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BETWEEN ASSIMILATION AND INCLUSION: EXAMINING TEACHING STRATEGIES FOR UKRAINIAN REFUGEE STUDENTS*

Introduction: The 2022 Russian invasion of Ukraine led to a massive refugee crisis, placing major strain on European education systems. Poland, hosting the largest number of Ukrainian refugee students, faces significant challenges due to its rigid curricula, standardized testing, and monolingual policies. These systemic features hinder effective inclusion of refugee learners. Understanding teachers' responses to this situation is vital to assessing the education system's capacity for equity.

Research Aim: This study explores how Polish teachers manage integration of Ukrainian refugee students within a rigid, monolingual system.

Method: Using a qualitative approach, the study draws on fieldwork with in-depth, semi-structured interviews and classroom observations. This method provides insights into teachers' strategies, linguistic obstacles, and assessment practices in daily school life.

Results: Teachers frequently implement informal, individualized strategies to support refugee students, relying heavily on personal initiative. However, systemic issues – such as language barriers and limited institutional backing – often lead to assimilation rather than true inclusion.

Conclusions: The findings point to the urgent need for systemic reform in Poland. Key recommendations include intercultural education, flexible assessments, and comprehensive teacher development. These steps are necessary to replace assimilationist practices with genuinely inclusive education.

Keywords: refugee education, school, teachers, teaching strategies

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INTRODUCTION

Escalation of the war in Ukraine in 2022 triggered one of the most significant refugee crises in recent European history, with Poland emerging as the primary host country for displaced Ukrainian students. By October 2024, more than 195,300 Ukrainian students were enrolled in Polish schools – the highest number since the onset of the conflict (Chrostowska, 2024). This exerted pressure on an education system traditionally characterized by monolingualism, centralized structures, and rigid curricula defined by high-stakes assessments (Klus-Stańska, 2012; Popow, 2023). While many Ukrainian students either exited the Polish system or opted for remote Ukrainian education, Poland's 2024 compulsory schooling policy did not reverse the declining enrolment trend (Garbicz, 2025). Nonetheless, refugee student arrivals have continued, presenting an enduring challenge for inclusive schooling in Poland.

Although European and national research has addressed key institutional mechanisms – such as policy implementation, language acquisition programs, and school enrolment logistics – there is growing recognition that the success of refugee integration hinges significantly on pedagogical practices within the classroom (Crul et al., 2019; European Commission, 2020; Ivy & Peter, 2024). Teachers serve as critical mediators in this process. Studies from countries like Germany, Sweden, and the UK have highlighted the essential role of teacher agency in shaping inclusive, differentiated instruction in linguistically and culturally diverse classrooms (Crul et al., 2019). However, in national contexts where linguistic assimilation is prioritized and standardized curricula dominate, teachers often face institutional constraints that limit their ability to implement inclusive strategies (Grzybowski, 2023; Popow, 2023; Markowska-Manista & Owczarenko, 2024).

Existing research has predominantly focused on such macro-level responses as policy reforms, language support programs, and institutional frameworks across Europe (Crul et al., 2019; European Commission, 2020, 2024; Koehler & Schneider, 2019). However, less attention has been paid to the role of teachers – those working at the frontline of educational integration (Franczak & Lutz, 2024; Grzybowski, 2023; Popow, 2023). In contexts where assimilation is prioritized over multicultural adaptation, teachers often find themselves navigating tensions between systemic expectations and the needs of refugee students (Herbst & Sitek, 2023; Popyk, 2023). Prior studies from other European countries have shown that teacher agency is central to inclusive education, particularly when structural support is lacking (Crul et al., 2019). In Poland, such agency is constrained by limited training in multicultural pedagogy, scarce resources, and a dominant narrative of linguistic assimilation (Chrostowska, 2024; Klus-Stańska, 2012; Popow, 2024; Tędziągolska et al., 2022).

