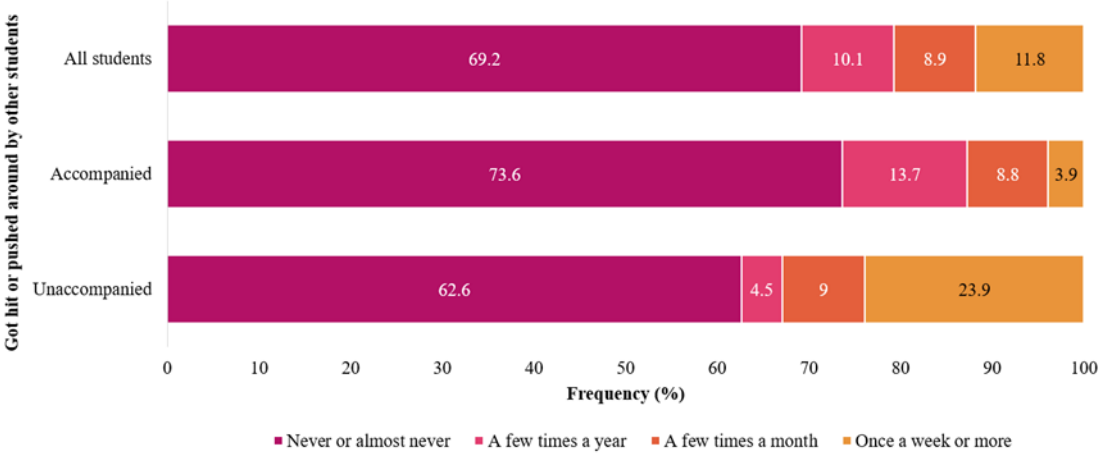
In terms of physical bullying, 28.2% of students report that other students took away or destroyed things that belonged to them in the past year. It is noteworthy that 10.8% of students report having experienced this once a week or more. A considerable difference was noted between unaccompanied students (24.6%) and accompanied students (2%) in this question (Figure 41).

Figure 41. Frequency Distribution of Whether Other Students Took Away or Destroyed Things that Belonged to them during the Past 12 Months



In the question regarding whether other students hit or pushed them, 30.8% of students report having this experience. It is important to highlight that 11.8% of students report having experienced this once a week or more over the past year. Similarly to previous bullying experiences, unaccompanied students (23.9%) reported higher occurrence of this type of physical bullying compared to accompanied students (3.9%) (Figure 42).

Figure 42. Frequency Distribution of whether Students Got Hit or Pushed Around by Other Students

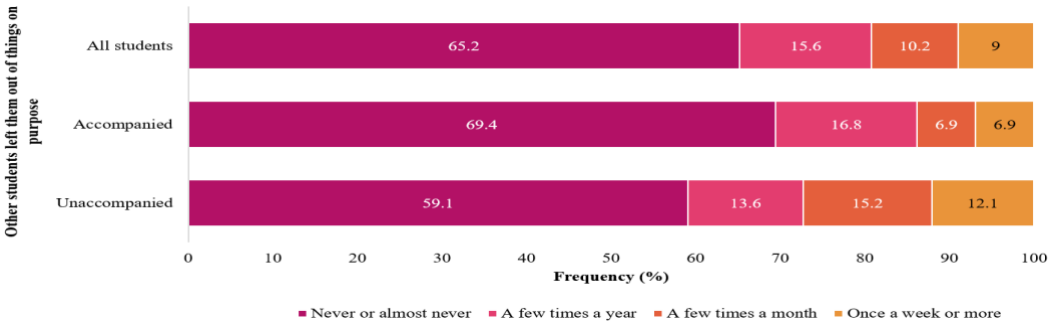


Note: Missing values were 0.6%.

c. Relational bullying

Around one-third of students (34.8%) report that they have been intentionally excluded from things in the past year. In this item, 40.9% of unaccompanied students, compared to 30.6% of accompanied students, report that they have been intentionally excluded from activities (Figure 43).

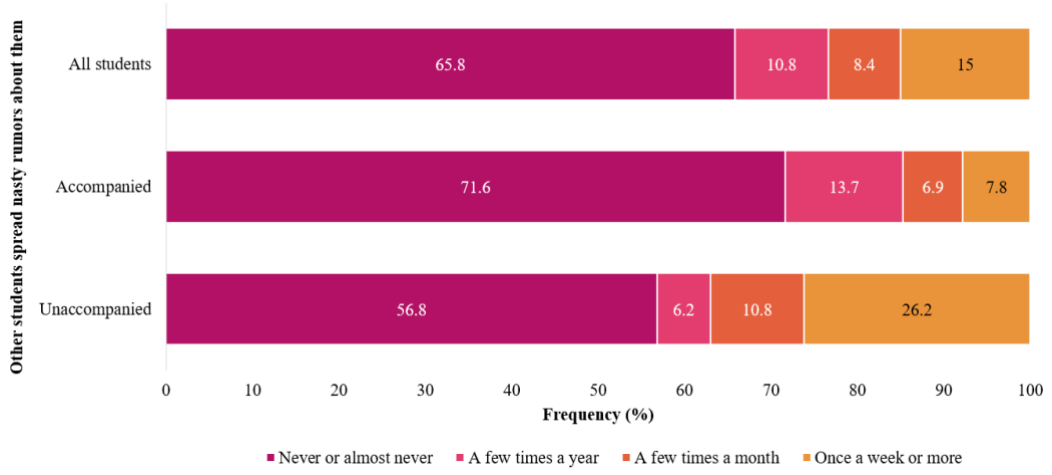
Figure 43. Frequency Distribution of Whether Other Students Left them out of Things on Purpose



Note: Missing values were 1.8%.

About one-third of students (34.2%) report experiencing nasty rumors being spread about them by other students. This form of bullying is more prevalent among unaccompanied students, with 43.2% reporting such incidents, compared to 28.4% of accompanied students. It is significant to note that 26.2% of unaccompanied students report that other students spread nasty rumors about them once a week or more in the past year (Figure 44).

Figure 44. Frequency Distribution of whether Other Students Spread Nasty Rumors About them During the Past 12 Months

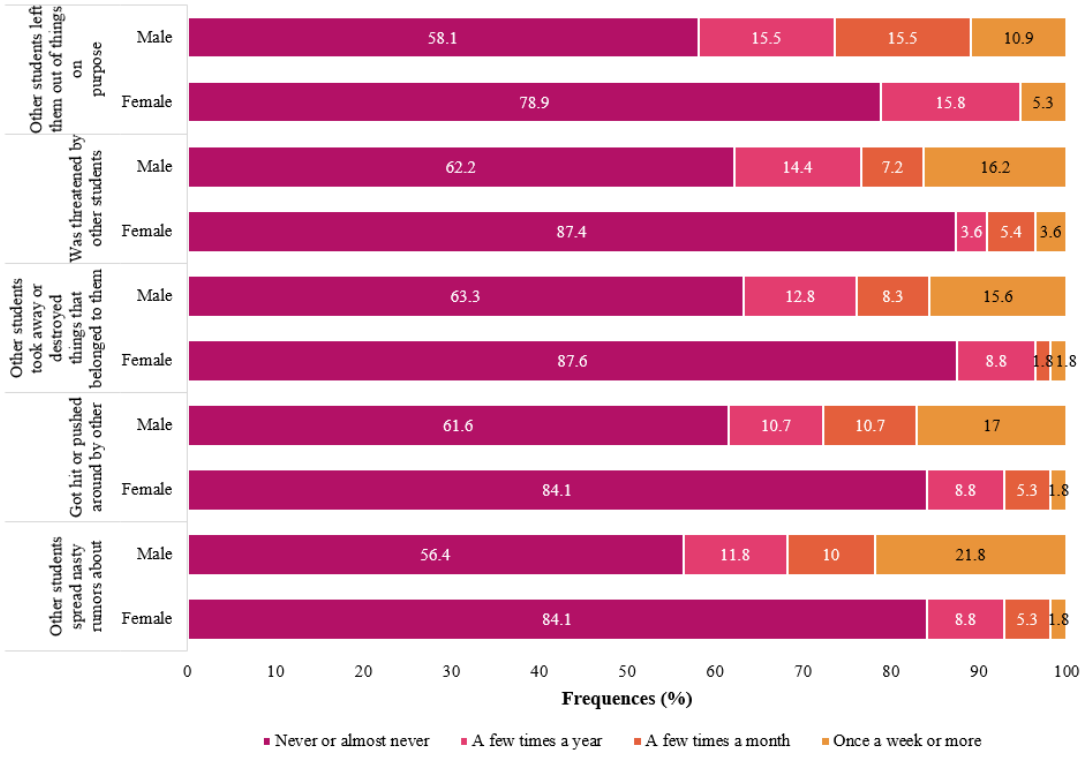


Note: Missing values were 1.8%.

d. Differences in Bullying Based on Gender and Ethnicity

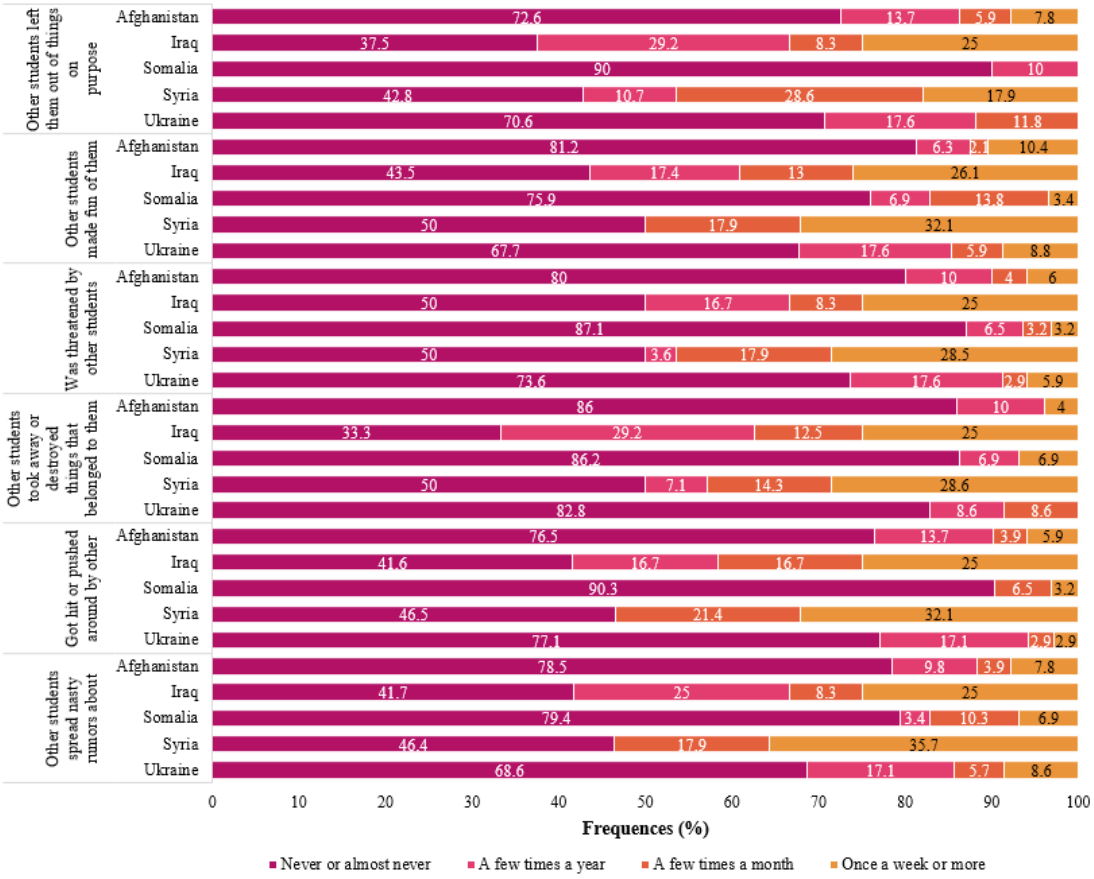
Examining potential experiences of bullying by other students at school, in relation to gender, around 60% of male students said they were never or almost never bullied compared to 80% of females who reported the same. (Figure 45). However, the highest percentage of those who have experienced bullying is found among male students (21.8%) in relation to the spreading of nasty rumors about them by other students once a week or more (Figure 45).

Figure 45. Experiences of Bullying at School According to Students' Gender



In relation to ethnicity, more than two-thirds of Afghan, Somali, and Ukrainian students, but mainly less than half of Iraqi and Syrian students, report that they have never or almost never experienced bullying. However, the highest percentage of those who have experienced bullying is found among Syrian students, where nearly 1/3 had some experience of bullying, with the largest percentage related to the spreading of nasty rumors about them by other students once a week or more (35.7%). The second most frequently bullied ethnic group is the Iraqis, with one in five reporting some experience of bullying (Figure 46).

Figure 46. Experiences of Bullying at School According to Students' Ethnicity

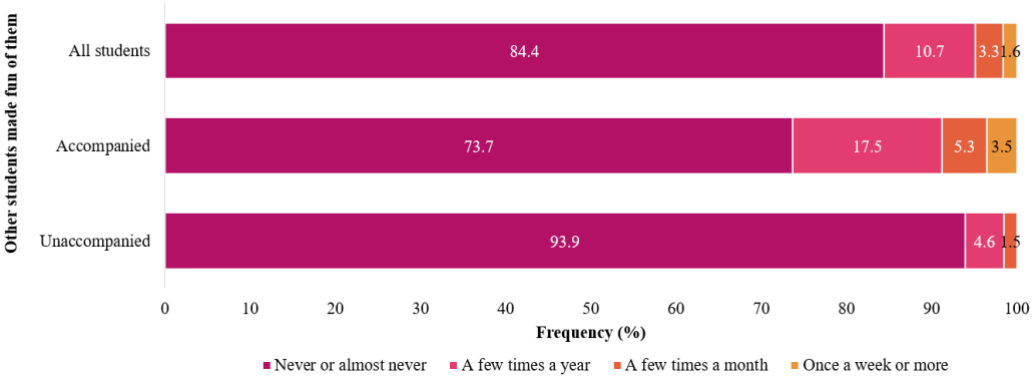


II. Bullying at school reported by parents/guardians

a. Verbal bullying

When asked whether other students had made fun of them, 15.6% of parents and guardians reported that their child experienced this behavior in the past year. Specifically, 26.3% of accompanied students and 6.1% of unaccompanied students were reported to have been made fun of during this time (Figure 47).

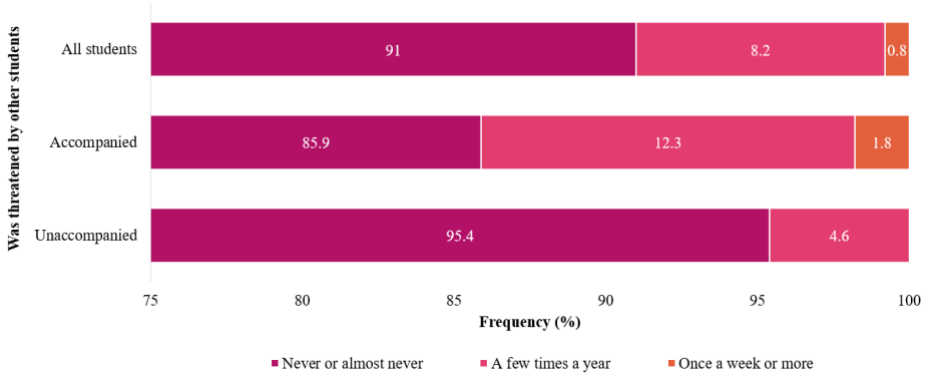
Figure 47. Frequency Distribution of Whether Other Students Made Fun of Them Based on Parents'/Guardians' Responses



Note: Missing values were 1.6%.

In response to the question about whether other students threatened them, the vast majority of parents and guardians (91%) reported that this never or almost never occurred. However, there was a notable difference between the reports from parents, with 14.1% of them indicating that other students had threatened their children, compared to just 4.5% of guardians reporting threats for unaccompanied children (see Figure 48).

Figure 48. Frequency Distribution of Whether Students Were Threatened by Other Students Based on Parents'/Guardians' Responses



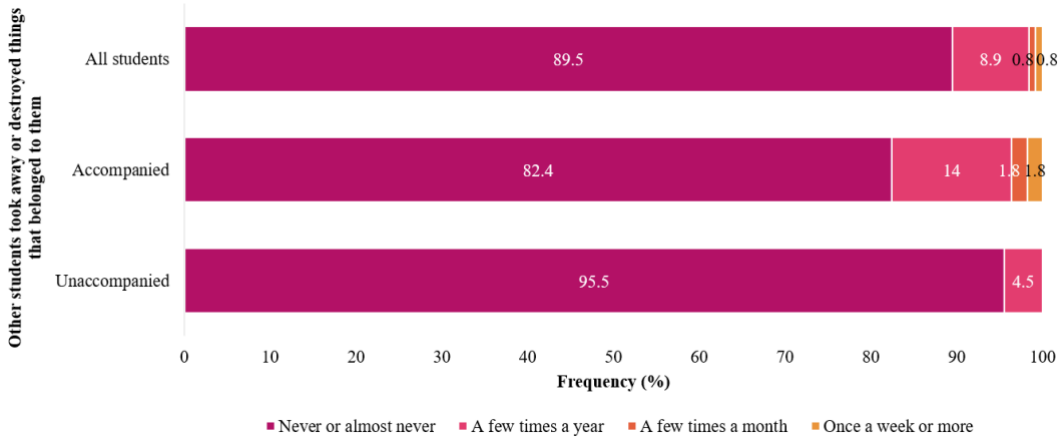
Note: Missing values were 1.6%.

b. Physical bullying

In the question regarding whether other students took away or destroyed their belongings, the vast majority of parents and guardians (89.5%) reported that this never or almost never occurred. However, it is important to note that 10.5% of students were reported to have had their belongings taken away or destroyed by other students over the past 12 months.

Additionally, 17.6% of parents reported that other students took away or destroyed things that belong to their children, compared to only 4.5% of guardians reporting the same for unaccompanied children (Figure 49).

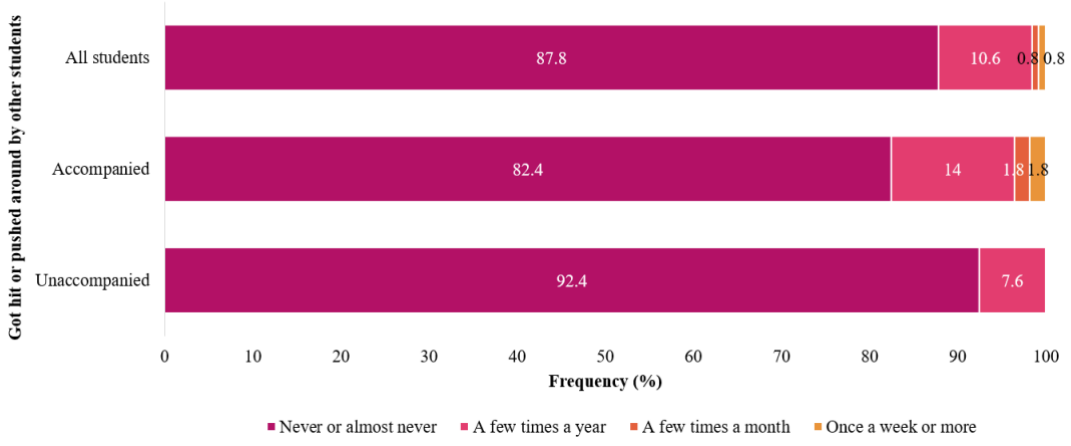
Figure 49. Frequency Distribution of Whether Other Students Took Away or Destroyed Things that Belonged to Them During the Past 12 Months Based on Parents'/Guardians' Responses



Note. Missing values were 0.8%.

Regarding whether other students hit or pushed them, 12.2% of parents and guardians reported that their children had this experience. A small difference was observed between the reports from parents and guardians (Figure 50).

Figure 50. Frequency Distribution of Whether Students Got Hit or Pushed Around by Other Students Based on Parents'/Guardians' Responses

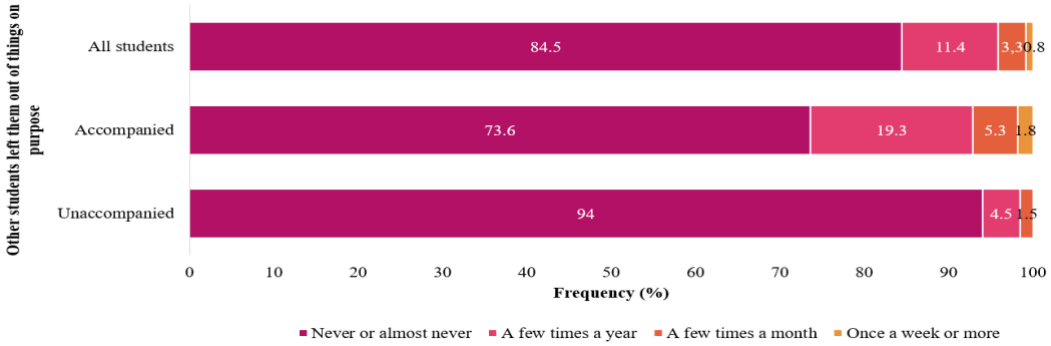


Note: Missing values were 0.8%.

c. Relational bullying

Concerning whether other students left them out on purpose, 15.5% of parents and guardians reported that their children had this experience in the past year. Additionally, 26.4% of accompanied students and 6% unaccompanied students were reported to have been excluded, according to parents and guardians (Figure 51).

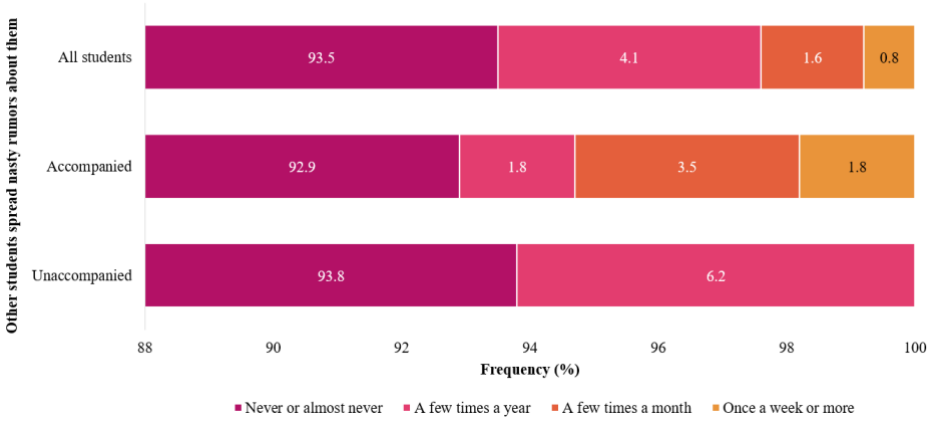
Figure 51. Frequency Distribution of Whether Other Students Left Them out of Things on Purpose Based on Parents'/Guardians' Responses



Note. Missing values were 0.8%.

In response to the question about whether other students spread nasty rumors about them, the vast majority of parents and guardians (93.5%) reported that this never or almost never happened. However, it should be noted that 6.5% of all students were reported to have had nasty rumors spread about them. Furthermore, both parents and guardians reported that this happened never or almost never for most accompanied (92.9%) and unaccompanied (93.8%) students, respectively (Figure 52).

Figure 52. Frequency Distribution of Whether Other Students Spread Nasty Rumors about them Based on Parents'/Guardians' Responses



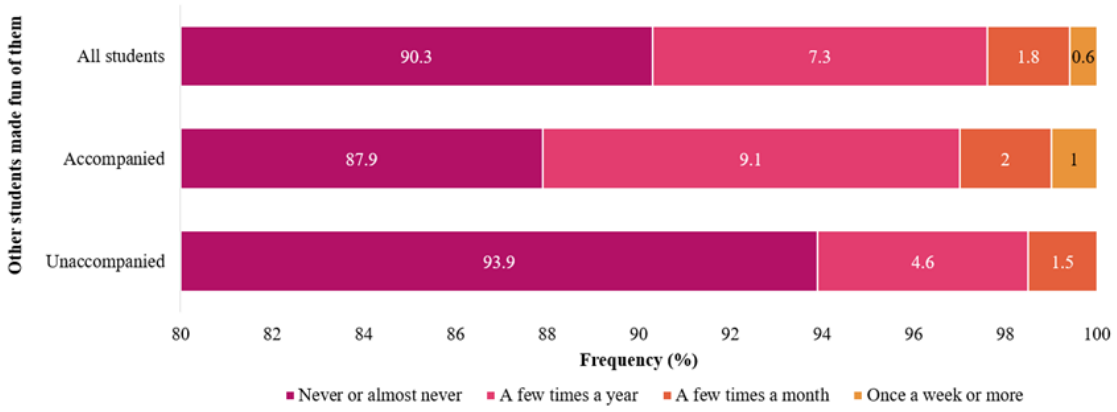
Note: Missing values were 0.8%.

