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Refugee children from Ukraine in a Polish school – psychological, cultural and educational challenges

Dzieci uchodźcze z Ukrainy w polskiej szkole – wyzwania psychologiczne, kulturowe i edukacyjne

Abstract

Forced migration means that a migrant not only has to cope with language barriers and cultural differences, but also often with traumatic experiences. Adaptation in the host country encompasses many areas of social life, among which education is of particular importance in the case of children. The article addresses the issue of the functioning of a refugee student from Ukraine within the Polish Education System after 2022. The aim of this study is to present the most significant challenges in this area, based on an analysis of the relevant literature and research findings from the years 2022–2025, with reference to psychological, cultural, and educational dimensions.

Keywords: migration, refugeehood from Ukraine, refugee children, refugee experience, education, cultural differences, educational challenges

Streszczenie

Migracja przymusowa oznacza dla osoby migrującej nie tylko mierzenie się z barierą językową czy różnicami kulturowymi, ale często również z doświadczeniami traumatycznymi. Adaptacja w kraju przyjmującym obejmuje wiele obszarów życia społecznego, wśród których w przypadku dzieci niezwykle istotna jest edukacja. W artykule podjęto tematykę funkcjonowania ucznia uchodźczego z Ukrainy w polskim systemie kształcenia po 2022 roku. Celem opracowania jest przedstawienie najważniejszych wyzwań w tym zakresie w oparciu o analizę literatury przedmiotu oraz wyników badań z lat 2022–2025 w odniesieniu do takich obszarów, jak psychologiczny, kulturowy i edukacyjny.

Słowa kluczowe: migracje, uchodźstwo z Ukrainy, dzieci uchodźcze, doświadczenia uchodźcze, edukacja, różnice kulturowe, wyzwania edukacyjne

Introduction

The escalation of the conflict in Ukraine on 24 February 2022, triggered intensified migration flows. Poland, as a neighbouring country, became one of the

main destinations for Ukrainian refugees. According to data from Polish Office for Foreigners, at the beginning of 2025 nearly one million Ukrainian citizens were benefiting from temporary protection in Poland, with a significant number being women and children.[1] The scale of migration required the development and implementation of solutions regulating the situation of refugees, while simultaneously addressing their basic needs, as well as issues related to labour market access, healthcare, and education for school-aged children.[2]

The demographic structure of migrants led to a sharp increase in the number of Ukrainian refugee students in Polish schools. Their presence has generated multiple challenges for the Polish education system as well as for the students themselves. These challenges are primarily connected with the specific nature of forced migration experiences, which significantly affect children's functioning in the school environment.[3]

The aim of this article is to present the challenges related to the functioning of Ukrainian refugee students in Polish schools in three dimensions: psychological, cultural and educational. The main research question is: What psychological, cultural and educational challenges are identified in the literature and research reports concerning Ukrainian refugee children in Polish schools?

The article is a review in nature and is based on an analysis of the literature and empirical studies concerning the situation of Ukrainian children who were incorporated into the Polish education system as a result of displacement after 2022. The method applied is a traditional review of literature and research findings from disciplines such as psychology, pedagogy, sociology of migration, and intercultural education.

The source material includes academic publications, research reports, guidelines on refugee children in Polish schools, expert analyses, and policy briefs.[4] Sources published between 2022 and 2025 were analysed. The results are presented against a theoretical background drawn from relevant academic literature.

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[1] Urząd do Spraw Cudzoziemców [Polish Office for Foreigners], *Obywatele Ukrainy w Polsce – aktualne dane migracyjne*, 24.02.2025, https://www.gov.pl/web/udsc/obywatele-ukrainy-w-polsce--aktualne-dane-migracyjne2 (11.04.2026).

[2] Ustawa z dnia 12 marca 2022 r. o pomocy obywatelom Ukrainy w związku z konfliktem zbrojnym na terytorium tego państwa (Dz.U. 2022, poz. 58, ze zm.) [Act of 12 March 2022 on assistance to citizens of Ukraine in connection with the armed conflict on the territory of that country (Journal of Laws 2022, item 583, as amended)].

