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Refugee Students in schools in Rzeszów - Research report

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Introduction

For years, Rzeszów has been one of the destinations of emigrants from Ukraine due mainly to the economic situation or to pursue higher education. The intensity of the influx of the Ukrainian population to Rzeszów escalated when Russia attacked Ukraine on 24 February 2022. Over the following months, it is estimated that at one point the population of Rzeszów increased by 53%¹.

In view of the situation, many institutions operating in the city faced the challenge of coping with the new situation of serving customers with specific needs and without knowledge of the Polish language. The activities of the institutions were supported by the altruistic attitude of the Polish society, which spontaneously organised all kinds of necessary assistance. This movement, triggered by the enthusiasm that motivated the aid activities², contributed to the rapid extension of full support to the refugees.

This was also the challenge faced by Rzeszów schools. In an instant, hundreds of children joined the educational establishments in the city, without knowledge of the Polish language, with educational backlogs resulting from interruptions in education and the need to leave their homeland, previously educated in an educational system with a different core curriculum, and often with difficult experiences of war and emigration.

In order to ensure the continuity of education for Ukrainian children and young people, it was not enough to simply place students in appropriate classes. Complex adaptation processes had to be carried out. Ukrainian children and adolescents, firstly, had to acquire certain characteristics, qualities and skills that would allow them to function efficiently in the situation that was new to them³. The new situation and the need to adapt is not only the domain of Ukrainian students. It is a phenomenon affecting all groups associated with schooling: Polish students, teachers as well as parents and Polish and Ukrainian students⁴.

Refugees are a vulnerable group regardless of the society they enter. On the part of their hosts, there may be manifestations of xenophobia, violations of individual rights, discrimination. Such negative phenomena may also come from other refugees or members of the group of origin⁵. All the more so, therefore, the work on the introduction of Ukrainian students into the Polish educational system must proceed in a multidimensional manner, securing the needs and counteracting the negative effects of the situation. Immigrants are "Strangers" for the Polish society - that is the kind of "Others" towards whom the society feels cultural distance⁶.

The complexity of actions in the face of the new situation can be defined as the entry into the educational system, but also into Polish society of social change, understood as "a non-cyclical transformation of institutions, norms, culture or social structure, usually taking place in a revolutionary way and implying a transformation of relations between individuals and groups, leading to a transformation

¹ <https://www.rp.pl/spoleczenstwo/art36144681-ukraincy-policzeni-populacja-rzeszowa-wzrosla-o-53-proc-warszawy-o-15-proc> [accessed 14.04.2024].

² P. Matuszewski, J. Bieliński, *Entuzjazm jako motywator działań pomocowych wobec uchodźców z Ukrainy: analiza związku między entuzjazmem a udzielaniem pomocy w modelu emocjonalnego wyboru* in *Kultura i Społeczeństwo* 3/2023, Polska Akademia Nauk, pp. 91-119.

³ A.S. Baranowska, *Bariery integracji uczniów cudzoziemskich ze środowiskiem szkolnym*, *Studia Edukacyjne* 59/2020, pp. 215-236.

⁴ *Ibid*, p. 232.

⁵ D. Jaworska, K. Alieva, M. Boryczko, *Badania wśród uchodźców i przymusowych migrantów - rozważania metodologiczne i etyczne*, *Review of Qualitative Sociology*, vol. 15, no. 2/2019, pp. 202-227.

⁶ E. Zamojska, *Inny jako obcy. Imigranci w polskim dyskursie publicznym i edukacyjnym*, *Studia Edukacyjne* No. 28/2013, pp. 191-207.

of the existing ways of thinking and acting"⁷. The situation of change is real due to the life plans of some refugees to stay in Poland permanently.

This also raises a somewhat broader issue in terms of considering the situation of Ukrainian students, namely their existence in the social system of the city of Rzeszów. It is important at this point to find out whether Ukrainian young people treat Rzeszów as a 'waiting room' while waiting for developments in their country, or whether Rzeszów has already become a 'personal city' for them. This raises the issue of proving whether Rzeszów is already recognised by some of the emigrants as "theirs" and the residents they come into contact with as "theirs"⁸.

A need therefore arose for a scientific diagnosis of the situation of Ukrainian students in Rzeszów schools, but also more broadly of their functioning in the city. Based on the needs of the Education Department of the Rzeszów City Hall to gain knowledge on the above-mentioned topics, a research problem was prepared and research was planned to be carried out in four groups. Firstly, students from Ukraine were included in the research. However, in order to catch the mentioned broader context of their functioning, parents of Ukrainian students, but also Polish students of Rzeszów schools and teachers were invited to participate in the research. The research project, carried out in the 2023/2024 school year in educational institutions under the authority of the City Hall, in which Ukrainian students study, resulted in a report explaining the issues raised above; thanks to the research, recommendations were prepared which will guide the implementation of further processes related to the adaptation of Ukrainian students in the Polish educational system.

The research was conducted by students - members of the Scientific Circle of the Personal Development Club of WSPiA University of Rzeszów. The research was carried out as part of the project "Research Benchmark of the Personal Development Club: Refugee Students in Schools in Rzeszów" financed from the state budget funds granted by the Minister of Education and Science under the Programme: "Student research clubs create innovations".

⁷ E. Narkiewicz-Niedbalec, B. M. Nowak, E. Paprzycka, *Zmiana społeczna – różnorodność podejść, problemów i perspektyw badawczych. Wprowadzenie*, Lubuski Yearbook, vol. 46, part 2, 2020, p. 9.

⁸ A. Majer, *Mikropolis. Socjologia miasta osobistego*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2015.

1. The situation of refugees of Ukrainian origin in terms of constitutional and international law norms

1.1 Introduction

On 24 February 2022, the conflict between the Russian Federation and Ukraine, which had already been ongoing since 2014, escalated. The armed forces of the Russian Federation, in blatant violation of the norms of international law, invaded the territory of Ukraine, gradually destroying the country. The military actions of the Russian aggressor led to a great deal of destruction on an enormous scale on the gradually seized territory of Ukraine, as well as to the deaths of tens of thousands of the country's citizens. It is indisputable that the way in which the Russian army is conducting hostilities on Ukrainian territory is by no means acceptable, as it violates almost all norms of international law, as well as human rights. It should be noted at this point that Russia, by way of succession from the Union of Soviet Socialist Republics, is one of the members of the Security Council of the United Nations - an organisation established in 1945, thus after World War II - with the primary objective of preventing a similar tragedy from occurring at that time. The Union of Soviet Socialist Republics undertook, by signing the Charter of the United Nations, which is the cornerstone of the UN's activities, to uphold the objectives of the Organisation as enshrined in Article 1 of the aforementioned Charter, which read as follows:

1. Maintain international peace and security by using effective collective measures to prevent and remove threats to peace, suppress acts of aggression and other breaches of peace, mitigate and resolve, by peaceful means, according to the principles of justice and international law, disputes or situations that may lead to breaches of peace.
2. Develop friendly relations between peoples, based on respect for the principle of equality and self-determination of peoples, apply other appropriate measures to strengthen universal peace.
3. Bring about international cooperation in dealing with issues of an economic, social, cultural, or humanitarian nature, as well as promote and encourage respect for human rights and fundamental freedoms for all, regardless of race, gender, language, or religion.
4. To be the centre for concerted international activity aimed at achieving these common goals.

Turning to the analysis of the above, it is important to point out the general competences of the United Nations Security Council, which include, inter alia, discussing all issues and matters falling within the scope of the Organization's activities or concerning the functions and competencies of any UN body, as well as making recommendations on all such matters to Member States and authorities⁹. It should be mentioned that the Security Council of the United Nations has an extraordinarily broad competence in the field of international peace and security, this follows, inter alia, directly from Article 24 of the Charter of the United Nations, which stipulates that the Security Council has the primary responsibility for the maintenance of international peace and security. At this point, an important doubt arises, which has been the subject of much reflection - if the Russian Federation and a state sympathetic to it (China) are members of the aforementioned Council, then the Council is fulfilling its tasks, as any attempt to pass a resolution¹⁰ of the UN Security Council regarding the armed conflict in

⁹ R. Bierzanek, J. Symonidas, *Prawo międzynarodowe publiczne*, ed. 7, Warsaw 2002, p. 309.

¹⁰ A resolution is a document on the basis of which UN action is carried out to change a given state of affairs. It contains the provisions taken by the international community and how they are to be implemented. It is charac-

Ukraine end up being vetoed by the aforementioned states, which in a way become judges in their own case. Thus, at the beginning of the escalation of the armed conflict, the draft resolution condemning the actions of the Russian Federation against Ukraine was vetoed by the Russian Federation and China abstained from voting on it¹¹. The situation was similar in the case of the resolution condemning the annexation of Ukrainian territories - in this case Russia also vetoed the draft resolution¹². It should be noted that the UN Security Council is competent to adopt resolutions on the application of sanctions against a state that violates the peace, and for such a resolution to be adopted by the Council, it must be adopted unanimously by all states that are members of the Council. These sanctions can range from those of a psychological nature, manifested in the social stigmatisation of a state, to those of a retaliatory nature, i.e. retaliation or repression, to the most severe, i.e. organised sanctions. The most severe sanction is the adoption of a resolution to use force - a coalition multinational force in retaliation against a state that violates peace and security (organised sanctions).

It is the responsibility of the Security Council, among other things, to determine the facts of a threat to the peace, a breach of peace or the perpetration of aggression. The Council then decides whether to apply sanctions or issue other orders¹³. Hence, the actions taken by the United Nations Security Council should be seen as an attempt to carry out this duty, but not necessarily effective in view of the attitude of states - permanent members of the Council such as the Russian Federation or the aforementioned China that favours it.

The actions taken on 24 February 2022 by the Russian Federation have not gone unchallenged in the international arena. Russia's activities undertaken in Ukraine are widely condemned by the international community. It should be mentioned here that on 14 April 2022 the Verkhovna Rada of Ukraine recognised the actions of the Russian Federation during the armed aggression committed against Ukraine as a crime of genocide. The Ukrainian Parliament then appealed to the international community to recognise the actions of the Russian Federation as a crime of genocide, as well as war crimes and crimes against humanity¹⁴. A number of sanctions have been applied against the Russian Federation, including restrictions of an economic, commercial nature - many countries strongly avoid any cooperation with the Russian state, considering it a rogue state.

A number of countries, including the Republic of Poland, have offered assistance to the Ukrainian population by accepting refugees of Ukrainian origin from the areas affected by the hostilities, offering them far-reaching assistance.

1.2 The concept and legality of war under international law norms

Traditionally, war is defined as a state of armed struggle between states and as opposed to peace¹⁵. Former international law was divided into the following domains, "the law of war" and "the law of peace", however, as a result of its evolution, any armed action used to be called not war but armed conflict.

terised by its structured form. The drafting and voting of resolutions by member states takes place within a particular UN body, such as the General Assembly - https://www.unic.un.org.pl/dla_mlodziwy/rezolucja.php [accessed 30.04.2024].

¹¹ <https://www.rp.pl/dyplomacja/art35764031-rosja-wetuje-projekt-rezolucji-rb-onz-ws-inwazji-na-ukraine-jest-izolowana> [date of access: 30.04.2024].

¹² <https://www.rp.pl/konflikty-zbrojne/art37162301-rosja-zawetowala-rezolucje-rb-onz-potepiajaca-aneksje-ukrainskich-terytoriow> [date of access: 30.04.2024].

¹³ R. Bierzanek, J. Symonidas, *Prawo międzynarodowe publiczne*, ed. 7, Warsaw 2002, p. 310.

¹⁴ https://pl.wikipedia.org/wiki/Zarzuty_ludob%C3%B3jstwa_Ukrai%C5%84c%C3%B3w_podczas_rosyjskiej_inwazji_na_Ukrain%C4%99_w_2022_roku [date of access: 30.04.2024].

¹⁵ R. Bierzanek, J. Symonidas, *Prawo międzynarodowe publiczne*, ed. 7, Warsaw 2002, p. 377.

Thus, in today's international law, it is possible to distinguish such a field of international law as the law of armed conflict (*ius in bello*), which is a set of norms unanimously accepted by the international community defining the ways in which armed conflicts are conducted and their victims and participants are protected.

It should be noted that wars are a social phenomenon linked to the conditions of political and economic development¹⁶. In former times, war was a means of resolving disputes between feuding states and was even permitted by ancient international law as an instrument of state policy. It is believed that, over the centuries, wars have been contributed in no small way by the then ubiquitous imperialism and the desire of states to enlarge their territories, or even the division of the world among great powers. The right to war (*ius ad bellum*) was considered an element of a state's international subjectivity and even an attribute of its sovereignty. Hence, the right of war was prioritised as an instrument for the conduct of a state's international affairs displacing the right of peace. Another thing, however, is that the wars of the past took a completely different form from those of today - they always brought destruction, but they did not threaten the existence of civilisation. The position of war and its legitimacy in international relations was discussed by many thinkers and jurists in different historical periods, and many concepts of war emerged as early as the Middle Ages. A gradual shift away from this understanding of war began - also in international law. The reason for this was the cruelty and also the enormity of the destruction that war brought with it.

