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Inclusion of Ukrainian children and youth in the polish educational system as an element of social security for students with refugee experience

Włączenie ukraińskich dzieci i młodzieży do polskiego systemu edukacji jako element bezpieczeństwa społecznego uczniów z doświadczeniem uchodźczym

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Abstract. The considerations undertaken in the article cover the issue of tools for including children with refugee experience from Ukraine in the school environment as an apparatus affecting the state of social security and being one of the determinants of the state's ability to ensure social security. It was assumed that the aim of the study will be to characterize the processes of support in Polish schools in the field of integration of refugee students with the Polish education system. The following hypothesis was adopted: The practice of using the integration tools formulated in the law showed the imperfection of the created system of support for foreign students in the integration process. In the article there is used research conducted as part of the project „Inclusion processes of immigrants of Ukrainian origin in Polish society on the example of the Lubuskie Voivodeship” implemented as part of the Public Diplomacy 2022 competition. The research process was conducted using the formal-dogmatic method, the methods of analysis and criticism of the literature, methods of quantitative research and qualitative research. Quantitative and qualitative research was conducted from 6 to 24 June 2022 in schools attended by children from Ukraine living in Gorzów Wielkopolski. The general conclusion regarding the conducted considerations is that the system of supporting the integration of students with refugee experience requires verification in terms of normative, infrastructural and personnel solutions.

Keywords: movement, migration, refugee, education, integration

Abstrakt. Podjęte w artykule rozważania obejmują problematykę narzędzi włączenia dzieci z doświadczeniem uchodźczym z Ukrainy w środowisko szkolne jako aparatu oddziałującego na stan bezpieczeństwa społecznego oraz będących jednym z wyznaczników zdolności państwa do zapewnienia bezpieczeństwa społecznego.

Za cel rozważań przyjęto charakterystykę procesów wsparcia w polskich szkołach w zakresie integracji uczniów uchodźczych do polskiego systemu edukacji. Postawiono następującą hipotezę: Praktyka wykorzystania określonych w prawie narzędzi integracji wskazała na niedoskonałość stworzonego systemu wsparcia ucznia cudzoziemskiego w procesie integracji. W artykule wykorzystane zostały badania prowadzone w ramach projektu „Procesy inkluzji imigrantów pochodzenia ukraińskiego w społeczeństwie polskim na przykładzie województwa lubuskiego” realizowanego w ramach konkursu Dyplomacja Publiczna 2022. Proces badawczy prowadzony był z wykorzystaniem metody formalno-dogmatycznej, dzięki której poddano analizie normy prawa polskiego co pozwoliło na sformułowanie wniosków, metody analizy i krytyki piśmiennictwa, metody badań ilościowych oraz jakościowych. Badania ilościowe i jakościowe przeprowadzono w dniach od 6 do 24 czerwca 2022 r. w szkołach, do których uczęszczali dzieci z Ukrainy mieszkające w Gorzowie Wielkopolskim. Ogólny wniosek z przeprowadzonych rozważań jest taki, iż system wspierania integracji studentów z doświadczeniem uchodźczym wymaga weryfikacji pod kątem rozwiązań normatywnych, infrastrukturalnych i kadrowych.

Słowa kluczowe: przemieszczanie się, migracja, uchodźca, edukacja, integracja

Introduction

Military operations, i.e. Russia's aggression against Ukraine, started the largest refugee movement in Europe after World War II. The number of people fleeing the war quickly exceeded the number of those seeking legal protection during the so-called refugee crisis in 2015-2016 (Żołądowski, 2022; Bielska, 2019). According to the Border Guard, from February 24, 2022, 8.708 million people entered Poland from the direction of Ukraine, and by December 26, 6.909 million people left (Polish Border Guard, 2022). “Nearly half of those currently fleeing the war from Ukraine to Poland are minors, most of whom are school-age children (156,866 students joined primary and secondary schools)” (Stankiewicz, Żurek, 2022, p. 1).

The unprecedented scale of the influx of refugees from Ukraine is a huge challenge for Poland in the area of social policy. Unexpectedly, it was necessary to provide people fleeing the war with conditions for existence and coexistence with the host society. The state is facing social threats related to “failure to meet the essential needs of individuals and social groups, which accumulate critical situations and make them lose their sense of security” (Gierszewski, 2018, p. 77). In order to guarantee social security in the current situation, the Republic of Poland must demonstrate the ability to „counter internal threats in the social area“ (Gierszewski, 2013, p. 22). Therefore, „(...) the ability to integrate foreigners in the host country, so that they can use their potentials, becomes crucial for formulating goals and instruments for immigration policy“ (Duszczyk, 2015, p. 15).