[3] K. Stankiewicz, A. Żurek, *Edukacja dzieci uchodźczych w Polsce*, „INFOS – zagadnienia społeczno-gospodarcze" 2022, No. 5(297), pp. 1–4.

[4] It should be noted, that existing reports are based on fragmentary data covering selected regions or individual educational institutions. The limited number of studies combining psychological, cultural, and educational perspectives on the functioning of refugee children justifies undertaking a review analysis. This article is subject to limitations resulting from a relatively small number of available empirical studies conducted on large representative samples.

Ukrainian students in Polish schools in 2021–2025

In recent years, the Polish education system has undergone dynamic changes driven by the increasing number of children with migration experience. At the end of 2021, Ukrainian children accounted for approximately 55,000 students in the Polish education system.[5] By the end of 2024, this number had risen to nearly 200,000.[6] Even before the escalation of the conflict, Ukrainian students constituted the largest group of foreign pupils in Polish schools, and the war significantly intensified this trend.

Migration from Ukraine prior to the war was primarily labour-related and occurred on a smaller scale than the later refugee migration. The main reasons for leaving the country included economic conditions and the material situation of families. Migration involved both women and men, and in some cases entire families.[7] A key feature of labour migration was its planned nature, voluntary decision-making, and preparation prior to departure. As a result, children's adaptation process could unfold in a more predictable way. Knowledge of the language and culture of the host society, as well as relative family stability, contributed to more effective integration in the new country.[8]

Forced migration, by contrast, concerned Ukrainian children who arrived after February 2022. This type of migration can be defined as „movement resulting from pressure and the lack of possibility to remain in a country, territory or region affected by military conflict."[9] The context surrounding migration significantly shapes the child's adaptation process in the school environment and redefines their needs.

Ukrainian students currently present in Polish schools form a highly diverse group. Research conducted by the Foundation Centre for Citizenship Education in 2024 distinguishes two main categories: children of migrants present before 2022 and refugee children who arrived after the escalation of the conflict.[10] A third

[5] Ministerstwo Edukacji Narodowej [Ministry of National Education], *Dane otwarte: Liczba uczniów cudzoziemców według kraju pochodzenia – dane SIO według stanu na 30 września 2021 r.*, https://dane.gov.pl/pl/dataset/1426/resource/62739/chart?page=1&q= (11.04.2026).

[6] Ministerstwo Edukacji Narodowej, *Dane otwarte: Uczniowie uchodźcy z Ukrainy w podziale na typy szkół, klasy i powiaty. Stan na 31.12.2024 r.,* https://dane.gov.pl/en/dataset/2711/resource/67945/table?page=1&per_page=20&q=&sort=((11.04.2026).

[7] I. Yeleyko, I. Yeleyko, *Specyfika migracji zarobkowej ludności na Ukrainie*, "Nierówności Społeczne a Wzrost Gospodarczy" 2007, No. 11, pp. 401–410.

[8] E. Kozdrowicz, B. Walczak, *Postawy wychowawcze rodziców-migrantów wobec dzieci*, "Pedagogika Społeczna" 2008, No. 3(29), pp. 163–181.

[9] United Nations High Commissioner for Refugees UNHCR, *Uchodźca czy migrant? Tłumaczymy różnice i wyjaśniamy ich sens*, https://www.unhcr.org/pl/wiadomości/uchodzca-czy-migrant-tlumaczymy-roznice-i-wyjasniamy-ich-sens (11.04.2026).