The expression of attempts to limit the use of war in the international politics of states was already evident in the Middle Ages. The perception of war and measures to counteract its effects were largely influenced by religion - here one can see the strong influence of the Christian religion and the Christian concept of just war (*bellum iustum*), which was gradually developed from the time of St Augustine of Hippo (354-430), who laid the foundations for this concept¹⁷. The concept of *bellum iustum* propounded by St Augustine of Hippo has gradually evolved through history and differs from the later understanding of the term "just war". However, it should be noted that St Augustine of Hippo based himself on already existing concepts created by Roman and Greek philosophers in dividing wars into just and unjust. "Just wars are called such wars which avenge injustices, when a people or a state, to whom war should be declared, has neglected to punish the damage done by its citizens or to return what they have unjustly plundered¹⁸". Over the course of later years, this concept gradually evolved thanks to Paweł Włodkowic or Hugo Grocjusz, among others. To sum up the present thread, the concept of just war had been known since ancient times. It referred to such armed actions that were carried out, among other things, in self-defence, but with respect for the rules of armed conflict. This is how the concept has survived to the present day and refers to a defensive war, i.e. one that is waged in order to restore peace in a given territory, which is legal. What is illegal is a war of aggression, which has been outlawed by the UN Charter.

The law of armed conflict, as mentioned earlier, consists of internationally recognised norms concerning, inter alia, the rules of armed conflict, and these norms derive, inter alia, from the Geneva Conventions, the Hague Conventions, the 1998 Rome Statute, the 1945 Statute of the International Criminal Court and many other international agreements.

Transferring the above considerations to the armed conflict in Ukraine caused by Russian aggression, it should be noted that the actions carried out by the Russian Federation are contrary to the norms of international law of armed conflict. It is an aggression war triggered entirely by the Russian side for purely imperialist motives of that state, so it is an unjust, illegal war. The actions of the Russian troops on the territory of Ukraine in the eyes of public opinion and the international community take the form of genocide of the Ukrainian people.

¹⁶ W. Góralczyk, S. Sawicki, *Prawo międzynarodowe publiczne w zarysie*, ed. IX, Warsaw 2003, p. 392.

¹⁷ https://rebus.us.edu.pl/bitstream/20.500.12128/4221/1/Jankowska_Od_wojny_sprawiedliwej_do_wojny_usprawiedliwionej.pdf [accessed 01.05.2024].

¹⁸ P. Crépon, *Religions and War*, transl. E. Burska, Gdańsk 1994, p. 81.

1.3 The concept and status of a refugee under international law and the Constitution of the Republic of Poland

According to art. 56 of the Constitution of the Republic of Poland, a refugee is a foreigner who seeks protection in Poland against persecution - such a foreigner may be granted refugee status in accordance with international agreements binding the Republic of Poland. The act of international law regulating the concept and status of a refugee is primarily the Convention Relating to the Status of Refugees drawn up in Geneva on 28 July 1951.

First of all, it should be noted that a person who is a refugee has, according to the 1951 Geneva Convention mentioned above, a number of rights conferred by refugee status such as:

- Artistic rights and industrial property (art. 14 GC of 1951).
- The right of association (Article 15 GC 1951).
- The right of free access to a court in the territories of the states parties to the Convention (Article 16 GC 1951).
- The right to engage in work (employment, self-employment) (Articles 17 - 19 GC 1951).
- the right to public education and social welfare (Articles 22 and 23 GC 1951) as well as many others listed in the Convention.

At the same time, it is important to note that the Convention requires the given state to grant the above-mentioned rights to refugees on the same basis as nationals of the state concerned. At the same time, it should be pointed out that the Convention imposes an obligation on States to admit the refugee in question to their territory, while prohibiting their expulsion.

However, the provisions of the Convention do not apply to people recognised as war criminals.

When granting the refugee status on the territory of the Republic of Poland, the provisions of national laws enacted on the basis of the aforementioned documents are applied. Among others, the Act of 13 June 2003 on granting protection to foreigners within the territory of the Republic of Poland (Journal of Laws of 2023, item 1504) applies here. The cited legal act (art. 13 u.c.o) stipulates the following conditions for granting a person the refugee status:

1. A foreigner is granted refugee status if, as a result of a well-founded fear of persecution in his or her country of origin on account of race, religion, nationality, political opinion or membership of a particular social group, he or she is unable or unwilling to avail himself or herself of the protection of that country.
2. The refugee status is also granted to a minor child of a foreigner who has been granted refugee status in the Republic of Poland, born on this territory.
3. The persecution referred to in paragraph 1 must:
 - 1) constitute, by their very nature or repetition, a serious violation of human rights, in particular rights whose abrogation is inadmissible under Article 15(2) of the Convention for the Protection of Human Rights and Fundamental Freedoms, drawn up in Rome on 4 November 1950 (Journal of Laws 1993, item 284, as amended), or
 - 2) be an accumulation of various acts or omissions, including those constituting violations of human rights, whose impact is as severe as the persecution referred to in point 1.
4. Persecution may consist in particular of:
 - 1) the use of physical or psychological violence, including sexual violence;
 - 2) the application of legal, administrative, police or judicial measures in a discriminatory manner or of discriminatory nature;
 - 3) the initiation or conduct of criminal proceedings or punishment, in a manner that is disproportionate or discriminatory;
 - 4) the absence of a right of appeal to a court against a disproportionate or discriminatory penalty;

- 5) the initiation or conduct of criminal proceedings or punishment for refusal to perform military service during the conflict, if performing military service would constitute a crime or actions referred to in Article 19(1)(3);
- 6) acts against people on the grounds of their sex or minority¹⁹.

A large number of people of Ukrainian origin have taken advantage of the above-mentioned provisions by submitting applications for temporary protection, including refugee status referred to in the Act on Granting Protection to Foreigners on the Territory of the Republic of Poland.

1.4 Migration of the Ukrainian population to the territory of the Republic of Poland and state aid activities on the basis of the Act of 12 March 2022 on Assistance to Ukrainian Citizens in Connection with the Armed Conflict on the Territory of Ukraine (i.e. Journal of Laws of 2024, item 167, as amended)

Following the events of February 2022, many people in Ukraine began to flee the threat posed by the Russian aggressor from areas of progressively beleaguered Ukraine. Fearful people left their homes, leaving their animals and belongings and saving themselves and their families.

The majority of people leaving the territory of Ukraine stopped in Poland (i.e. in such places as Przemyśl, Rzeszów, Kraków, Wrocław, etc.), where humanitarian assistance from Polish citizens was waiting for them. For many this was not the end of the journey, but only the beginning. However, many of them decided to stay at least temporarily in Poland.

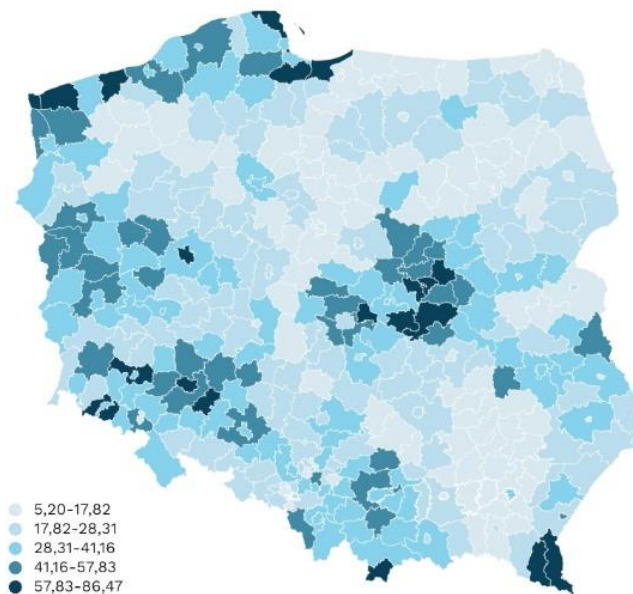


Figure 1. Map of Poland showing the areas where the Ukrainian population migrated at the beginning of the escalation of the armed conflict, based on the PESEL numbers assigned to people of origin Ukrainian per 1,000 inhabitants of the district. Data current as of 12 July 2022

Source: <https://portalstatystyczny.pl/uchodzcy-i-uchodzczywie-z-ukrainy-w-polsce-praca-i-gotowosc-do-integracji/>

¹⁹ Act of 13 June 2003 on granting protection to foreigners within the territory of the Republic of Poland (i.e. Journal of Laws of 2023, item 1504).

At the time, the Polish Government was faced with the daunting challenge of creating a place where people wronged by the war on Ukrainian territory could obtain temporary shelter. It should be mentioned that among the people arriving permanently on the territory of Poland there were also minors who had to interrupt their education in Ukrainian schools due to the ongoing military operations in their country. Thus, with the help of the local authorities, the necessary assistance was organised for people arriving from war-torn areas.

As an expression of the desire to assist refugees, on 12 March 2022 the Sejm of the Republic of Poland adopted an Act retroactively to 24.02.2022 on assistance to citizens of Ukraine in connection with the armed conflict on the territory of that country (i.e. Journal of Laws of 2024, item 167, as amended). Pursuant to Article 1 p.o.u. (Act on Assistance to Citizens of Ukraine in Connection with the Armed Conflict on the Territory of Ukraine), the Act sets out specific rules for the legalisation of the stay of Ukrainian citizens who arrived on the territory of the Republic of Poland from the territory of Ukraine in connection with the hostilities conducted on the territory of that country, as well as Ukrainian citizens holding the Pole's Card who, together with their immediate family, arrived on the territory of the Republic of Poland due to those hostilities²⁰.

On the basis of the above-mentioned normative act, assistance is granted to citizens of, inter alia, Ukraine arriving on the territory of the Republic of Poland in connection with the conducted military operations, including taking up of education by minors with the status of students on the territory of Ukraine. The Act also sets out the rules for taking up employment, carrying out activities and forms of state assistance for Ukrainian citizens.

At the moment, there are still people in the territory of the Republic of Poland who left the territory of Ukraine at the end of February / beginning of March 2022 due to the ongoing military operations there. Many of these people took up work, education, vocational training in Poland at that time.

In conclusion, the situation currently taking place within Ukraine is generating widespread interest within the international community. There is still a devastating armed conflict within the country. Ukrainian citizens, fearing for their lives and health and that of their loved ones, have been forced to leave their homeland to seek safe haven. Many of them have made their way to the territory of Poland, but migration is still ongoing.

Many people of Ukrainian origin are now also on the territory of Rzeszów, where they have taken up studies or work. However, as of today, it is not known whether these people will remain on Polish territory or emigrate further west. The events taking place in Ukraine in February 2022 continue to cause public outrage to this day because of the cruelty in the way they were conducted by the troops of the Russian Federation.

²⁰ Article 1 - Law of 12 March 2022 on Assistance to Citizens of Ukraine in Connection with the Armed Conflict on the Territory of Ukraine (i.e. Journal of Laws 2024, item 167, as amended).

2. The concept and methodology of the research project

2.1 Research methods used

According to contemporary assumptions of the paradigm as a system of fundamental beliefs giving a certain direction to the research process, four layers can be distinguished: ontological, epistemological, axiological and methodological²¹.

Undertaking research using the quantitative CAWI (Computer-Assisted Web Interviewing) and qualitative IDI (In-Depth Interview) methods is in line with the contemporary paradigm cited above, which sets the framework for conducting research.

The ontological layer of the paradigm relates to the nature of the reality being surveyed. Through the use of CAWI, a broad, quantitative picture of reality can be obtained by collecting data from a large number of respondents. IDI, on the other hand, allows for a deeper understanding of individual experiences and perspectives, giving a more complete picture of the reality being studied.

The epistemological layer focuses on the nature of knowledge and how it is acquired. The CAWI method allows data to be collected in a structured and statistically significant way, which helps to formulate general conclusions. IDI, on the other hand, allows exploration of the subtler aspects of knowledge, taking into account the context and complexity of human experience. Together, the two methods form a complementary tool kit for knowledge acquisition.

The axiological layer refers to the values and ethics that guide the research process. CAWI is often valued for its effectiveness and ability to reach a wide range of respondents while maintaining anonymity. IDI, on the other hand, emphasises the importance of empathy and understanding of the individual, which can lead to a more ethical approach in research, taking into account the voice of each participant.

The methodological layer concerns the choice of specific research methods. The choice of CAWI as a quantitative method allows for the collection of data in a systematic and analytical way, which is crucial to obtain representative results with the possibilities of reaching respondents provided by the internet. IDI as a qualitative method allows for in-depth analysis and interpretation of individual statements, which allows for a better understanding of the context and motivations of respondents.

In conclusion, the choice of CAWI and IDI methods in the research is dictated by the desire to obtain the most complete and reliable picture of reality. By combining the two approaches, both broad and deep knowledge can be gained, leading to a better understanding of the issues under study and informed decision-making.

2.2 Research issues

The basis for conducting research is the creation of an appropriate plan to ensure that it is carried out efficiently and that the research objectives are achieved to the maximum level. A prelude to designing the research process was to outline its subject. During a workshop meeting with representatives Rzeszów City Hall Department of Education, the needs concerning the state of ignorance

²¹ Paprzycka E., Post B., *Projektowanie procesu badawczego - możliwości oraz ograniczenia jakościowych i ilościowych strategii badań* [in:] *Nowe zjawiska społeczne i sposoby ich badania. Przykłady z praktyki badawczej*, ed. Paprzycka Emilia, Post Barbara, Warsaw, Szkoła Główna Gospodarstwa Wiejskiego SGGW in Warsaw, 2023, p. 255.

with regard to the subject of the research were articulated, which were then specified in the form of guidelines.

The guidelines thus outlined became the starting point for planning the research process. The next activity was, on the basis of the guidelines set, to develop a research problem statement.