In Poland, this challenge is particularly acute. Despite their central role in refugee inclusion, teachers often receive little professional training in multicultural

pedagogy and are forced to compensate for systemic gaps through informal strategies (Popow, 2024; Tędziągolska et al., 2022). While prior literature has emphasized structural barriers to refugee education, fewer studies have examined how teachers navigate these barriers in practice. This study therefore shifts the analytical focus from policy to pedagogy – examining how Polish teachers respond to the everyday realities of working with Ukrainian refugee students.

The article is structured as follows: the next section outlines the research aim and methodology. The subsequent part presents empirical findings. The discussion part situates these results within broader theoretical frameworks. Finally, the paper concludes with implications for educational policy and practice.

RESEARCH PROBLEM AND AIM

This study addresses the following research problem: How do Polish teachers navigate the pedagogical challenges of integrating Ukrainian refugee students into their classrooms?

To respond to this problem, the study aims to explore how Polish teachers adapt their teaching strategies to support educational integration of Ukrainian refugee students. It further seeks to assess whether these pedagogical adaptations promote genuine inclusion or whether they inadvertently reinforce dominant expectations of linguistic and cultural assimilation. In doing so, the research also investigates institutional and professional constraints that shape, limit, or enable teachers' capacity to practice inclusive pedagogy. The study specifically examined:

1. Models of teaching and learning and their pedagogical implications.
2. Teachers' responses everyday challenges in teaching.
3. Attitudes toward teaching Ukrainian students within the Polish system in 2022 and 2024.

MATERIALS AND METHODS

The study was conducted in 2022 and 2024 across ten primary and secondary schools in the Pomerania Region (Gdańsk, Gdynia, Tczew, and Rumia), involving 25 teachers from various subject areas with direct experience teaching Ukrainian students.

To gain deeper insights into teachers' instructional practices, linguistic strategies, and assessment approaches, 25 semi-structured, in-depth interviews were conducted. Each interview lasted 40 to 60 minutes, was audio-recorded, transcribed, and analysed using thematic coding techniques. Additionally, participatory classroom observations were carried out in an eight-month period between

2022 and 2024 in Gdańsk and Gdynia. A total of 30 lessons across different subjects were observed, with detailed field notes recorded for further analysis. Observations focused on dominant instructional strategies, student engagement, peer interactions, and language mediation in real-time classroom contexts. This methodological approach allowed for triangulation between teacher-reported instructional strategies and actual classroom practices, strengthening internal validity of the study.

DATA ANALYSIS

Data were analysed using inductive thematic analysis (Braun & Clarke, 2006), guided by theoretical frameworks including Bourdieu's (1986) cultural reproduction and symbolic violence, Freire's (1970) critique of the banking education model, and Vygotsky's (1978) sociocultural theory. Three key themes emerged: dominant instructional strategies, bilingual support, and teacher attitudes toward Ukrainian students.

The following abbreviations were used: T – teacher; number – the sequence of the interview; primary/secondary – level of schooling; private/public – type of school.

RESULTS

Rote learning as a survival strategy

Widespread reliance on rote learning as a dominant instructional strategy for Ukrainian refugee students in Polish schools is a central finding of this study. This pedagogical approach is not a deliberate preference but a response to systemic constraints, including linguistic barriers, standardized assessments, and the lack of institutional support for differentiated instruction. Both in 2022 and 2024 teachers overwhelmingly justified rote learning as a pragmatic necessity, ensuring that students memorize key content to pass exams rather than engaging in critical thinking or deep conceptual understanding as indicated by a history teacher in 2022:

We don't have time to adjust everything for them. We don't even know how to do it. Our system makes them move forward. Otherwise, they won't pass. (T_8_public_secondary)

Classroom observations revealed predominantly teacher-centred instruction, where student participation was limited to note-taking and memorization. This approach was reinforced despite the use of technology, which served solely to repeat information – for instance, through quizzes on Kahoot. Although rote

learning is not mandated by the Polish national curriculum, the system's emphasis on high-stakes standardized exams – such as the eighth-grade test and final school-leaving exams – reinforces it as a default method, particularly for refugee students navigating unfamiliar academic norms (Popow, 2024). Facing rigid curricular pacing and lacking training in adaptive or intercultural pedagogy, teachers rely on memorization to meet assessment benchmarks.