[10] E. Świdrowska, K. Stano, *Uczniowie z Ukrainy z doświadczeniem uchodźstwa w polskich szkołach. Co zmieniło się w roku szkolnym 2024/2025? Raport z analizy danych* (stan na październik 2024), Warszawa 2025, p. 2, https://ceo.org.pl/wp-content/uploads/2025/01/Raport-z-danych-SIO-UKR_CEO_UNICEF_10.2024_PL-1.pdf (11.04.2026).

category includes refugee children who remain in the Polish education system temporarily. Migration circumstances are crucial for identifying students' educational needs, as well as for designing and evaluating the effectiveness of systemic solutions supporting education and integration.[11]

For Ukrainian children and families, refugeehood represents a new experience involving unfamiliar situations embedded in a new social reality shaped by forced migration. Functioning in a new environment, entering the education system of the host country, and coping with traumatic experiences, including separation from family members, affect psychosocial functioning.[12]

The role of the peer environment is essential for a successful integration. Establishing peer relationships is often hindered by the lack of proficiency in the host country's language, cultural differences, and the formation of linguistically or nationally segregated groups within classrooms.[13]

The identified changes in the structure of Ukrainian students indicate that the Polish education system faces challenges arising from a rapidly increasing cultural diversity. This requires institutional, organisational and social adjustments. Despite the implementation of numerous initiatives, including systemic ones, many of the described challenges remain relevant, albeit to varying degrees. Difficulties across the three analysed dimensions constitute an important area requiring further detailed research, both in terms of individual student experiences as well as systemic solutions.

Psychological challenges

War may be defined as "an armed conflict between states, nations, or blocs of states (…) a continuation of politics (…) through violent means (…) aimed at achieving specific political, economic, or ideological objectives."[14] However, Ukrainian children themselves tend to define war through the emotions they experience. A disrupted sense of security, uncertainty about their own and their relatives' safety,

[11] P. Chrostowska, *Uczniowie z Ukrainy z doświadczeniem uchodźstwa w polskim systemie edukacji*, Warszawa 2024, p. 5, https://www.unicef.org/eca/pl/media/35631/file/Uczniowie%20z%20Ukrainy%20z%20doświadczeniem%20uchodźstwa%20w%20polskim%20systemie%20edukacji.pdf (11.04.2026).

[12] A. Jurek, *Psychologiczne aspekty doświadczeń migracyjnych u dzieci i młodzieży* [in:] *Migracja, tożsamość, dojrzewanie. Adaptacja kulturowa dzieci i młodzieży z doświadczeniem migracyjnym*, eds. N. Klorek, K. Kubin, Warszawa 2015, pp. 27–64, https://roznorodnosc.pnwm.org/wp-content/uploads/2020/02/Migracja-to%C5%BCsamo%C5%9B%C4%87-dojrzewanie.pdf (11.04.2026).

[13] M. Tędziagolska, B. Walczak, K.M. Wielecki, *Uczniowie i uczennice z Ukrainy w polskiej szkole. Raport*, Warszawa 2024, p. 29, https://ceo.org.pl/wp-content/uploads/2024/10/UKR-uczniowie-w-PL-szkole_raport-CEO_UNICEF_PL-1.pdf (24.03.2026).

[14] *Wojna* [in:] *Słownik terminów z zakresu bezpieczeństwa narodo*wego, ed. B. Zdrodowski, Warszawa 2008, p. 158.

a sense of loss, grief for a life left behind, and forced migration, have all become sources of difficult emotions that remain embedded in their identity.[15]

The experience of war is closely linked to difficulties in psychosocial functioning. UNICEF studies on the attitudes of Ukrainian children toward mental health, clearly indicate barriers in access to psychological support. These barriers stem both from the form of assistance itself (including language barriers and limited availability of services) and from internal constraints rooted in cultural norms of the country of origin, as well as the influence of peer and family environments.[16] The family, as the primary environment of socialization, constitutes a foundation for an individual's functioning in society. A significant emotional burden placed on parents often translates into reduced involvement in the child's life, which in turn affects the fulfilment of educational, social, and emotional-support functions.[17]