III. Bullying at school reported by teachers

a. Verbal bullying

Regarding whether other students made fun of them, teachers reported that 9 out of 10 students (90.3%) experienced this never or almost never. However, 9.7% of all students were reported to have been made fun of in the past year. Furthermore, teachers indicated that this occurred never or almost never for approximately 9 out of 10 accompanied (87.9%) and unaccompanied (93.9%) students, respectively (Figure 53).

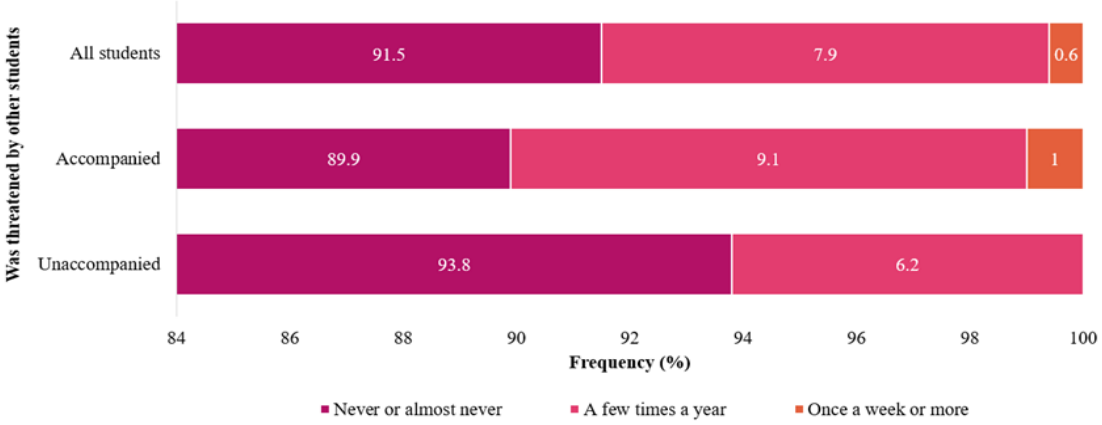
Figure 53. Frequency Distribution of Whether Other Students Made Fun of Them Based on Teachers' Responses



Note: Missing values were 0.6%.

Teachers reported that approximately 91.5% of students, or about 9 out of 10, were never or almost never threatened by other students. However, 8.5% of all students were reported to have been threatened by other students. Similarly, teachers reported that this occurred never or almost never for about 9 out of 10 accompanied (89.9%) and unaccompanied (93.8%) students, respectively (Figure 54).

Figure 54. Frequency Distribution of Whether Students Were Threatened by Other Students Based on Teachers' Responses

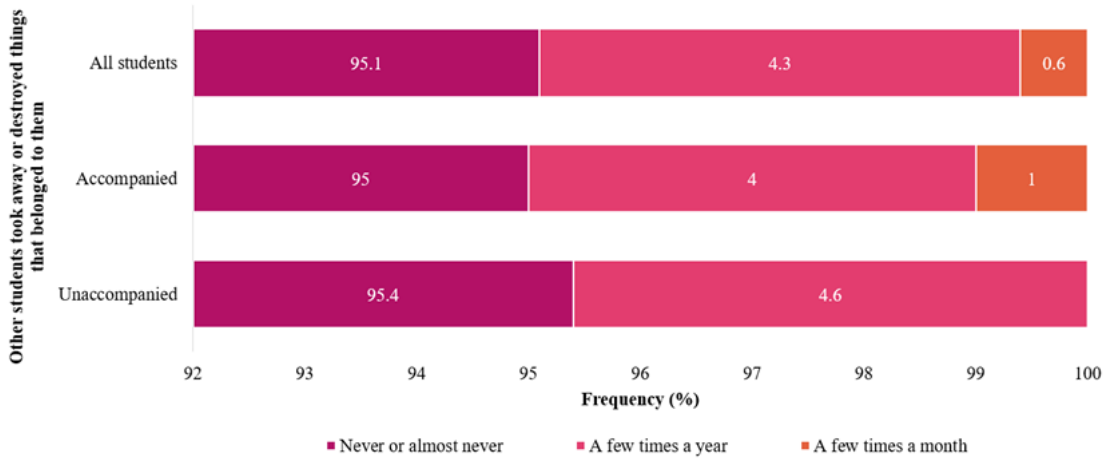


Note: Missing values were 0.6%.

b. Physical bullying

Regarding whether other students took away or destroyed things that belonged to them, teachers reported that this never or almost never occurred for approximately 9 out of 10 students (95.1%). However, it should be noted that 4.9% of all students were reported to have had their belongings taken or destroyed by other students over the past 12 months. Similarly, teachers stated that this happened never or almost never for about 9 out of 10 accompanied (95%) and unaccompanied (95.4%) students, respectively (Figure 55).

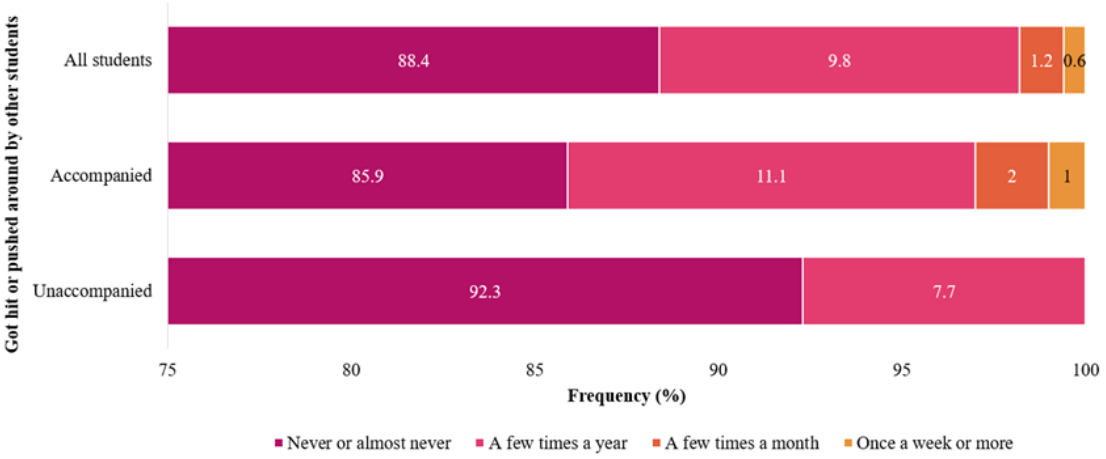
Figure 55. Frequency Distribution of Whether Other Students Took Away or Destroyed Things that Belonged to Them During the Past 12 Months Based on Teachers' Responses



Note: Missing values were 0.6%.

Teachers indicated that approximately 88.4% of students, or about 9 out of 10, were never or almost never hit or pushed by other students. However, 11.6% of all students were reported to have been hit or pushed by other students in the past year. Teachers noted that this behaviour occurred never or almost never for about 8 out of 10 accompanied (85.9%) and 9 out of 10 unaccompanied (92.3%) students, respectively (Figure 56).

Figure 56. Frequency Distribution of Whether Students Got Hit or Pushed Around by Other Students Based on Teachers' Responses

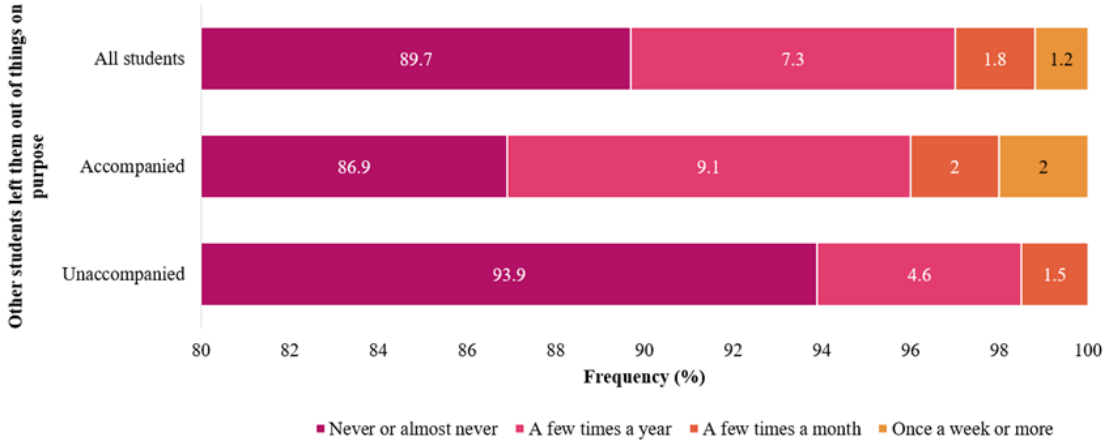


Note. Missing values were 0.6%.

c. Relational bullying

Teachers reported that 9 out of 10 students (89.7%) were never or almost never left out of things on purpose. However, 10.3% of all students were reported to have been intentionally excluded over the past 12 months. Additionally, teachers indicated that approximately 9 out of 10 accompanied (86.9%) and unaccompanied (93.9%) students were never or almost never excluded (Figure 57).

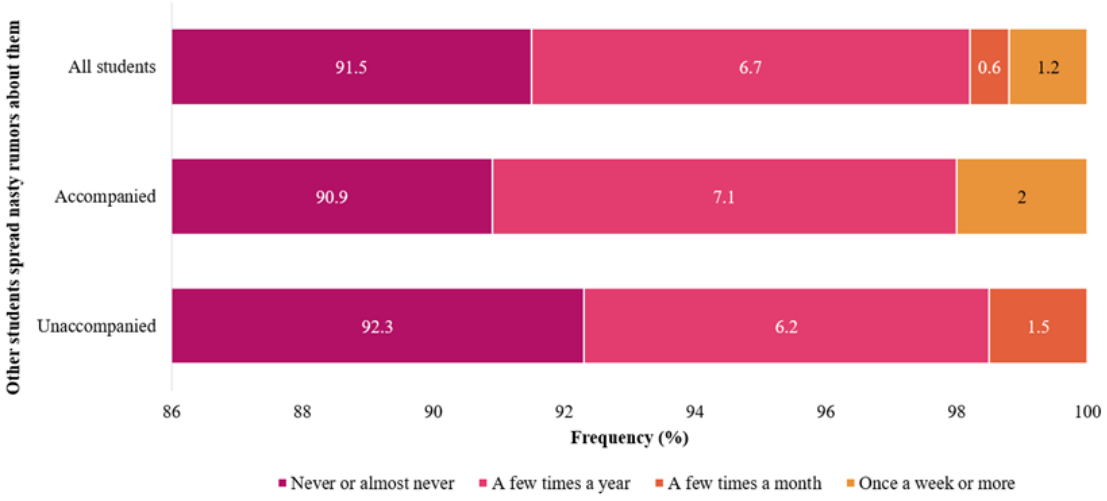
Figure 57. Frequency Distribution of Whether Other Students Left Them Out of Things on Purpose Based on Teachers' Responses



Note: Missing values were 0.6%.

Teachers reported that approximately 9 out of 10 students (91.5%) were never or almost never the target of nasty rumors spread by other students. However, it is important to note that 8.5% of all students were reported to have experienced such rumors. In addition, about 9 out of 10 accompanied (90.9%) and unaccompanied (92.3%) students were similarly reported to have never or almost never been the subject of rumors, according to teachers (Figure 58).

Figure 58. Frequency Distribution of Whether Other Students Spread Nasty Rumors About Them Based on Teachers' Responses



Note. Missing values were 0.6%

- There are notable discrepancies in the perception and reporting of bullying among students, parents/guardians, and teachers. Unaccompanied students consistently reported higher levels of bullying.
- About one in six parents report exclusion or rumors.
- Teachers observe incidents of bullying less often than those reported by students.
- Male students reported higher rates of bullying, particularly rumors, compared to females.
- Afghan, Somali, and Ukrainian students were less likely to report bullying compared to Iraqi and Syrian students, who reported the highest rates of incidents

5.1.7. EXPERIENCES OF DISCRIMINATION

This section focuses on past and current experiences of discrimination or unfair treatment. Students were asked whether they believe they have experienced discrimination or unfair treatment because of their ethnicity or culture, race or skin color, language or accent and/or their religion. Participants were allowed to choose more than one response.

I. Experiences of discrimination reported by students

Approximately one in two students (43.5%) reported that they had not experienced any form of discrimination in the past, a figure that increased to 54.7% in the present. This indicates that while over half of the students experienced some form of discrimination in the past, this percentage has slightly decreased in the present. Regarding the types of discrimination, the most commonly reported was ethnicity-based discrimination, cited by 21.2% of students in the past and 11.8% in the present. Language or accent was the second most reported reason, mentioned by 12.4% of students in the past and 9.4% in the present, as illustrated in Figures 59 and 60.

Figure 59. Frequency distribution of experiences of discrimination or unfair treatment in the past

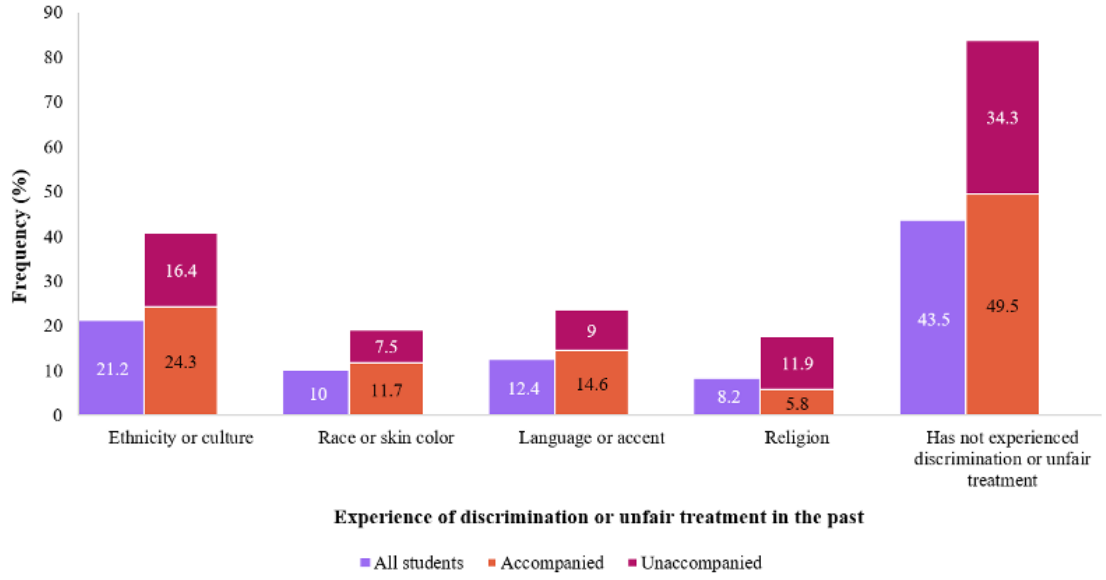
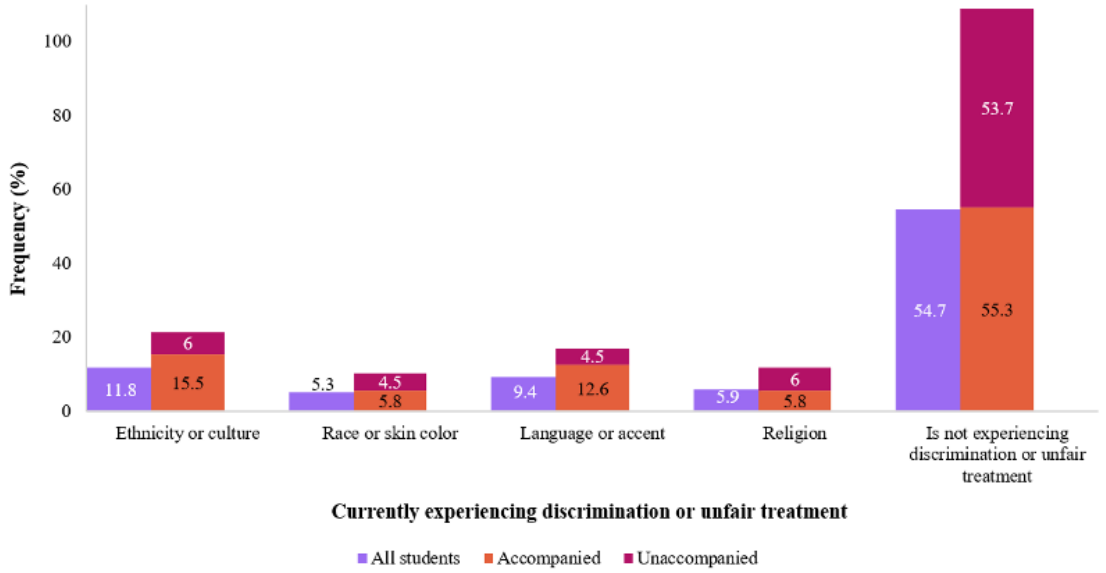


Figure 60. Frequency distribution of currently experiencing discrimination or unfair treatment



II. Experiences of discrimination reported by parents/guardians

According to parents' and guardians' reports, discrimination was more prevalent in the past than in the present. They consistently reported higher rates of discrimination across all categories compared to other groups. Ethnicity-based and language-based discrimination were the most frequently mentioned types, both in the past and currently. Notably, language-

based discrimination was the only type reported at the same rate (21%) for both the past and the present. Figures 61 and 62 provide a visual representation of these reports.

Figure 61. Frequency distribution of experiences of discrimination or unfair treatment in the past based on parents'/guardians' responses

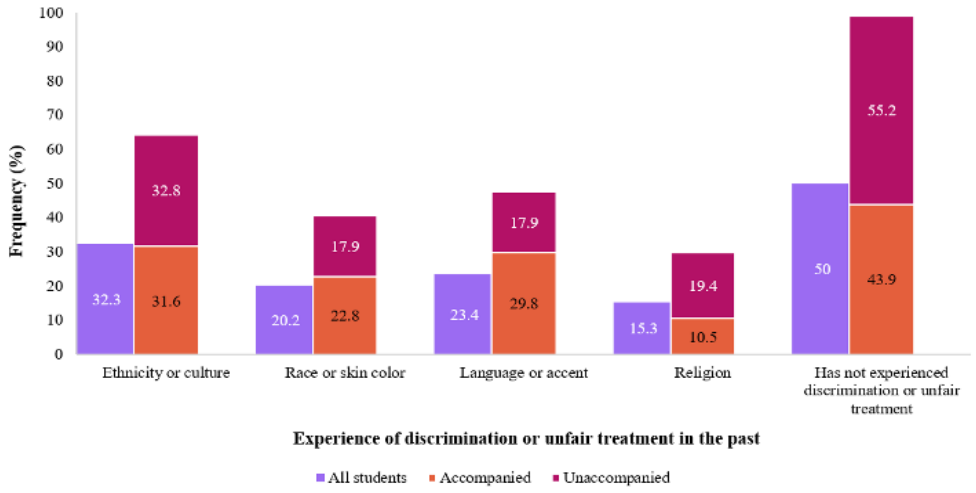
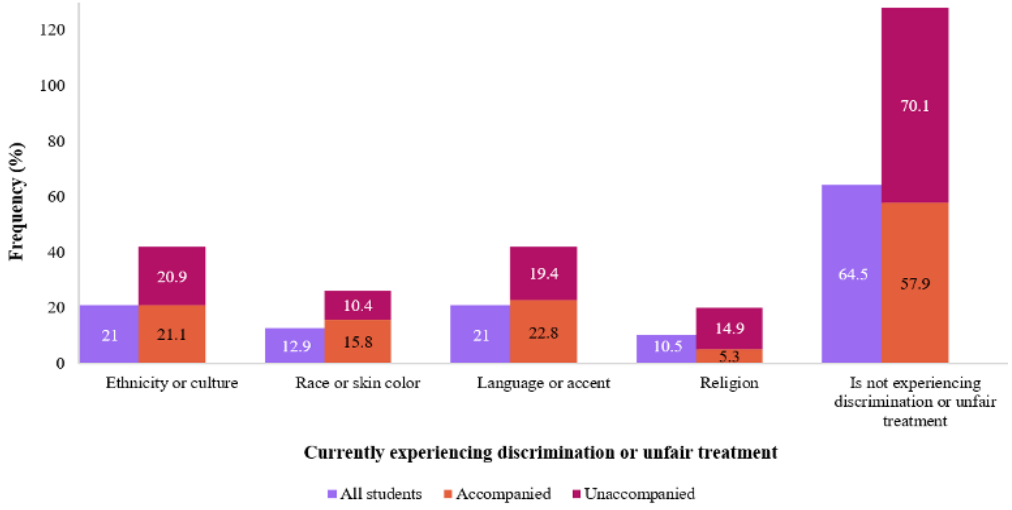


Figure 62. Frequency distribution of currently experiencing discrimination or unfair treatment based on parents'/guardians' responses



III. Experiences of discrimination reported by teachers

Teachers reported that 45.5% of their students had not experienced any form of discrimination in the past, a figure that rose to 72.7% for the present. When identifying types of discrimination, teachers most frequently cited ethnicity as the primary factor, attributing 22.4% of discrimination cases to this reason in the past and 10.3% in the present. Teachers cited "discrimination due to race or skin color" as the second most common reason in the past, reported by 10.9%, reflecting a different perspective compared to students and parents.

However, when asked about current discrimination, teachers ranked language as the second most common reason, aligning more closely with the views expressed by students and parents. Figures 63 and 64 visualize the percentages across all types of discrimination for the past and present, respectively.