The first activity was to pose a general problem, which was defined as follows: **How do Ukrainian students function in the social environment of the city of Rzeszów?**

Further, the team developed four research problems at level two and assigned them detailed research problems at level three. Hypotheses were then set to the detailed research problems.

As a result, four research problem areas were created grouping more than thirty hypotheses in total. The research problems and hypotheses are presented below.

1. What is the perception of school integration of Ukrainian students?

1.1 Do Ukrainian students actively participate in lessons?

H1.1 Ukrainian students are less active during lessons than other students.

1.2 Do Ukrainian students mate with Polish students?

H1.2 Ukrainian students form closer-than-school relationships with Poles.

1.3 Do Ukrainian students mate with Polish students outside school?

H1.3 Ukrainian students participate in meetings with Poles outside school hours.

1.4 Do Ukrainian students talk to Polish students about school issues or issues related to activities outside of school?

H1.4 Ukrainian students bring up out-of-school topics in their conversations with Poles.

1.5 How do Ukrainian students communicate with each other?

H1.5 Ukrainian students communicate with each other in their native language.

1.6 Are there conflict situations between students?

H1.6 Conflict situations between students are not national in nature.

1.7 What difficulties do they face in communicating or getting along with each other?

H1.7 Difficulties with communication and cultural differences predominate.

1.8 What is the cooperation between Polish and Ukrainian students like?

H.1.8 Students evaluate the cooperation of Ukrainian students differently from that of Polish students.

2 What potential do students from the Ukraine represent for the City of Rzeszów?

2.1 How do Ukrainian students feel about the support from Polish society?

H2.1 Ukrainian students rate the support as moderately satisfactory.

2.2 Do Ukrainian students plan to associate their future with Rzeszów?

H2.2 Students from Ukraine plan to continue their studies or take up employment in Rzeszów.

2.3 How do Ukrainian students rate the attractiveness of the city of Rzeszów for further permanent residence?

H2.3 The longer a student stays in Rzeszów, the lower the rating of the city.

2.4 Do Ukrainian students plan to return to Ukraine in the next 3 years?

H2.4 The willingness to return to the homeland is influenced by demographic variables.

3. What is the perception of Ukrainian students?

3.1 Is the level of education of Ukrainian students similar to that of Polish students?

H3.1 The level assessment of Polish and Ukrainian students is at a similar level.

3.2 Are the Ukrainian students satisfied with the learning process in the Polish school?

H3.2.1 Ukrainian students are satisfied with their level of education

H3.2.2 Polish students say that the level is too high for Ukrainian students.

3.4 Are Ukrainian students treated equally by other students in their class?

H3.4.1 Ukrainian students feel that they are treated equally to Polish students.

H3.4.2 Polish students believe that Ukrainian students are given priority.

3.5 What are the views of students on the impact of the presence of Ukrainian students on education?

H3.5 Teachers do not see the impact of Ukrainian students on their education.

3.6 How do Ukrainian students perceive other students of their nationality?

H3.6 Ukrainian students view other Ukrainian students in a positive way.

4. what is the role of teachers in the process of functioning of students from Ukraine in the school of Rzeszów and in the urban community?

4.1 Are Ukrainian and Polish students satisfied with the actions that teachers take towards Ukrainian students?

H4.1 Students from both Ukraine and Poland are satisfied with the actions taken by teachers towards Ukrainian students.

4.2 Do respondents report a need for more teacher support for Ukrainian students?

H4.2 Regardless of the respondent group, respondents report a need for more teacher support for Ukrainian Students.

4.3 According to the respondents, what specific actions should teachers take to support the functioning of Ukrainian students in Rzeszów schools?

H4.3 The reported need for action varies according to the group of respondents.

The first area of research concerns the integration of Ukrainian students in the Rzeszów school environment. The hypotheses mainly concern the level of involvement of Ukrainian students in the teaching process. The second main issue in this area is the level of integration with Polish students - both in terms of functioning at school and beyond school relations. The first area also includes a hypothesis concerning the issue of student conflicts and the specificity of their background in the Polish-Ukrainian student system.

The integration of Ukrainian students in the school environment of the city of Rzeszów is a key issue in the context of the number of students from this country in Polish schools. Research in this area focuses on several important aspects. Firstly, the level of involvement of Ukrainian students in the teaching process. It is important to understand how these students adapt to the Polish educational system, what motivations they have and what difficulties they face. Are they actively involved in school activities or are they passive? Investigating this aspect can help to identify the educational needs of these students and to develop strategies to support their active participation in the teaching process.

Another issue is the level of integration of Ukrainian students with Polish students. This integration is not only limited to school relations, but also includes contacts and relations outside the school walls. It is important to examine whether Ukrainian students form friendships with their Polish peers or remain isolated. In the school context, this integration may manifest itself in joint participation in group projects, out-of-classroom activities and other forms of cooperation. Outside school, it is important to understand whether Ukrainian students participate in the social life of the local community, e.g. through participation in sports, cultural clubs or other organisations.

The analysis of student conflicts between Polish and Ukrainian students is also an important element of the first research area. These conflicts may have different backgrounds - cultural, linguistic, social - and understanding them is crucial for their effective resolution. The research problem area includes the identification of sources of tensions, which can serve to develop mediation and conflict resolution strategies. In formulating hypotheses, the team considered whether these conflicts are due to a lack of understanding and acceptance of cultural differences or whether they have other causes. It is also important to understand what support mechanisms are available in schools and how effectively they are used in the case of conflicts between students.

To summarise, the first area of the research, the focus on the integration of Ukrainian students in the Rzeszów school environment is multifaceted and includes both their involvement in the teaching process, the level of integration with Polish students and the analysis of student conflicts. Understanding these issues is key to creating a supportive and inclusive school environment that fosters harmonious coexistence between students of different nationalities. Conclusions from this research can contribute to the development of effective educational and social strategies to support the process of integration and adaptation of Ukrainian students in the Polish educational system.

The second research area concerns the functioning of Ukrainian students in Rzeszów and what potential they represent for the city. The issues in this area concern, firstly, the views of Ukrainian students on the support provided by Polish society, and secondly, issues related to the students' life plans. It is also a question of the perception of life in Rzeszów and the level of participation in the social life of the city.

The functioning of Ukrainian students in Rzeszów is an issue with multiple dimensions, each of which is important for understanding their experiences and the potential they bring to the city. The first key aspect is to analyse students' views on the support they experience from Polish society. Research in this area can reveal how students view the educational, social integration, psychological support and other forms of support offered by local authorities, NGOs and the community. It is important to understand whether students feel welcomed and accepted, and what their experiences are in their interactions with their Polish peers, teachers and residents of Rzeszów.

Another important issue is the life plans of Ukrainian students. An analysis of their professional, educational and personal aspirations can provide valuable information on how they see their future in Poland or in other countries. Do they plan to continue their education at Polish universities or are they considering returning to Ukraine or going to other countries? What career ambitions do they have and do they feel they can realise them in Rzeszów? Understanding these plans can help to develop strategies that would support their long-term integration and involvement in the city's social life.

The perception of life in Rzeszów by Ukrainian students is another important aspect. Issues include questions of evaluation of various aspects of urban life, such as safety, cultural and recreational offerings, and overall quality of life. It is important to understand what students value about Rzeszów, which aspects of urban life they consider positive and which areas need improvement. Such information can be valuable to local authorities and organisations seeking to improve the living conditions of all city residents.

In conclusion, the second research area on the functioning of Ukrainian students in Rzeszów and their potential for the city is extremely relevant to understanding their experiences, needs and aspirations. An analysis of the students' views on support, their life plans, perceptions of life in Rzeszów and their level of participation in the city's social life can provide valuable information to help create a more inclusive and supportive environment for all residents. Findings from this research can contribute to a better understanding and realisation of the potential of Ukrainian students, while strengthening their integration and involvement in the socio-economic life of Rzeszów.

The third area of research is the issues of the perception of Ukrainian students by the Polish school environment, as well as the views of Ukrainian students about themselves. The first group of issues in this area are opinions about the level of education in Ukraine and in Poland. These are also issues related to Ukrainian students' satisfaction with attending Polish schools. Next are views on the treatment of Ukrainian students in Polish schools. It is also issues of opinion on the impact of the arrival of Ukrainian students in Polish schools. The last group of issues in this area are the views of Ukrainian students about themselves.

The analysis of the perception of Ukrainian students by the Polish school environment is one of the key elements of the study. It is important to understand how Polish students and teachers perceive Ukrainian students. Do they see them as valuable members of the school community or do they encounter prejudice and stereotypes? Understanding these perspectives can help to develop educational and integration programmes that promote acceptance and cooperation.

The opinions of Ukrainian students about the level of education in Ukraine and Poland is another important aspect. In the implementation of Ukrainian students into the Polish education system, problems of a communicative or cultural nature arise, which may affect the perception of the whole system as more or less advanced in comparison to the Ukrainian school. Such information can be valuable for educational decision-makers who aim to improve the quality of education for both Polish and foreign students.

Views on the treatment of Ukrainian students in Polish schools is another important element. Research can include an analysis of whether students feel they are treated fairly and with respect, or whether they face discrimination and exclusion. It is important to understand what their daily experiences are and what support mechanisms are available in schools. Such information can help to develop policies and programmes that promote equality and inclusion.

Opinions on the impact of the arrival of Ukrainian students on Polish schools is another important aspect. It is important to understand how the presence of Ukrainian students affects classroom dynamics, teaching methods and relationships between students. Does their presence contribute to cultural enrichment and increased tolerance, or does it lead to tensions and conflicts? Research can help identify both positive and negative effects to better manage diversity in schools.

The final group of issues in this area are Ukrainian students' views of themselves. It is important to understand how students perceive their identity or themselves when finding themselves in the situation of attending school in another country. Do they judge themselves and their compatriots critically or vice versa. The research will provide valuable information about their self-esteem, motivation and ambitions.

In summary, the third area of the research issue covers a wide range of issues related to the perception of Ukrainian students by the Polish school environment and their own views of themselves and their educational experiences. The analysis of these aspects is crucial to understanding their needs, challenges and potential in order to develop effective strategies to support their integration and development in the Polish educational system. Conclusions from this research can contribute to a more open and supportive school environment that fosters the harmonious coexistence of students of different nationalities.

The fourth research area concerns the role of teachers, and more broadly the Polish education system, in the functioning of Ukrainian students in Rzeszów schools. The first issue in this area concerns the views of students (Ukrainian and Polish) on the actions taken by the Polish school in order to introduce Ukrainian students to the Polish education system and to life in Polish society. Another aspect is issues related to the work of teachers in classes with Ukrainian students. This research area also deals with issues of expectations towards teachers on the part of Ukrainian students as well as their parents. Another important aspect is the teachers' perceptions of the support from the Town Hall regarding their work with Ukrainian students.

The role of teachers in the integration of Ukrainian students in Rzeszów schools is extremely important and multifaceted. The first key issue is to analyse the views of both Ukrainian and Polish students on the activities undertaken by schools. It is important to understand how students perceive the various educational and social initiatives aimed at promoting integration. Do schools organise special adaptation programmes, additional Polish language lessons or offer psychological support? Students' opinions can provide valuable information on the effectiveness of these activities and their impact on the integration process.

Another important aspect is the work of teachers in classrooms with Ukrainian students. Teachers face the challenge of adapting their teaching methods to the needs of students from different cultural and linguistic backgrounds. It is important to understand what teaching strategies and methods are being used to support Ukrainian students and how teachers are coping with this challenge. Research may include an analysis of the ways in which teachers vary their approaches to accommodate the diverse educational and cultural needs of students.

Expectations of teachers from Ukrainian students and their parents is another important topic. Families of Ukrainian students may have specific expectations regarding educational and social support. It is important to understand what these expectations are and whether they are being met by the Polish education system. Research can help to identify areas where teachers and schools can better support Ukrainian students, taking into account their individual needs and aspirations.

The support of teachers from the City Council in working with Ukrainian students is another important aspect. Teachers need adequate resources and support to work effectively with Ukrainian students. It is important to understand whether teachers receive sufficient support in the form of training, teaching materials, psychological support and other resources. It is also a question of whether teachers identify the Municipality's actions as supportive, and whether they are aware of what the Municipality is doing in this regard. Teachers' views on local authority support can provide valuable information on areas for improvement.

In summary, the fourth research area concerns the key role of teachers and the Polish education system in the process of integrating Ukrainian students in Rzeszów schools. The analysis of students' views on the integration activities undertaken by schools, the work of teachers in diverse classes, the expectations towards teachers from students and their parents, and the support of teachers by local authorities are key elements of this research area. Understanding these aspects is essential for creating effective strategies to support the integration of Ukrainian students and promote harmonious coexistence in the Polish educational system. Findings from this research can contribute to improving the quality of education and social integration.

The next step in the implementation of the research was to prepare, on the basis of the research hypotheses set, the selection of appropriate indicators to verify these hypotheses.

On the basis of the adopted indicators, the team proceeded to construct the research tools. The adopted scope of the research problem proved to be very broad. When constructing the research tools, the team was also guided by organisational issues, taking care that the questionnaires and interview scripts were not too extensive (which would discourage respondents and cause them to withdraw from the study). Looking for a compromise between the scope of the issues and organisational considerations, some generalisation of the issues was made in order to include their widest possible scope in the structure of the research tools constructed.