The Polish education system provides psychological and pedagogical support based on identified needs, including difficulties related to adaptation resulting from "cultural differences, change of an educational institution, including education in another country," as well as "crisis or traumatic situations," which directly apply to children from Ukraine who arrived after the outbreak of war.[18] However, difficulties in identifying, diagnosing, and responding to students' needs were often linked to the lack of adequately adapted tools for working with refugee populations. Language barriers and limited practical experience among specialists in working with children affected by war-related trauma further intensified these challenges. Cultural differences, peer group dynamics, and the attitudes of close family members also acted as additional obstacles limiting the use of available psychological support services.[19]

It is important to note that existing support mechanisms within educational

[15] A. Popławska, O. Bocharova, *Doświadczanie wojennej traumy w narracjach dzieci ukraińskich*, "Edukacja Międzykulturowa" 2025, No. 1, pp. 76–88.

[16] United Nations Children's Fund (UNICEF), *Understanding attitudes of Ukrainian youth toward mental health and psychosocial support in Poland*, Warsaw 2024, p. 7, https://www.unicef.org/eca/media/35661/file/MHPSS%20raport%20w%20wersji%20polskiej.pdf.pdf (24.03.2026). Cf. M. Jeżowski, T. Rajabova, P. Myśliwiec, *Rodzice dzieci cudzoziemskich w kontaktach z polskimi szkołami. Analiza wyzwań i barier*, 2024, pp. 21–22, https://ocalenie.org.pl/wp-content/uploads/2024/11/raport_rodzice-dzieci-cudzoziemskich-w-kontaktach-z-polskimi-szkolami.pdf (14.09.2026).

[17] Z. Tyszka, *System metodologiczny poznańskiej szkoły socjologicznych badań nad rodziną*, Poznań 1997, p. 24.

[18] Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017 r. w sprawie zasad organizacji i udzielania pomocy psychologiczno-pedagogicznej w publicznych przedszkolach, szkołach i placówkach (Dz.U. 2023, poz. 1798) [Regulation of the Minister of National Education of 9 August 2017 on the organization and provision of psychological and pedagogical support in public kindergartens, schools, and institutions (Journal of Laws 2023, item 1798)], https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20230001798/O/D20231798.pdf (23.03.2026).

[19] O. Ovcharenko, *Zachowanie zdrowia psychicznego uchodźców w warunkach ucieczki przed wojną do Polski z Ukrainy*, „Przegląd Krytyczny" 2024, Vol. 6, No. 1, pp. 31–50, DOI: https://doi.org/10.14746/pk.2024.6.1.3.

institutions had primarily been designed for children of labour migrants rather than refugee students. In the case of labour migration, families typically undertook various forms of preparation to ensure a smoother transition into a new educational system. By contrast, individuals with refugee experience often enter a new school environment without prior planning or preparation. Cultural and mental barriers to using mental health services, the persistence of stereotypes, and limited proficiency in Polish further hindered their integration into the host society.[20]

Cultural challenges

Despite their geographical proximity, Poland and Ukraine represent culturally distinct societies. As Immanuel Wallerstein notes, "culture is the sum of those ways in which groups differ from one another."[21] These differences manifest in social norms, values, and communication styles. Although certain similarities between Poles and Ukrainians are often emphasized, awareness of cultural differences remains crucial, as they significantly affect the process of refugee integration and are particularly visible in educational settings.[22]

One area that posed challenges for Ukrainian parents of young children concerns differing child-rearing norms. These differences relate, among other things, to the degree of children's independence (with Ukrainian children functioning more independently sometimes raising concerns in Polish society) and to the status of the parent as an authority figure. Ukrainian families more often follow a hierarchical parent–child model, whereas Polish families tend to emphasize greater individualism and partnership in these relationships.[23]

Language barriers constitute another major cultural challenge, particularly in the context of education. Polish, Russian, and Ukrainian all belong to the Slavic language group, which paradoxically may contribute to specific types of interference errors that are difficult to eliminate.[24] Proficiency in the language of the host society is essential for building interpersonal relationships, yet it remains problematic in

[20] M. Piegat-Kaczmarczyk, K. Czerwińska, A. Kosowicz, *Dzieci-uchodźcy. Standardy, narzędzia diagnozy i wsparcie psychologiczne*, Warszawa 2022, pp. 18–68, https://forummigracyjne.org/wp-content/uploads/2024/04/Dzieci-—-uchodzcy.-Standardy-narzedzia-diagnozy-i-wsparcie-psychologiczne.—online-2.pdf (23.03.2026).