Figure 63. Frequency distribution of experiences of discrimination or unfair treatment in the past based on teachers' responses

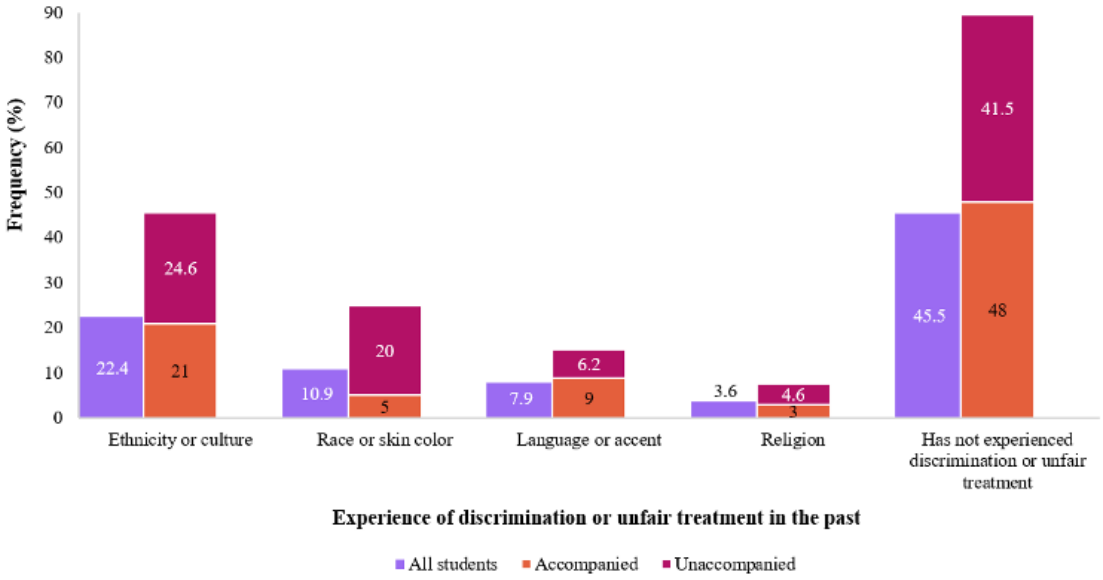
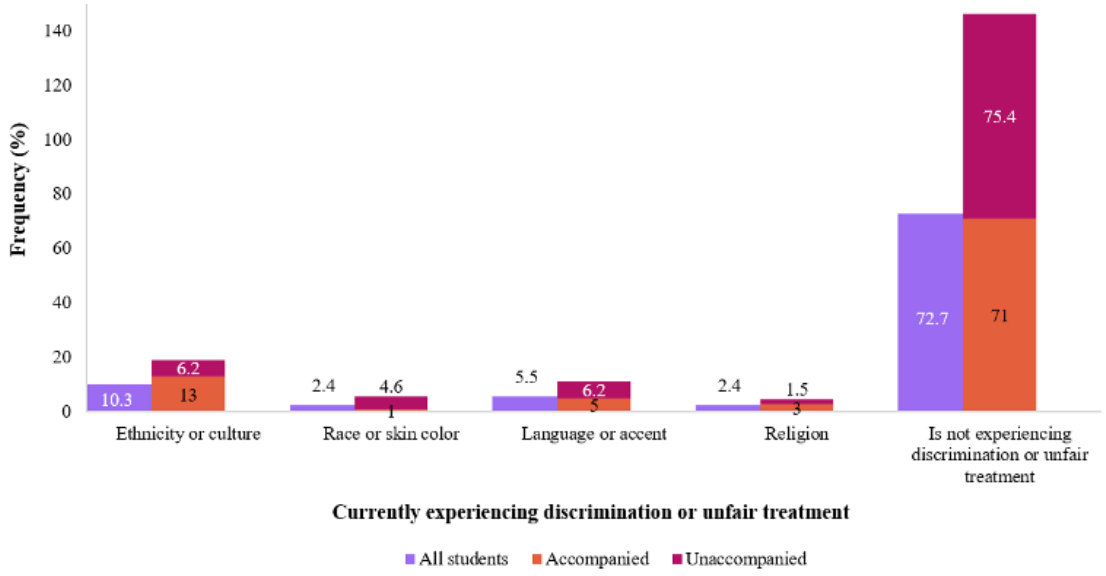


Figure 64. Frequency distribution of currently experiencing discrimination or unfair treatment based on teachers' responses



IV. Agreement rates on discrimination among all groups of respondents

Regarding discrimination, 43.79% of students reported that they had not experienced any form of discrimination in the past. This percentage increased to 55.03% when students were asked about their present experiences. The remaining students in each case either reported experiencing some form of discrimination or chose not to respond. Among those who did not respond, the majority selected the option “I prefer not to answer”, rather than leaving the question unanswered. As for the type of discrimination, 21.30% of students indicated that they had experienced discrimination based on ethnicity in the past, compared to only 11.83% in the present. This was the most reported type of discrimination. The other types (race, language, and religion) were reported at lower rates in both cases, typically around half the frequency of ethnicity-based discrimination.

Regarding teachers’ responses, 45.45% of teachers stated that students had not experienced any form of discrimination in the past, with this percentage rising to 72.73% when referring to the present. The rest of the responses involved either reports of discrimination or non-responses (“I prefer not to answer”). When asked about the type of discrimination, teachers most frequently cited ethnicity as the reason, with 22.42% reporting it as a factor in the past and 10.30% in the present. The other forms were constantly mentioned less frequently.

Parents and guardians provided similar responses regarding the absence of discrimination, with 50% reporting that their children had not experienced discrimination in the past. This percentage increased to 62.52% when referring to the present. Regarding the type of discrimination, parents consistently reported higher rates across all categories compared to the other groups. Ethnicity-based discrimination was the most mentioned in the past, with 32.26% identifying it as a factor. Regarding the present, both ethnicity-based and language-based discrimination were reported at the highest rate, each accounting for 20.97% of responses, while other forms of discrimination followed with lower percentages. These findings indicate that parents' perceptions of the types of discrimination differ somewhat from those of students and teachers, particularly as parents report higher rates across all forms of discrimination.

- Parents and guardians consistently reported higher rates of discrimination than students or teachers, emphasizing ethnicity and language as the most common reasons for discrimination.
- Teachers reported fewer instances of discrimination overall, with ethnicity continuing to be the primary reason, followed by race in the past and language in the present
- While all groups reported that discrimination has decreased**,** their perspectives differed: Students and parents highlighted ethnicity-based discrimination as more prevalent, whereas teachers tended to report fewer cases of all types

5.1.8. PERCEIVED EDUCATIONAL ACHIEVEMENT

This section focuses on the perceived educational achievement in Greek language proficiency. Students were asked to rate their abilities across six items related to reading skills.

I. Perceived educational achievement reported by students

Seventy-five percent of students strongly agree or agree that they are good readers in the Greek language (Table 12). Approximately 50% of students reported being able to understand difficult texts and read fluently. However, around 65% of students indicated that they have to read a text several times before completely understanding it. Unaccompanied students gave higher ratings for their ability to understand difficult texts (63.1%) compared to accompanied students (46.6%).

Table 12. Perceived Educational Achievement in Greek Language Reported by Students

	Strongly agree	Agree	Disagree	Strongly disagree
a. I am a good reader	23.2	51.8	17.9	7.1
b. I am able to understand difficult texts	16.9	36.2	34.9	12
c. I read fluently	16.8	33.5	40.1	9.6
d. I have always had difficulty with reading	10.2	28.7	40.7	20.4
e. I have to read a text several times before completely understanding it	27.5	37.8	25.7	9.0
f. I find it difficult to answer questions about a text	15.0	29.9	37.7	17.4

Note. Missing values were a = 1.2%, b = 2.4%, c = 1.8%, d = 1.8%, e = 1,8% and f = 1.8%.

II. Perceived educational achievement reported by parents/guardians

More than 60% of parents and guardians strongly agree or agree that their children have to read a text several times before completely understanding it and find it difficult to answer questions about a text. Parents gave higher ratings on all items related to perceived educational achievement, except for the statement that they have always had difficulty with reading (26.3%), compared to guardians of unaccompanied children (46.1%; Table 13).

Table 13. Perceived Educational Achievement in Greek Language Reported by Parents/ Guardians

	Strongly agree	Agree	Disagree	Strongly disagree
a. Is a good reader	22.1	28.7	35.3	13.9
b. Is able to understand difficult texts	20.3	26.8	39.9	13
c. Reads fluently	20.3	19.5	45.6	14.6
d. Has always had difficulty with reading	15.6	21.3	41.8	21.3
e. Has to read a text several times before completely understanding it	22.8	41.5	26.8	8.9
f. Finds it difficult to answer questions about a text	16.9	45.2	27.4	10.5

Note. Missing values were a = 1.6%, b = 0.8%, c = 1.6% and d = 0.8%.

III. Perceived educational achievement reported by teachers

Almost 80% of teachers stated that they strongly agree and agree with the statement that students have to read a test several times before completely understanding it. Approximately 70% of teachers reported that students find it difficult to answer questions about a text. Teachers gave higher ratings in these two items among accompanied students (90.8% and 73.8%) compared to unaccompanied students (72% and 64%). More than 60% of teachers strongly agree and agree that students are good readers. However, teachers gave lower ratings to statements regarding students' fluency in reading, their ongoing difficulty with reading, and their ability to understand difficult texts (Table 14).

Table 14. Perceived Educational Achievement in Greek Language Reported by Teachers

	Strongly agree	Agree	Disagree	Strongly disagree
a. Is a good reader	10.9	50.9	31.5	6.7
b. Is able to understand difficult texts	5.5	29.3	52.4	12.8
c. Reads fluently	4.3	37.8	48.8	9.1
d. Has always had difficulty with reading	5.0	34.2	49.0	11.8
e. Has to read a text several times before completely understanding it	16.4	63.0	17.6	3.0
f. Finds it difficult to answer questions about a text	15.2	54.5	26.7	3.6

Note. Missing values were b = 0.6%, c = 0.6% and d = 2.4%.

- Most students perceive themselves as good readers, though many face challenges with fluency and comprehending difficult texts.
- Around two-thirds of students admitted needing to reread texts for full understanding, and about half struggled with answering questions about what they read.
- Unaccompanied students consistently rated their abilities higher than accompanied students, particularly in understanding difficult texts.
- Parents and guardians largely agreed with students' self-assessments, reporting that the minors often struggle with comprehension and fluency.
- A significant majority of teachers reported that students need to reread texts to fully understand them, and many find it difficult to answer related questions.

5.1.9. EDUCATIONAL PERFORMANCE

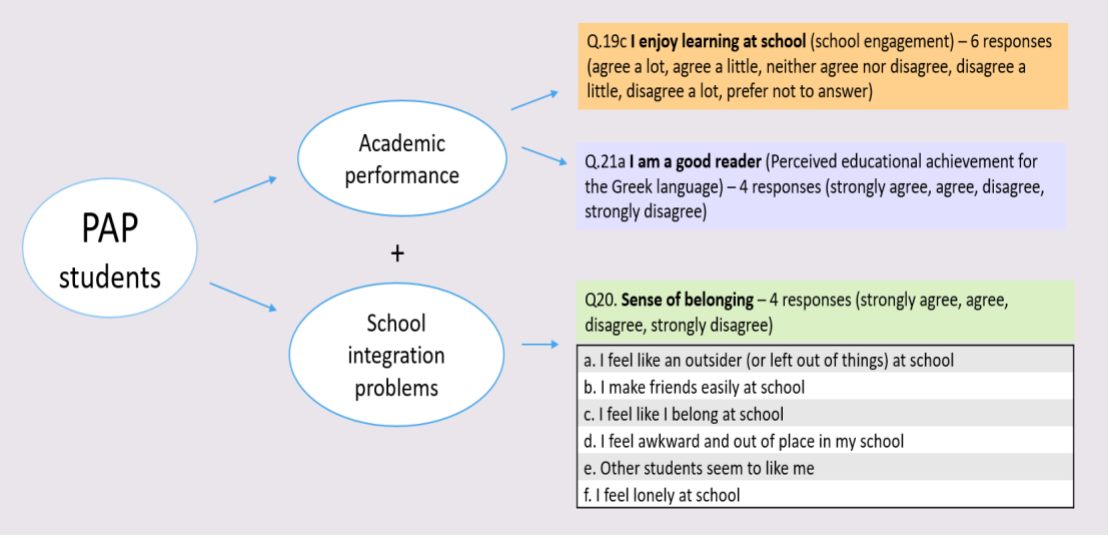
Conceptualization and measurement

Educational performance was measured using two main approaches: (a) students' self-assessment of their academic performance and b) teachers' assessment of students' academic functioning.

(a) Perceived Academic Performance (PAP)

The first indicator, Perceived Academic Performance (PAP), is a multidimensional construct that captures various educational outcomes including students' cognitive perception of their grades as well as their attitudes and behaviors related to school achievement (de la Fuente et al., 2017). Izaguirre et al. (2023) and Mateos et al. (2021) used the Brief School Adjustment Scale (Moral de la Rubia et al., 2010) to measure students' perceptions of academic expectations (2 items), academic performance (3 items), and school integration problems (5 items). In this study, PAP was similarly calculated based on student responses in two dimensions: (a) academic performance, measured through two items assessing school engagement and perceived educational achievement (in Greek language); and (b) school integration problems, measured through six items related to sense of belonging from the RaRE students' questionnaire (Figure 65).

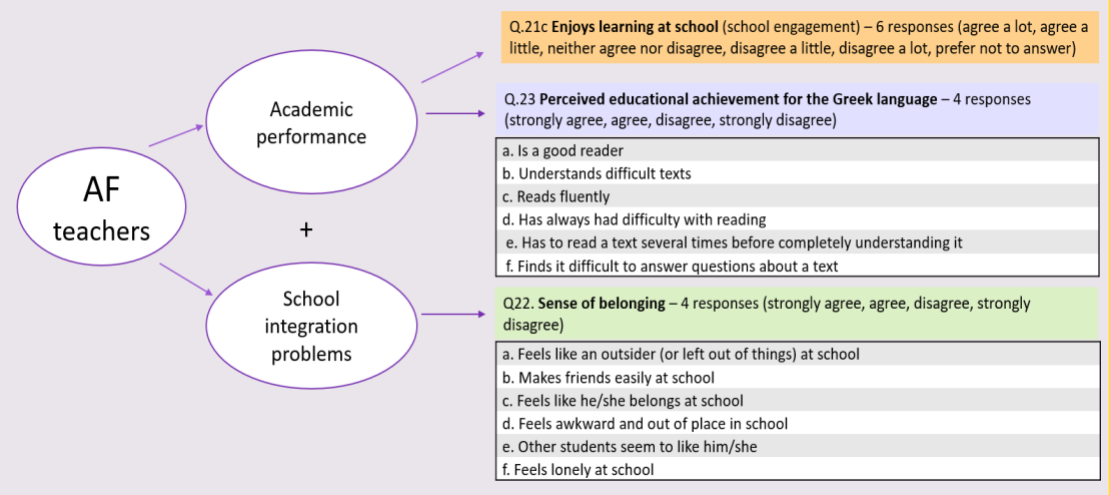
Figure 65. Perceived Academic Performance (PAP) Items Based on Students' Responses



(b) Academic Functioning (AF)

The second indicator, Academic Functioning (AF), is a construct encompassing both negative indicators (e.g., dropout) and positive indicators (psychological well-being, academic achievement) of students' academic experience (Belanger & Ratelle, 2021). In this study, AF was calculated based on teachers' responses in two dimensions: (a) academic performance, assessed through seven items covering school engagement and perceived educational achievement (in Greek language), and b) school integration problems, assessed through six items related to sense of belonging from the the RaRE teachers' questionnaire (Figure 66).

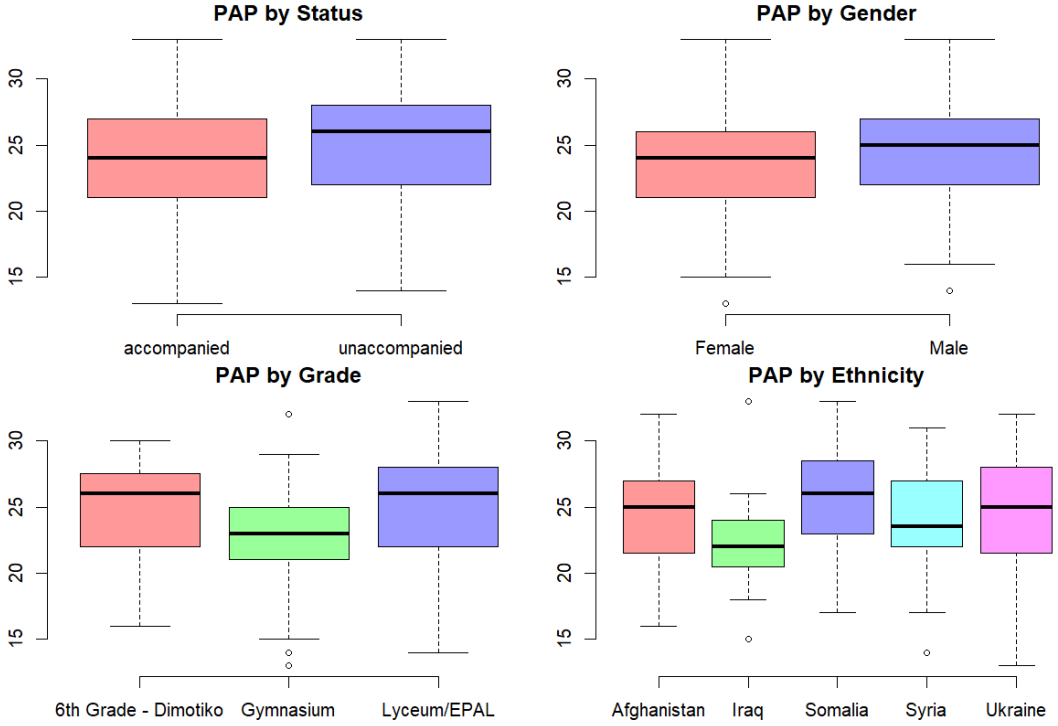
Figure 66. Academic Functioning (AF) Items Based on Teachers' Responses



II. Interdependence of PAP and AF

This section examines the dependence of the PAP and AF variables across three research groups (students, teachers, parents/guardians) in relation to four key demographic factors (Accompanied/Unaccompanied Status, Gender, Grade, and Ethnicity), as well as the correlations between these variables. To compare the medians of the educational scores across the levels of categorical factors, the non-parametric Kruskal-Wallis test was employed. For analyzing the correlations between the educational variables, Spearman's correlation coefficient (also non-parametric) was utilized. Box-plots illustrating the frequencies for the four demographic factors are presented in Figure 67.

Figure 67. Boxplots of Students' Perceived Academic Performance by Status, Gender, Grade, and Ethnicity (N=170)



Kruskal-Wallis tests were conducted, as with the psychometric variables, to assess the equality of educational medians across the factors of Status, Gender, Grade, and Ethnicity. Regarding Perceived Academic Performance (PAP), scores differed only by Grade, with students in lower secondary education (Gymnasium) reporting slightly lower scores (p-value=0.016; See Figure 68). In contrast, Academic Functioning (AF) scores varied by both Grade and Ethnicity. Specifically, teachers rated upper secondary education (Lyceum/EPAL) students higher than those in other grades, and Somali and Ukrainian students received higher ratings than students from other ethnic backgrounds (p-values <0.001 in both cases; See Figure 68). Notably, no significant differences were found based on gender across any of the measures within any group. All p-values for the tests are provided in Table 16. Finally, the Spearman's correlation coefficient between these two educational measures was 0.227 (p-value = 0.003), indicating a weak positive correlation.

Figure 68. Boxplots of Students' Academic Functioning Based on Teachers' Ratings by Status, Gender, Grade, and Ethnicity (N=165)

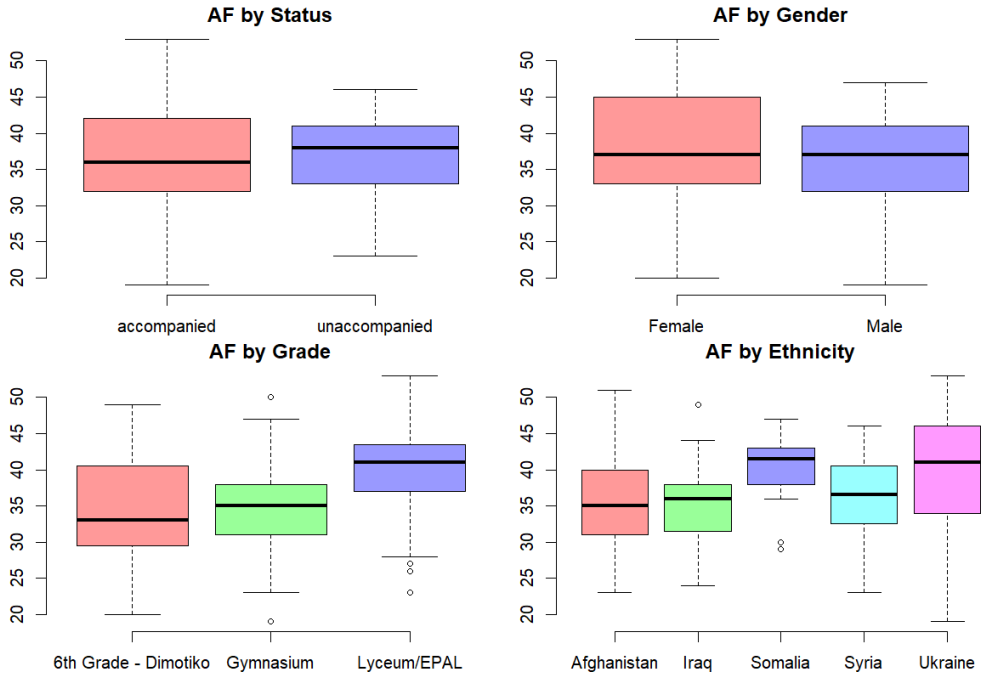


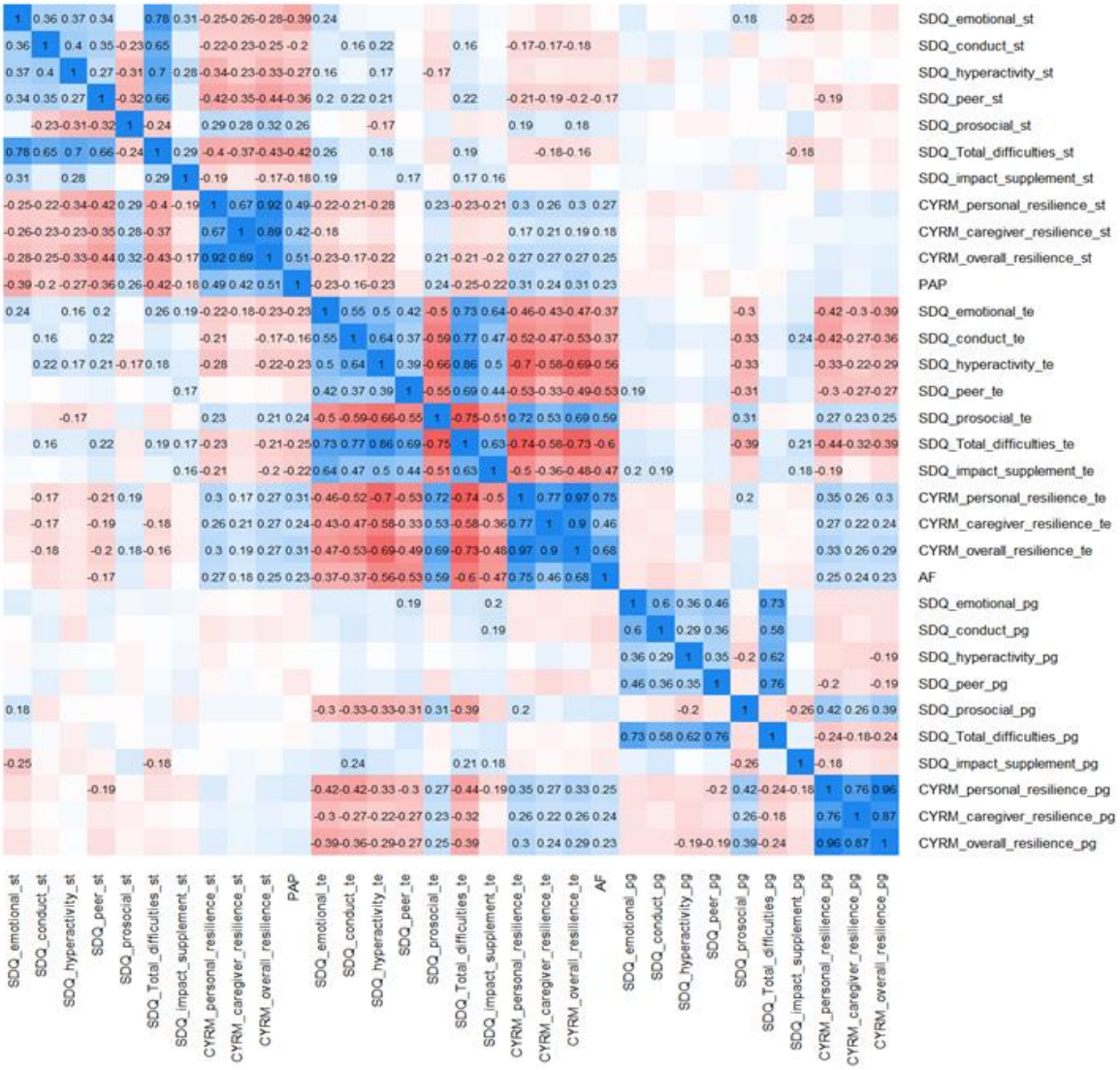
Table 15. P-Values from the Kruskal-Wallis Test for Equality of Educational Medians by Status, Gender, Grade, and Ethnicity

	Status	Gender	Grade	Ethnicity
Perceived Academic Performance - Students	0.138	0.343	**0.016**	0.063
Academic Functioning - Teachers	0.574	0.204	**<0.001**	**<0.001**

III. Correlations of educational and psychometric variables

The correlogram in Figure 69 displays the correlations between the psychometric and educational variables, specifically Perceived Academic Performance (PAP) and Academic Functioning (AF). Positive Spearman's correlation coefficients are indicated by blue, while negative coefficients are shown in red. The intensity of the color reflects the absolute value of the corresponding coefficient, with darker shades signifying higher absolute values. Statistically significant coefficients at a Type I error level of 0.05 are marked. Both PAP and AF are positively interpreted in relation to students' academic performance.