This pedagogical rigidity constitutes symbolic violence: it privileges dominant cultural norms as a standard for academic success while marginalizing refugee students whose prior knowledge and multilingual skills are devalued, thus reducing education to information transfer rather than fostering critical engagement or meaningful inclusion (Bourdieu, 1986). Based on the study, it is evident that the Polish education system reinforces an assimilationist model that devalues the academic and cultural capital Ukrainian students bring – such as multilingualism and diverse learning experiences – by prioritizing a rigid and standardized framework. Success requires refugee students not only to adapt but also to unlearn prior knowledge to align with Polish norms. Prior knowledge was used solely in the context of diversity and to build analogies with Polish knowledge in order to facilitate quicker memorization. This epistemic erasure positions students as remedial learners rather than active contributors, sustaining deficit narratives and obscuring structural inequalities.

While many educators recognize the pedagogical limitations of rote learning, systemic constraints prevent them from implementing more inclusive and adaptive teaching strategies:

We know there are better ways to teach – group work, discussions, project-based learning – but we don't have the luxury of time. Parents want results, the system expects high exam scores, and we have too many responsibilities to implement something new. (T_7_public_secondary)

Over-reliance on rote learning reflects a failure to engage students within their current abilities with appropriate scaffolding and social interaction (Vygotsky, 1978). In an ideal constructivist learning environment, students develop higher-order thinking skills through collaborative problem-solving, guided discovery, and meaningful dialogue with teachers and peers. However, the rigid, assessment-driven nature of the Polish education system constrains teachers' ability to scaffold learning effectively. Instead of fostering active cognitive engagement, students are relegated to passive knowledge reception, limiting their ability to construct meaningful understanding:

- When these children arrived after the war broke out, it was very difficult. They didn't understand anything, and we couldn't explain things to them. Later, thanks to additional Polish lessons, they started managing well. Right now, we have some

very good students – some even better than Polish students. They learn very well. They have extensive knowledge of our history and Polish language, and they are very strong in mathematics.

- You mention ‘our history.’ What do you mean by that?
- I mean the historical knowledge that is taught in Polish schools. It’s different for them; certain facts are presented differently in their education. But here, the students do very well learning history the way it is perceived here. (T_1_secondary)

Acquiring the knowledge required in Polish schools marginalizes the knowledge from the country of origin. This intensifies cognitive dissonance, especially when students are confronted with differently interpreted facts or historical events that are the subject of conflict. Learning by rote in order to pass a test necessitates subordinating the learning process, displacing reflection and critical thinking, among other things. Mastering required knowledge becomes the priority. Rote learning in Polish schools functions as a tool of cultural reproduction, privileging knowledge aligned with the dominant academic habitus while marginalizing Ukrainian students unfamiliar with its norms (Bourdieu, 1986). Though teachers recognize its limitations, systemic pressures compel them to maintain this approach. As a result, rote learning becomes an institutional survival strategy, reinforcing symbolic violence and limiting both student inclusion and pedagogical innovation.

Linguistic simplification and informal translation practices

A recurring instructional strategy identified in this study is linguistic simplification, wherein teachers reduce the complexity of language used in instruction and assessment to accommodate students with limited Polish proficiency. While this approach aims to make content more accessible, it frequently results in excluding interactive, dialogic, or bilingual learning strategies, thereby reinforcing memorization rather than fostering deeper engagement with the curriculum. During observed lessons in mixed Polish-Ukrainian classes, teachers often relied on bilingual pupils to act as spontaneous interpreters. In one instance, a 10-year-old Ukrainian girl translated instructions for her peers while the teacher, visibly anxious about time loss, encouraged her to “help quickly, so we can continue”. Although translation enabled immediate understanding, it also fixed a hierarchy of linguistic competence within the class, placing communicative responsibility on children rather than on pedagogical adaptation.