As a result, in conducting the research and analysing the results, an exploration of the topic was made that allowed for the verification of hypotheses, but also the setting up of further hypotheses, which offers the possibility of further continuation of research in this area.

2.3 Research implementation process and description of research trials

According to data received from the Education Department of the Rzeszów City Hall, in the school year 2023/2024, there are 1,076 students of Ukrainian origin (in 54 establishments) in schools remote from the City Hall (primary and secondary schools - 59 establishments in total).

In order to diagnose the situation of Ukrainian students in Rzeszów schools, quantitative research was planned on 4 selected groups:

1. students from Ukraine - students in grades VI, VII and VIII of primary schools and students in all grades of secondary schools - as the core group and the starting group for further analysis construction.
2. Parents of Ukrainian students.
3. Polish students in grades VI, VII and VIII of primary schools and students in all grades of secondary schools - attending classes together with Ukrainian students.
4. Teachers teaching in classes with Ukrainian students.

For the convenience of the reader, the graphs illustrating the analysis of data on Ukrainian students are coloured blue, parents of Ukrainian students orange, Polish students yellow and teachers green.

From the database of primary and post-primary schools provided by the Education Department of the City of Rzeszów, establishments were selected in which Ukrainian students were studying in a given school year. Letters were then sent to the headmasters of the selected schools asking them to take part in the study and links to the questionnaires were provided for distribution to the indicated groups.

In addition, establishments with the highest number of Ukrainian students (five primary schools and five secondary schools) were selected. From these schools, educators of classes with Ukrainian students and parents of Ukrainian students were invited to participate in qualitative research.

In order to ensure the highest possible return rate of completed surveys one week after the first email asking people to take part in the research, the email information was repeated.

As a result, a total of 485 questionnaires were conducted: 36 with Ukrainian students, 46 with parents of Ukrainian students, 284 with Polish students and 219 with teachers.

Four in-depth interviews were also conducted with parents (and guardians) of Ukrainian students and eight in-depth interviews with educators.

What came as a surprise was the very strong resistance of Ukrainians - both students and parents - to take part in the research. The research team received information from school principals that this is not the first research project where Ukrainian students or parents of students are respondents, and so far the level of willingness to participate in interviews or to complete questionnaires has been very low.

This situation meant that, unfortunately, it was not possible to achieve sufficiently large samples in the Ukrainian groups to speak of representative samples.

Nevertheless, the data collected allowed a number of conclusions to be drawn in order to verify the hypotheses. The quantitative data were subjected to statistical analysis and the statistical significance of the relationships was confirmed by the chi-square test and the Kruskal-Wallis test, as well as the Spearman rank correlation coefficient at the 0.05 significance level.

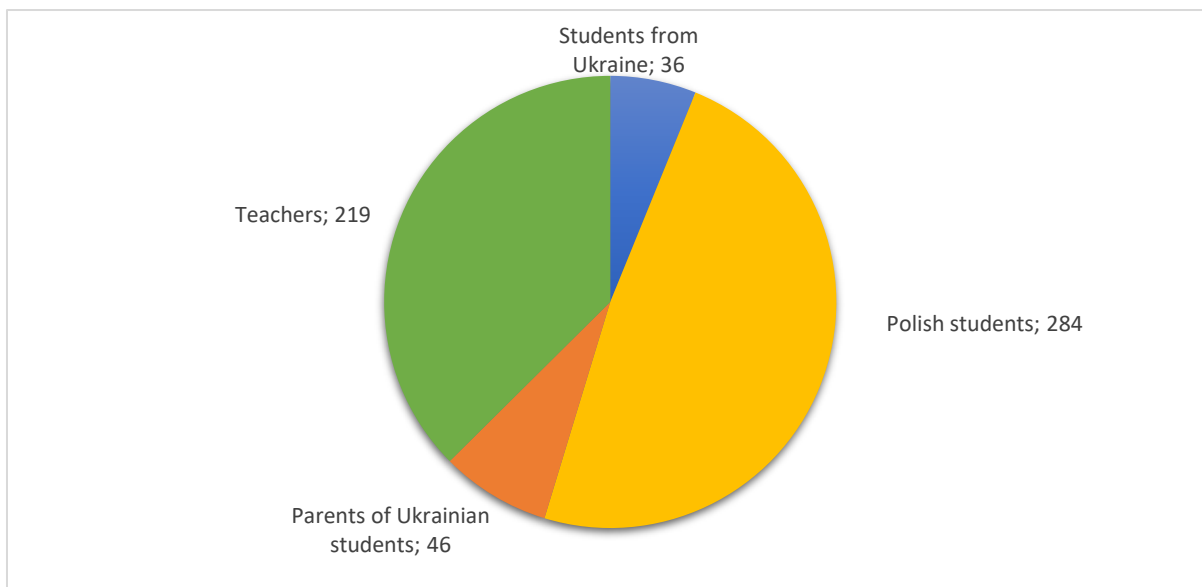


Figure 2: Distribution of research samples
 Source: own research, n=585.

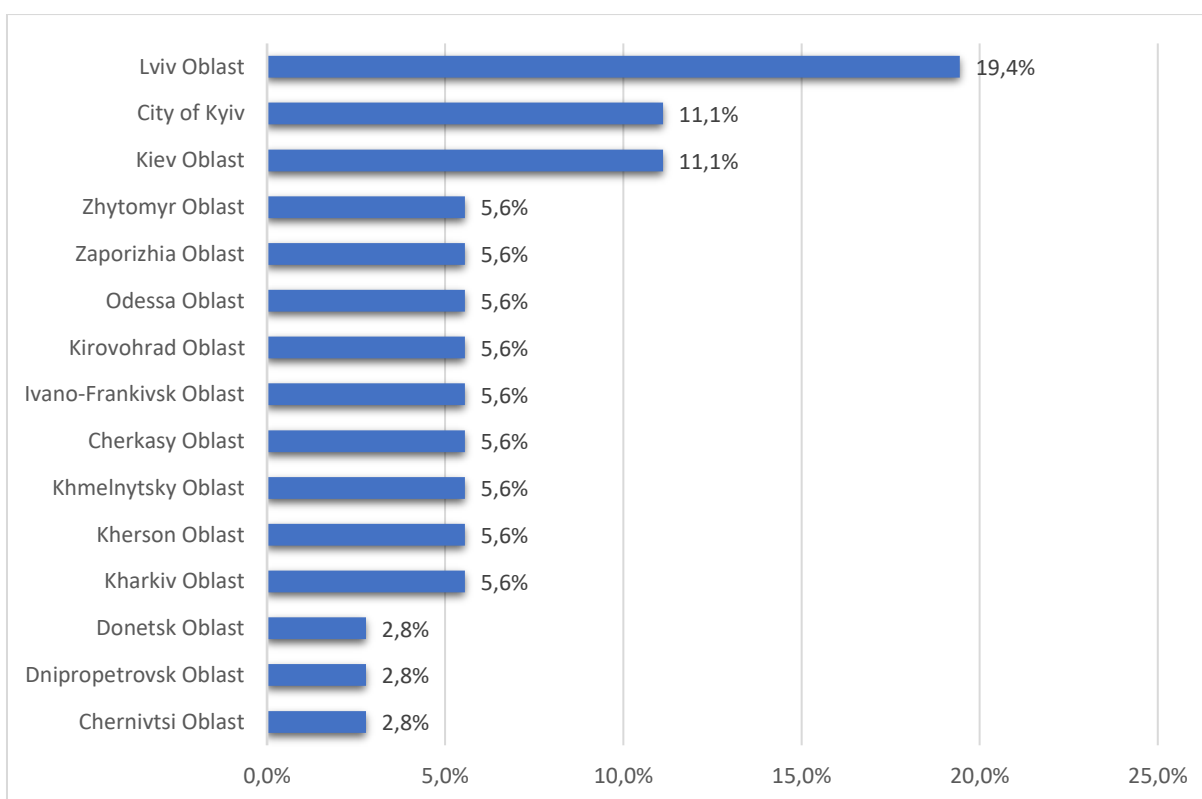


Figure 3. Region where Ukrainian students lived before coming to Poland
 Source: own research, n=36.

Despite such a small research sample of Ukrainian students, it turned out that the study included people who had lived in all regions of Ukraine before coming to Poland. This demonstrates the very high diversity among Ukrainians currently residing in Rzeszów.

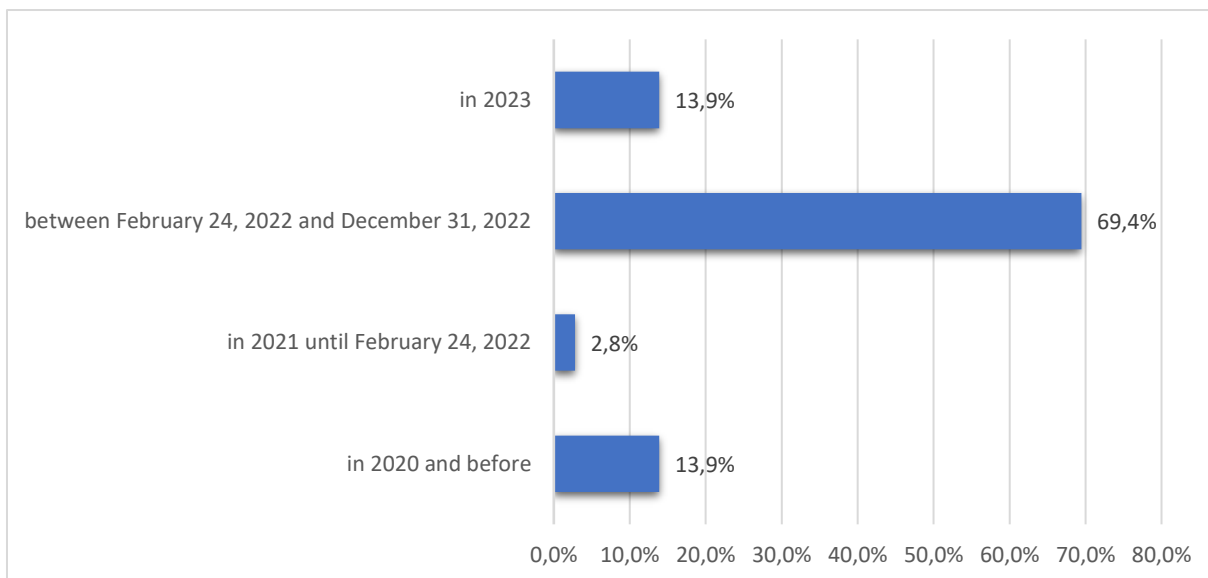


Figure 4. Date of arrival of Ukrainian students in Poland

Source: own research, n=36.

The Ukrainian students surveyed mostly came to Poland after the outbreak of war with Russia, i.e. after 24.02.2022. - these people account for 69% of the respondents in this group, followed by 14% of those who arrived in Poland in 2023 and 2024. "Pre-war" emigration accounts for about 17% of the respondents.

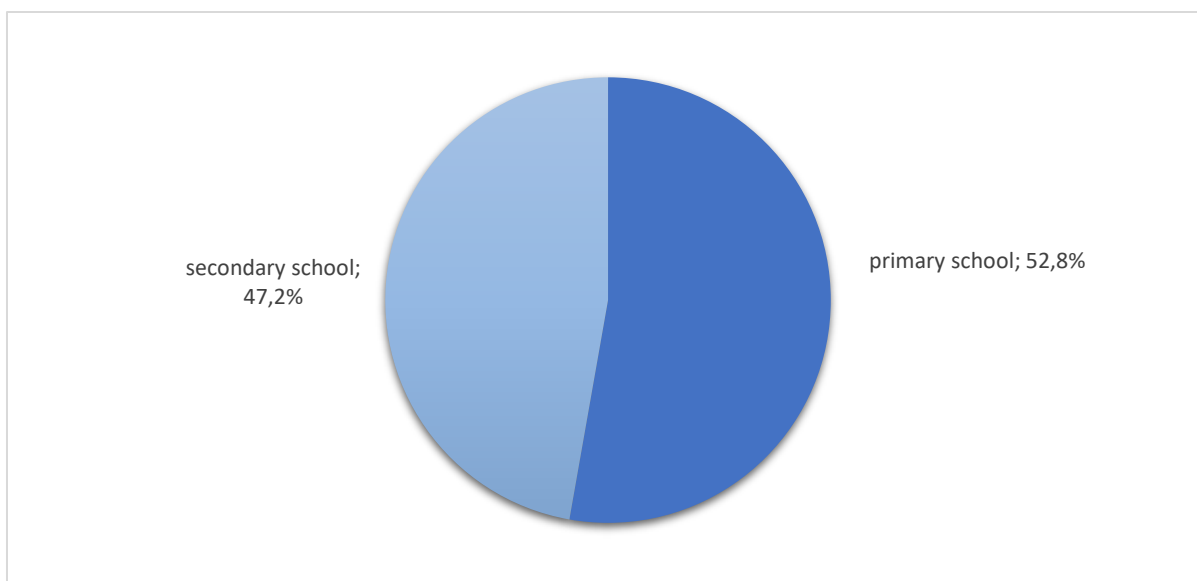


Figure 5. Level of schools attended by Ukrainian students

Source: own research, n=36.

In the surveyed group of Ukrainian students, 53% were primary school students, and 47% were secondary school students.