Figure 69. Correlogram (Spearman's Correlation Coefficient) for Psychometric and Educational Variables



Note. Red and blue colors indicate negative and positive correlations, respectively, with the intensity of the color representing the strength of the correlation. The values of the coefficients that are statistically significant at a Type I error of 0.05 are also noted.

For PAP, statistically significant correlations were observed with all student and teacher psychometric variables, except for the teachers' SDQ Peer Problems score, with the student psychometrics' correlations ranging from 0.18 to 0.51 in absolute value. On average, these are higher in absolute terms than the correlations with the teacher psychometrics, where the maximum absolute correlation is 0.31. The signs of these correlations align with the expected interpretations of the psychometric and educational variables. Specifically, the PAP correlations with both student and teacher psychometric measures were positive for the SDQ

Prosocial Behavior and CYRM-R subscales (including the overall score) and negative for other SDQ subscales, including Total Difficulties score.

A similar pattern is observed for Academic Functioning (AF). AF was significantly correlated with all psychometric variables reported by teachers, displaying the highest correlations among the educational variables, with absolute values ranging from 0.37 to 0.75. This suggests that teachers' ratings are the most consistent among all groups. In terms of student psychometrics, only the correlations with the CYRM-R subscales (including the overall score) and SDQ Peer Problems subscale were statistically significant, with a maximum absolute correlation of 0.27. Again, the direction of these correlations is consistent with the psychometric interpretations, being positive for SDQ Prosocial Behavior subscale and CYRM-R subscales (including the overall score) and negative for other SDQ subscales, including Total Difficulties score.

Regarding parents and guardians, both educational variables showed the weakest correlations with psychometric measures. None of the correlations between PAP and psychometrics of parents and guardians were statistically significant, and only three correlations for AF (with values ranging from 0.23 to 0.25) were statistically significant, specifically with the CYRM-R subscales (personal, caregiver, and overall). Finally, the correlation between PAP and AF was 0.23 and was statistically significant.

5.1.10. EMOTIONAL AND BEHAVIORAL SCREENING

A. Strengths and Difficulties Questionnaire (SDQ) Scores

I. SDQ reported by students

This section presents the results on the Strengths and Difficulties Questionnaire (SDQ), which assesses emotional and behavioral difficulties of students. Table 16 provides descriptive statistics and Cronbach's alpha values for the SDQ's subscales based on students' responses. The mean values ranged from 2.14 (Conduct Problems) to 7.29 (Prosocial Behavior). Non-normality was not severe for any subscale, with skewness and kurtosis values ranging from -0.993 (Prosocial Behavior) to 1.485 (Conduct Problems) and from -0.848 (Peer Problems) to 3.167 (Conduct Problems). According to Cronbach's alpha, only the Emotional Symptoms (.696) and Prosocial Behavior (.662) subscales demonstrated acceptable reliability.

It is not surprising that the SDQ exhibits a lower Cronbach's alpha, given the inherent challenges and limitations of this index, particularly for scales like the SDQ. In contrast, the Child and Youth Resilience Measure-Revised (CYRM-R), which consists of two subscales (one with 10 items and another with 7), maintains a good alpha level (see Section C). This is partly due to the greater number of items per subscale and the broader response range (1 to 5), which allows for higher variance and, thus, contributes to stronger internal consistency. Furthermore, ethnicity appears to have a significant effect on SDQ responses, while no such effect is observed for CYRM-R responses, where no variation is seen across the three main demographic factors (see Section B). This additional influence of ethnicity on the SDQ responses may further explain the differences in internal consistency across its subscales.

Given the well-documented limitations of Cronbach's alpha, particularly in the context of multi-item scales like the SDQ (see Sijtsma, 2009, and Sijtsma & Pfadt, 2021 for further discussion), we should refrain from relying solely on standard thresholds to assess the reliability of SDQ. Instead, it is more appropriate to use Cronbach's alpha as a comparative tool between subscales. In this context, the Peer Problems subscale exhibits the lowest internal consistency, which is also reflected in the classification bar charts (see Section BI). This observation warrants further investigation into how peer-related challenges are experienced by the children.

Table 16. Descriptive statistics and Cronbach's alpha of the subscales of SDQ scale based on students' responses

	Subscale				
	Emotional problems	Conduct problems	Hyperactivity	Peer problems	Prosocial behaviour
All students					
Number of items	5	5	5	5	5
Mean (standard error)	2.99 (0.187)	2.14 (0.133)	3.16 (0.147)	3.14 (0.131)	7.29 (0.174)
95% Confidence interval	2.62-3.36	1.87-2.40	2.87-3.45	2.88-3.39	6.95-7.64
Standard deviation	2.439	1.734	1.916	1.710	2.273
Skewness*	0.557	1.485	0.215	-0.005	-0.993
Kurtosis*	-0.636	3.167	-0.502	-0.848	0.763
Cronbach's alpha	.696	.442	.317	.171	.662
Average inter-item correl.	.313	.157	.083	.043	.280
Min.-max. correlations	.127-.421	-.115-.367	-.159-.420	-.141-.198	.153-.484
Range of correlations	.294	.482	.578	.339	.331

* Standard errors for skewness and kurtosis were 0.186 and 0.370, respectively.

II. SDQ reported by parents/guardians

Table 17 presents descriptive statistics and Cronbach's alpha values for the subscales of SDQ, based on parents' and guardians' responses. The mean values ranged from 1.06 (Conduct Problems) to 8.46 (Prosocial Behavior). Non-normality was not severe for any subscale, with skewness and kurtosis values ranging from -1.010 (Prosocial Behavior) to 1.908 (Conduct Problems) and from 0.125 (Peer Problems) to 3.373 (Conduct Problems). According to Cronbach's alpha, the subscales were reliable with values ranging from .657 (Prosocial Behavior) to .791 (Emotional Symptoms), with the exception of the Peer Problems subscale.

Table 17. Descriptive statistics and Cronbach's alpha of the subscales of SDQ scale based on parents'/guardians' responses

	Subscale				
	Emotional symptoms	Conduct problems	Hyperactivity	Peer problems	Prosocial behaviour
All students					
Number of items	5	5	5	5	5
Mean (standard error)	2.05 (0.218)	1.06 (0.159)	2.26 (0.198)	2.02 (0.167)	8.46 (0.162)
95% Confidence interval	1.61-2.48	0.74-1.37	1.87-2.65	1.69-2.35	8.14-8.78
Standard deviation	2.265	1.657	2.062	1.735	1.688
Skewness*	1.147	1.908	0.824	0.792	-1.010
Kurtosis*	0.642	3.373	0.268	0.125	0.333
Cronbach's alpha	.791	.715	.686	.427	.657
Average inter-item correl.	.432	.337	.301	.140	.280
Min.-max. correlations	.300-.619	.211-.582	.127-.666	-.068-.366	.116-.497
Range of correlations	.319	.371	.539	.434	.380

* Standard errors for skewness and kurtosis were 0.233 and 0.461, respectively.

III. SDQ reported by teachers

This section presents the results of emotional and behavioral screening. Table 18 provides descriptive statistics and Cronbach's alpha values for the subscales of SDQ, based on teachers' responses. The mean values ranged from 1.97 (Conduct Problems) to 7.72 (Prosocial Behavior). Non-normality was not severe for any subscale, with skewness and kurtosis values ranging from -0.805 (Prosocial Behavior) to 2.085 (Conduct Problems) and from -0.416 (Prosocial Behavior) to 4.073 (Conduct Problems). According to Cronbach's alpha, the subscales demonstrated reliability with values ranging from .747 (Emotional Symptoms) to .865 (Prosocial Behavior), with the exception of the peer problems subscale.

Table 18. Descriptive statistics and Cronbach's alpha of the subscales of SDQ scale based on teachers' responses

	Subscale				
	Emotional symptoms	Conduct problems	Hyperactivity	Peer problems	Prosocial behaviour
All students					
Number of items	5	5	5	5	5
Mean (standard error)	1.01 (0.139)	0.97 (0.140)	2.21 (0.188)	1.54 (0.142)	7.72 (0.211)
95% Confidence interval	0.74-1.29	0.70-1.25	1.84-2.58	1.26-1.82	7.31-8.14
Standard deviation	1.664	1.676	2.259	1.701	2.529
Skewness*	1.963	2.085	0.889	1.272	-0.805
Kurtosis*	3.556	4.073	0.065	1.482	-0.416
Cronbach's alpha	.747	.772	.819	.598	.865
Average inter-item correl.	.382	.407	.484	.242	.562
Min.-max. correlations	.243-.504	.047-.624	.306-.655	.075-.381	.506-.719
Range of correlations	.260	.577	.349	.306	.213
95% Confidence interval	0.48-1.32	0.40-1.20	1.13-2.17	0.86-1.64	7.71-8.86
Standard deviation	1.612	1.560	2.007	1.492	2.233
Skewness[a]	1.774	2.256	1.048	1.361	-1.106
Kurtosis[a]	2.044	4.028	-0.020	1.603	0.078
Cronbach's alpha	.759	.822	.787	.601	.870
Average inter-item correl.	.404	.490	.447	.283	.588
Min.-max. correlations	.175-.707	.119-.672	.279-.716	-.025-.506	.517-.681
Range of correlations	.532	.553	.437	.531	.164

* Standard errors for skewness and kurtosis were 0.202 and 0.401, respectively.

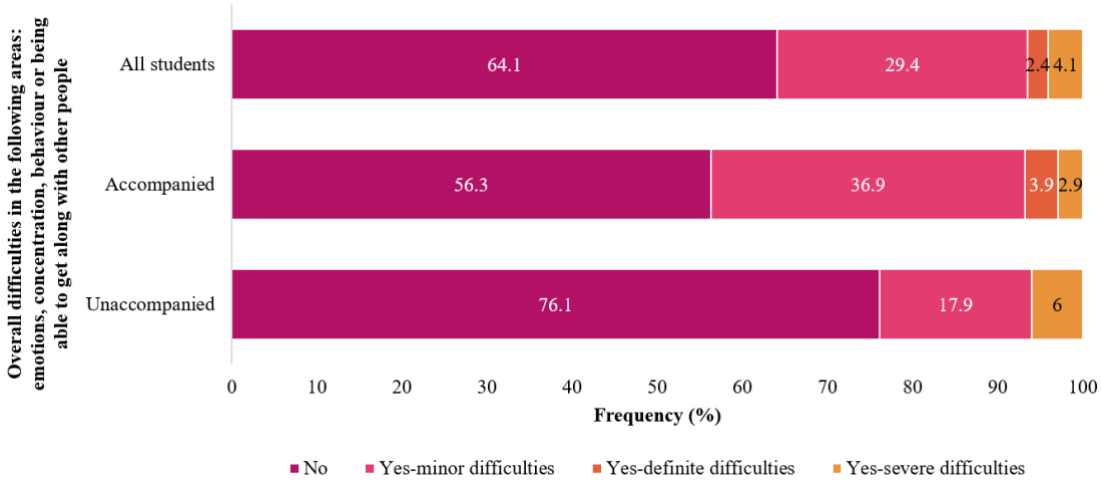
B. Strengths and Difficulties Questionnaire (SDQ) Impact Supplement

When using a version of the SDQ that includes an 'impact supplement', the items on overall distress and impairment can be summed to generate an impact score that ranges from 0 to 10 for parent- and self-report, and from 0 to 6 for teacher-report.

I. SDQ Impact Supplement reported by students

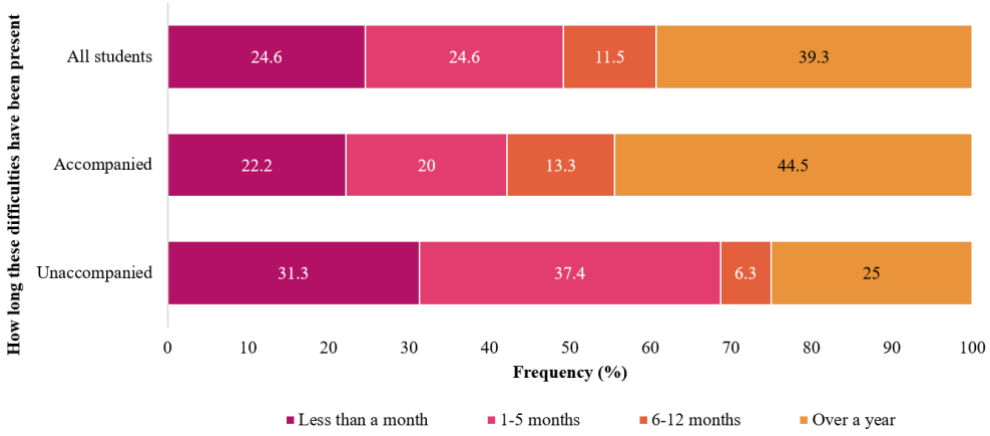
Almost 2/3 of all students (64.1%) report that they do not have difficulties in any of the following areas: emotions, concentration, behavior or being able to get along with other people. Similarly, just over half of the accompanied students (56.3%) and the vast majority of unaccompanied students (76.1%) also respond negatively to the above statement **(**Figure 70**).**

Figure 70. Frequency distribution of whether students have experienced difficulties in the following areas: emotions, concentration, behavior or being able to get along with other people



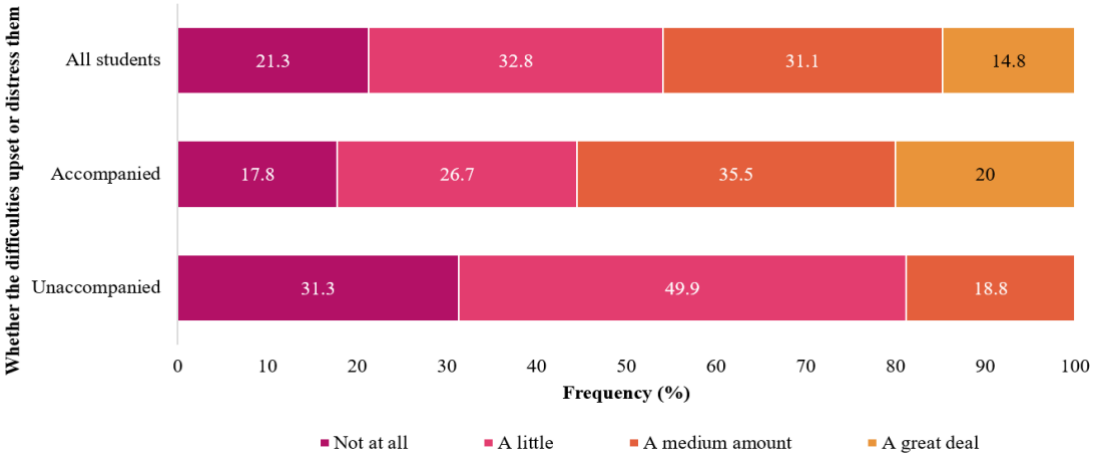
Those who responded positively to the above statement were asked to answer a series of additional questions. It is important to mention that approximately 1/3 of all students (35.9%) responded positively. In the question regarding how long these difficulties have been present, just over 1/3 of all students (39.3%) report over a year. Slightly less than half of accompanied students (44.5%) also report more than a year, while just over 1/3 of unaccompanied students (37.4%) indicate 1-5 months **(**Figure 71).

Figure 71. Frequency distribution of how long these difficulties have been present



Regarding the question of whether these difficulties upset or distress them, 1/3 of all students respond, ‘a little’ (32.8%). Half of unaccompanied students (49.9%) also report ‘a little’, while just over 1/3 of accompanied students (35.5%) report ‘a medium amount’ to this statement (Figure 72).

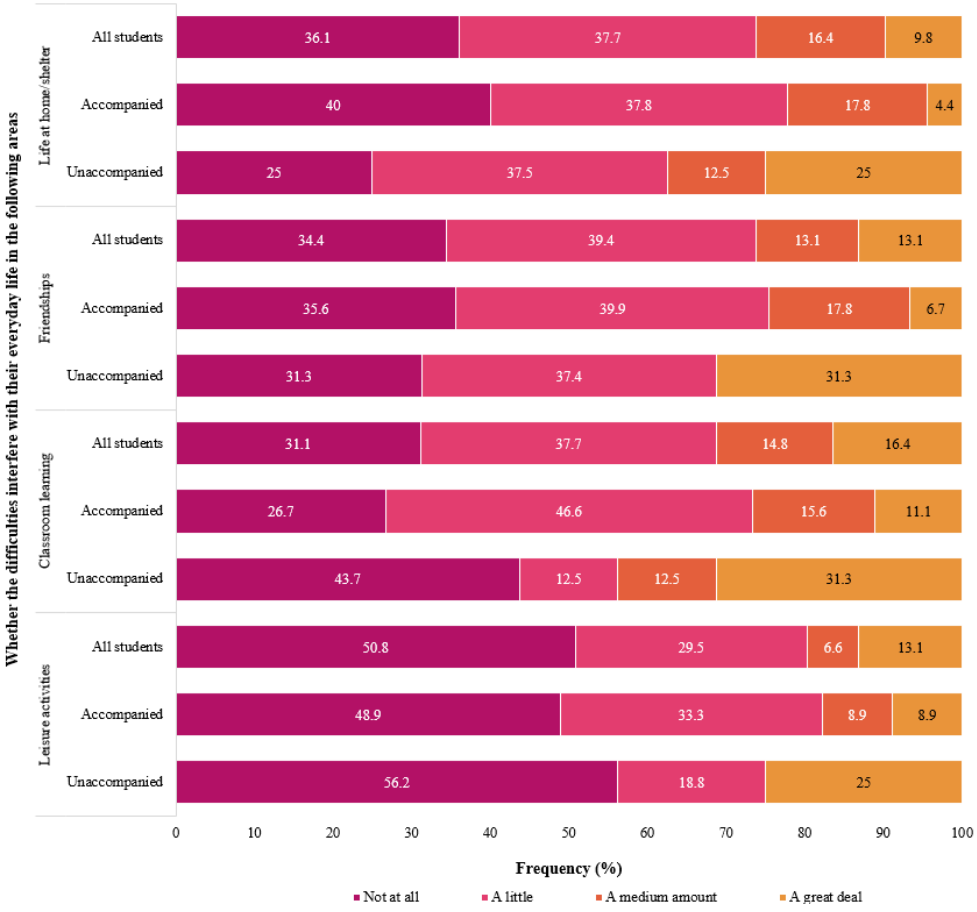
Figure 72. Frequency distribution of whether the difficulties upset or distress the students



They were also asked whether these difficulties interfere with everyday life at home/shelter, friendships, classroom learning and leisure activities. In terms of life at home/shelter, just over 1/3 (37.7%) of students, state that the difficulties interfere ‘a little’. Similarly, just over 1/3 (37.5%) of unaccompanied students report ‘a little’, while most of accompanied students (40%) report that they do not interfere at all. Regarding friendships, just over 1/3 of students (39.4%), both accompanied (39.9%) and unaccompanied (37.4%), state that the difficulties interfere ‘a little’. In terms of classroom learning, just over 1/3 (37.7%) of all students report that the difficulties interfere ‘a little’. Slightly less than half of the accompanied students (46.6%) also report ‘a little’, while the greater part of accompanied students (40%) state that

they do not interfere at all. Regarding leisure activities, about half of the students (50.8%), both accompanied (48.9%) and unaccompanied (56.2%), report that the difficulties do not interfere at all (see Figure 73).

Figure 73. Frequency distribution of whether the difficulties interfere with students' everyday life in the following areas: Life at home/shelter, friendships, classroom learning and leisure activities



The last five variables (difficulties upset or distress a child, interfere with home life/shelter, interfere with friendships, interfere with classroom learning, and interfere with leisure activities) constitute the SDQ impact supplement, where if a student has indicated that they do not have difficulties, the score is 0. Table 19 presents descriptive statistics of the SDQ impact supplement based on students' responses. The mean values were 0.78 overall, 0.87 for accompanied students, and 0.64 for unaccompanied students. As expected, due to the many zeros, skewness and kurtosis have very high values.

Table 19. Descriptive Statistics of the SDQ Impact Supplement Based on Students' Responses

	All students	Accompanied students	Unaccompanied students
Number of items	5	5	5
Mean (standard error)	0.78 (0.147)	0.87 (0.190)	0.64 (0.234)
95% Confidence interval	0.49-1.07	0.49-1.25	0.18-1.11
Standard deviation	1.916	1.923	1.912
Skewness	2.844*	2.712**	3.018[a]
Kurtosis	7.733*	7.468**	8.034[a]

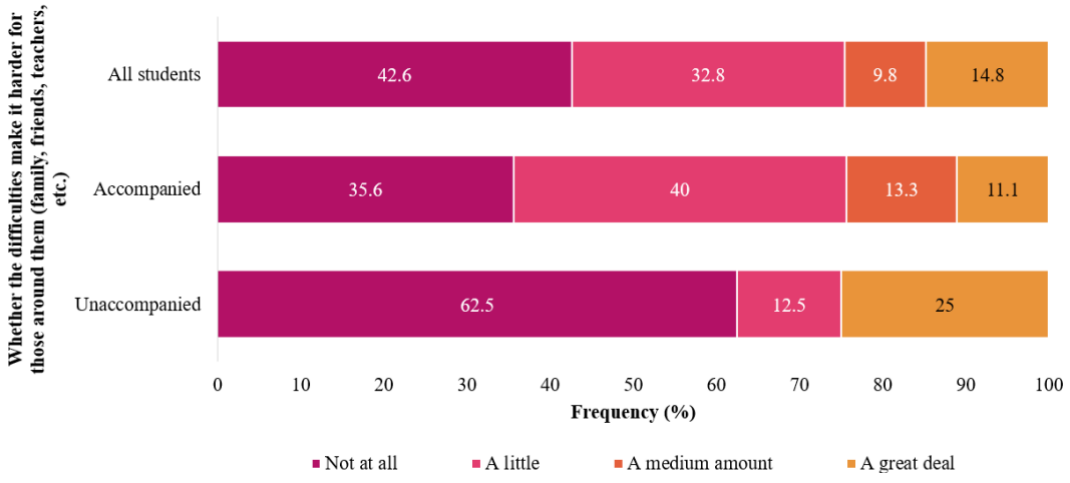
* Standard errors for skewness and kurtosis were 0.185 and 0.361, respectively.

** Standard errors for skewness and kurtosis were 0.236 and 0.451, respectively.

[a] Standard errors for skewness and kurtosis were 0.286 and 0.536, respectively.

Finally, in response to the question of whether these difficulties make it harder for those around them (family, friends, teachers, etc.), the largest portion of all students (42.6%) state "not at all". Among unaccompanied students, the majority (62.5%) also report 'not at all,' whereas most accompanied students (40%) report 'a little' **(**Figure 74**).**

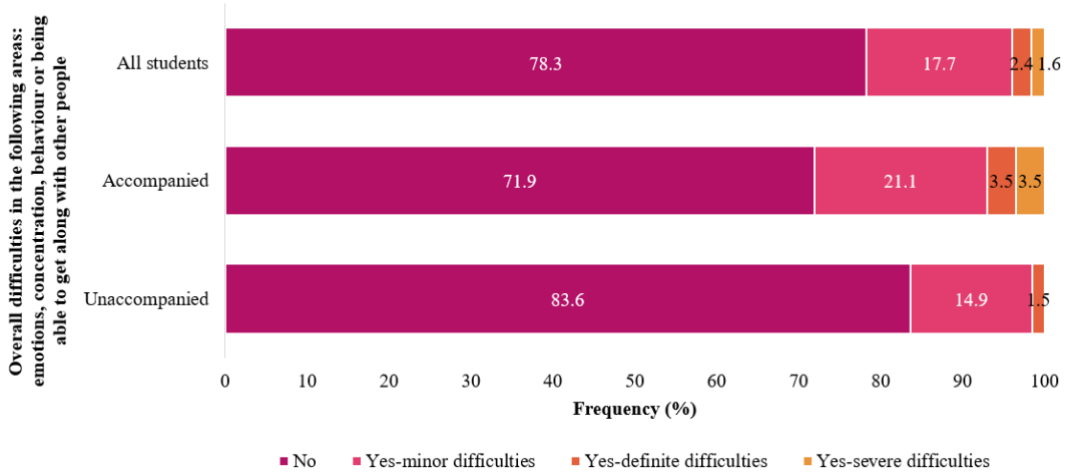
Figure 74. Frequency distribution of whether the difficulties make it harder for those around the students (family, friends, teachers, etc.)