Undoubtedly, one of the problems is ensuring access to education for a large group of refugee students from Ukraine. This required both the adjustment of the legal framework and the provision of infrastructure and staff. In addition to learning the Polish language, which is „(...) a condition for integration with the school community and enables the teaching process, it is necessary to provide students with professional psychological support“ (Stankiewicz, Żurek, 2022, p. 1). The activity of the school should aim at adapting children with refugee experience from Ukraine

to functioning in Polish society. Undoubtedly, the key issue is also the creation of conditions allowing for a return to the Ukrainian education system, and after the end of the war to Ukrainian schools.

The research objective of these considerations was to characterize the support processes used in Polish schools to integrate students with the refugee experience. It was assumed that the course of integration processes is, among other things, the result of the activities of school environment entities (Orłowska, Budzyński, Lubimow, 2022, p. 80). Education is one of the tools of social integration of both foreign students and their families. Therefore, it becomes important to shape the educational processes of refugee children in Poland in relation to the integration policy.

Finally, three research questions were posed. Firstly, what is the scope of state-guaranteed support for the inclusion of students with refugee experience from Ukraine in Polish schools? Secondly, how is assessed the normatively formulated scope of support provided to refugee students in terms of integration into a Polish school compared to school practice? Thirdly, what necessary changes should be introduced in order to improve the process of integrating students with refugee experience into the Polish education system? The mechanisms that theoretically enable the correct initiation of the process of incorporating a refugee student into the Polish education system were analyzed.

Therefore, 3 research hypotheses were adopted:

- the Polish state formulates normatively defined tools to support a foreign student (with particular emphasis on a student with a refugee experience from Ukraine) in the field of integration into the school reality;
- the practice of using the integration tools formulated in the education law and normative acts issued after February 24, 2022 has shown the imperfection of the created support system;
- the system of supporting the integration of students with the refugee experience requires verification in terms of normative, infrastructural and personnel solutions.

The text was prepared on the basis of a broader study conducted as part of the project „Inclusion processes of immigrants of Ukrainian origin in Polish society on the example of the Lubuskie Voivodeship“ implemented as part of the Public Diplomacy 2022 competition. The project was financed from the state budget as part of the Ministry of Foreign Affairs contest. The study was both quantitative and qualitative. The use of mixed methodology was to enable the reconstruction of a more complete picture of the support provided to refugee children in Polish schools (Orłowska, Budzyński, Lubimow, 2022, p.81). As part of the quantitative research, a questionnaire was created in Ukrainian for parents and guardians of children with refugee experience. As part of the qualitative research, three scenarios of semi-structured interviews were constructed: for parents and legal guardians of children with refugee experience from Ukraine, principals of primary schools attended by

children with refugee experience from Ukraine, and teachers and teachers support assistants working with children with refugee experience from Ukraine. In the end, 330 questionnaires and 38 interviews were conducted (18 interviews with parents and legal guardians of children, 8 interviews with principals and 12 interviews with teachers and teacher assistants).

The research was carried out in 15 primary schools in Gorzów Wielkopolski where children with refugee experience from Ukraine were educated. Children studied in preparatory divisions or mixed classes. The research was conducted from 6 to 24 June 2022 (Orłowska, Budzyński, Lubimow 2022).

The perspective of this study relates to the analysis of normative acts, literature analysis and reports presenting the exploration of several months of experience of functioning of children with refugee experience in a Polish school and attempting to evaluate the support system.

Legal guarantees of access to education

Due to the outbreak of war in Ukraine and the influx of refugees to Poland, it became necessary to provide care to women and children, including services necessary for life. Among them, children's access to the education system seems to be of key importance, as it had to adapt to the new needs related to the unprecedented influx of foreign children to Polish schools in a short time. It became necessary to create additional departments teaching only children from Ukraine or to include them in existing departments.