[21] I. Wallerstein, *Culture as the Ideological Battleground of the Modern World-System* [in:] *Global Culture. Nationalism, Globalization and Modernity*, ed. M. Featherstone, London 1990, pp. 31–32.

[22] A. Jurek, *Psychologiczne aspekty*…, pp. 27–64.

[23] M. Baran, H. Grzymała-Moszczyńska, M. Zjawińska, V. Naritsa, Y. Ovsiienko, L. Sugay, I.I. Pujszo, J. Niedziałek, *Superbohater w spódnicy. Odporność psychiczna Ukrainek uciekających przed wojną w Ukrainie do Polski – raport z badań i rekomendacje dla trzeciego sektora*, 2023, pp. 53–55.

[24] G. Przechodzka, W. Hudy, *Interferencje leksykalne w wypowiedziach pisemnych Słowian ze Wschodu (na podstawie pisemnych prac certyfikatowych z roku 2019, poziom B1)*, "Acta Universitatis Lodziensis. Kształcenie Polonistyczne Cudzoziemców" 2021, No. 28, pp. 133–143.

situations of limited linguistic competence within intercultural peer environments. It should be emphasized that refugee children generally did not possess sufficient knowledge of Polish to enable effective learning or smooth communication. Their relatively high numbers within classrooms did not facilitate interaction between Polish-speaking and Ukrainian-speaking students. Instead, this often contributed to the formation of two parallel language groups within the same class or school.[25] Knowledge of the host country's language constitutes a key resource: for children, it enables more effective integration within the education system, while for parents it facilitates participation in the local labour market.[26]

Another significant challenge concerns the preservation of cultural identity. Functioning between two cultures can be particularly demanding. On one end lies Ukrainian culture – language of origin, traditions, and family values – while on the other lies Polish culture, including the language of the host country, the school and peer environment. "Simultaneous functioning within two cultures, where it is difficult to determine which is dominant and which is supportive," fosters the development of a "hybrid identity."[27] Such a hybrid identity is characterized by bilingualism, functioning at the intersection of cultures, and drawing from both with increased openness toward others. Whether this position is perceived as a resource or a challenge depends largely on the surrounding environment and the integration policies implemented in the host country.

The presence of refugee children in schools has made existing cultural differences more visible – not only in terms of education, social functioning, and identity, but also in peer relationships between Polish students, Ukrainian migrants present before the war, and refugees who arrived after 24 February 2022.[28]

Educational challenges

In the years preceding the war in Ukraine, citizens of Ukraine and Belarus constituted the largest groups of migrants in Poland, according to data from the Office for Foreigners.[29] A similar structure was reflected in the population of foreign children within the education system. However, the admission of a large number of refugee students from Ukraine after outbreak of the war on 24 February 2022,

[25] M. Tędziagolska, B. Walczak, K.M. Wielecki, *Uczniowie i uczennice*…

[26] A. Ager, A. Strang, *Understanding Integration: A Conceptual Framework*, "Journal of Refugee Studies" 2008, No. 21(2), pp. 166–191, https://academic.oup.com/jrs/article/21/2/166/1621262 (25.03.2026).

[27] Nikitorowicz, *Hybrydowa tożsamość na kulturowym pograniczu – potencjał i problem osobisty i grupowy?*, "Annales Universitatis Mariae Curie-Skłodowska. Sectio J" 2019, Vol. XXXII, No. 2, pp. 11–22.

[28] P. Chrostowska, *Uczniowie z Ukrainy*…, p. 5.