II. SDQ Impact supplement reported by parents

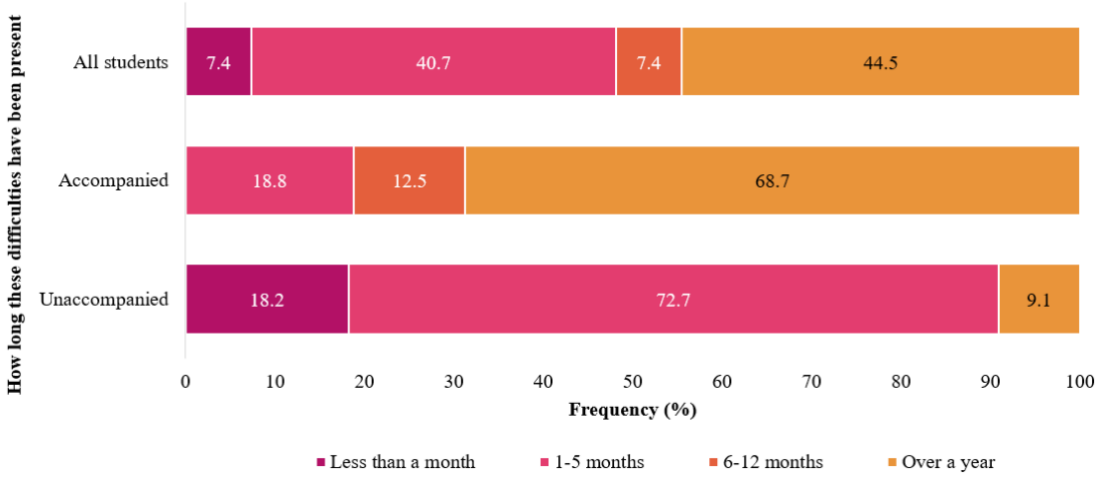
For the vast majority of all students (78.3%), both accompanied (71.9%) and unaccompanied (83.6%), parents/guardians report that they do not have difficulties in any of the following areas: emotions, concentration, behavior or being able to get along with other people (Figure 75).

Figure 75. Frequency distribution of whether students have experienced difficulties in the following areas: emotions, concentration, behavior or being able to get along with other people based on parents'/guardians' responses



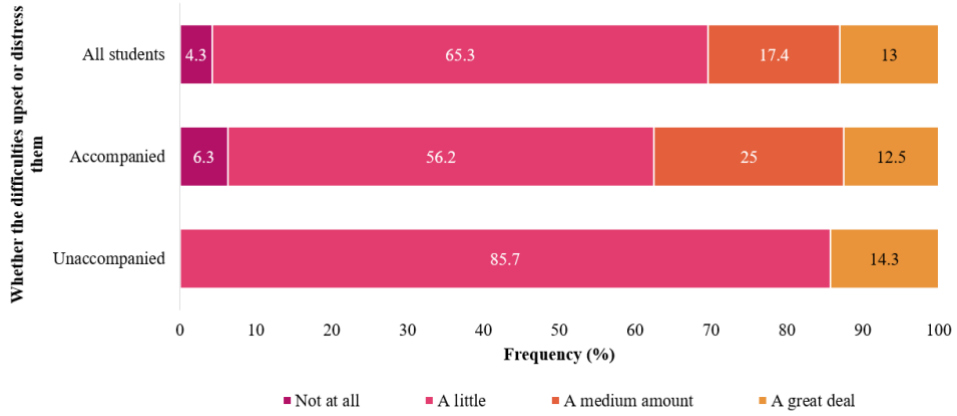
Those who responded positively to the above statement were asked to answer a series of additional questions. Only 21.8% responded positively. In the question regarding how long these difficulties have been present, for almost half of all students (44.5%), parents/guardians report over a year. For about 2/3 of accompanied students (68.7%), parents also report more than a year, while for the vast majority of unaccompanied students (72.7%), guardians indicate 1-5 months (Figure 76).

Figure 76. Frequency distribution of how long these difficulties have been present based on parents'/guardians' responses



Regarding the question of whether these difficulties upset or distress them, for almost 2/3 of all students (65.3%), parents/guardians respond, ‘a little’. The proportion of missing values was 3.3%. Accordingly, for slightly more than half of accompanied students (56.2%) and for the vast majority of unaccompanied students (85.7%), parents and guardians, respectively, also report ‘a little’ (Figure 77).

Figure 77. Frequency distribution of whether the difficulties upset or distress the students based on parents’/guardians’ responses



They were also asked whether these difficulties interfere with students’ everyday life at home/shelter, friendships, classroom learning and leisure activities. The proportion of missing values across all variables was 2.4%. In terms of life at home/shelter, for the largest portion of all students (62.5%), both accompanied (60.0%) and unaccompanied (87.5%), parents/guardians state that the difficulties interfere ‘a little’. Regarding friendships, for approximately half of students (54.1%), both accompanied (43.7%) and unaccompanied (75.0%), parents/guardians state that the difficulties also interfere ‘a little’. In terms of classroom learning, for the majority of all students (54.2%), both accompanied (50.0%) and unaccompanied (62.5%), parents/guardians state that the difficulties also interfere ‘a little’. Regarding leisure activities, for the majority of all students (54.1%), both accompanied (49.9%) and unaccompanied (62.5%), parents/guardians state again that the difficulties interfere ‘a little’ (Figure 78).

Figure 78. Frequency distribution of whether the difficulties interfere with students' everyday life in the following areas: Life at home/shelter, friendships, classroom learning and leisure activities based on parents'/guardians' responses

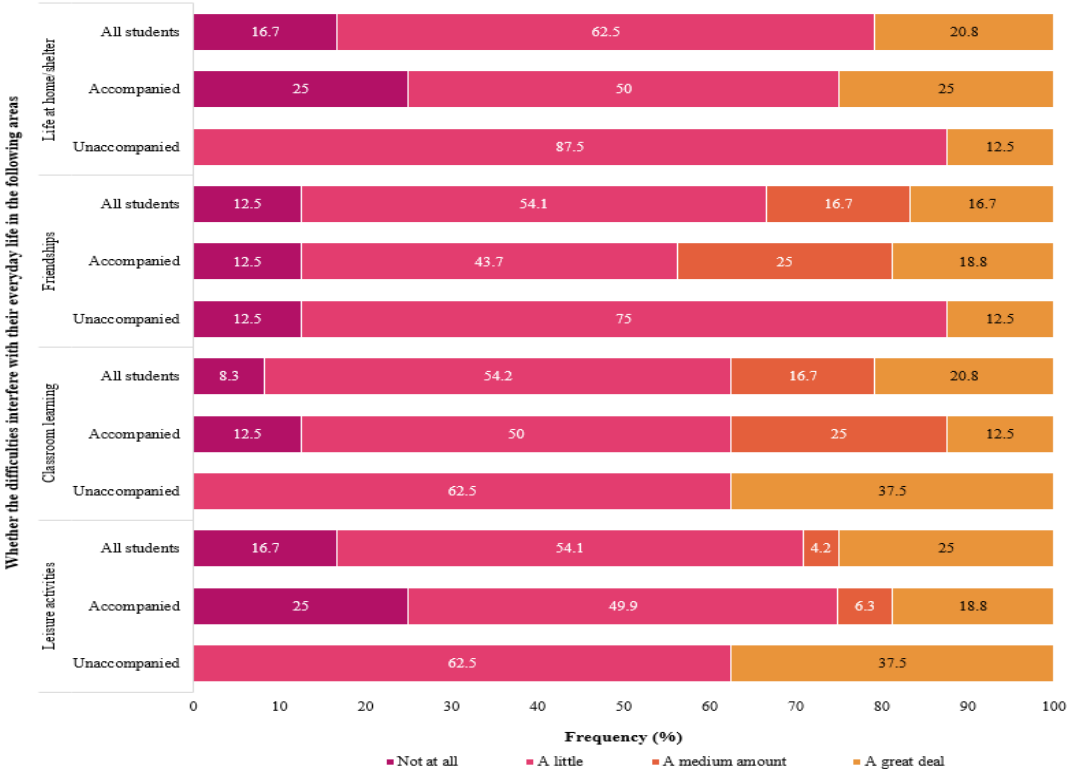


Table 20 presents descriptive statistics of the SDQ impact supplement based on parents'/guardians' responses. The mean values were 0.21 overall, 0.00 for accompanied students, and 0.39 for unaccompanied students. It is noteworthy that for the accompanied children, no parent reported that their child has no difficulties, resulting in all scores being 0, which means that in this case, the sample shows no variability.

Table 20. Descriptive Statistics of the SDQ Impact Supplement Based on Parents/Guardians' Responses

	All students	Accompanied students	Unaccompanied students
Number of items	5	5	5
Mean (standard error)	0.21 (0.109)	0.00 (0.000)	0.39 (0.201)
95% Confidence interval	0-0.43	0.00-0.00	0.00-0.79
Standard deviation	1.218	0.000	1.642
Skewness	6.584*	NaN**	4.657[a]
Kurtosis	44.954*	NaN**	21.809[a]

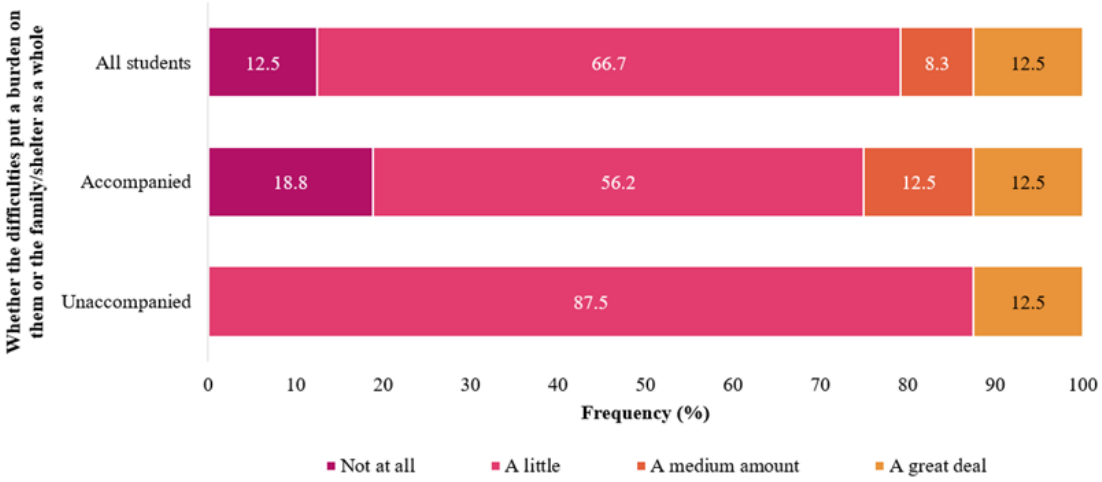
* Standard errors for skewness and kurtosis were 0.215 and 0.414, respectively.

** Skewness and kurtosis were not defined.

[a] Standard errors for skewness and kurtosis were 0.286 and 0.536, respectively.

Finally, in response to the question of whether these difficulties put a burden on them or the family as a whole, the majority of parents/guardians (66.7%), both parents (56.2%) and guardians (87.5%), report 'a little' **(**Figure 79**).**

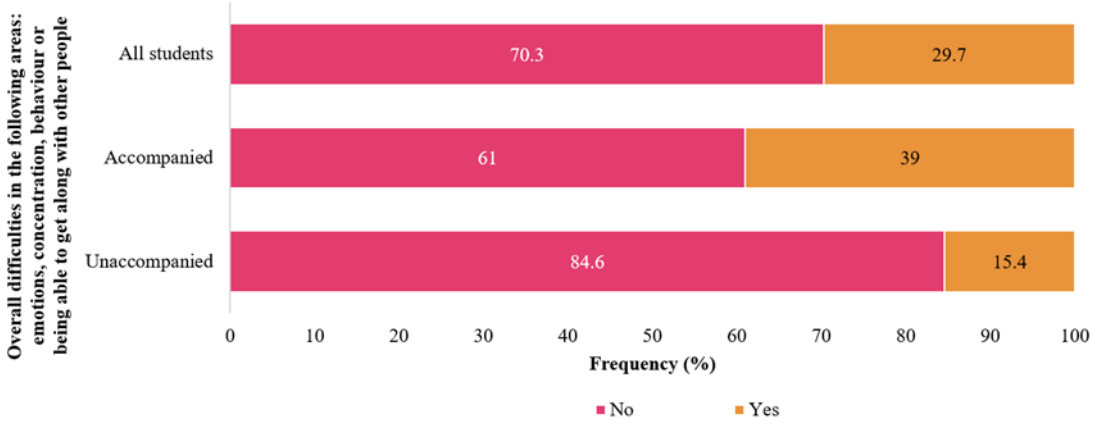
Figure 79. Frequency distribution of whether the difficulties put a burden on parents/guardians



III. SDQ Impact supplement reported by teachers

For the largest portion of all students (70.3%), both accompanied (61.0%) and unaccompanied (84.6%), teachers report that they do not have difficulties in any of the following areas: emotions, concentration, behavior or being able to get along with other people (Figure 80).

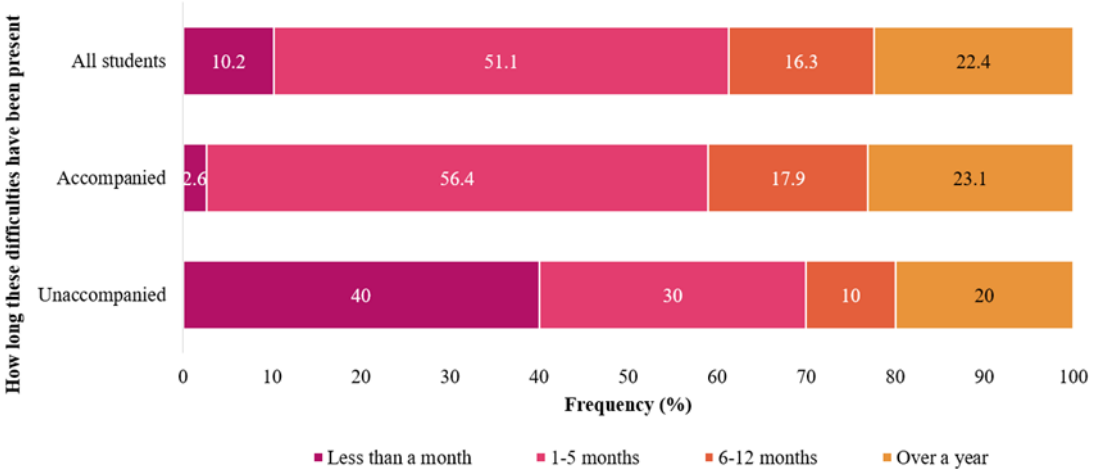
Figure 80. Frequency distribution of whether students have experienced difficulties in the following areas: emotions, concentration, behavior or being able to get along with other people based on teachers' responses



Those who responded positively to the above statement were asked to answer a series of additional questions. Only 29.7% responded positively. In the question regarding how long these difficulties have been present, for about half of all students (51.1%), teachers report 1-

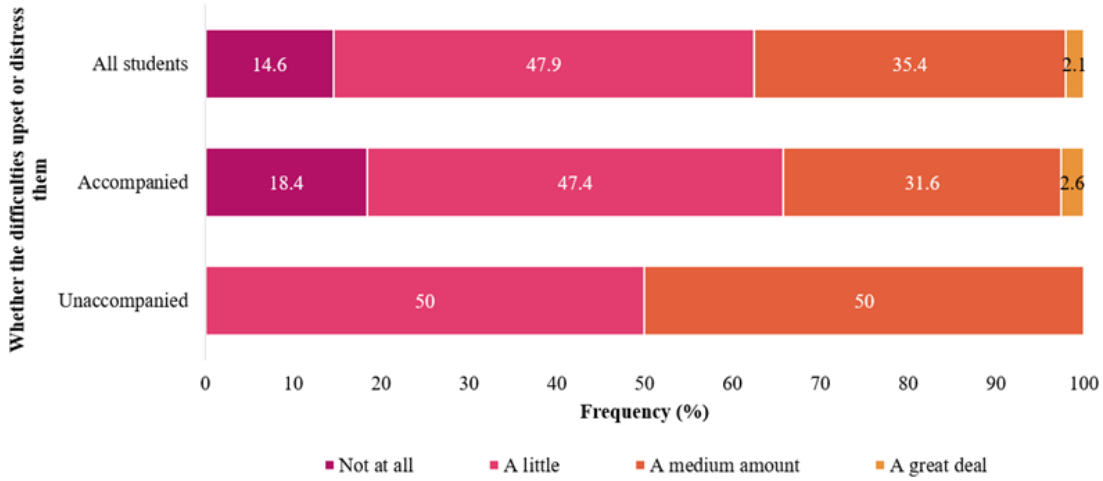
5 months. For slightly more than half accompanied students (56.4%), teachers also report 1-5 months, while for most of unaccompanied students (40%), they indicate less than a month (Figure 81).

Figure 81. Frequency distribution of how long these difficulties have been present based on teachers' responses



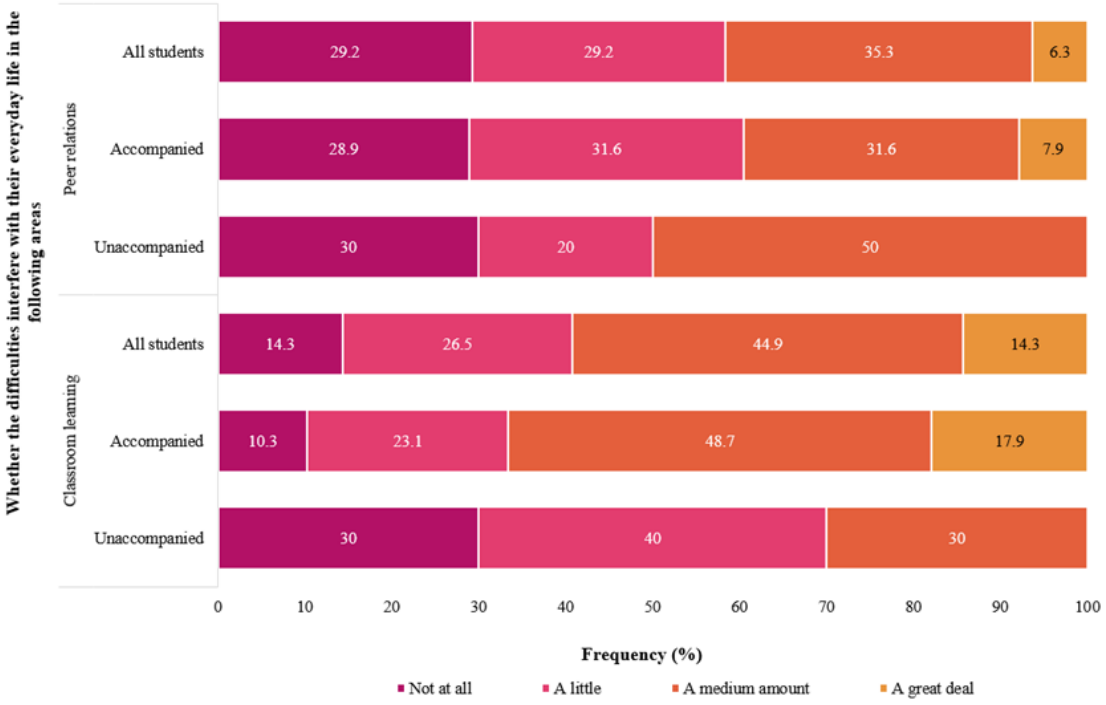
Regarding the question of whether these difficulties upset or distress them, for almost half of all students (47.9%), both accompanied (47.4%) and unaccompanied (50.0%), teachers respond 'a little' **(**Figure 82**).** The proportion of missing values was negligible (0.6%).

Figure 82. Frequency distribution of whether the difficulties upset or distress the students based on teachers' responses



They were also asked whether these difficulties interfere with students' everyday peer relations and classroom learning. Regarding peer relations, for most of all students (35.3%), both accompanied (31.6%) and unaccompanied (50.0%), teachers state that the difficulties interfere to a medium amount. The proportion of missing values was negligible (0.6%). In terms of classroom learning, for the greater part of all students (44.9%), teachers state that the difficulties interfere also to a medium amount. For almost half of accompanied students (48.7%), teachers also report 'a medium amount', while for most of unaccompanied students (40.0%), teachers report 'a little' (Figure 83).

Figure 83. Frequency distribution of whether the difficulties interfere with students' everyday life in the following areas: Peer relations and classroom learning based on teachers' responses



The last three variables (difficulties upset or distress child, interfere with peer relations and interfere with classroom learning) constitute the SDQ impact supplement. Table 21 presents descriptive statistics of the SDQ impact supplement based on teachers' responses. The mean values were 0.47 overall, 0.95 for accompanied students, and 0.34 for unaccompanied students.

Table 21. Descriptive Statistics of the SDQ Impact Supplement Based on Teachers' Responses

	All students	Accompanied students	Unaccompanied students
Number of items	3	3	3
Mean (standard error)	0.47 (0.083)	0.95 (0.236)	0.34 (0.079)
95% Confidence interval	0.31-0.64	0.47-1.42	0.18-0.49
Standard deviation	1.068	1.433	0.899
Skewness	2.323*	1.140**	2.980[a]
Kurtosis	4.455*	-0.283**	8.765[a]

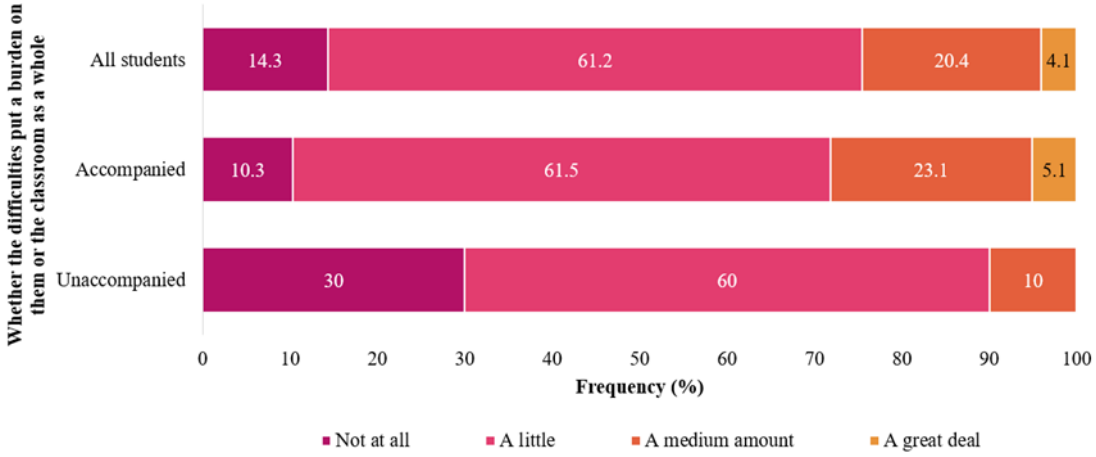
* Standard errors for skewness and kurtosis were 0.187 and 0.365, respectively.

** Standard errors for skewness and kurtosis were 0.372 and 0.660, respectively.

[a] Standard errors for skewness and kurtosis were 0.212 and 0.409, respectively.

Finally, in response to the question of whether these difficulties put a burden on them or the classroom as a whole, the majority of teachers (61.2%), both teachers of accompanied (61.5%) and unaccompanied students (60.0%), report 'a little' (Figure 84).