The normative system of the Republic of Poland provided for solutions guaranteeing foreign children the right to education and other rights related to their inclusion in the school environment. It was obvious that according to art. 70 sec. 1 of the Constitution of the Republic of Poland "Everyone has the right to education. Education until the age of 18 is compulsory (...)" (Constitution of the Republic of Poland of 2 April 1997), therefore, children from Ukraine who came to Poland could study in Polish schools. The Constitution broadly defined the right to education and the institutions directly related to it, i.e. compulsory schooling, a group of guarantees of the indicated entitlement, ensuring the freedom to choose a school, freedom to establish all types of schools or the foundations of the education system (Bała, 2011, p. 3). Another regulation resulting from the adoption by Poland of international legal guarantees of the right to education is the provision of the Education Law, i.e. art. 35 sec. 1, which formulates schooling obligation assuming, in accordance with the Constitution, that education is obligatory until the age of 18, while "(...) a child's schooling obligation begins at the beginning of the school year in the calendar year in which the child turns 7 years old, and lasts until primary school, but no longer than until the age of 18" (Act of 14 December 2016 - Education Law).

The recruitment process, i.e. the conditions and procedure for accepting foreign students, support for a foreign child by granting him or her the right to additional Polish language lessons, assistance of a native speaker, or additional compensatory classes in subjects in which the teacher will notice the need to support the student, are guaranteed in the Act on Educational Law (Act of 14 December 2016 - Education Law) and the Regulation on the education of persons who are not Polish citizens and persons who are Polish citizens who were educated in schools operating in the education systems of other countries (hereinafter: Regulation on the education of persons who are not Polish citizens) (Proclamation of the Minister of National Education of 1 July 2020).

Foreign children are included in the group of students who require psychological and pedagogical assistance, which makes it possible to carry out a diagnosis in terms of special needs and apply an individualized education path. The legal basis for the indicated solution is the Regulation of the Minister of Education and Science of 9 August 2017 on the principles of organization and provision of psychological and pedagogical assistance in public kindergartens, schools and institutions (*Realizacja prawa małoletnich cudzoziemców do edukacji*. Raport RPO, 2013). Adaptation difficulties resulting from cultural differences or a change in the educational environment, including previous education abroad, may be the basis for providing the student with psychological and pedagogical assistance. The indicated premise is dedicated to students with migration experience, which does not preclude them from being covered by psychological and pedagogical assistance due to other reasons listed in the regulation (...). This may concern, for example, language communication disorders or specific learning difficulties resulting from the level of psychophysical development of the student and which would potentially be diagnosed if they attended school in the country of origin, and therefore which do not result from the language barrier or lack of knowledge of the language.

According to §21 of the Regulation of the Minister of National Education of 9 September 2016 on the education of persons who are not Polish citizens (Proclamation of the Minister of National Education of 1 July 2020) subject to compulsory schooling, it is possible to organize teaching of the Polish language and culture of the country of origin, if at least 7 people are registered to participate in these activities. The total number of teaching hours of the language and culture of origin may not be less than 5 lesson hours per week, and these classes may be initiated in consultation with the school principal, with the consent of the governing body, by a diplomatic or consular post of the country of origin of foreign children and youth operating in Poland, or a non-governmental organization.

A normative act dealing with the issue of learning Polish by foreign children is the Regulation of the Minister of National Education of 23 August 2017 on the education of persons who are not Polish citizens and persons who are Polish citizens (Proclamation of the Minister of National Education of 1 July 2020). According

to §17 of this document, foreigners who are subject to compulsory schooling or teaching, and who do not know Polish or do not know it sufficiently to benefit from education, are entitled to free, additional Polish language learning. The foreigner's right is correlated with the obligation of the body running the school to organize such education. Classes can be conducted as individual or group additional lessons in a dimension that allows you to master the Polish language to the extent that allows you to participate in compulsory educational classes, not less than 2 lesson hours a week (Proclamation of the Minister of National Education of 1 July 2020; *Realizacja prawa małoletnich cudzoziemców do edukacji. Raport RPO*, 2013; Kubin, 2011, p. 22).

Both the Act on Education Law (Act of 14 December 2016 - Education Law) in article 165 par. 10 and the regulation on the education of persons who are not Polish citizens and persons who are Polish citizens in §17 (Proclamation of the Minister of National Education of 1 July 2020) grant foreign students the right to support in the form of compensatory classes in individual subjects. The documents provide for the possibility of organizing lessons from specific educational activities if the teacher finds it necessary to supplement curricular differences. They can be conducted individually or in groups as additional classes, the organization of which is the responsibility of the school governing body, which organizes additional compensatory classes in the school in the amount of 1 lesson hour per week.