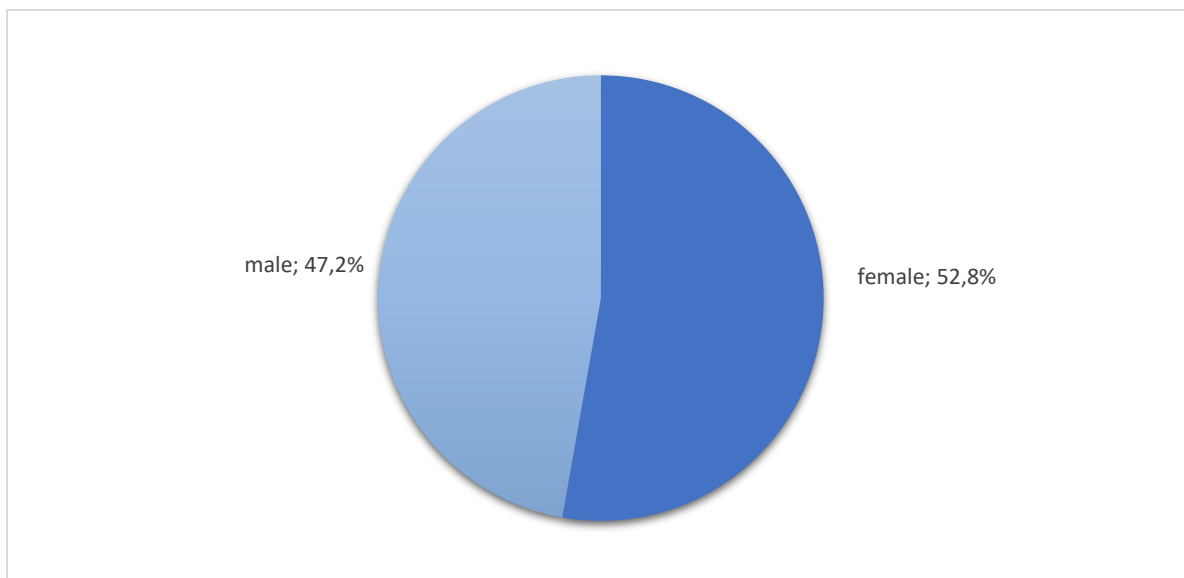


Figure 6. Gender of research participants from the group of Ukrainian students
 Source: own research, n=36.

The Ukrainian students surveyed were 47% male and 53% female.

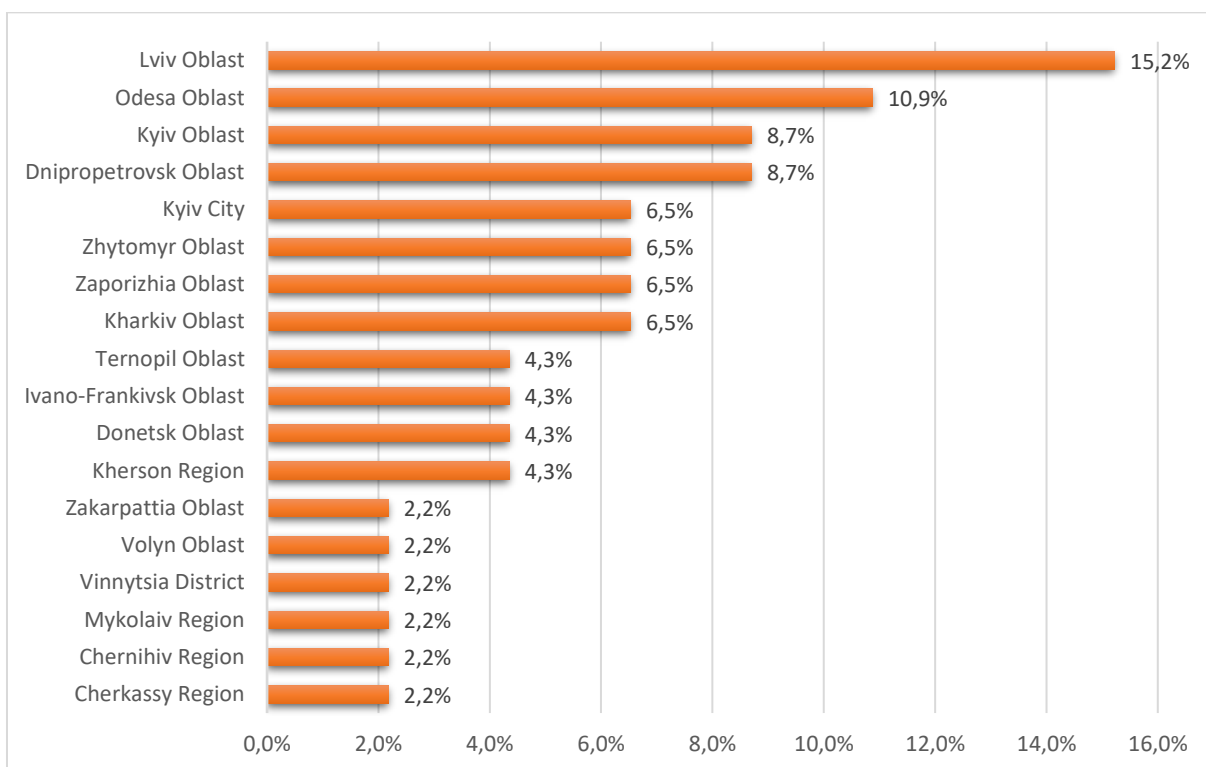


Figure 7. Region where parents of Ukrainian students lived before coming to Poland
 Source: own research, n=46.

The group of surveyed parents of Ukrainian students also included residents of all districts. Here, as in the group of students, residents of the Lviv Oblast predominate.

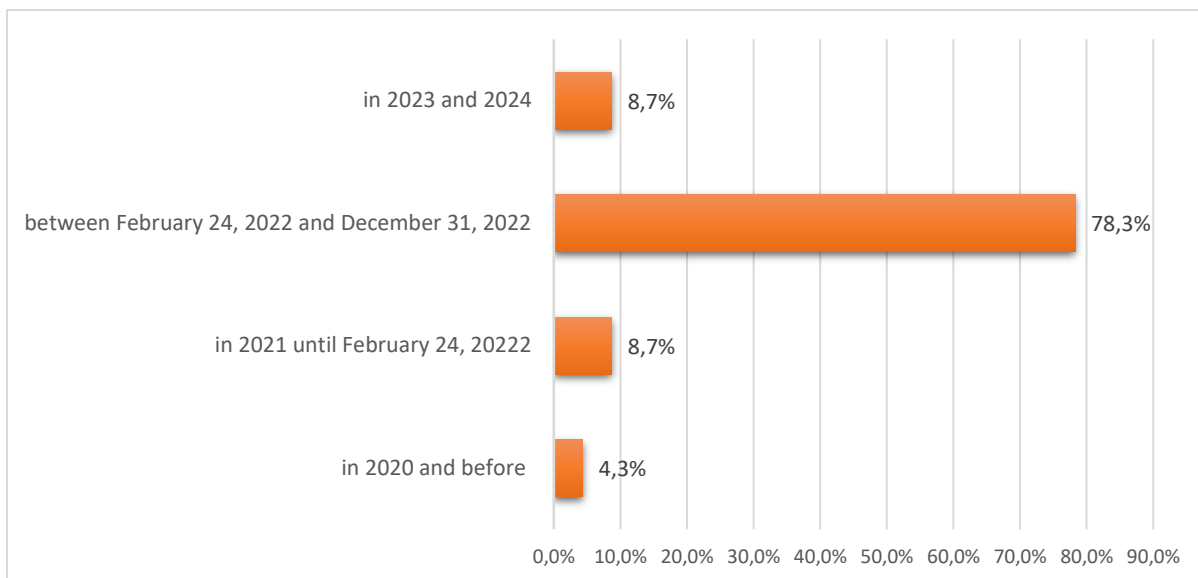


Figure 8. Date of arrival in Poland of parents of Ukrainian students

Source: own research, n=46.

The group of parents is also dominated by those who came to Poland after the outbreak of war with Russia. "Pre-war" emigration in this group accounts for 13%. Respondents from this group were asked about the date when their children started living in Poland. There is a full overlap in the data distribution of the dates of arrival in Poland of parents and their children.

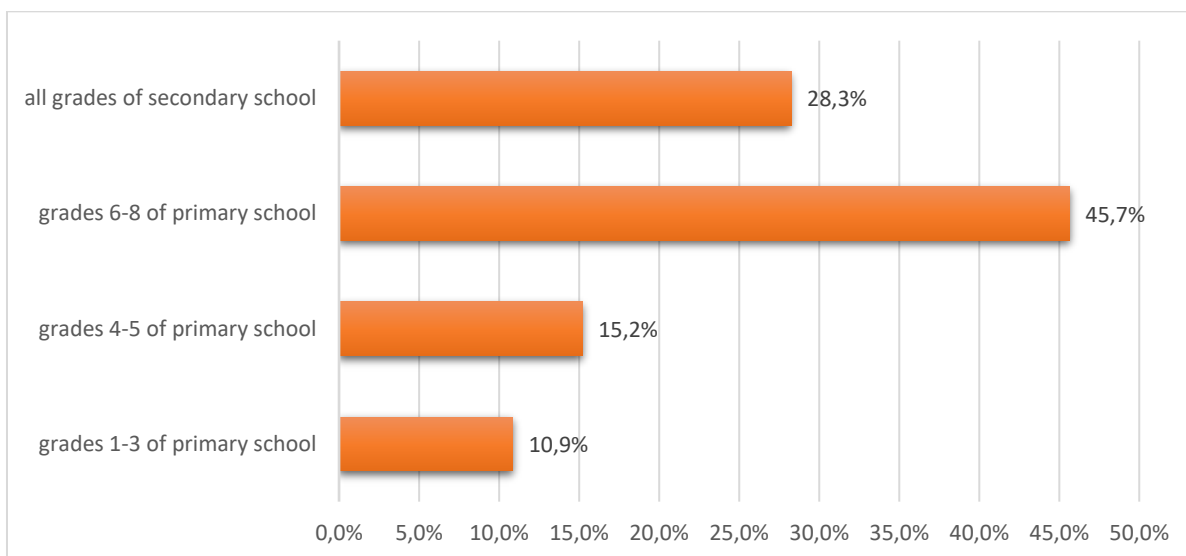


Figure 9. Classes attended by children of parents of Ukrainian students

Source: own research, n=46.

The study group is dominated by parents of students in primary school grades 6-8 and secondary school grades (i.e. the students included in the study).

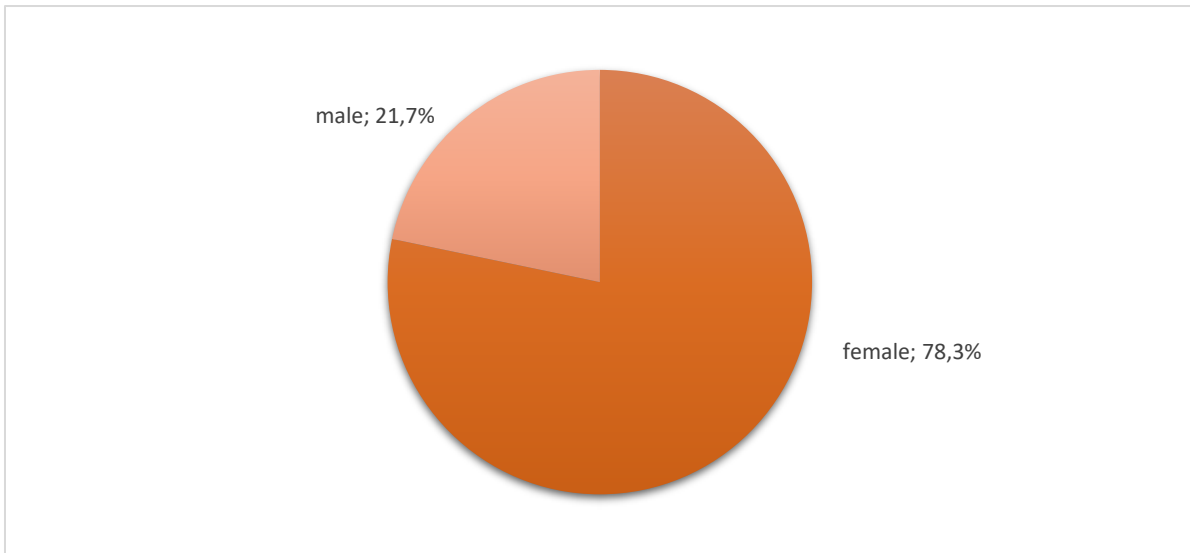


Figure 10. Gender of research participants from the group of parents of Ukrainian students
 Source: own research, n=46.

In the group of parents surveyed, the vast majority - 78% were women. Men made up 22% of this sample group.