Figure 84. Frequency distribution of whether the difficulties put a burden on teachers or classroom as a whole

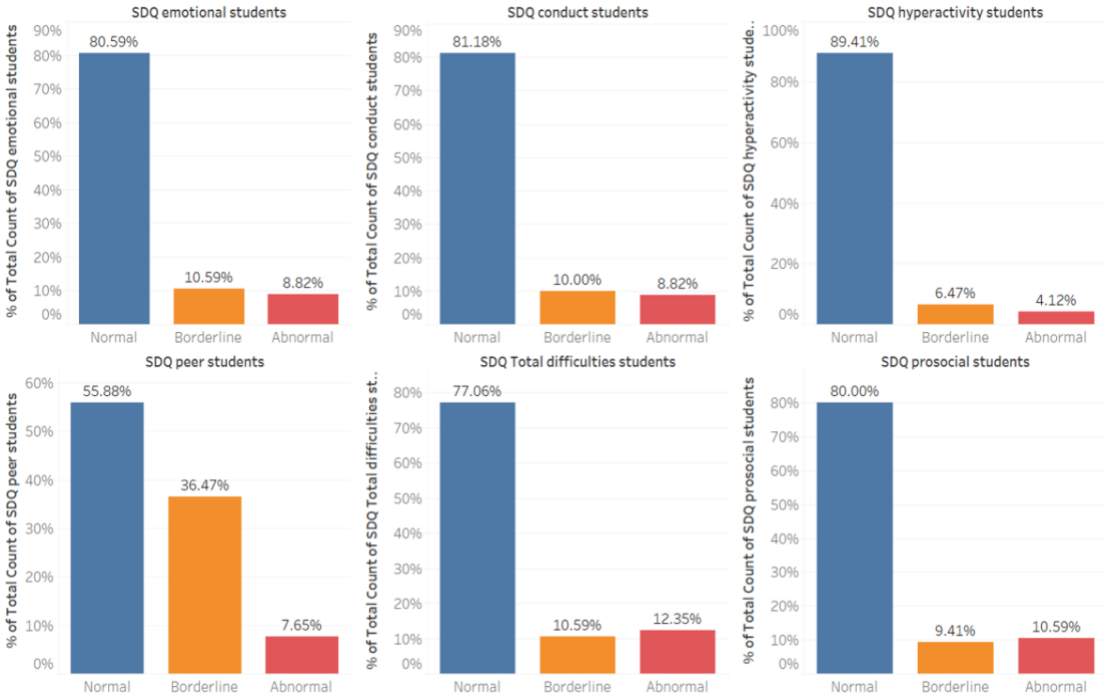


C. Classification of SDQ subscales based on students', parents', guardians' and teachers' reports

The SDQ score categories were defined as *normal*, *borderline*, and *abnormal*, based on a population-based UK survey (Goodman, 1999), aiming for cut-off points where 80% of children are categorized as normal, 10% as borderline, and 10% as abnormal. According to this study, scores of 0-13 fall into the normal range, 14-16 into the borderline range, and 17-40 into the

abnormal range. As shown in Figure 85, the percentages of students for *emotional problems* and *conduct problems* are very close to the rates observed in the reference study. Furthermore, *hyperactivity* shows a high percentage in the normal range (89.41%), but *peer problems* have a significant proportion in the borderline range (36.47%). This suggests that the total difficulties score do not arise uniformly from all components, with *peer problems* contributing a larger share. Specifically, this pattern may reflect the unique social challenges faced by refugee adolescents in Greece, particularly in forming and maintaining peer relationships. The elevated concentration in the borderline category suggests that these adolescents may experience greater insecurity and difficulties integrating into the new social environment, impacting their sense of connection and support from peers. Finally, the *total difficulties score*, derived from the sum of subscales, shows percentages similar to those in the reference study, as does the *prosocial behavior* category.

Figure 85. Classification of SDQ subscales based on students' reports (N=170)



Regarding the corresponding responses from teachers (Figure 86) and parents/guardians (Figure 87), there appears to be an underestimation of children's difficulties, as their responses are consistently more optimistic, with normal category percentages consistently above (and sometimes well above) 80%. This tendency is even more pronounced among parents/guardians, as no scores fell into the abnormal range for *emotional problems* and *conduct problems*, and all responses for *hyperactivity* were within the normal range. The only

exception is the *prosocial behavior* category, where the normal percentage in both groups is slightly below 80%, while the abnormal percentage in the same category for parents/guardians is 23.39%, with no answer falling to the borderline case.

Figure 86. Classification of SDQ subscales based on teachers' reports (N=165)

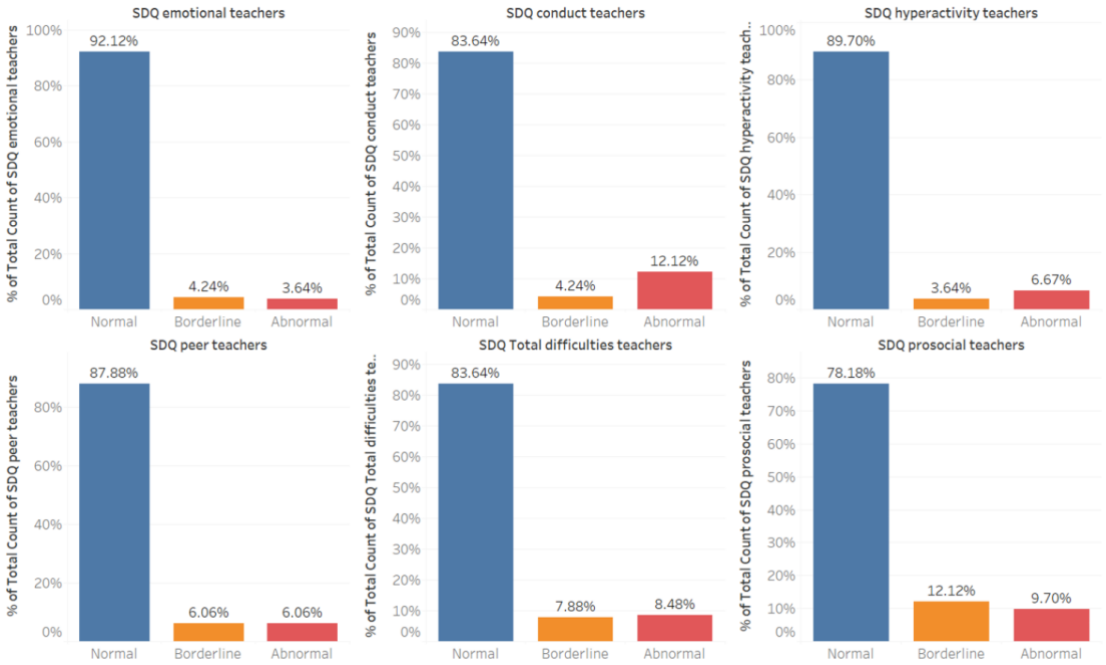
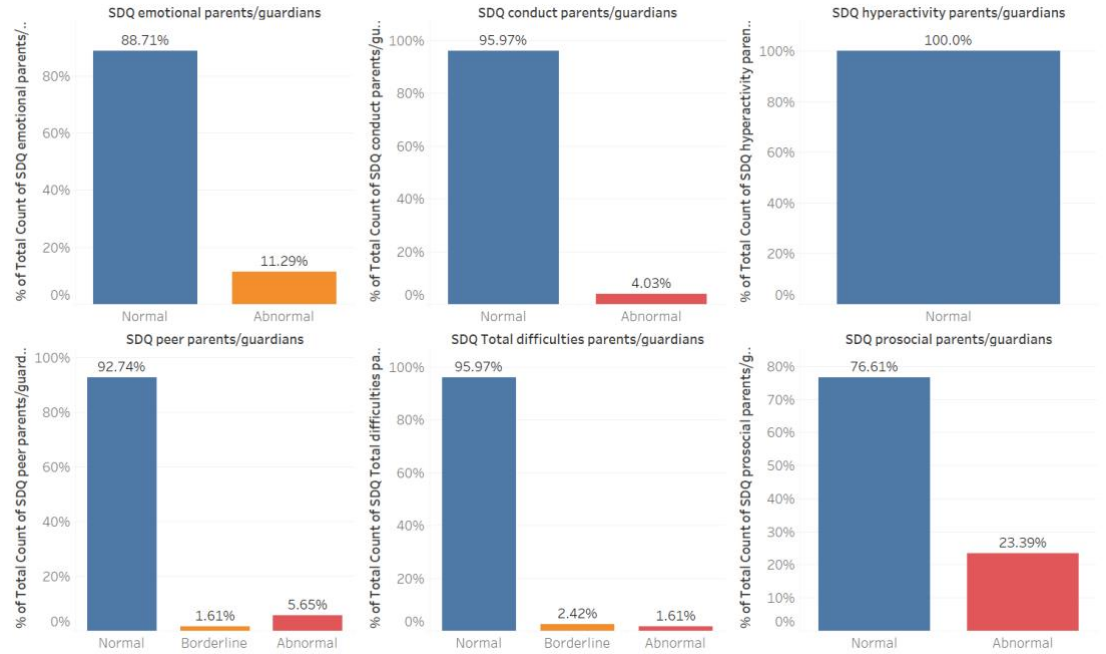


Figure 87. Classification of SDQ subscales based on parents'/guardians' reports (N=124)



In Figure 88, we present the joint distribution for all SDQ subscales along with including *Total Difficulties* and *Prosocial Behavior* across pairs of groups: students, teachers, and parents/guardians. For each joint distribution, a contingency table is shown as a heatmap, where the darker the shade of blue, the higher the percentage for the corresponding cell. As it is observed in all cases, the majority of joint responses fall within the normal-normal category, which is expected given the marginal distributions presented in the previous bar charts. Specifically, the highest percentages for the Normal-Normal pair are found in cells where one of the two groups is parents/guardians, which is expected, as this group had the highest percentages in the normal category in its marginal distribution. These include hyperactivity for the teacher-parent/guardian pair (92.62%) and hyperactivity for the student-parent/guardian pair (90.32%). Additionally, cells with over 80% include hyperactivity for the student-teacher pair, emotional problems for the student-parent/guardian and teacher-parent/guardian pairs, peer problems for the teacher-parent/guardian pair, and total difficulties for the teacher-parent/guardian pair. On the other hand, the lowest agreement percentages appear in the peer pairs where one of the groups is students, due to the high abnormal percentages in student responses. Specifically, the peer student-teacher pair shows 50.30% agreement, while the peer student-parent/guardian pair has an agreement of 50%.

Regarding disagreements, these percentages are relatively low and mainly involve cases where the two groups provided responses that fell into adjacent categories (e.g., normal-borderline or borderline-abnormal). The percentages of cases with complete disagreement (i.e., normal-abnormal) are minimal, with nearly all cases falling within the range of 1.64%–10.68%. The only instance where this percentage exceeds this range involves the prosocial behavior category for parents/guardians, who reported a large percentage in the abnormal category, resulting in a higher rate of absolute disagreement with the other two groups: 19.35% with students and 16.39% with teachers.

Figure 88. Heatmaps of the joint distribution for all SDQ subscales across pairs of students, teachers, and parents/guardians (N = 165 for students - teachers, N=124 for students - parents/guardians, N=122 for teachers - parents/guardians)

SDQ emotional teachers

SDQ emotional students	Abnormal	Borderline	Normal	Grand Total
Abnormal	0.61%	1.21%	7.27%	9.09%
Borderline	0.61%		10.30%	10.91%
Normal	2.42%	3.03%	74.55%	80.00%
Grand Total	3.64%	4.24%	92.12%	100.00%

SDQ conduct teachers

SDQ conduct students	Abnormal	Borderline	Normal	Grand Total
Abnormal	3.03%		6.06%	9.09%
Borderline	1.82%		8.48%	10.30%
Normal	7.27%	4.24%	69.09%	80.61%
Grand Total	12.12%	4.24%	83.64%	100.00%

SDQ hyperactivity teachers

SDQ hyperactivity students	Abnormal	Borderline	Normal	Grand Total
Abnormal	0.61%		3.64%	4.24%
Borderline		1.21%	4.85%	6.06%
Normal	6.06%	2.42%	81.21%	89.70%
Grand Total	6.67%	3.64%	89.70%	100.00%

SDQ emotional parents/guardians

SDQ emotional students	Abnormal	Normal	Grand Total
Abnormal	2.42%	5.65%	8.06%
Borderline	0.81%	8.87%	9.68%
Normal	8.06%	74.19%	82.26%
Grand Total	11.29%	88.71%	100.00%

SDQ conduct parents/guardians

SDQ conduct students	Abnormal	Normal	Grand Total
Abnormal		8.06%	8.06%
Borderline	0.81%	11.29%	12.10%
Normal	3.23%	76.61%	79.84%
Grand Total	4.03%	95.97%	100.00%

SDQ hyperactivity parents/guardians

SDQ hyperactivity students	Normal	Grand Total
Abnormal	4.84%	4.84%
Borderline	4.84%	4.84%
Normal	90.32%	90.32%
Grand Total	100.00%	100.00%

SDQ emotional parents/guardians

SDQ emotional teachers	Abnormal	Normal	Grand Total
Abnormal		1.64%	1.64%
Borderline	1.64%	1.64%	3.28%
Normal	9.84%	85.25%	95.08%
Grand Total	11.48%	88.52%	100.00%

SDQ conduct parents/guardians

SDQ conduct teachers	Abnormal	Normal	Grand Total
Abnormal	1.64%	6.56%	8.20%
Borderline		4.92%	4.92%
Normal	2.46%	84.43%	86.89%
Grand Total	4.10%	95.90%	100.00%

SDQ hyperactivity parents/guardians

SDQ hyperactivity teachers	Normal	Grand Total
Abnormal	3.28%	3.28%
Borderline	4.10%	4.10%
Normal	92.62%	92.62%
Grand Total	100.00%	100.00%

SDQ peer teachers

SDQ peer students	Abnormal	Borderline	Normal	Grand Total
Abnormal	2.42%	0.61%	4.85%	7.88%
Borderline	1.21%	3.03%	32.73%	36.97%
Normal	2.42%	2.42%	50.30%	55.15%
Grand Total	6.06%	6.06%	87.88%	100.00%

SDQ Total difficulties teachers

SDQ Total difficulties students	Abnormal	Borderline	Normal	Grand Total
Abnormal	2.42%	2.42%	7.88%	12.73%
Borderline	1.21%	0.61%	9.09%	10.91%
Normal	4.85%	4.85%	66.67%	76.36%
Grand Total	8.48%	7.88%	83.64%	100.00%

SDQ prosocial teachers

SDQ prosocial students	Abnormal	Borderline	Normal	Grand Total
Abnormal	1.82%	1.82%	7.27%	10.91%
Borderline	1.21%	1.82%	6.06%	9.09%
Normal	6.67%	8.48%	64.85%	80.00%
Grand Total	9.70%	12.12%	78.18%	100.00%

SDQ peer parents/guardians

SDQ peer students	Abnormal	Borderline	Normal	Grand Total
Abnormal	1.61%		5.65%	7.26%
Borderline	1.61%	0.81%	37.10%	39.52%
Normal	2.42%	0.81%	50.00%	53.23%
Grand Total	5.65%	1.61%	92.74%	100.00%

SDQ Total difficulties parents/guardians

SDQ Total difficulties students	Abnormal	Borderline	Normal	Grand Total
Abnormal		0.81%	10.48%	11.29%
Borderline			12.10%	12.10%
Normal	1.61%	1.61%	73.39%	76.61%
Grand Total	1.61%	2.42%	95.97%	100.00%

SDQ prosocial parents/guardians

SDQ prosocial students	Abnormal	Normal	Grand Total
Abnormal	1.61%	8.87%	10.48%
Borderline	2.42%	5.65%	8.06%
Normal	19.35%	62.10%	81.45%
Grand Total	23.39%	76.61%	100.00%

SDQ peer parents/guardians

SDQ peer teachers	Abnormal	Borderline	Normal	Grand Total
Abnormal	0.82%		4.10%	4.92%
Borderline			2.46%	2.46%
Normal	4.92%	1.64%	86.07%	92.62%
Grand Total	5.74%	1.64%	92.62%	100.00%

SDQ Total difficulties parents/guardians

SDQ Total difficulties teachers	Abnormal	Borderline	Normal	Grand Total
Abnormal		0.82%	4.10%	4.92%
Borderline			7.38%	7.38%
Normal	1.64%	1.64%	84.43%	87.70%
Grand Total	1.64%	2.46%	95.90%	100.00%

SDQ prosocial parents/guardians

SDQ prosocial teachers	Abnormal	Normal	Grand Total
Abnormal		6.56%	6.56%
Borderline	7.38%	4.10%	11.48%
Normal	16.39%	65.57%	81.97%
Grand Total	23.77%	76.23%	100.00%

- Most students scored within the normal range for emotional symptoms, conduct problems, and hyperactivity. However, peer problems had a significant proportion in the borderline category, highlighting challenges in social relationships.
- Around two-thirds reported no difficulties in areas such as emotions, concentration, behavior, or peer interactions.
- Parents/guardians consistently rated students' difficulties lower than students themselves, with most responses falling in the normal range. Emotional and conduct problems were rarely rated as abnormal.
- Teachers similarly rated students' difficulties as predominantly normal, though they identified more challenges in peer problems and classroom behavior among accompanied students.
- Agreement with students was highest for hyperactivity and emotional symptoms but lower for peer-related challenges.
- Students reported that difficulties minimally interfered with friendships, classroom learning, and leisure activities. Accompanied students reported slightly greater impacts compared to unaccompanied peers.
- Parents/guardians and teachers observed similar patterns, though both groups perceived fewer impacts than students reported.
- Agreement between students, parents, and teachers was strongest for categories in the normal range. Discrepancies were more frequent in peer problems and prosocial behavior, with parents often underestimating challenges.

5.1.11 RESILIENCE

A. Child and Youth Resilience Questionnaire-Revised (CYRM-R) Scores

I. CYRM-R reported by students

This section includes results from the Child and Youth Resilience Questionnaire-Revised (CYRM-R). Table 22 presents descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale based on students' responses. The mean values were 38.28 for personal resilience and 26.73 for caregiver resilience. Non-normality was not severe for either subscale, with skewness values of -1.193 (personal resilience) and -0.760 (caregiver resilience), and kurtosis values of 1.264 (personal resilience) and -0.183 (caregiver resilience). Both

subscales were reliable, with Cronbach's alpha values of .892 for personal resilience and .849 for caregiver resilience. For the accompanied students, the mean values were 38.01 for personal resilience and 27.82 for caregiver resilience. Non-normality remained within acceptable limits, with skewness values of -0.815 (personal resilience) and -0.945 (caregiver resilience), and kurtosis values of 0.173 (personal resilience) and -0.070 (caregiver resilience). Both subscales were similarly reliable, with Cronbach's alpha values of .896 for personal resilience and .878 for caregiver resilience. For the unaccompanied students, the mean values were 38.69 for personal resilience and 25.07 for caregiver resilience. Non-normality remained within acceptable limits, with skewness values of -1.643 (personal resilience) and -0.587 (caregiver resilience), and kurtosis values of 2.566 (personal resilience) and 0.005 (caregiver resilience). As with the other groups, both subscales demonstrated reliability, with Cronbach's alpha values of .889 for personal resilience and .799 for caregiver resilience.

Table 22. Descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale based on students' responses

	Subscale	
	Personal resilience	Caregiver resilience
All students		
Number of items	10	7
Mean (standard error)	38.28 (0.695)	26.73 (0.521)
95% Confidence interval	36.91-36.65	25.70-27.76
Standard deviation	9.040	6.775
Skewness*	-1.193	-0.760
Kurtosis*	1.264	-0.183
Cronbach's alpha	.892	.849
Average inter-item correl.	.457	.454
Min.-max. correlations	.321-.676	.258-.690
Range of correlations	.355	.433

* Standard errors for skewness and kurtosis were 0.187 and 0.371, respectively.

II. CYRM-R reported by parents/guardians

Table 23 presents descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale based on parents'/guardians' responses. The mean values were 42.32 for personal resilience and 74.35 for caregiver resilience. Non-normality was not severe for either subscale, with skewness values of -0.891 (personal resilience) and -0.755 (caregiver resilience), and kurtosis values of 0.477 (personal resilience) and 0.380 (caregiver resilience). Both subscales were reliable, with Cronbach's alpha values of .909 for personal resilience and .818 for caregiver resilience. For the accompanied students, the mean values were 41.11 for personal resilience and 73.65 for caregiver resilience. Non-normality remained within acceptable limits, with skewness values of -0.832 (personal resilience) and -0.725 (caregiver resilience), and kurtosis values of -0.171 (personal resilience) and -0.456 (caregiver resilience). However, only personal resilience subscale was reliable, as indicated by Cronbach's alpha value (.918). For the unaccompanied students, the mean values were 43.36 for personal resilience and 74.96 for caregiver resilience. Non-normality remained within acceptable limits, with skewness values of -0.566 (personal resilience) and -0.773 (caregiver resilience), and kurtosis values of 0.225 (personal resilience) and 1.440 (caregiver resilience). As with all student groups, both subscales demonstrated reliability, with Cronbach's alpha values of .906 for personal resilience and .916 for caregiver resilience.

Table 23. Descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale based on parents'/guardians' responses

	Subscale	
	Personal resilience	Caregiver resilience
All students		
Number of items	10	7
Mean (standard error)	42.32 (0.625)	74.35 (0.858)
95% Confidence interval	41.08-43.56	72.66-76.05
Standard deviation	6.963	9.553
Skewness*	-0.891	-0.755
Kurtosis*	0.477	0.380
Cronbach's alpha	.909	.818
Average inter-item correl.	.511	.413
Min.-max. correlations	.231-.809	.200-.643
Range of correlations	.577	.443

* Standard errors for skewness and kurtosis were 0.217 and 0.431, respectively.

III. CYRM-R reported by teachers

Table 24 presents descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale based on teachers' responses. The mean values were 40.65 for personal resilience and 30.20 for caregiver resilience. Non-normality was not severe for either subscale, with skewness values of -0.498 (personal resilience) and -0.972 (caregiver resilience), and kurtosis values of -0.633 (personal resilience) and 0.841 (caregiver resilience). Both subscales were reliable, with Cronbach's alpha values of .919 for personal resilience and .928 for caregiver resilience. For the accompanied students, the mean values were 39.68 for personal resilience and 29.62 for caregiver resilience. Non-normality remained within acceptable limits, with skewness values of -0.341 (personal resilience) and -0.944 (caregiver resilience), and kurtosis values of -0.558 (personal resilience) and 1.112 (caregiver resilience). Both subscales were similarly reliable, with Cronbach's alpha values of .896 for personal resilience and .914 for caregiver resilience. For the unaccompanied students, the mean values were 42.15 for personal resilience and 31.09 for caregiver resilience. Non-normality remained within acceptable limits, with skewness values of -0.824 (personal resilience) and -0.958 (caregiver resilience), and kurtosis values of -0.359 (personal resilience) and -0.204 (caregiver resilience). As with the other groups, both subscales demonstrated reliability, with Cronbach's alpha values of .947 for personal resilience and .950 for caregiver resilience.

Table 24. Descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale based on teachers' responses

	Subscale	
	Personal resilience	Caregiver resilience
All students		
Number of items	10	7
Mean (standard error)	40.65 (0.536)	30.20 (0.368)
95% Confidence interval	39.60-41.71	29.47-30.93
Standard deviation	6.883	4.724
Skewness*	-0.498	-0.972
Kurtosis*	-0.633	0.841
Cronbach's alpha	.919	.928
Average inter-item correl.	.534	.658
Min.-max. correlations	.310-.758	.491-.852
Range of correlations	.449	.360

* Standard errors for skewness and kurtosis were 0.189 and 0.376, respectively.

Table 25 below, presents the descriptive statistics and reliability metrics of the CYRM-R (Child and Youth Resilience Measure-Revised) subscales for all the groups of respondents: students, parents/guardians, and teachers.