Instead of implementing bilingual instructional models or interactive language acquisition techniques, many teachers default to simplifying content and focusing on repetition-based learning for newcomer students. A primary school Polish language teacher described this practice as follows:

They don’t engage much in class discussions, but that’s mostly because of the language barrier. (T_1_public_primary)

Polish classroom practices often conflict with Vygotsky's sociocultural theory, which emphasizes language learning through social interaction, peer collaboration, and guided support (Vygotsky, 1978). During group exercises, Ukrainian students were often silent, relying on gestures or copying answers from peers. Teachers rarely encouraged them to speak, explaining afterward that "it's faster this way." Absence of interactive mediation illustrated how time pressure discouraged dialogic learning even in otherwise cooperative settings. As classroom observation showed, Ukrainian students are largely excluded from dialogic learning and group activities, limiting their exposure to authentic language use and hindering language development as well as conceptual understanding. Absence of linguistic scaffolding and interactive strategies traps them in rote learning and prevents meaningful educational integration.

Informal assessment and compensatory grading

Informal lowering of assessment expectations for Ukrainian students was a recurring theme in teacher interviews and classroom observations. Rather than modifying test formats, providing individualized accommodations, or implementing alternative evaluation methods, many teachers adopted a lenient grading approach, allowing students to pass based on minimal recall of key terms or basic problem-solving skills. This practice, while intended to mitigate immediate academic failure, raises serious concerns about the long-term educational outcomes for refugee students.

In 2022, teachers justified this approach as a pragmatic response to the systemic pressures they faced, particularly rigid curriculum requirements, linguistic barriers, and absence of institutional support for differentiated assessment strategies:

If they can repeat key terms or solve basic problems, we let them pass. It's not ideal, but it's the only realistic approach given their situation. (T_1_public_secondary)

This approach continued in 2024, although the minimal requirements were higher, but still justified with empathy and pragmatism. This informal adjustment mechanism – where teachers lower their expectations rather than modify assessment structures – reveals an underlying tension between equity and efficiency in refugee education. On the one hand, this strategy prevents high failure rates, ensuring that Ukrainian students remain within the system rather than dropping out due to language barriers or curricular misalignment. On the other hand, though, it creates a false sense of progress, wherein students move through the education system without acquiring deeper conceptual understanding, analytical skills, or critical thinking abilities.

As schools function as institutions that grant marginalized students limited access to educational capital (enough to keep them within the system but not enough to afford them equal opportunities for academic success; see Bourdieu, 1986), per-

petuating a model of minimal engagement and reduced expectations, the assessment system legitimizes structural inequalities rather than challenging them. The system positions refugee students as struggling learners in need of accommodation through lowered expectations rather than adaptation through targeted support. This reinforces a deficit-oriented view, treating refugee students as burdens to be managed rather than as contributors whose diverse academic trajectories could enrich the classroom.

Perception that Ukrainian students had successfully adapted to the Polish education system was a recurring theme in teacher interviews and classroom observations. It led to a gradual withdrawal of differentiated instructional strategies. Initially, language support and curricular adjustments were recognized as necessary, but over time, many teachers ceased to make modifications, assuming that Ukrainian students had fully integrated into the classroom environment.

Many teachers framed this shift as a marker of successful inclusion, emphasizing that Ukrainian students had become proficient in Polish, familiarized themselves with school structures, and met academic expectations:

At first, they needed extra support, but now they follow the same lessons, complete assignments like everyone else, and take the same tests. Most of them don't need special treatment anymore." (T_8_public_secondary)

Classroom observations confirmed that Ukrainian students participated in group work, engaged in discussions, and demonstrated increasing independence. A primary school teacher similarly noted:

They have learned how to function in our system. At this point, they behave just like our Polish students. Some even outperform their classmates academically. (T_3_public_primary)

While the perceived "normalization" of Ukrainian students is often viewed as a sign of successful integration, it more accurately reflects an assimilationist expectation that equates inclusion with conformity. The assumption that Ukrainian students no longer require differentiated instructional strategies overlooks the long-term role of multilingualism, cultural identity, and alternative educational experiences. Drawing on Bourdieu's (1986) concept of symbolic violence, this process subtly imposes dominant cultural norms as universal standards, leading students to internalize school expectations at the expense of their linguistic and cultural identities. In this model, success is measured by alignment with Polish norms, erasing the value of bilingualism and alternative learning paths, and reducing integration to a one-sided process of adaptation rather than mutual inclusion.