The last form of support for a foreign student is the possibility of employment in a school as a teacher's assistant, a person who speaks the language of the country of origin of foreigners studying there. This is the so-called intercultural assistant, who is supposed to provide additional support for the integration of foreigners in a Polish school.

On February 25, 2022, the Minister of Education and Higher Education issued an announcement "Rules for admitting children from Ukraine to Polish schools". The document was a compendium of knowledge on the principles of recruiting children and the elements of support that should be provided to a student coming to Poland from Ukraine. Normative acts issued after February 24, 2022 relating to the conditions of admission of children from Ukraine remained in line with the above-mentioned regulations relating generally to the right of foreign children to education. The issue of the right to education and the functioning of children with refugee experience who came to Poland was addressed in the Act of 12 March 2022 on assistance to Ukrainian citizens in connection with the armed conflict on the territory of this country (Act of March 12, 2022 - on assistance to Ukrainian citizens in connection with the armed conflict on the territory of this country) and in the Regulation of the Minister of Education and Science of 21 of March 2022 on the organization of education, upbringing and care of children and youth who are citizens of Ukraine (Regulation of the Minister of Education and Science of March 21, 2022). Both documents address the issue of the right to education as well as the issue of additional support dedicated to children with refugee experience.

A large number of Ukrainian students with refugee experience in Polish schools and the dynamically changing situation in the Polish education system forced the legislator to introduce changes in the education law. As a rule, they do not affect the rights of refugee children, but they are mostly of an organizational nature. The intention of the legislator in the case of each of the corrections is to take into account the problems arising in the current functioning of the school that were not obvious at the stage of adopting the discussed normative acts. The issues of quality, completeness and sufficiency of these changes will be commented on in the further part of the study.

Difficulties and challenges

The situation of Polish schools after February 24, 2022 was extremely demanding. The influx of refugees provoked a number of new challenges, which focused on substantive, infrastructural and personnel issues.

On August 2, 2022, the Polish Ombudsman sent recommendations to the Minister of Education and Science regarding the education of children and youth from Ukraine in connection with a consultation meeting organized at the Office of the Ombudsman (Ombudsman, 2022). The first issue that the Ombudsman pointed out were staffing problems resulting from the creation of additional preparatory divisions, increasing the number of generally available divisions or the lack of class stability. Most teachers do not have teaching experience in multicultural classrooms, so they need training to acquire or improve their competences, as well as constant support from specialists (psychologists, educators, cultural assistants, supporting teachers). Katarzyna Stankiewicz and Anna Żurek (Stankiewicz, Żurek, 2022, p. 3) write about the necessity of employing teachers and teachers' assistants, as well as school psychologists and teachers teaching the language and culture of the child's country of origin. Also within the framework of the Self-Government Round Table, it was noticed that "there is a shortage of teachers – especially in large cities, where most of the refugees live (Biała Księga, 2022, p. 65)

Teachers feel insecure because they lack experience and knowledge about methods of working with students who do not speak Polish. The current situation also requires them to know how to work with people with trauma and how to solve conflicts in a group (Ombudsman, 2022). There is a lack of training and materials breaking down competences in the field of multicultural and intercultural education, anti-discrimination, psychosocial and language support" (Biała Księga, 2022, p. 65).

The analysis related to the conditions of admission of students from Ukraine focused largely on the formal and legal aspects that determine the procedures, standards and norms of the functioning of foreign children in the education system in Poland (Kubin., 2011, p. 22). The key issue, however, are the skills and knowledge

of the school staff, which significantly determines the situation of children at school and thus has an invaluable impact on their inclusion in the school environment. The creation of efficient and effective institutional support for foreign children is a basic condition, while „professional development of teachers can significantly help transform schools into institutions open to multiculturalism and social diversity“ (Kubin., 2011, p. 22).

Another issue is the creation of a legal framework so that Polish schools can involve children and youth from Ukraine in joint activities. Children who are not subject to compulsory schooling due to remote learning within the Ukrainian education system have limited scope for integration with Polish children. For proper development, they need contact with peers, so school, local government, non-governmental organizations should initiate activities integrating the foreign community with society. In the area of integration of refugee children, it is desirable to create conditions for assigning tasks to state institutions or delegating them to non-governmental organizations. “Currently, teachers do not feel entitled to invite children who are not officially students of the school to participate in projects and celebrations organized in the classroom. They are afraid of the negative consequences of their actions (e.g. liability for damages or disciplinary action)” (Ombudsman, 2022).