[29] Urząd do Spraw Cudzoziemców, *Cudzoziemcy w Polsce po 2020 r.*, https://www.gov.pl/web/udsc/cudzoziemcy-w-polsce-po-2020-r (26.03.2026).

posed a significant challenge not only for the education system itself, but also for students, teaching staff, and school management.[30]

One of the first difficulties observed in the education of refugee children was the recommended dual-track learning model „following both the host country's education system and, simultaneously, online education in the country of origin or within institutions run by the Ukrainian community", as advised by the Ukrainian Ministry of Education and Science.[31] This approach, however, was not without its drawbacks. A key issue was the increased burden placed on students, who often prioritized learning within the Ukrainian system. As a result, their engagement in both the educational process and social integration within the Polish system tended to be lower.[32]

Another major challenge in education involved curriculum differences between the Polish and Ukrainian systems. These differences compounded previously discussed issues related to limited language proficiency and contributed to disparities in subject-specific competencies among students. In some cases, this resulted in educational gaps among Ukrainian children, while in others they demonstrated knowledge exceeding the Polish curriculum. For many years, Poland functioned primarily as a country of emigration. The teaching staff had limited opportunities to develop competencies related to working with large groups of refugee students within a single classroom. Earlier educational experiences simply did not require such an approach.[33]

Communication between teachers and refugee students also posed a significant challenge, stemming from differences in the organization of the teaching and learning process in the two countries. Expectations placed on students with refugee experience were often inconsistent and not always clearly understood. Respondents in the study *Students with migration and refugee experience in Polish schools 2004–2024*, conducted by the Educational Research Institute under the editorship of Anna Dolińska, highlighted difficulties in understanding the requirements set by teachers.[34]

The integration process of refugee children depended largely on the level of staff engagement, communication practices, interpretation of students' situations, and their individual experiences. An important factor supporting more effective

[30] Najwyższa Izba Kontroli [Supreme Audit Office], *Kształcenie dzieci cudzoziemców*, 4.03.2024, https://www.nik.gov.pl/najnowsze-informacje-o-wynikach-kontroli/ksztalcenie-dzieci-cudzoziemcow.html (16.04.2026).

[31] Т. Одноліток, *Лісовий розповів, скільки школярів розпочинають очне навчання і чи буде "дистанційка"*, 2023, https://www.unian.ua/society/lisoviy-rozpoviv-skilki-shkolyariv-rozpochinayut-ochne-navchannya-i-chi-bude-distanciyka-12379293.html (26.03.2026).

[32] M. Tędziagolska, B. Walczak, K.M. Wielecki, *Uczniowie uchodźczy w polskich szkołach. Gdzie jesteśmy u progu kolejnego roku szkolnego? Streszczenie raportu*, Warszawa 2023, p. 3, https://ceo.org.pl/wp-content/uploads/2023/09/Uczniowie-uchodzczy-w-polskich-szkolach_CEO_-STRESZCZENIE-1.pdf (16.04.2026).

[33] M. Tędziagolska, B. Walczak, K.M. Wielecki, *Uczniowie i uczennice*…

[34] *Uczniowie i uczennice z doświadczeniem migracji i uchodźstwa w polskich szkołach 2004–2024*, ed. A. Dolińska, Warszawa 2025, p. 101, https://www.ibe.edu.pl/files/BIBLIOTEKA/IBE-PIB/uczniowie-i-uczennice-z-doswiadczeniem-migracji-i-uchodzstwa-w-polskich-szkolach-2004-2024.pdf (16.04.2026).

integration within peer environments was the development of intercultural competencies and the implementation of intercultural education initiatives. However, such practices were not consistently applied. In classes already facing internal difficulties, the arrival of refugee children often intensified existing problems, whereas in more cohesive groups, integration tended to proceed without major disruption.[35]

A further challenge affecting the effectiveness of inclusive education was the limited presence of cultural assistants in Polish schools.[36] The insufficient number of intercultural assistants led to unequal access to this form of support, and in some schools to its complete absence. Although their presence increased after 2022, this did not apply universally across all institutions.[37] This situation resulted partly from a lack of awareness among school administrators regarding the possibility of obtaining funding for such positions, as well as from negative decisions by local government authorities.[38]