The findings of this study indicate that the researched Polish teachers predominantly conceptualize authority through a hierarchical lens. In turn, this emphasizes

es control and discipline, despite the declared values of humanistic pedagogy, and adherence to curricular expectations over student engagement and participatory learning. This traditional model of authority aligns with the transmission-based approach to education, in which teachers act as sole knowledge providers and students are expected to passively absorb information rather than co-construct knowledge (Klus-Stańska, 2012).

For refugee students, this model presents additional challenges, as they must navigate an unfamiliar linguistic, cultural, and pedagogical environment while also conforming to rigid classroom structures. Rather than fostering dialogic learning, teachers largely expect students to comply with predetermined expectations, limiting their opportunities to ask questions, engage in critical reflection, or shape their own learning process:

We try to build a good relationship with our students, including those from Ukraine, so they trust us. But at the same time, we have to teach, set expectations, and make sure they pass their exams – because that’s what we are evaluated on. (T_5_public_primary)

This statement illustrates a central tension within the Polish education system – teachers acknowledge the importance of relational authority, but they are ultimately held accountable for student performance on standardized assessments rather than their ability to foster inclusive and student-centred learning environments.

The pressure to adhere to standardized curricula frequently results in pedagogical helplessness, where teachers, despite their awareness of alternative, student-centred approaches, feel compelled to prioritize efficiency over adaptation and use their authority to enforce it. This struggle is particularly evident when teachers attempt to introduce complex or unfamiliar content to Ukrainian students. One primary school teacher expressed this frustration:

Now in the third grade, there are The Six Bullerbyn Children, then in the fourth grade, in biology, there is the concept of photosynthesis, in Polish, there is an epithet and a comparison. It is impossible to explain this to children from Ukraine; they have never encountered it before and do not understand it. In the end, I just tell them: sorry, you just have to learn it. (T_3_public_primary)

Teacher authority and pedagogical helplessness

Pedagogical helplessness experienced by teachers is emblematic of a broader systemic failure to balance curricular rigidity with adaptive teaching strategies. In several classrooms, teachers’ emotional engagement visibly exceeded their institutional responsibilities. One teacher interrupted a mathematics lesson to collect winter clothes for a newly arrived boy, explaining to the class that “sometimes learning must wait when someone needs warmth”. Such gestures, while compassionate, also blurred the line between professional care and humanitarian response,

illustrating how critical incidents transformed routine teaching into crisis management. Teachers are caught in a paradox, where they recognize the limitations of rote memorization but are unable to implement student-centred approaches due to time constraints, standardized assessments, and institutional pressures. The teacher's statement about explaining complex concepts, such as photosynthesis, to Ukrainian students indicates that there is no structured mediation between what students already know and what they are expected to master (Vygotsky, 1978). Instead of gradually bridging cognitive gaps, the rigid curricular framework forces knowledge transmission without contextualization, leaving refugee students to rely on memorization rather than conceptual understanding.

DISCUSSION

The findings of this study indicate that integration of Ukrainian students into Polish schools is shaped by deeply ingrained pedagogical traditions and rigid institutional structures that prioritize standardization over inclusion understood predominantly in cultural terms. While teachers attempt to support refugee students, their approaches remain reactive rather than transformative, reflecting the lack of institutional mechanisms that enable long-term pedagogical adaptation. Predominance of standardized assessments, fixed curricula, and limited teacher autonomy creates an environment where procedural adjustments – modifying existing practices to accommodate refugee students – take precedence over substantive reforms that would actively reshape educational structures to ensure meaningful inclusion. The education system serves as a mechanism of cultural reproduction, reinforcing specific epistemic hierarchies that legitimize certain forms of knowledge while marginalizing others (Bourdieu, 1986). In this case, the Polish system prioritizes rote learning and assessment-driven instruction, effectively reinforcing assimilationist expectations rather than recognizing and incorporating Ukrainian students' diverse linguistic and academic backgrounds. Instead of facilitating a constructivist approach that builds upon prior knowledge, Polish schooling conditions both teachers and students to accept passive adaptation as the norm, reinforcing existing inequities rather than challenging them.