“(…) there is a lack of comprehensive solutions enabling the gradual and flexible inclusion of Ukrainian children in the Polish education system. Regulations are often introduced ad hoc. Without social consultations” (Biała Księga, 2022, p. 63). The Ombudsman suggests, for example, that remote learning should take place in a place designated by the municipality, under the supervision of teachers from Ukraine, who will provide assistance to students if necessary. This will provoke the child’s „contact“ with the school (Ombudsman, 2022).

Due to the fact that the staffing and infrastructural conditions did not allow for other solutions, classes in preparatory divisions were held in the afternoon, which resulted in the exclusion of contact between Polish and Ukrainian children, which was mentioned by one of the teachers in a study conducted in primary schools in Gorzów Wielkopolski. “Well, actually, the children do not have contact with each other, because they have these classes in the afternoon, so they do not meet during breaks, but they have contact with each other in the common room. And they function well there” (Teacher_110; Orłowska, Budzyński, Lubimow, 2022, p. 102).

Another teacher, on the other hand, draws attention to the isolation of students in preparatory divisions. “On the other hand, the preparatory class (...) does not establish relations with Polish children. They spend their break time on their own, together, in class together. Even when it was an open day and we had a sports day here and they took part in activities with me, they also stayed out of the way. They stayed completely apart, never contacting students from the Polish school, the Polish part.

And in a situation when I arranged a meeting so that they could meet Polish children, the boys wanted to play the game, of course, absolutely, but it was still counterproductive. They did not consider the game to be a friendly match, but there was a counterattack that they must have defeated the Polish team” (Teacher_120; Orłowska, Budzyński, Lubimow, 2022, p. 103).

Research has also shown that children find it difficult to establish relationships outside of school (Table 1).

Table 1. Does a child have Polish friends in the place of residence

Having Polish friend in the place of residence	N	%
Strongly agree	69	29,5
Agree	48	20,5
Disagree	63	26,9
Strongly disagree	31	13,2
Hard to say	23	9,8
Total	234	100,0

Source: (Orłowska, Budzyński, Lubimow, 2022, p.107)

According to the Ombudsman, a large group of refugee children are people with special educational needs (Ombudsman, 2022). The situation of a refugee child undoubtedly requires the school to organize additional psychological and pedagogical assistance with the involvement of specialists who speak Ukrainian or Russian. It is advisable that these people be prepared to work with students who have experienced the atrocities of war, lost a loved one, with symptoms of post-traumatic stress. The student’s problems may be related to escaping from their own country and looking for a safe place in a new country of settlement. Difficult experiences include also those related to loneliness due to separation from other family members, in a sense of uncertainty and temporary nature, characteristic of a refugee situation (Bielska, 2019, p. 51).

The range of psychological problems that children may face is illustrated by the statement of one of the principals of the surveyed primary schools: “(...) these are teenagers, i.e. they are seventh and eighth graders (...) as if the awareness of these children is greater. They are very knowledgeable about what is going on in the country. And apart from the fact that they are worried about their loved ones, well, all social relations have been broken. They have no friends, they left everything, their world collapsed. And these are the children who did not smile at all. Boys and girls with hoods on their heads all the time, hidden and it was really hard to reach them in any way” (Principal_106; Orłowska, Budzyński, Lubimow, 2022, p. 90).

Psychological and pedagogical counseling centers lack specialists who speak Ukrainian and Russian, as well as translators. Without a proper diagnosis, schools are unable to respond appropriately to the individual development and educational needs of a student. Ukrainian children with special needs, including disabilities, require diagnosis and then educational and therapeutic activities. "Many of them have never been diagnosed and it is the Polish psychologist or educator who is the first person to recognize problems and refer them for initial examination" (Biała Księga, p. 64). Research conducted in schools confirms the conclusion formulated within the Self-Government Round Table. One of the directors stated: "What problems? Sometimes it's that these kids are so introverted too. They have not been a subject of any research, for example psychological and pedagogical. (...) There are also no child psychiatrists here for our Polish children, but here too. And sometimes they are not fully diagnosed. They are closed, and we cannot say much (...)" (Principal_105; Orłowska, Budzyński, Lubimow, 2022, p. 92).