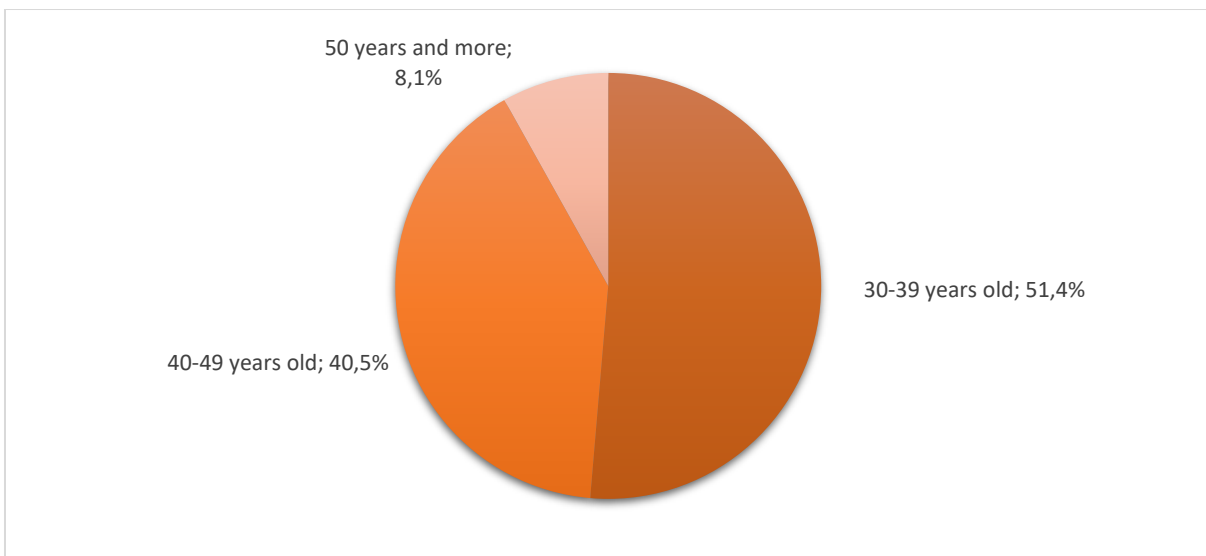


Figure 11. Age of research participants from the group of parents of Ukrainian students
 Source: own research, n=46.

The majority of parents surveyed are aged 30-39 and 40-49. Those aged 50 and over make up 8% of the respondents.

Respondents from the parents' group are mainly university educated - around 70%. Secondary education was declared by about 20% and primary education by more than 10%.

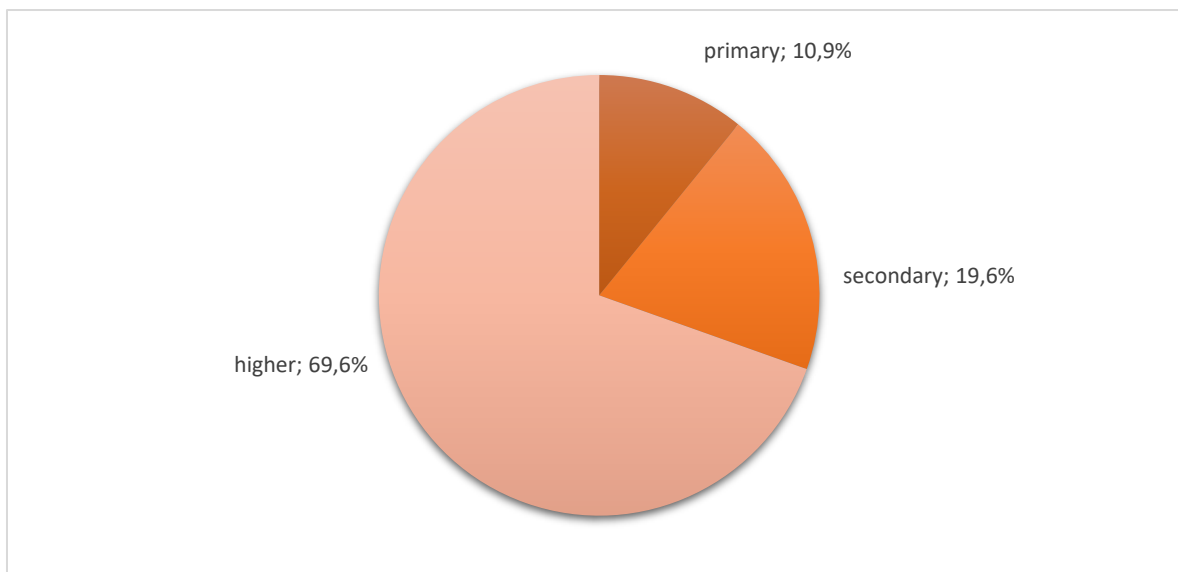


Figure 12. Education of research participants from the group of parents of Ukrainian students
Source: own research, n=46.

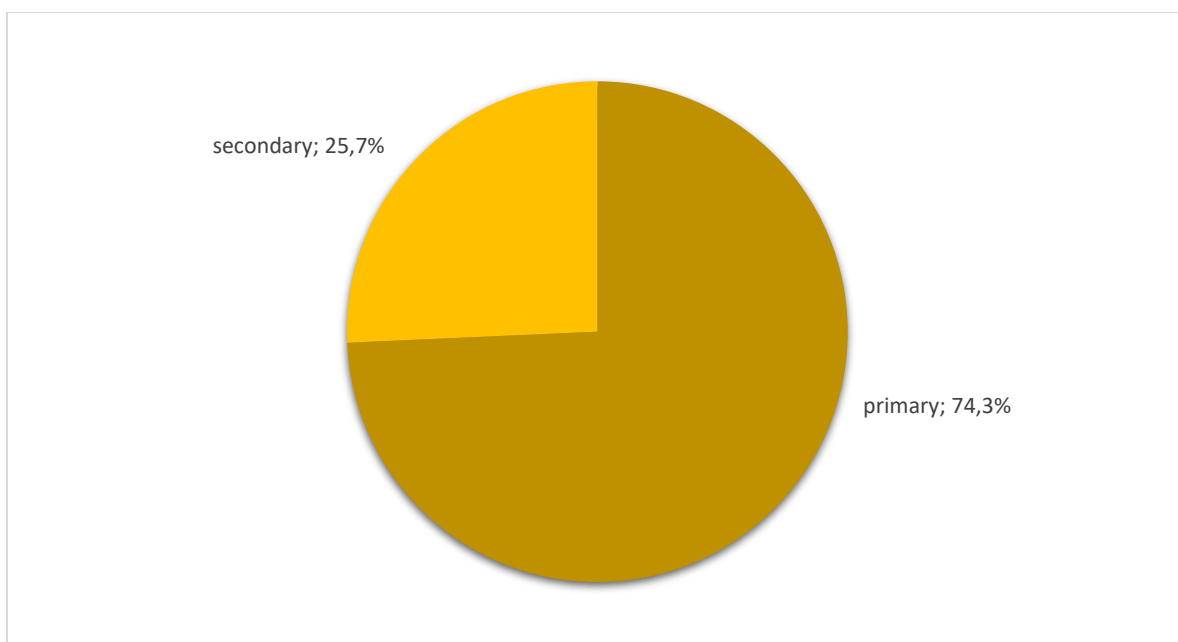


Figure 13. Level of schools attended by Polish students
Source: own research, n=284.

The group of Polish students surveyed is dominated by students in classes VI, VII and VIII of primary schools - 74%, with secondary school students accounting for 26%.

The overwhelming number of classes attended by surveyed Polish students have one (44%) or two or three (42%) Ukrainian students. With 4-5 Ukrainian students, 8% of the surveyed Polish students go to class, and more than 5 Ukrainian students are in the classes of about 6% of the surveyed students.

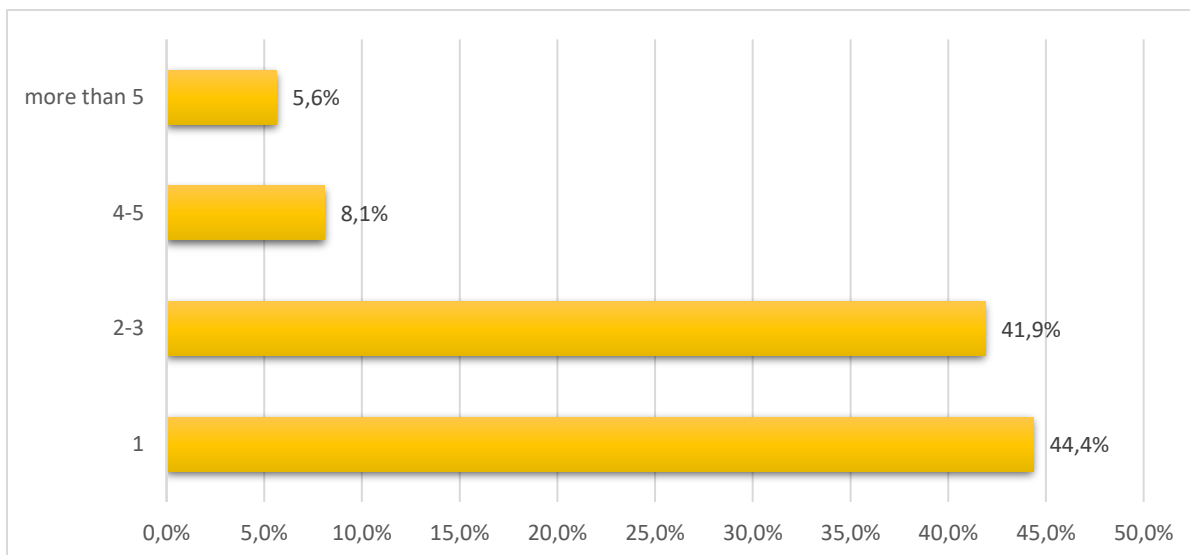


Figure 14. Number of Ukrainian students in classes attended by Polish students

Source: own research, n=284.

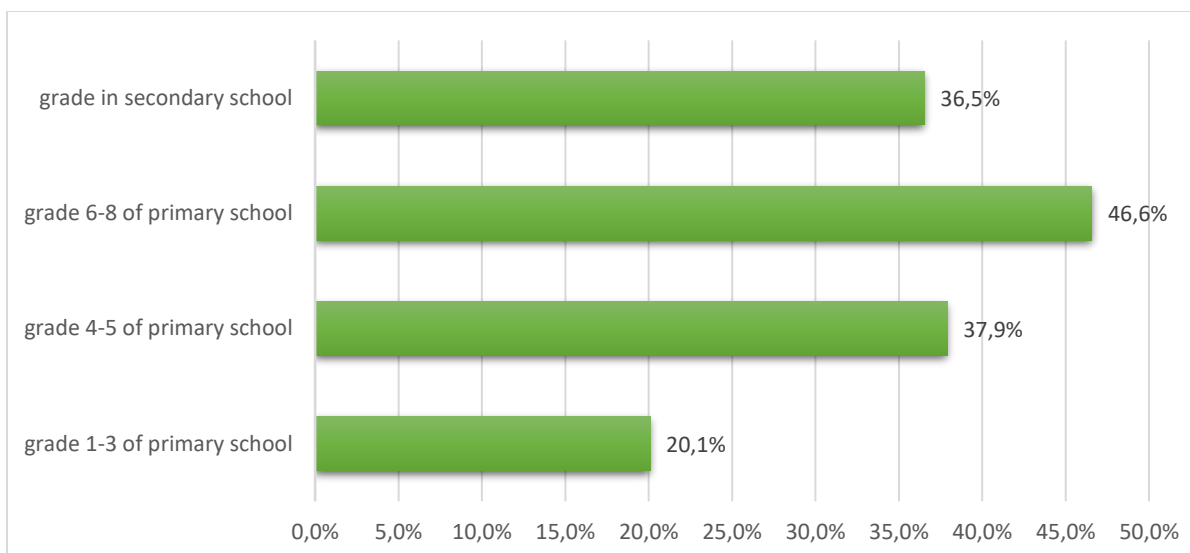


Figure 15. Classes in which the surveyed teachers work

Source: own research, n=219, data does not add up to 100% as respondents could indicate more than one answer.

Most of the teachers surveyed are educators working in primary schools: 20% work with grades 1-3, 38% with grades 4-5 and 47% with grades 6-8. Some 37% of those surveyed work in secondary schools.

The teachers surveyed were asked to indicate how many Ukrainian students on average attend the classes in which they teach. Teachers most often indicated that it was on average two students in a class (54%), with 27% of surveyed teachers teaching in classes with an average of one Ukrainian student. On average, three Ukrainian students in a class are present in 13% of respondents, and 4 or more were indicated by 6% of respondents.

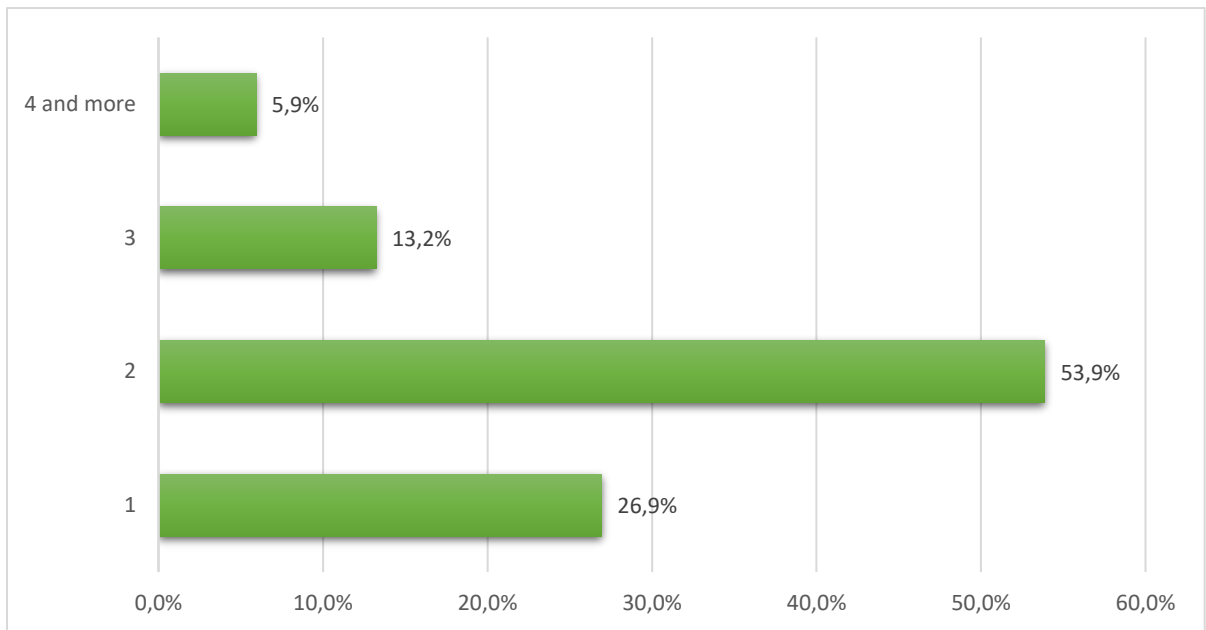


Figure 16. Average number of Ukrainian students in the classes in which the surveyed teachers work
Source: own research, n=219.