Table 25. Descriptive statistics and Cronbach's alpha of the subscales of CYRM-R scale

	Dataset/Subscale					
	Students' responses		Parents'/Guardians' responses		Teachers' responses	
	Personal resilience	Caregiver resilience	Personal resilience	Caregiver resilience	Personal resilience	Caregiver resilience
Number of items	10	7	10	7	10	7
Mean (standard error)	38.28 (0.695)	26.73 (0.521)	42.32 (0.625)	74.35 (0.858)	40.65 (0.536)	30.20 (0.368)
95% Confidence interval	36.91-36.65	25.70-27.76	41.08-43.56	72.66-76.05	39.60-41.71	29.47-30.93
Standard deviation	9.040	6.775	6.963	9.553	6.883	4.724
Skewness	-1.193*	-0.760*	-0.891**	-0.755**	-0.498[a]	-0.972[a]
Kurtosis	1.264*	-0.183*	0.477**	0.380**	-0.633[a]	0.841[a]
Cronbach's alpha	.892	.849	.909	.818	.919	.928
Average inter-item correl.	.457	.454	.511	.413	.534	.658
Min.-max. correlations	.321-.676	.258-.690	.231-.809	.200-.643	.310-.758	.491-.852
Range of correlations	.355	.433	.577	.443	.449	.360

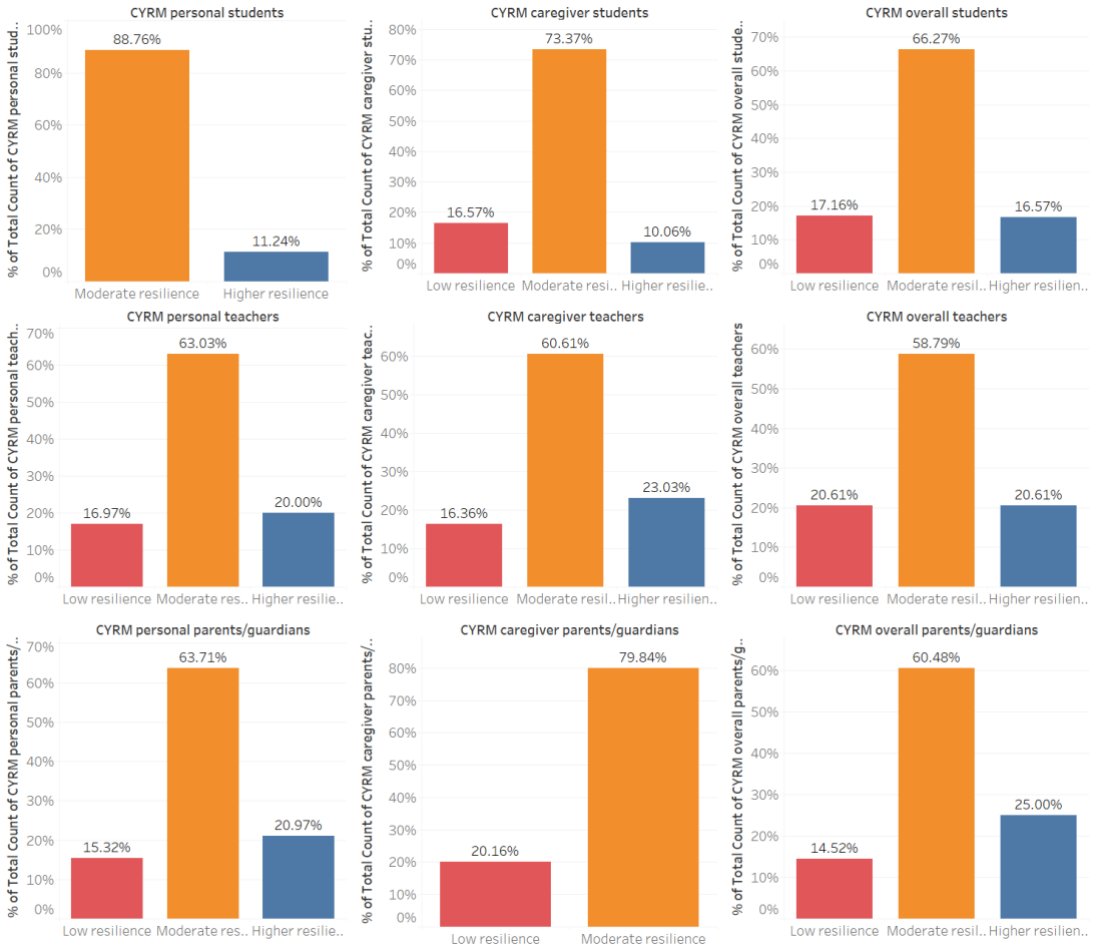
* Standard errors for skewness and kurtosis were 0.187 and 0.371, respectively.
** Standard errors for skewness and kurtosis were 0.217 and 0.431, respectively.
[a] Standard errors for skewness and kurtosis were 0.189 and 0.376, respectively.

B. Classification of CYRM-R Scores Based on Students', Parents', Guardians' and Teachers' Reports

For the CYRM, there are no established cut-off points to classify student resilience as there are with the SDQ. Instead, the authors have suggested an in-sample categorization (Resilience Research Center & Dalhousie University, 2022). Specifically, after calculating the mean (m) and standard deviation (sd) for each subscale (or the overall score), three categories are derived as follows: *Low resilience* for responses below m - sd, *Moderate resilience* for responses within the range [m - sd, m + sd], and *Higher resilience* for responses above m + sd. In Figure X, we present bar charts for the responses of the three groups. As expected, the majority of observations in all cases fall within the range [m - sd, m + sd], meaning they are classified as moderate resilience (Resilience Research Centre & Dalhousie University, 2022).

Beyond this, there are cases where the percentage of higher resilience is approximately equal to low resilience (e.g., overall, for students and teachers), indicating a relatively balanced distribution of responses. Other cases show that the percentage of higher resilience is significantly lower than low resilience (e.g., caregivers of students), and in some cases, the higher resilience percentage is significantly greater than low resilience (such as caregivers of teachers and overall, for parents/guardians). Noteworthy are the cases of *personal resilience* for students, where there are no low resilience responses, and *caregivers* of parents/guardians, where there are no higher resilience responses. Since the classification thresholds for CYRM are derived from the sample itself, we lose the ability to compare category percentages with a reference population. Nonetheless, valuable insights are still obtained regarding the distribution of scores within the study sample.

Figure 89. Classification of CYRM subscales (N=169 for students, N=164 for teachers, N=122 for parents/guardians)



In Figure 90, we present the joint distribution for the personal resilience and caregiver resilience CYRM subscales, along with the overall resilience scores, across pairs of groups: students, teachers, and parents/guardians. Similar to the SDQ, each contingency table is displayed as a heatmap, where the darker the shade of blue, the higher the percentage for the corresponding cell. In all cases, the majority of joint responses fall within the moderate-moderate category, which is expected given the marginal distributions presented in the previous bar charts. The highest agreement percentage is observed in the CYRM personal subscale; specifically, we see 56.45% agreement between students and parents/guardians and 56.10% agreement between students and teachers.

However, this agreement does not extend to other categories, as there are few pairs in either the higher-higher or low-low categories. The highest higher-higher agreement percentage is observed in the CYRM overall subscale between teachers and parents/guardians, at 8.20%, while for the low-low category, the highest agreement is in the CYRM caregiver's subscale between students and teachers, at 4.27%. Furthermore, there is a substantial percentage of cases where responses from different groups do not fall into the same category. However, in most cases, this disagreement occurs in adjacent categories (i.e., low-moderate and moderate-higher), while the rates of absolute disagreement (i.e., one group member responding higher and the other responding low) are small, ranging from 0% to 6.45%, with the highest percentage observed between students and parents/guardians for the CYRM overall subscale.

Figure 90. Heatmaps of the joint distribution for all CYRM subscales across pairs of students, teachers, and parents/guardians (N = 164 for students - teachers, N=124 for students - parents/guardians, N=122 for teachers - parents/guardians)

III. Interdependence of SDQ and CYRM-R

This section presents the dependence of the psychometric variables (SDQ Total Difficulties and CYRM-R Overall Resilience) for the three research groups (students, teachers, parents/guardians) in relation to the four main demographic factors (Accompanied/Unaccompanied Status, Gender, Grade, Ethnicity), as well as the correlations between these variables (for all their subscales). To compare the medians of the psychometric

scores across the levels of a categorical factor, we applied the non-parametric Kruskal-Wallis test, while for the correlations between the psychometric tests, we used Spearman's correlation coefficient (also non-parametric).

In addition, Figures 91 to 97 show the boxplots of the psychometric scores for each group across the levels of the factors, while Table 26 provides the p-values from the corresponding Kruskal-Wallis tests.

Notable results from the SDQ Total Difficulties show that Iraqi students reported higher scores in their self-assessments (Figure 90), which is also reflected in the p-value of the Kruskal-Wallis test (p=0.009, Table 26). Teachers' ratings of students' SDQ Total Difficulties differ by Status, Grade, and Ethnicity (p-values 0.002, <0.001, and <0.001, respectively). Lower scores were observed for unaccompanied students, those in upper secondary education (Lyceum/EPAL), and students from Somalia compared to others. In addition, parents/guardians' ratings for the SDQ Total Difficulties showed slight differences only based on Status, with lower scores for unaccompanied students (p-value=0.024; See Figures 91-93).

Figure 91. Boxplots of Students' Self-Rated SDQ Total Difficulties by Status, Gender, Grade, and Ethnicity (N=170)

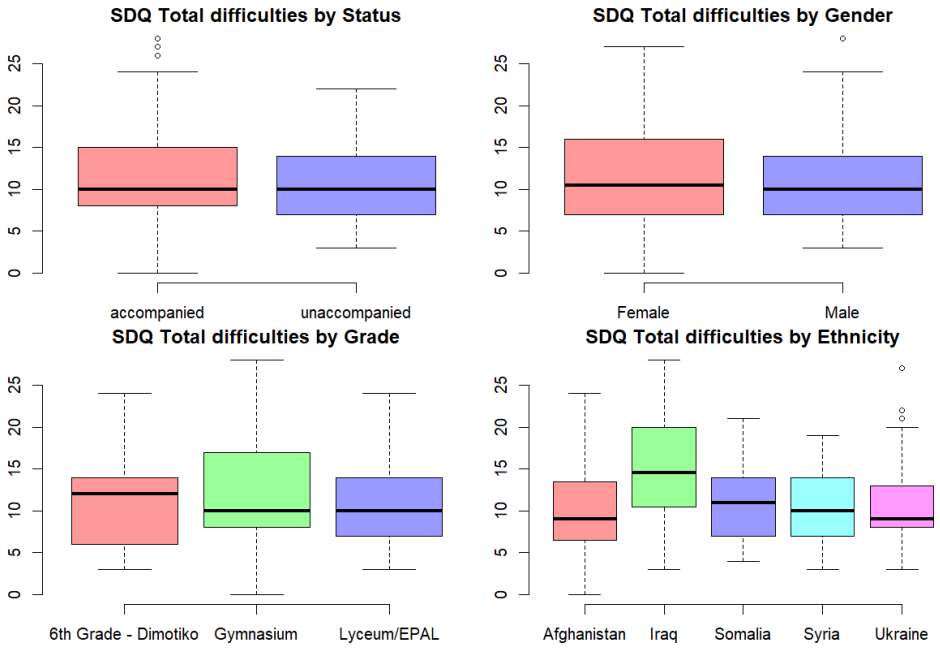


Figure 92. Boxplots of Students' SDQ Total Difficulties Based on Teachers' Ratings by Status, Gender, Grade, and Ethnicity (N=165)

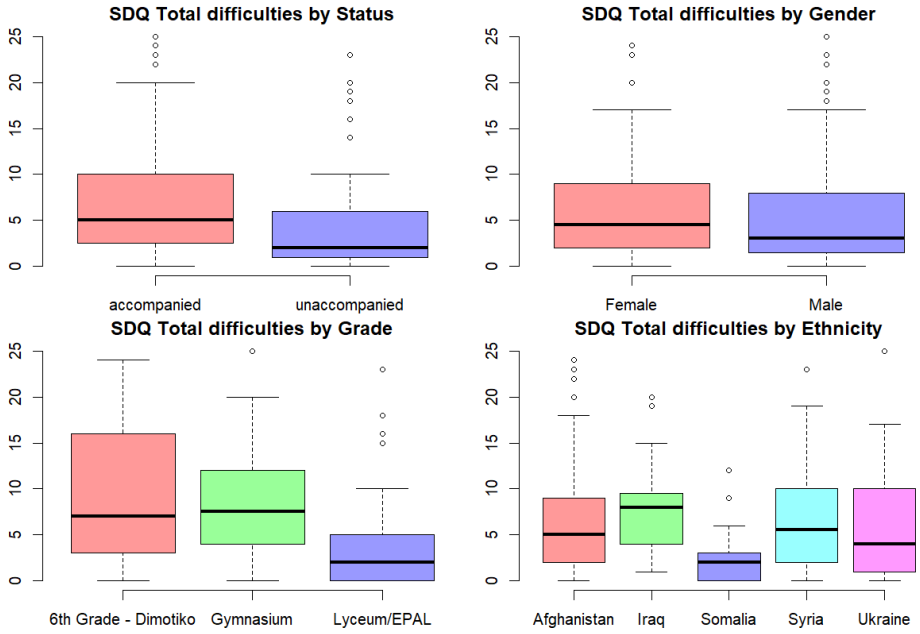
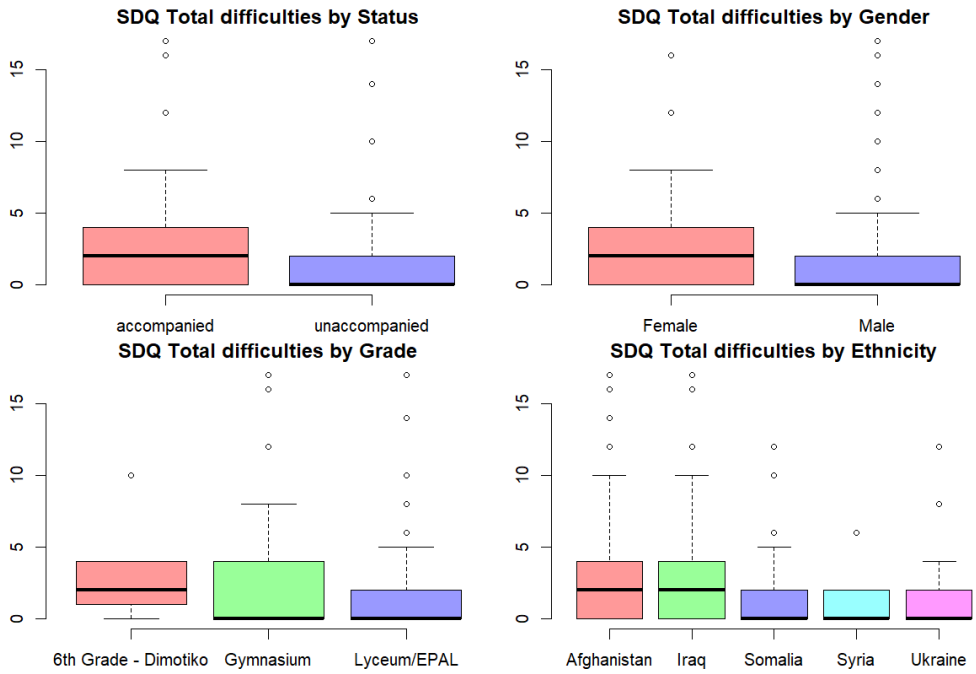


Figure 93. Boxplots of Students' SDQ Total Difficulties based on Parents'/Guardians' Ratings by Status, Gender, Grade, and Ethnicity (N=124)



Continuing with the CYRM-R, there are differences in teachers' ratings based on Status, Grade, and Ethnicity. Ratings for unaccompanied students are higher (p-value=0.016). Regarding grade, students attending lower secondary education (Gymnasium) received lower

ratings, while those in upper secondary education (Lyceum/EPAL) had slightly higher ratings (p-value<0.001). In terms of ethnicity, Iraqi students received lower ratings, while Somali students received slightly higher ratings (p-value<0.001; See Figures 94-96).

Figure 94. Boxplots of Students' Self-Reported CYRM-R Overall Resilience by Status, Gender, Grade, and Ethnicity (N=169)

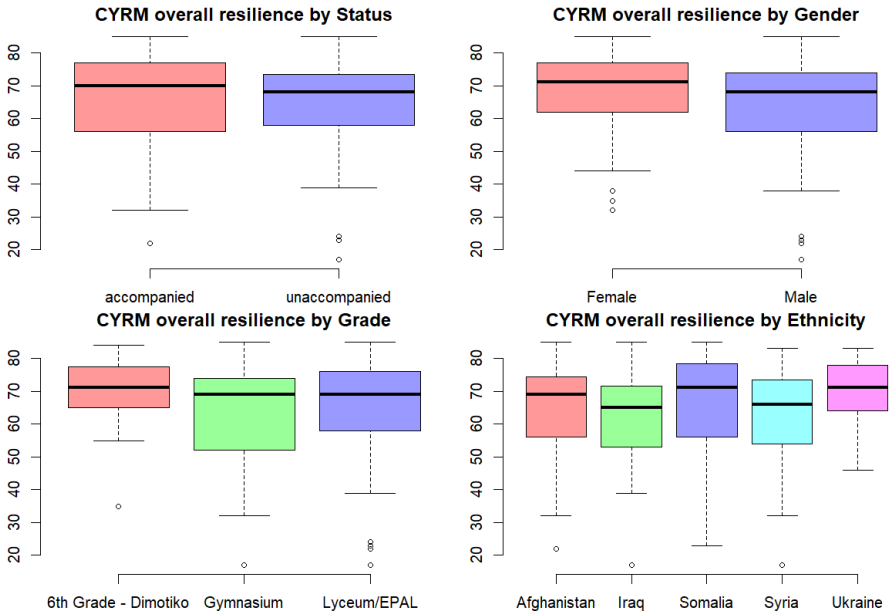


Figure 95. Boxplots of Students' CYRM-R Overall Resilience Based on Teachers' Ratings by Status, Gender, Grade, and Ethnicity (N=164)

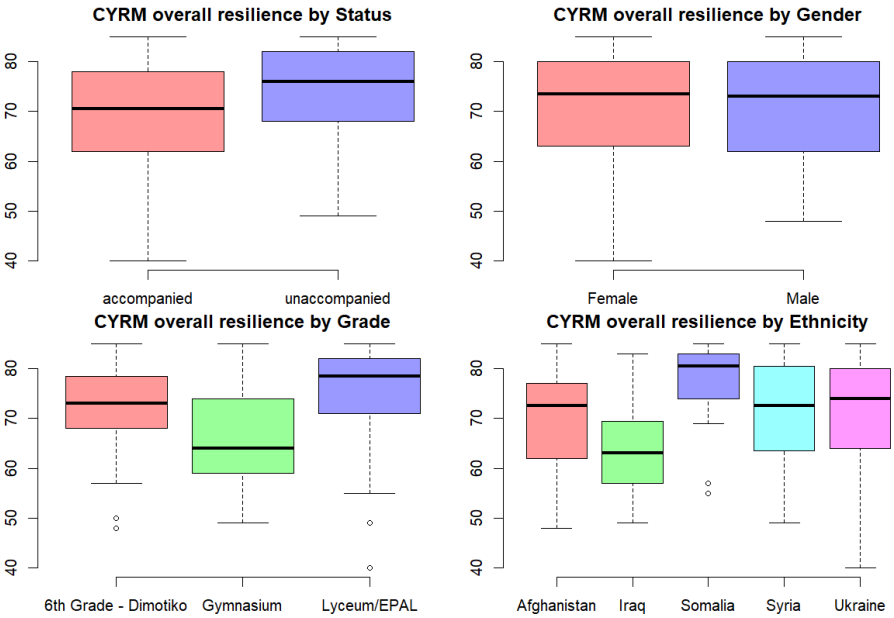
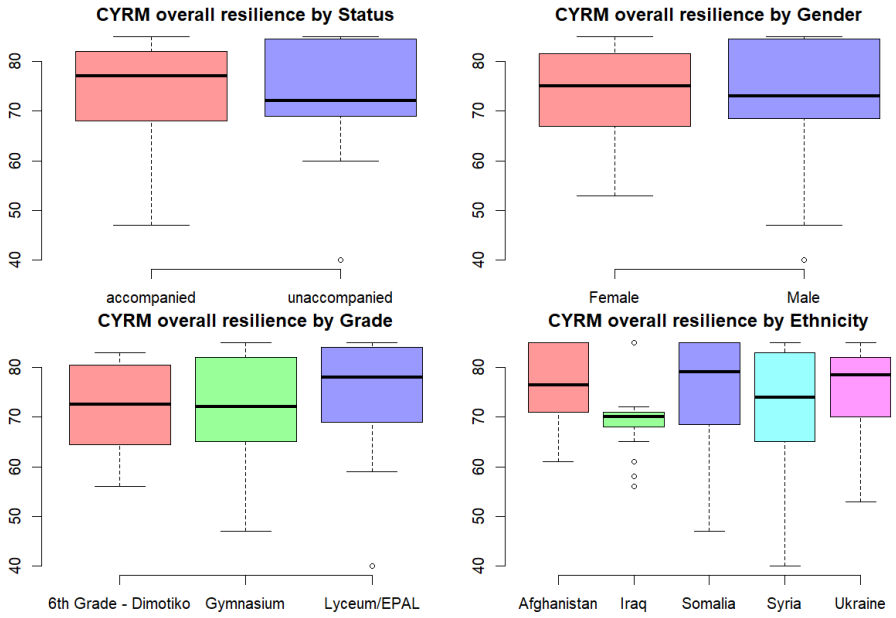


Figure 96. Boxplots of Students' CYRM-R Overall Resilience Based on Parents'/Guardians' Ratings by Status, Gender, Grade, and Ethnicity (N=122)



Finally, figure 97 is the correlogram of all the psychometric variables, where the values of statistically significant coefficients at a Type I error of 0.05 are indicated.

First of all, SDQ and CYRM-R scores are negatively correlated in all cases (except for SDQ Prosocial Behavior with CYRM-R). Within the plot, three distinct clusters of high correlations emerge: one for students' responses, one for teachers' responses, and one for parents/guardians' responses. The teachers' cluster is particularly cohesive, as all correlation coefficients in this block are statistically significant and have larger absolute values compared to those in the student and parent/guardian blocks (indicated by darker colors in this block), suggesting that teachers' responses demonstrate the greatest consistency, with psychometric scales and subscales measuring closely related constructs. Students follow, with most of their correlation coefficients being statistically significant, while the parents/guardians have the fewest statistically significant correlations and the lightest colors (indicating coefficients closer to zero compared to the other groups), showing that this group has the least consistency in their responses. It is important to mention that examining the correlation of a subscale with its total psychometric score is not entirely appropriate, as each subscale score contributes to the total score, making the relationship inherently dependent. This dependency is more pronounced with CYRM, which comprises only subscales. However, observing the overall cohesiveness of each block reveals the internal consistency within each group's responses.

Across the different groups, correlations are generally lower. Most correlations between students' and teachers' scores are statistically significant at the 5% level, with significant coefficients ranging in absolute value from 0.16 to 0.28. In contrast, only a few correlations between students' and parents' scores are statistically significant, and these are borderline in terms of statistical error, with only four significant coefficients at the 5% level. These findings suggest that teachers' ratings may serve as a moderate predictor of students' strengths, difficulties, and resilience, but parents/guardians seem to have a more limited understanding of their children's profiles.