Cultural differences, negative stereotypes and potential conflicts between different national groups also pose a challenge (Koss-Goryszewska, 2019, p. 52). Teachers also provide information about cases of aggression and hatred against Russians, including Russian students who also live in Poland and bear the negative consequences of the ongoing war. Among the individual cases requiring the intervention of the teaching staff, one of the teachers' story can be pointed out:

"We have a girl from Belarus and there was a problem of a difference of opinion. All the more so, only after some time it turned out that the girl, actually her parent, came to Poland due to the fact that she has political asylum and the fact that she is from Belarus does not mean that she supports the conflict. But this had to be explained to the children. The younger children, one of the children, a Turkish child, so pro-Russian, left with their parents during the school year because they didn't like the approach of the school, if not the Polish stance on the conflict" (Teacher_116; Orłowska, Budzyński, Lubimow, 2022, pp. 93-94).

Lack of understanding of cultural and religious differences causes many misunderstandings that create a fertile ground for conflicts, strong exchanges of words or physical aggression. Misunderstandings have their source in the language, they concern the values and norms of behavior, students' attitudes towards certain phenomena or situations determined by a different culture or religion. In such situations, the help of a person who speaks the language of the child's country of origin and knows the cultural norms of this country is invaluable. This is possible thanks to the employment of cultural assistants (Kubin, 2011; Regulation of the Minister of Education and Science of 9 August 2017). The solution proposed by the teachers themselves are classes on multiculturalism. "It seems to me that today with the growing number of students who are of a different denomination or are just arriving, and are from a slightly different culture, (...) it will be more and more necessary for us to sort it out. (...) I think that it will be beneficial for our students if there are

additional classes, such as learning about other cultures, including those that are closer and closer to us, functioning within our school. It will be important for the good functioning of the school” (Principal_103; Orłowska, Budzyński, Lubimow, 2022, p. 93).

Another important issue is knowledge of the Polish language. There is a lack of teaching materials, didactic materials and methodological guidelines that would facilitate the work of teachers and standardize the process of language education (Koss-Goryszewska, 2019, p. 51). “With regard to foreign students’ knowledge of the Polish language, there are often ambiguities in the distinction between the need for ad hoc communication between school representatives and children and the need for effective support for their children’s learning process (...). The more students who do not know the Polish language in one class, the more evident the need for specific solutions supporting (...) the entire learning process of students who do not know Polish or whose knowledge of it is insufficient to benefit from learning” (Kubin., 2011.p. 22; Fiszler, 2021, p. 65). From the perspective of parents of children with refugee experience living in Gorzów Wielkopolski, language learning is treated as a priority (see Table 2).

Table 2. Learning Polish is important for my child

Important learning Polish	N	%
Strongly agree	178	76,7%
Agree	48	20,7%
Disagree	1	0,4%
Strongly disagree	0	0
Hard to say	5	2,2%
Total	232	100,0%

Source: (Orłowska, Budzyński, Lubimow, 2022, p.107)

This practical dimension of the need to learn the Polish language and culture is visible in the following excerpts from the statements of the children’s guardians.

“Because we are in a foreign country, and this [knowing the Polish language and culture - aut.] is of course very important for the child” (Parent 5; Orłowska, Budzyński, Lubimow, 2022, p. 95).

“We are in this country, so of course they need to understand what and how is happening here” (Parent 18; Orłowska, Budzyński, Lubimow, 2022, p. 95).

In Poland, the Polish language teaching system is based on free additional lessons. Specialists suggest that thorough changes in the Polish language teaching system for foreign students are necessary (Jasiakiewicz, Klaus, 2008). Taking into account the experience of the countries receiving migrants, at the beginning of the

education of a foreign child in Poland, intensive Polish language classes could be offered, and for integration those subjects could be selected in which knowledge of the language is less important. Classes would be carried out during the school day, not in extra-curricular activities.

There are more problems that are important in the context of including foreign children in school than those mentioned above. One should also refer to teaching the culture and language of the country of origin, creating schools in the Ukrainian system or international divisions, contact with parents of refugee children, guaranteeing cultural assistants or creating comprehensive integration strategies in local governments that would take into account the education process, etc. The author is aware of the need to capture and analyze these problems.

Even after the end of the war in Ukraine, refugees and immigrants will continue to come to Poland. This has to do with global issues such as the climate crisis, armed conflicts, discrimination against minorities, hunger, unemployment and poverty. It is therefore necessary to immediately start strengthening the system of public services, including education, so that it is able to perform its functions in all conditions and as effectively as possible (Ombudsman, 2022).