3. School and out-of-classroom integration of Ukrainian students

3.1 Activity in class

The first hypothesis in this research problem area concerned the level of activity of Ukrainian students during school lessons. It was hypothesised that student activity during lessons is a result of a number of factors. In addition to issues related to having the knowledge to be active or the personality factors of the individual, an important factor for undertaking such activity is the set of emotions that the individual feels when interacting with groups on a class scale. Hypothesis 1.1, therefore, is that Ukrainian students are less active during lessons than other students. To collect data to verify this hypothesis, all groups of respondents were asked about their evaluation of Ukrainian students' activity during lessons.

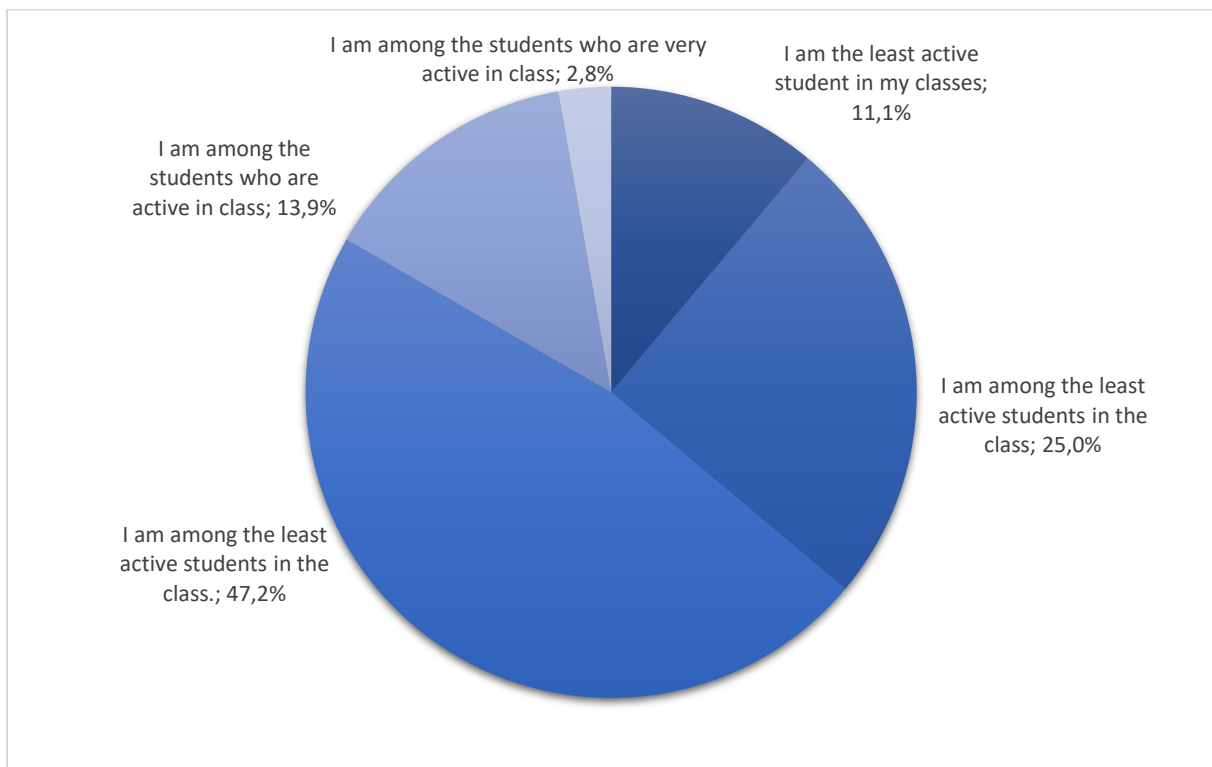


Figure 17. Self-assessment of activity during lessons - Ukrainian students

Source: own research, n=36.

Almost half (47%) of the Ukrainian students surveyed say they are no different from other students in terms of activity. Some 17% of them consider themselves more active than other students (14% place themselves in the active group in lessons and 3% say they dominate the class in terms of activity). 30% of the respondents consider themselves to be inactive (25% place themselves in the group of students who are not very active and 11% see themselves as the least active students in the class).

Table 1. Self-assessment in terms of overall classroom activity vs. gender of Ukrainian students

Self-assessment in terms of general classroom activity:	Gender:	
	women	men
I am the least active student in my classes	21,1%	-
I am among the students who are not very active in classes	21,1%	29,4%
I do not stand out from other students in terms of activity	47,4%	47,1%
I am among the students who are active in my classes	5,3%	23,5%
I am among the students who are very active in classes	5,3%	-
Total (%)	100,0%	100,0%
Total (n)	19	17
Statistical significance	chi-square ²⁼ 6.88006, df=4, p=.142364	

Source: own research, n=36.

The correlation of the self-assessed activity data and the gender of the students did not show a statistically significant relationship when the chi-square test was conducted. Nevertheless, it can be seen that females were more likely to indicate their lower activity than males, although 5% of them claimed to be the most active people in the class.

Table 2. Self-assessment in terms of general classroom activity vs. school level - Ukrainian students

Self-assessment in terms of general classroom activity:	School:	
	primary	secondary
I am the least active student in my classes	15,8%	5,9%
I am among the students who are not very active in classes	15,8%	35,3%
I do not stand out from other students in terms of activity	57,9%	35,3%
I am among the students who are active in my classes	5,3%	23,5%
I am among the students who are very active in classes	5,3%	-
Total (%)	100,0%	100,0%
Total (n)	19	17
Statistical significance	chi-square $\chi^2 = 0.079611$, df=2, p=.960976	

Source: own research, n=36.

The students' self-assessment of their overall activity was contrasted with their level of education. The result of the chi-square test carried out did not show that the level of education determined students' self-assessment of activity in a statistically significant way ($p > 0.05$). Nevertheless, a trend can be observed in that older students (from secondary schools) are more likely to consider themselves to be relatively more active.

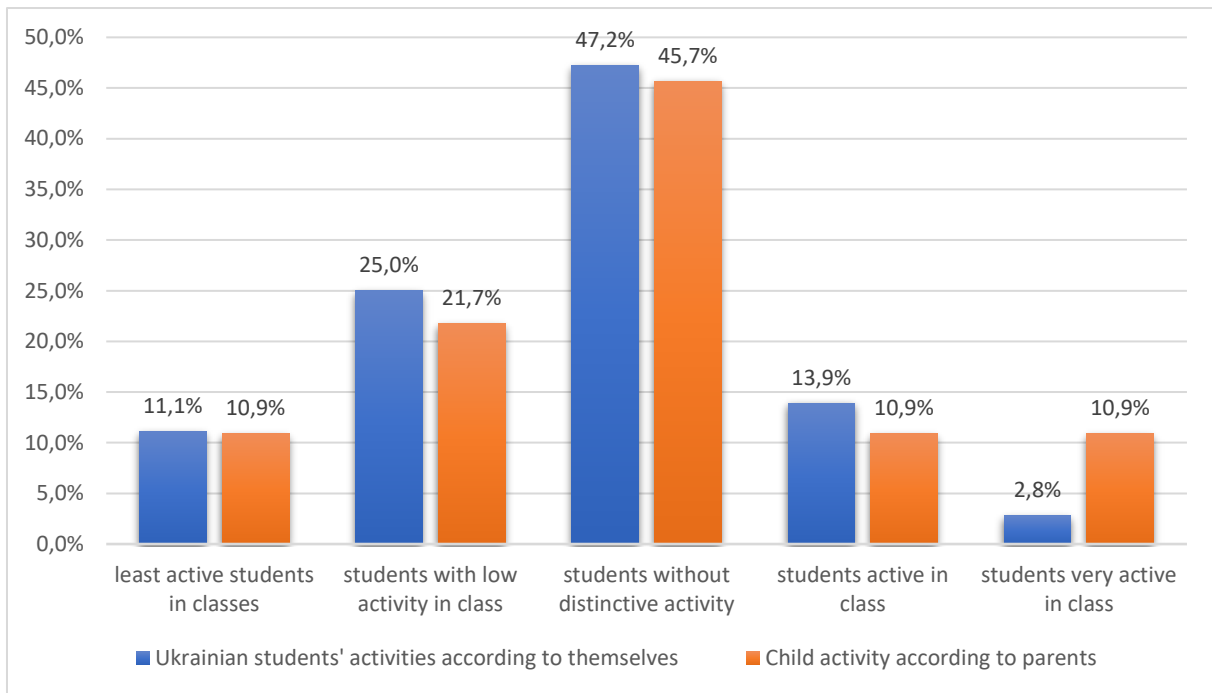


Figure 18. Comparison of the distribution of Ukrainian students' and parents' self-assessment of lesson activity

Source: own research, n=82.

Their parents also commented on the activity of the Ukrainian students. The distribution of results is comparable here. Here it is similar - about half of the respondents believe that the students do not stand out in terms of activity compared to the class. Slightly smaller percentages of respondents here indicated responses regarding lower-than-average activity. In contrast, there was a considerable difference in the indications of the highest activity. If about 3% of the students considered themselves to be the most active in the class, 11% of the parents indicated that their children were so active.

Table 3. Evaluation of their children's activities by parents of Ukrainian students vs. gender of respondents

Evaluation of their children's activities by parents of Ukrainian students	Gender:	
	women	men
is the least active student in class	8,3%	20,0%
is among the students not very active in classes	27,8%	-
does not stand out from other students in terms of activity	44,4%	50,0%
is among the students active in classes	13,9%	-
is among the students very active in classes	5,6%	30,0%
Total (%)	100,0%	100,0%
Total (n)	36	10
Statistical significance	chi-square $\chi^2 = 9.50180$, $df=4$, $p=.049710$	

Source: own research, n=46.

The juxtaposition of data on children's activity ratings and the gender of the respondents does not constitute a statistically significant relationship. However, some trends are evident. Mothers were more likely to rate their children as less active. Fathers were significantly more likely to identify their children as the most active in the classroom.

Table 4. Parents' assessment of their children's activities vs. respondents' education

Evaluation of their children's activities by parents of Ukrainian students	Education:	
	primary/secondary	higher
is the least active student in class	14,3%	9,4%
is among the students not very active in classes	28,6%	18,8%
does not stand out from other students in terms of activity	42,9%	46,9%
is among the students active in classes	7,1%	12,5%
is among the students very active in classes	7,1%	12,5%
Total (%)	100,0%	100,0%
Total (n)	14	32
Statistical significance	Spearman's rank correlation coefficient= rs=0.158332574514056, p=0.293278012432301	

Source: own research, n=46.

Table 5. Parents' evaluation of their children's activities vs. child's class

Evaluation of their children's activities by parents of Ukrainian students	Child's grade:		
	1-5 primary school	6-8 primary school	all grades of secondary school
is the least active student in class	25,0%	9,5%	-
is among the students not very active in classes	16,7%	23,8%	23,1%
does not stand out from other students in terms of activity	25,0%	57,1%	46,2%
is among the students active in classes	16,7%	9,5%	7,7%
is among the students very active in classes	16,7%	-	23,1%
Total (%)	100,0%	100,0%	100,0%
Total (n)	12	21	13
Statistical significance	Spearman rank correlation coefficient= rs=-0,0326516197246745, p=0,829442313170648		

Source: own research, n=46.

The tests showed no statistical significance between the data on parents' opinions about their children's activity and parents' education. However, the data shows that parents with higher education are slightly more likely to think that their children are active during lessons.

Similarly, there is no statistically significant relationship between the data on children's activity opinions and the classes attended by the children of the parents surveyed. The data show that parents of secondary school students are convinced of high activity and to a slightly lesser extent parents of students in grades 1 - 3 of primary schools . Parents of students in primary school grades 6 - 8 were more likely to indicate below-average or average activity.