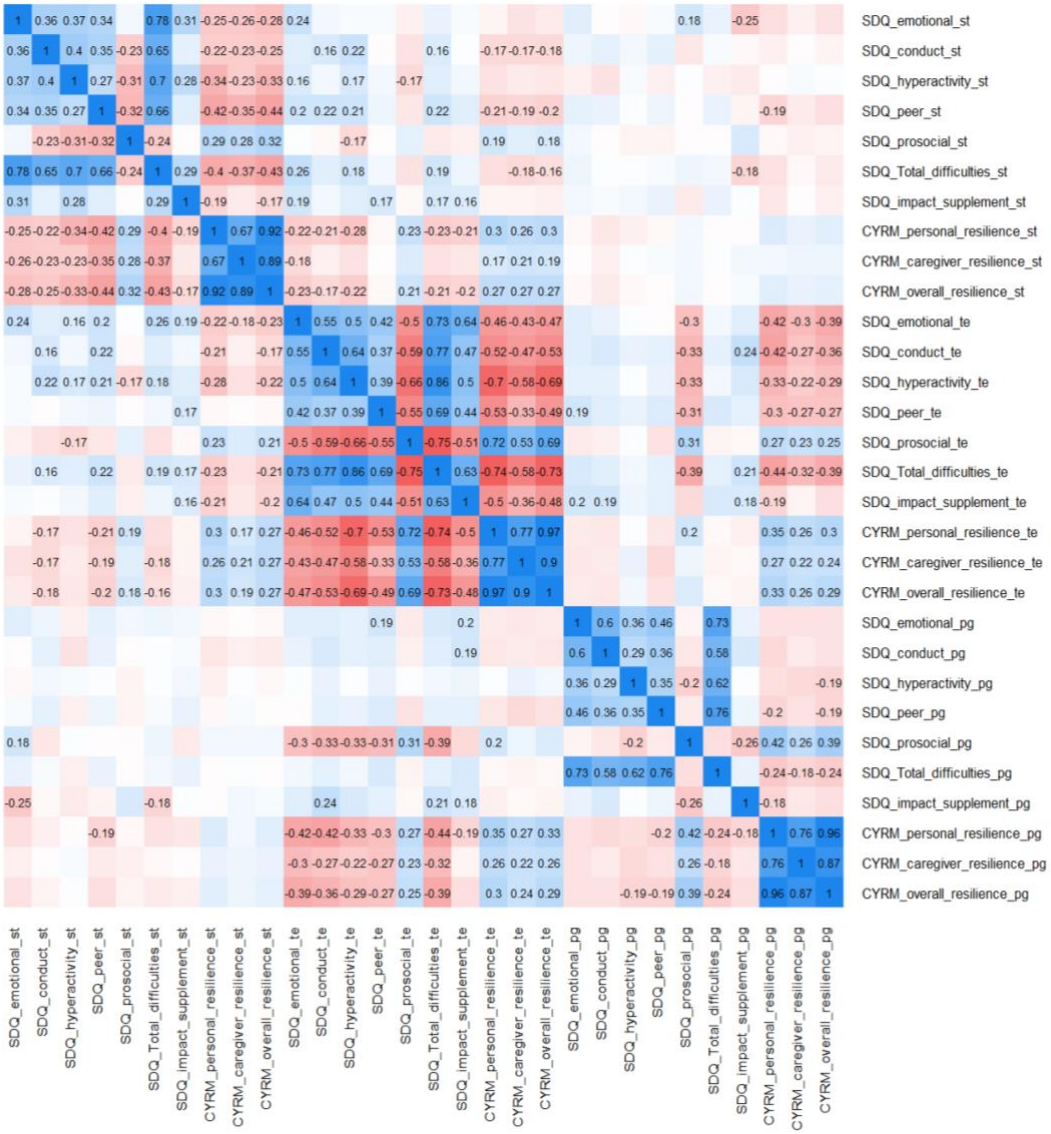
It is important to note that although the 0.05 threshold for statistical significance is practical for tests, this value will not be used as a strict cutoff due to the large number of statistical tests, which inflates the Family-Wise Error Rate (FWER) - the probability of incorrectly rejecting at least one null hypothesis (of independence or no correlation). For the 30 Kruskal-Wallis tests, this probability is about 0.785, while for the 435 Spearman's correlation coefficient tests, this probability approaches 1. For this reason, statistical significance will only be discussed when the p-values are exceptionally low, significantly smaller than the conventional 0.05.

Table 26. Kruskal Wallis P values for Psychometric Medians by demographic factors

	Status	Gender	Grade	Ethnicity
SDQ Total Difficulties -Students	0.794	0.513	0.668	**0.009**
SDQ Total Difficulties -Teachers	**0.002**	0.521	**<0.001**	**<0.001**
SDQ Total Difficulties -Parents/Guardians	**0.024**	0.12	0.291	0.092
CYRM-R Overall Resilience – Students	0.34	0.21	0.272	0.168
CYRM-R Overall Resilience -Teachers	**0.016**	0.73	**<0.001**	**<0.001**
CYRM Overall Resilience - Parents/Guardians	0.498	0.282	0.147	0.052

Note: The p-values smaller than 0.05 are highlighted in bold.

Figure 97. Correlogram (Spearman's Correlation Coefficient) for the Psychometric Variables



Note. Red and blue colors indicate negative and positive correlations, respectively, with the intensity of the color representing the strength of the correlation. The values of the coefficients that are statistically significant at a Type I error of 0.05 are also noted.

- Students predominantly reported moderate personal resilience, with unaccompanied students scoring slightly higher than accompanied students.
- Caregiver resilience scores were generally lower than personal resilience, reflecting perceived challenges in external support systems.
- Parents and guardians consistently rated personal resilience higher than caregiver resilience.
- Resilience scores for unaccompanied students were higher than for accompanied students, aligning with students' self-reports.

- Teachers observed moderate resilience in students, with unaccompanied students scoring higher on both personal and caregiver resilience.
- Teachers provided consistent ratings across subscales, emphasizing reliability in their assessments.
- Moderate resilience was the most common category reported by all groups, with strong agreement between students, parents, and teachers in this range.
- Discrepancies were more frequent in caregiver resilience ratings, where students reported lower levels compared to parents and teachers.

5.2 Qualitative findings

The qualitative data include teachers' and parents' insights and reflections on the risk and protective factors influencing the educational experiences of students with refugee backgrounds.

5.2.1 Teachers Focus Group

The qualitative data include teachers' insights and reflections on the two focus groups. The thematic analysis yielded a number of different themes, all of which captured some aspects that shaped refugee students' educational experiences, as perceived by their teachers. However, considering both the volume of collected material, the present analysis will only address four main themes that encapsulate the views of teachers regarding school-related factors shaping the educational experiences of students with a refugee background. These themes are a) the challenges of reception class teachers, b) different educational experiences, c) lack of collaborative culture in educational settings, and d) positive and negative impact of these school experiences on students (See Figure 98). Table 27 shows the themes, subthemes, and examples of participants' quotes.

Figure 98. Themes of the thematic analysis

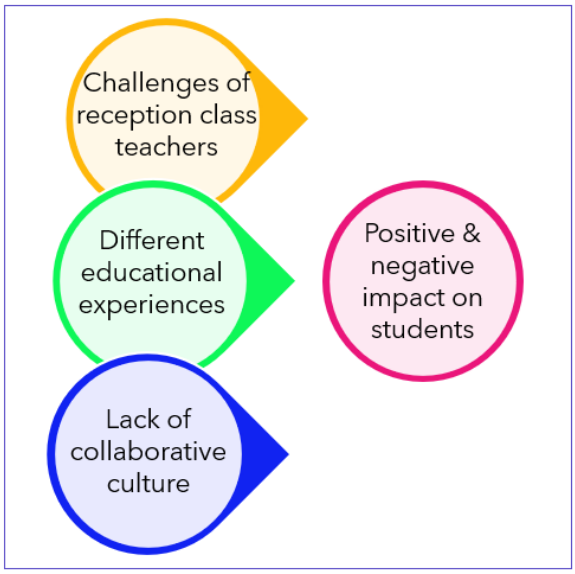


Table 27. Themes, subthemes and participants' quotes from the teachers' focus groups

Themes	Subthemes	Examples of participants' quotes
Theme 1: Challenges of reception class teachers – "The poor relative of the school"	**A. Hiring of teachers**	*… in September when we were not hired, we were hired in November, we're not even there, during the academic design of the students' program.* (Formal Education Teacher B) *…the teacher in the reception class left in the middle of the year and then the children could not continue going to the Greek lessons.* (Non-Formal Education Teacher A)
	B. Part-time work and pay	*The budget. Reception class teachers are hired for 15 hours.* (Formal Education Teacher H) *I, who want to stay in refugee education and teach children with this background, I have to think that I will get half a salary and that my points [for rehire in the next year] will be half.* (Formal Education Teacher B)
	C. Lack of teaching experience in Greek as a foreign language	*We know language, we know Greek, we are language arts teachers [philologists], but we don't teach it to first graders. It is at least for me something outside my waters, I had a lot of difficulty at first.* (Formal Education Teacher C)

Themes	Subthemes	Examples of participants' quotes
Theme 2: Different educational experiences - "What is the point of coming? They didn't understand anything"	**A. Challenging curriculum in general education**	*Most children are thrown into a class that has nothing to do with their background, the teacher they have and the language they don't know or know very little. So, in no way can they cope with an academic vocabulary, so that's where it ends.* *(*Non-Formal Education Teacher C) *...but the student can't be giving exams in Ancient Greek, simply because it's his second year in school.* (Formal Education Teacher G)
	B. Differentiation in reception class	*…this is positive because we make our own materials more adjusted to the needs of children.* (Formal Education Teacher B) *They are very simple ways to differentiate a quiz... I kept the same topics just with different syntax, structured them and differentiated.* (Formal Education Teacher G)
Theme 3: **Lack of collaborative culture - "Children are not enrolled in a reception class, but in a Greek school"**	**A. General education vs reception class teachers**	*It also requires better cooperation with the teachers of the general education classes who are probably not so...* *(Formal Education Teacher E)* *…because there is this gap in the law, we are also unprotected as reception class teachers because there will not always be a well-intentioned colleague who will tell you to differentiate.* (Formal Education Teacher G)
	B. Formal vs non formal education teachers	*… and we said these are the afternoon teachers [from NGOs], let's coordinate them with the morning teachers so that in the afternoon the children do the homework for the morning classes, a simple thought, which had never been implemented.* (Formal Education Teacher F)
	C. Social exclusion of refugee students	*… on the class trip we went to a nearby area that was an auditorium and a forest, they were alone. This was the image of the refugee children. There was no connection with the rest of the student community.* (Formal Education Teacher A)

Themes	Subthemes	Examples of participants' quotes
Theme 4: Positive and negative impact on students – "The classroom as a shelter vs dropping out"	**A. Protective role of the reception class teacher**	*A young man called me mom... he was in tears, and I was very impressed… the relationship was incredible. And this also helped their performance in Greek.* (Formal Education Teacher E) *They were revealing things to me that shouldn't be said. How will the family get here…They wanted to share them. It was necessary, I could see it. I sat and listened to it.* (Formal Education Teacher D) *He [reception class teacher] is a point of reference. We also used him as a teacher advisor... he is the person they trust…he is the human link with everyone… he makes school extremely easy.* (Formal Education Teacher H)
	B. Drop out as a protective strategy	*Apart from the educational aspect that does not offer them anything, I think that it [attending general classes] also does them no good psychologically. Of course, in the end they don't go…* (Formal Education Teacher I) *All this instability they feel throughout their life, they have nothing stable, they don't even have their teacher stable.* (Non-Formal Education Teacher B) *They preferred to stop going after a point because they didn't feel the school familiar [after the reception teacher left].* (Non-Formal Education Teacher A)

The teachers who participated in the focus group discussions described the constraints at the systemic level, which have an impact on the educational experiences of students from refugee backgrounds. For example, teachers stated that an emergency-linked budget, which would not cover basic educational needs, as well as the delays in the hiring of staff and the insufficient training of the latter played a key role in the poor quality of instructional planning and in the inadequate teaching methods employed in refugee education in Greece.

Teachers also pointed out that, despite the implemented measures and policies for a more inclusive education, students from refugee backgrounds continue to be substantially secluded

and “marginalized” in the reception classes, which focus on teaching Greek as a second language, and run in parallel with general education classes in public schools.

In addition, from teachers' narratives, it becomes clear that children's attendance at school is greatly determined by the relational aspects of their school experiences. For example, all teachers underlined the important role of the reception class in optimizing the learning experience and indicated that the reception class’s teacher acts as a guiding influence for the refugee children. Thus, the reception classes functioned as a personalized learning and social-emotional supportive environment aiming at academic success through language teaching for students from refugee backgrounds. These positive experiences are particularly important as mastering the language of instruction plays a key role in refugee children's psychological well-being as well as in school and community integration (Aligfeli & Hunt, 2022; Mezzanotte, 2022).

5.2.2 Parents Focus Group

The analysis of the two Parent Focus Groups is based on the five pillars of the Interview Guide, namely 1) School experiences and students’ individual characteristics 2) Movement history/refugee experience 3) Family environment 4) School environment and 5) Community/neighborhood experiences. The presentation of the main results from the qualitative survey of parents follows below.

Table 28. Themes and participants’ quotes from the parents’ focus groups

Pillars	Themes	Examples of participants’ quotes
Pillar 1: School experiences and students’ individual characteristics	**A. Prior school experience**	*…My boys were going to school [before coming to Greece]. The girls were forced to quit school when the Taliban came into power.* (Focus group 2)

	B. Interrupted attendance in Greek schools	*…Sometimes they don't go to school...they get sick, or the circumstances don't allow it, or sometimes their psychological [situation].* (Focus group 1) *…I don't send them every day... if it rains... by the time it reaches the door it will be soaked... as you can see the roads are muddy. When it rains, I don't let them go.* (Focus group 1)
Pillars	**Themes**	**Examples of participants' quotes**
Pillar 2: Movement history and refugee experience	**A. Pre-existing trauma**	*[The experiences of migration] have affected the children a lot because we came irregularly, and there were many difficulties in the relocation. In any case, when you change environments, you are generally affected...Of course, children, being children and smart, adapt more easily, but still...* (Focus group 2)
	B. Mobility and instability in living conditions	*…I've gotten an ID passport, so I have to leave [the camp], and the child will have to start over in a new environment.* (Focus group 1) *…There is no stability in the situation. In general, the child never has a stable schedule... they don't know when they'll tell us to get up and leave.* (Focus group 1)
	C. Education as a driver for migration	*…For example, my daughter, if she had finished fifth or sixth grade, she would have had to stop [school]... there are wars, conflicts, there's no safety.* (Focus group 2)
Pillar 3: Family environment	**A. Family's positive attitude towards education**	*…I encourage my kids. I tell them to study because I haven't studied, and I feel like I'm blind. [I tell them] Go to school so you can have a future.* (Focus group 2) *…The most important thing for my children is that they get some education...I feel so proud*

		sometimes that I bring my child here to communicate on my behalf in English. (Focus group 1)
	B. Limited family involvement in school	*… [I escort them] up to the school bus. I've never been to school.* (Focus group 1) *… [There is] no contact [with teachers] … At most, at the end of the year they give you a paper with the grades... their mother went once.* (Focus group 1)
Pillars	**Themes**	**Examples of participants' quotes**
Pillar 4: School environment	**A. Positive school experiences**	*…children receive two meals a day from the school. We are very satisfied with the behaviour of the teachers and the staff...* (Focus group 1)
	B. Learning stagnation	*… [The book] is the same as last year and the year before. […] As a result, the children get bored at some point.* (Focus group 1)
	C. Lack of socialisation with peers	*…What they learn over there could be learned here at camp... After all, they are in a separate class. They don't mix, they don't come into contact with the Greek kids.* (Focus group 1)
	D. Language obstacles	*…children would like to come into contact with other children, but the language prevents them.* (Focus group 1)

Pillar 5: Community/ neighborhood experiences	**A. Absence of community network and support**	*…There's just no connection with the Greeks here. […] If there was such a connection, the children would have learned. […] The interaction between the children creates that development.* (Focus group 1) *…In Turkey, we were in a neighborhood where there was a school, and all the neighborhood kids went to the same school, played in the same park in the morning, so friendships were formed because all the kids in the neighborhood did the same thing.* (Focus group 1)

According to our focus group findings, most parents reported that their children had previous school experience in other countries. However, parents admit that their children's attendance in Greek schools is often inconsistent or interrupted, which is attributed to both psychological and external factors, mainly poor weather and living conditions. Despite these challenges, parents note that their children generally enjoy school, aspire to succeed, and value literacy. While some children want to leave Greece, others are uncertain about their future or did not reveal their plans.

In terms of the children's movement history and refugee experience, some parents shared that the journey to Greece was often traumatic, with further challenges arising from adapting to new environments. These challenges are often exacerbated by their ongoing mobility and unstable living conditions and school environments. For most, Greece is seen as a transit country on the path westward. Even when they remain in Greece for longer periods, frequent relocations due to asylum processes, disrupt their home, neighborhood, and school life, leaving many families in a transient state. It is noteworthy that providing educational opportunities for their children emerges as one of the key reasons for migrating to Europe. This is especially true for young Afghan girls, who would otherwise be denied schooling.

In close connection to the above, refugee families generally hold positive attitudes toward education. Parents who participated in the focus groups expressed strong support for education in general and for compulsory education for their own children in particular. Many mothers, who lacked educational opportunities themselves, now view their children's education as essential for future success. One mother compared illiteracy to blindness, while fathers also expressed pride in their children's learning.

Regarding family involvement in school, refugee parents, their children's school, attendance, and class placement, have little connection with the school community. They are often unable to support their children with daily studies or communicate with teachers. Many do not know the specific school or class their child attends, nor have they met their teachers, leaving them without a clear understanding of their children's educational environment in Greece. They do not participate in parent-teacher meetings or engage actively with the school, yet this does not reflect indifference. On the contrary, parents show an investment in their children's education by encouraging them to study and expressing concerns about teachers' attention to students and the absence of homework. They value education as essential for their children's future, though attendance can be irregular, sometimes with the family's awareness. Despite limited communication with schools, likely due to language barriers, parents strive to support their children's learning and remain aware of certain aspects of their daily school life. According to parents, school benefits children in several ways: it offers general education and language learning (in both Greek and English), while it also provides opportunities to interact with other children, and supplies meals. However, apart from the positive aspects, parents also identify challenges: new students are placed with established ones, resulting in problems in the educational process and school performance, as well as students' engagement. Moreover, parents feel that socialization with Greek peers is limited, leading to school segregation. Given this segregation between the refugee population and the native students, some parents consider it futile to send their children to school and suggest creating a school closer to them for refugee students. Language barriers are considered among the most significant factors hindering refugee children's adaptation in the host country but also hindering a smooth transition to the school environment and socialization with the rest of the students, especially for children facing frequent resettlement.

Finally, parents discussed their experiences in their communities and neighborhoods, emphasizing the role they play in their children's adaptation to the new environment. They all agreed that the lack of community networks and support—common in camp life—was a major issue. Parents reported no contact with the local population, partly due to the camps' remote locations. Their children also struggle to form and maintain friendships within the camp due to constant population turnover and have limited interaction with Greek peers. One parent contrasted this with their experience in Turkey, where stronger community networks supported adaptation and fostered a sense of belonging for their children.

Conclusion

The findings of the study align closely with the ecological systems theory of Bronfenbrenner, which was used as the theoretical framework for the current study, illustrating how the interplay of individual, microsystem, and macrosystem factors shape the educational and psychosocial outcomes of refugee students aged 12-18 years.

At the **individual level**, the study highlights refugee students' strengths in prosocial behaviors, indicative of their interpersonal skills and capacity to build meaningful relationships. Normal levels of hyperactivity suggest that many students possess adequate self-regulation, a key protective factor that supports their adaptation. However, emotional and peer-related difficulties are present, potentially reflecting the cumulative impact of individual stressors, such as displacement trauma and acculturative pressures, especially since most of the participating refugee minors arrived in Greece within the last year.

At the microsystem Level: Peer exclusion, bullying and limited parental engagement hinder social inclusion and shared understanding of students' challenges

At the Macrosystem (Exosystem) Level: Discriminatory policies and societal attitudes may exacerbate vulnerabilities, particularly for younger students and students of Iraqi background. Differences in reception policies for accompanied and unaccompanied minors.

Teachers' assessments provide the most comprehensive and nuanced understanding of students' emotional and behavioral challenges in educational settings. In contrast, parents' reports often appear less aligned with students' self-reported experiences, indicating limited parental engagement or understanding of the specific school system or social environment. Teachers' ratings are characterized by strong internal consistency, making them moderate predictors of students' strengths, difficulties, and resilience. These findings underscore the pivotal role of teachers in identifying and addressing students' emotional and behavioral needs. The observed disparity between parents' and students' perceptions points to the necessity of bridging gaps in parental understanding of children's experiences and parental involvement in the school life. Enhanced collaboration between parents and teachers could facilitate shared insights into students' challenges and resilience, ultimately leading to more effective support strategies.

Risk factors

Several risk factors hinder the education and well-being of refugee students, with emotional and peer-related challenges being particularly prominent, especially in comparison to other factors. Findings from the SDQ indicate elevated emotional symptoms among students, reflecting widespread experiences of sadness, anxiety, and worry. These issues are more pronounced among accompanied students, who report higher levels of emotional difficulties compared to their unaccompanied peers. Peer problems further compound these challenges, as students often struggle to form and maintain friendships. Accompanied students, particularly those from Iraqi and Syrian backgrounds, appear disproportionately affected, suggesting additional stressors tied to their social environments.

Bullying exacerbates these difficulties. Both accompanied and unaccompanied students report incidents of verbal, physical, and relational bullying, with unaccompanied students being especially vulnerable. Gender and ethnicity influence the nature and prevalence of these experiences, with boys more frequently reporting physical aggression and rumors, and Iraqi and Syrian students being most impacted overall. The cumulative effect of bullying undermines students' emotional well-being, social relationships, and sense of belonging, creating a hostile environment in both school and community settings.

Discrimination, though reported as declining, remains a persistent barrier. Ethnicity and language are the most common sources of discrimination, disproportionately affecting Iraqi and Syrian students. These experiences foster exclusion and isolation, which hinder integration into educational and social contexts. Additionally, neighborhood dynamics contribute to this sense of insecurity; trust in neighbors is notably low among certain groups, such as female and Iraqi students, further intensifying feelings of vulnerability.

Systemic factors within the educational infrastructure also present significant challenges. Segregation into reception classes, which prioritize Greek language acquisition, limits students' opportunities to integrate into mainstream classes and participate in broader academic and social activities. Language barriers further isolate students and their families, impeding parental involvement and creating additional obstacles to academic success.

Protective factors

Despite these challenges, several protective factors foster resilience and support the well-being of refugee students. Resilience, as measured by the CYRM-R, stands out as a critical strength, particularly among unaccompanied students. These students report higher levels of personal resilience, demonstrating adaptability, independence, and the ability to navigate

adversity. Teachers and parents also perceive unaccompanied students as more resilient than their accompanied peers, suggesting that experiences of independence may promote greater emotional and behavioral maturity.

Prosocial behaviors are another key protective factor. High scores on the SDQ subscale for prosocial behavior indicate that many refugee students possess strong interpersonal skills, such as empathy, kindness, and a willingness to help others. These traits not only support the development of meaningful friendships but also enhance integration and emotional well-being through positive social interactions.

The school environment serves as a critical stabilizing force. Over half of refugee students report feeling safe and included at school, with unaccompanied students particularly highlighting positive experiences. Teachers corroborate these findings, emphasizing strong peer relationships and positive learning attitudes, especially among students from Somali, Afghan, and Ukrainian backgrounds. Older students report a greater sense of belonging and acceptance, underscoring the importance of fostering inclusive school climates to enhance integration. Younger, female, and Iraqui student were found to face more challenges.

Parental attitudes toward education also provide substantial support. While language barriers and limited involvement in school activities are notable challenges, many parents place a high value on education and view it as essential for their children's future success. This positive attitude creates a supportive home environment that reinforces the importance of learning and fosters resilience in students.

Implications for Practice within the Theoretical Framework

The interaction of risk and protective factors across the ecological levels highlights the need for interventions and policies that could address both individual and systemic factors. School-based interventions, such as peer support programs and teacher training in trauma-informed practices, can strengthen protective factors at the microsystem level. Encouraging parent-teacher collaboration and culturally sensitive communication can help bridge gaps in understanding and create a cohesive support network for students. At the macrosystem level, advocacy for inclusive education policies and community engagement initiatives can mitigate societal-level risks and enhance integration outcomes. In addition, findings indicate the need to review the reception policies of refugee families, as accompanied students consistently reported more difficulties both in school and their neighborhoods than unaccompanied students. The later seem to benefit substantially from the systematic support provided to them by staff in the Accommodation Facilities for Unaccompanied Minors.

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