This is particularly evident when teachers report that Ukrainian students no longer require differentiated instructional strategies and should be treated “equally” to Polish students. However, this assumption raises critical concerns about whether the process reflects true inclusion or is merely an implicit expectation of assimilation. Normalization, in this sense, operates as a form of symbolic violence (Bourdieu, 1986), where the dominant educational culture imposes its norms as universal standards, forcing refugee students to conform rather than adapt the system to their needs. Despite the linguistic barriers and structural disadvantag-

es Ukrainian students face, absence of systemic adaptations – such as bilingual instruction or translanguaging techniques – reinforces exclusionary mechanisms under the guise of equality. This contradicts Vygotsky's (1978) sociocultural learning theory, which emphasizes that learning and cognitive development thrive in interactive, collaborative environments. By failing to integrate peer learning and dialogic engagement, Polish schools deprive Ukrainian students of the opportunity to actively construct knowledge within a socially mediated educational context. Furthermore, the hierarchical model of teacher authority – where educators function as gatekeepers of knowledge rather than facilitators of student-centred learning – further entrenches these barriers. This rigid, transmission-based approach ensures that refugee students are not co-creators of their learning experiences but passive recipients of knowledge, reinforcing conformity over critical engagement (Freire, 1970; Klus-Stańska, 2012). Consequently, teachers – despite their pedagogical awareness – default to assessment-driven methodologies due to the structural constraints of the system, leaving little room for differentiated instruction, creativity, or the recognition of refugee students' unique educational capital.

The authoritarian model of teacher authority further compounds this issue, reinforcing a hierarchical, transmission-based model of education that prioritizes efficiency over engagement. Rather than being seen as facilitators of learning, teachers function as gatekeepers of knowledge, transmitting pre-determined content without encouraging dialogic interaction or critical inquiry (Freire, 1970). Rigid adherence to standardized curricula and assessment structures ensures that refugee students must conform to pre-existing educational norms rather than having those norms adapted to accommodate their learning trajectories. This one-directional expectation of adaptation exacerbates educational inequities, as it excludes refugee students from meaningful participation, reinforcing a deficit-based view of their abilities rather than recognizing their unique knowledge, skills, and cultural capital as valuable contributions to the learning environment (Ivy & Peter, 2024).

A core challenge in the Polish education system is its entrenched reliance on rote memorization, which, while offering short-term structure for Ukrainian refugee students, ultimately hinders critical thinking, interactive learning, and deeper inclusion (Klus-Stańska, 2012; Popow, 2024). This approach reinforces deficit views of refugee learners and operates as a form of symbolic violence by upholding monolingual, standardized norms as neutral (Bourdieu, 1986). Lacking bilingual support, differentiated instruction, and collaborative learning opportunities, Ukrainian students are expected to adapt unilaterally to a rigid system. Poland's case exemplifies broader EU-wide challenges, where legal access to education often masks deeper exclusion. Addressing this requires systemic reform toward multilingual, equity-focused models.

CONCLUSIONS

This study has illustrated structural and pedagogical barriers that shape integration of Ukrainian refugee students into the Polish education system. While schools have responded to the sudden arrival of a large number of displaced learners with various instructional adjustments, these responses remain constrained by systemic forces that prioritize standardization, linguistic assimilation, and hierarchical models of authority. Despite demonstrating awareness of more inclusive pedagogical approaches, teachers often rely on rote learning, linguistic simplification, and informal assessment adjustments as survival strategies within a rigid institutional framework. These practices, while pragmatic, ultimately reinforce deficit-oriented views of refugee students and hinder development of critical thinking, dialogic engagement, and deeper conceptual understanding. From a theoretical perspective, the analysis shows that the current system reproduces educational inequalities by framing refugee learners' success as dependent on their ability to conform to dominant norms, rather than on the system's capacity to adapt to diverse forms of knowledge, language, and experience.