As indicated in the report *Education of children and students with migration experience arriving from Ukraine – good practices and recommendations* by the Educational Research Institute, the role of intercultural assistants significantly facilitated the process of admitting refugee students, provided essential support, and acted as a bridge in communication between teachers, students, parents, and peers.[39]

Conclusion

The increased presence of refugee children in Polish schools has constituted, and to a large extent continues to constitute, a systemic, institutional, and individual challenge. The analysis of psychological, cultural, and educational difficulties related to the functioning of Ukrainian students in Polish schools, highlights their

[35] M.R. Centrone, A. Gromada, I. Posylnyi, *„Bez wątpienia jest tu fajnie; ale prawdziwy dom, to własny dom…" Badanie subiektywnego dobrostanu dzieci i młodzieży mieszkających w Polsce w obliczu wojny na Ukrainie*, 2023, pp. 6–9, https://plan-international.org/uploads/sites/98/2023/11/Bez-watpienia-jest-tu-fajnie-ale-prawdziwy-dom-to-wlasny-dom.pdf (18.04.2026).

[36] B. Papuda-Dolińska, T. Knopik, K. Wiejak, A. Błaszczak, S. Styrkacz, K. Mykowska, *Edukacja dzieci i uczniów z doświadczeniem migracyjnym przybyłych z Ukrainy – dobre praktyki i rekomendacje*, Warszawa 2024, https://www.ibe.edu.pl/pl/aktualnosci/2628-publikacja-ibe-edukacja-dzieci-i-uczniow-z-doswiadczeniem-migracyjnym-przybylych-z-ukrainy-dobre-praktyki-i-rekomendacje (28.03.2026).

[37] *Uczniowie i uczennice z doświadczeniem migracji i uchodźstwa w polskich szkołach 2004–2024*, ed. A. Dolińska, Warszawa 2025, p. 159.

[38] E. Mirga-Wójtowicz, *Asystenci międzykulturowi w polskich szkołach – klucz do inkluzji i równości w edukacji. Raport z badania z asystentami kulturowowymi*, Kraków 2024, p. 8, https://asywszkole.pl/wp-content/uploads/2025/01/2025_FundacjaSonderTime_Raport_BadAM_v2.pdf (12.04.2026).

[39] B. Papuda-Dolińska, T. Knopik, K. Wiejak, A. Błaszczak, S. Styrkacz, K. Mykowska, *Edukacja dzieci i uczniów z doświadczeniem migracyjnym przybyłych z Ukrainy – dobre praktyki i rekomendacje*, Warszawa 2024, pp. 22–25, https://www.ibe.edu.pl/pl/aktualnosci/2628-publikacja-ibe-edukacja-dzieci-i-uczniow-z-doswiadczeniem-migracyjnym-przybylych-z-ukrainy-dobre-praktyki-i-rekomendacje (28.03.2026).

interconnected and mutually reinforcing nature. From a psychological perspective, the context of migration and the individual's subjective experience remain key determinants of psychosocial functioning within the host society. In cultural terms, the student's presence in a culturally different environment represents a strategic challenge, potentially leading to difficulties in adaptation, education, and integration. Within the educational dimension, system-level responses introduced in reaction to the sudden and large-scale influx of refugee students have exposed existing gaps, particularly in terms of coherence of actions and insufficient preparation of teaching staff to work in increasingly culturally diverse classrooms. Equally significant is the limited availability of intercultural assistants and the absence of standardized approaches to working with refugee students. These shortcomings continue to affect the effectiveness of educational and integration processes.

Support for refugee students in Polish schools should therefore focus on the development of consistent standards of practice based on proven models, integrating psychological, cultural, and educational dimensions. These areas should be treated as inseparable, as they are fundamental to the successful integration of students into both the school environment and the broader Polish society.

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