Conclusions

“And that’s how it happened - initially quite reluctantly, because without a legal basis and without money. In the first weeks after the aggression, few Ukrainians thought about enrolling their children in Polish educational institutions. Principals, even when such a child came to them, did not register it in the system, because usually after two or three days the parents changed their place of residence (Bugdalski, 2022). In such difficult and changing conditions, Polish schools operated after February 24, 2022. As the audit of the Supreme Audit Office showed, in the field of education of children of parents returning to the country and foreign children, the basic legal and financial conditions for the organization of education for children with migration experience have been created.

The analysis of the issue of inclusion of students from Ukraine and the normative solutions applied, including the problems encountered in the confrontation of formal requirements and practice, shows that the law in force requires constant clarification. Implementation of the adopted solutions raises doubts, which were signaled in the considerations above. They were expressed in the position of the Ombudsman or as part of the Self-Government Round Table report. Also, the own research of the team, of which the author of the study is a member, conducted in schools in Gorzów Wielkopolski confirmed that it is necessary to work on solutions for the coordination of actions taken, on a system for diagnosing needs and assessing students, and preparing teachers in the field of educating children with refugee experience.

Guaranteeing universal access to education for foreigners requires changes in Polish legislation and curricula in Polish schools. The fundamental problem is the linguistic incompetence of refugee students and their parents. Developing methods of communication between such people and teachers is one of the basic conditions for the efficient functioning of students at school and determines the positive course of their education.

This is not the only suggestion regarding the situation of refugee children and their inclusion in the Polish education system. In the White Paper the development of a model of adaptation and integration within schools was postulated (Biała Księga, 2022, p. 63). The Ombudsman also formulates a desideratum to intensify efforts to integrate refugees, e.g. by extending systemic activities to schoolgirls and boys learning remotely by ensuring contact with their peers and support of adults (Ombudsman, 2022, p. 6).

The concept of creating preparatory divisions needs to be clarified. In the conditions of admitting children with refugee experience from Ukraine to Polish schools after February 24, 2022, the solution to launch preparatory divisions turned out to be ineffective and widely criticized. "It would make the most sense to use a mixed model of education in this case (instead of a separation one), which gives more opportunities to integrate Ukrainian students with Polish peers, e.g. as part of physical education or art lessons" (Stankiewicz, Żurek, 2022, p. 4). It is also important to develop tools for the diagnosis and description of the level of subject competences and to define the principles of assessment, classification and examinations, taking into account the diverse level of language competences (Biała Księga, 2022, p. 63).

The key issue is to provide methodological support to teachers working with children with refugee experience. Including teachers in multicultural and intercultural education training (Ombudsman, 2022, p. 6). Teachers should be supported by creating an offer of post-graduate studies and improvement courses in the field of work in a multicultural school, with a student with migration experience, anti-discrimination training. Taking action to solve staffing problems may consist, among others, in facilitating the employment of people from Ukraine (Ombudsman, 2022, p. 7). In order to streamline this process, it would be necessary to create a clear and simple employment procedure, simplify the rules for the recognition of diplomas and exempt from recognition fees, create preparatory training programs and support programs during work (Biała Księga, 2022, p. 65).

It also seems obvious to ensure the financing of additional educational tasks related to the extra work of teachers, psychologists or infrastructure expenses. To sum up, it should be stated that the normative solutions give high autonomy to school directors and governing bodies. However, it is significantly limited by financial, human resources and infrastructural possibilities. "In order to civilize contemporary migrations and help immigrants to find their way in a new homeland, apart from legal and international legal solutions, money is also needed, and not a small

amount, to provide them with decent living conditions, accelerate their adaptation to the new environment, provide work and education, learn a foreign language and integrate with the society of the country they have reached. Unfortunately, these processes are not only costly (...)” (Fischer, 2021, p. 65).

The educational process is related to secondary socialization, the task of which is for socialized individuals to acquire appropriate competences for efficient functioning in society. For Poland as the host country, it is important that students with refugee experience acquire certain, at least minimum, competences, i.e. knowledge of the Polish language, the ability to function in public institutions, learning and understanding social roles functioning in society. These skills guarantee, at least to a basic extent, limiting isolation and marginalization. Education of children from Ukraine is not only a gesture of solidarity, but an investment in the future.

The creation of an integration program for foreigners in Poland based on the education system is now particularly important for the Ukrainian community. Giving the Polish school an integration function is a solution that meets the changes of Polish society, which is becoming multicultural.

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