To move from assimilationist expectations toward a genuinely inclusive model of refugee education, both national and supranational reforms are required. At the national level, this includes embedding multilingual education, implementing adaptive and culturally responsive assessment frameworks, and providing structural support for teachers through sustained professional development in intercultural pedagogy. At the European level, the findings support the need for a coordinated policy framework that treats language support, differentiated instruction, and refugee student integration not as discretionary interventions, but as rights grounded in educational equity. Without such reforms, the education system will continue to marginalize students who deviate from the dominant academic habitus, failing to recognize their cultural and linguistic capital as assets rather than liabilities. Ultimately, meaningful inclusion requires reimagining education as a dialogic, relational, and socially responsive space – one that not only accommodates diversity but actively centres it in the construction of educational knowledge and practice.

LIMITATIONS

This study followed strict ethical standards, ensuring informed consent, participant anonymity, and secure data handling, with institutional review board approval and non-intrusive observation protocols in place. While this study offers valuable insights into the challenges Polish teachers face, several limitations remain:

1. **Sample Size and Bias:** With only 25 teachers from ten schools and snowball sampling, the findings lack broad representativeness and may reflect

similar institutional experiences. Classroom observations helped triangulate data, but broader, more purposive sampling is needed.

2. **Teacher-Centred:** The study focuses on educators' views, overlooking student experiences. Including student voices would offer a fuller picture of integration.
3. **Limited Policy Engagement:** It touches on systemic barriers but does not deeply analyse national education policies. Policy-focused research is needed.
4. **No Digital Learning Analysis:** It misses how technology affects refugee integration, a growing area in language and remote learning.

Despite these gaps, the study contributes meaningfully to refugee education debates by highlighting how teaching practices influence inclusion. Broader and more diverse research is recommended to deepen understanding and inform policy change.

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POMIĘDZY ASYMILACJĄ A INKLUZJĄ. ANALIZA STRATEGII NAUCZANIA WOBEC UKRAIŃSKICH UCZNIÓW Z DOŚWIADCZENIEM UCHODŹCTWA

Wprowadzenie: Masowa migracja przymusowa osób z Ukrainy po inwazji Rosji w 2022 roku wywarły ogromną presję na europejskie systemy edukacyjne. Polska, przyjmując największą liczbę ukraińskich uczniów, zмага się z integracją w ramach systemu opartego na programach nauczania, standaryzacji i monolingwalizmie. Bariery te utrudniają rzeczywistą inkluzję. Kluczowe jest zrozumienie, jak nauczyciele reagują na te wyzwania.

Cel badań: Celem badania jest analiza sposobów, w jakie polscy nauczyciele radzą sobie z integracją ukraińskich uczniów w opartym na transmisji wiedzy systemie nauczania.

Metoda badań: Badanie jakościowe oparte było na badaniach terenowych, obejmujących pogłębione wywiady z nauczycielami i obserwacje lekcji. Umożliwiło to analizę strategii dydaktycznych, barier językowych i praktyk oceniania w codziennym kontekście szkolnym.

Wyniki: Nauczyciele często stosują nieformalne, indywidualne strategie wspierania uczniów z doświadczeniem uchodźstwa, opierając się w dużej mierze na własnej inicjatywie. Jednak problemy systemowe – takie jak bariery językowe i ograniczone wsparcie instytucjonalne – często prowadzą do asymilacji, a nie rzeczywistej inkluzji.

Wnioski: Badanie podkreśla ograniczenia polskiej polityki edukacyjnej wobec uczniów z doświadczeniem uchodźstwa. Potrzebne są reformy: edukacja międzykulturowa, elastyczne ocenianie i rozwój kompetencji nauczycieli – kluczowe dla autentycznej inkluzji.

Słowa kluczowe: edukacja uczniów z doświadczeniem uchodźstwa, szkoła, nauczyciele, strategie nauczania