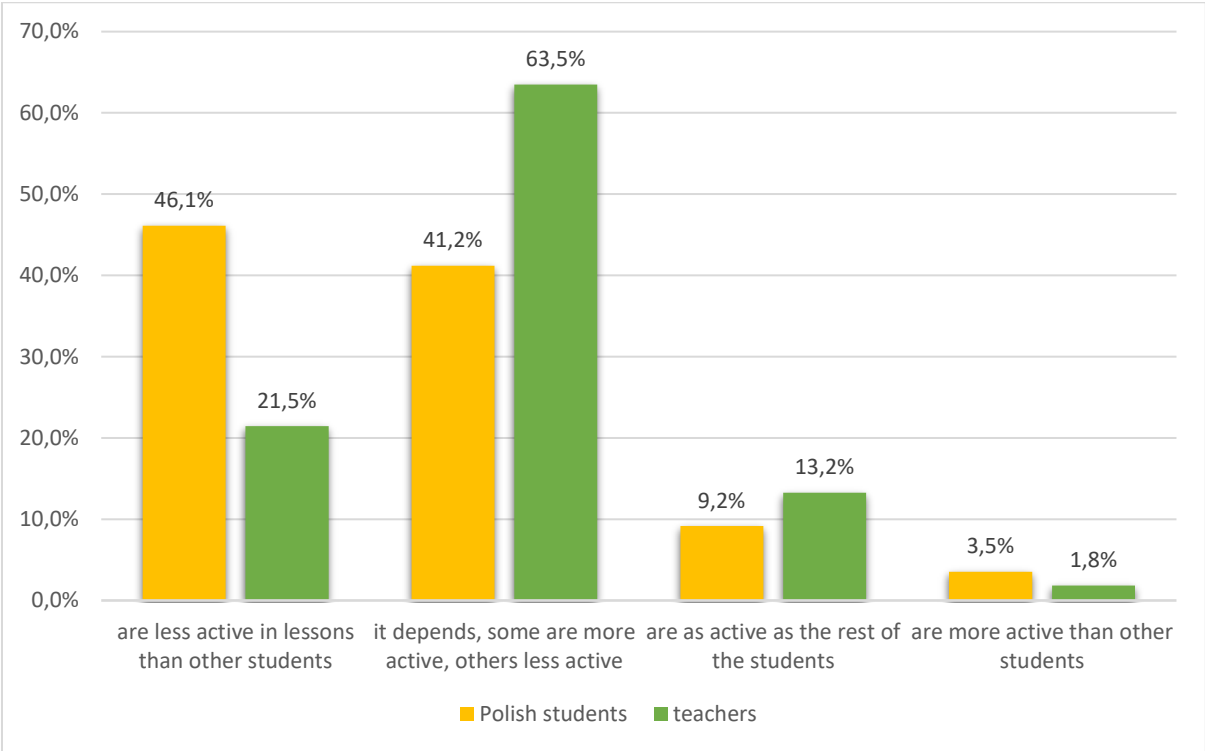


Figure 19. Comparison of the distribution of Polish students' and teachers' assessment of Ukrainian students' lesson activities

Source: own research, n=503.

Polish students and teachers were also asked about the activity of Ukrainian students. 46% of the students surveyed described Ukrainian students as less active than others. Another 41% noted that activity depends on specific personal characteristics. The specificity of the individual in terms of their activity was pointed out by 64% of teachers. The differences in the activity of Polish and Ukrainian students were not noticed by 9% of students and 13% of teachers. 4% of students and 2% of teachers believe that Ukrainian students are more active in lessons than their Polish counterparts. The chi-square test showed a statistically significant relationship here ($\chi^2 = 36.4756$, $df=3$, $p=.000000$), so the differences in evaluation are significant.

Hypothesis H1.1: "Ukrainian students are less active during lessons than other students" is therefore rejected. The respondents mostly describe the activity level of Ukrainian students as comparable to that of Polish students, and the differences in activity according to them are due to individual personality traits.

3.2 Friendly relations

Another research problem in this periphery is the question of how Ukrainian students and Polish students enter into friendly relationships.

Hypothesis H1.2 for this problem is as follows: "Ukrainian students form closer-than-school relationships with Poles".

Firstly, the school relationships of Ukrainian students were examined. Respondents identified their friendly relationships with other Ukrainian students and also with Polish students.

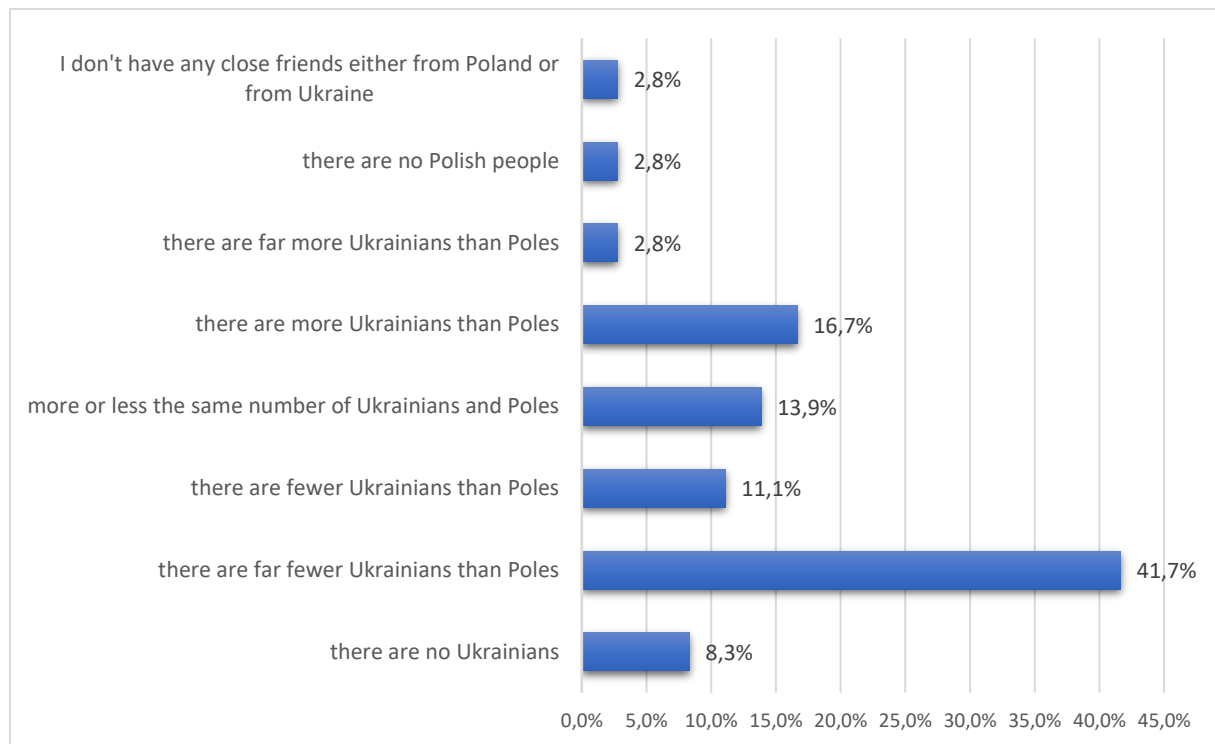


Figure 20. Scale of close school relationships of Ukrainian students

Source: own research, n=36.

42% of the Ukrainian students surveyed said that their close friends at school were definitely dominated by Poles, while 8% admitted that they had no close friends of Ukrainian origin in their school environment. A further 11% indicated that Polish close friends were slightly less outnumbered by Ukrainian ones. The balance in numbers was indicated by 14% of respondents. 23%, on the other hand, indicated that Ukrainians predominated in their friendship circles (of which each 3% indicated a significant predominance of Ukrainians or no presence of Poles at all). 3% of respondents indicated that they do not enter friendly relationships at all.

The juxtaposition of data on the scale of school relationships and school level was not confirmed as a statistically significant relationship. However, it can be seen that primary school students are more likely to have more or definitely more Poles in their circle of close school friends. Students from secondary schools show a greater concentration in their circle of Ukrainian students. It is among them that there were indications of a predominance and significant predominance of Ukrainians in their circles of close school friends. It is also noteworthy that 5% of Ukrainian primary school students admitted that they do not function in any close friendly relationship in the school environment.

Table 6. Ukrainian students' close school relationship scale vs. school level

Relationship level	School:	
	primary	secondary
there are far fewer Ukrainians than Poles	63,2%	17,6%
there are fewer Ukrainians than Poles	10,5%	11,8%
approximately the same number of Ukrainians and Poles	10,5%	17,6%
there are more Ukrainians than Poles	10,5%	23,5%
there are far more Ukrainians than Poles	-	5,9%
there are no Polish people	-	5,9%
I have no close friends either from Poland or Ukraine	5,3%	-
Total (%)	100,0%	100,0%
Total (n)	19	17
Statistical significance	chi-square $\chi^2 = 12.1932$, $df=7$, $p=.094382$	

Source: own research, n=36.

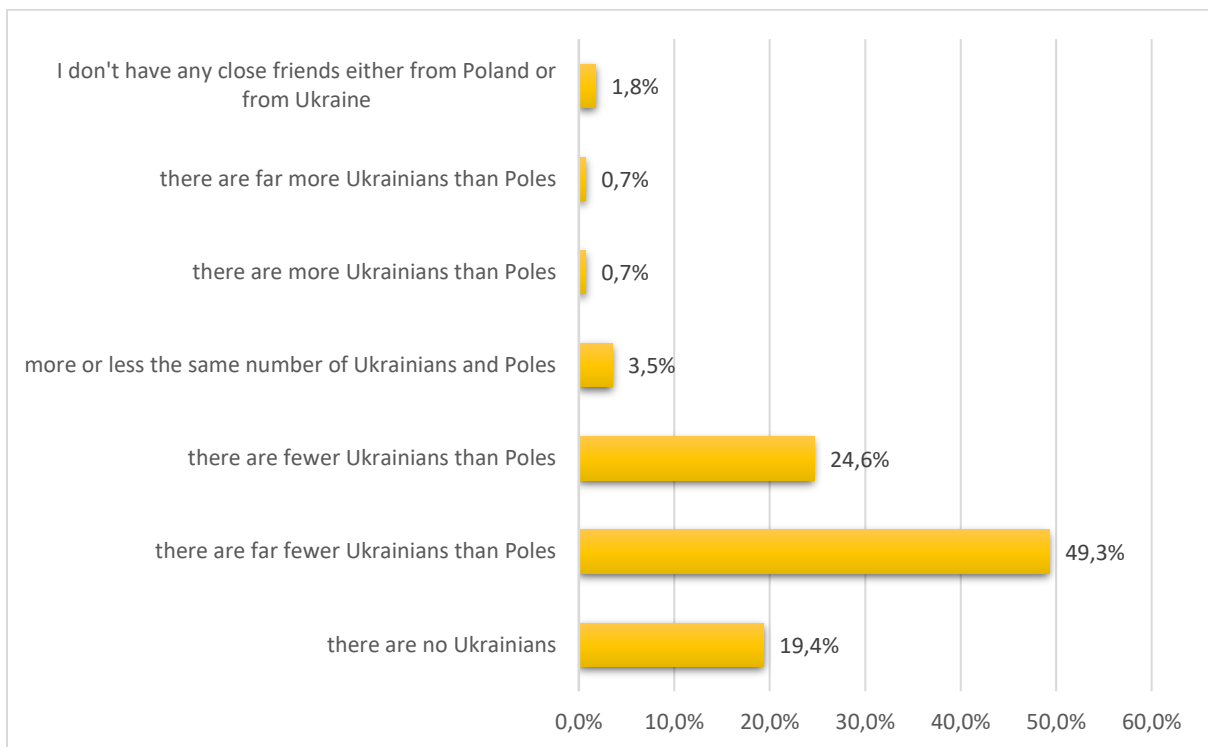


Figure 21. Scale of close school relationships of Polish students

Source: own research, n=284.

Polish students also responded to the question about school friendship relationships. Almost half of them (49%) indicate that their circles of school friends are dominated by Polish students, but there are also people of Ukrainian origin. 19% indicate that there are no Ukrainians in their circle of close friends. Another 25% indicate a predominance of Poles, but also include Ukrainians in their closest circle. About 4% indicate that there is a balance in the number of Polish and Ukrainian friends and

about 2% indicate that Ukrainians predominate in their circle of friends. 2% of the respondents admitted that they do not enter into friendly relationships at school at all.

Table 7. Scale of close school relationships of Polish students vs. number of Ukrainian students in class

Relationship level	Number of Ukrainian students in the class:		
	1	2 - 3	4 and more
there is not a single Ukrainian	23,0%	15,1%	20,5%
there are far fewer Ukrainians than Poles	54,0%	49,6%	33,3%
there are fewer Ukrainians than Poles	19,8%	29,4%	25,6%
roughly the same number of Ukrainians and Poles	3,2%	2,5%	7,7%
there are more Ukrainians than Poles	-	-	5,1%
there are far more Ukrainians than Poles	-	0,8%	2,6%
I do not have any close friends either from Poland or Ukraine	-	2,5%	5,1%
Total (%)	100,0%	100,0%	100,0%
Total (n)	126	119	39
Statistical significance	chi-square $\chi^2 = 8.267057$ df=6 p=.21918		

Source: own research, n=284.

Significance tests did not show that the construction of classmate relationships was influenced by the number of Ukrainian students. The data summary shows some trends towards more intensive peer relations in classes with more Ukrainian students, but one in five Polish students in such classes indicate that there are no people of Ukrainian origin in their circle of close classmates (in comparison, this was indicated by 15% of students studying in classes with 2 to 3 Ukrainian students).

A statistically significant relationship also does not exist for the correlation of school relationship scale data and school level.

Parents of Ukrainian students were also asked the question about school relationships. The majority of parents believe that there is a predominance of Poles among their closest schoolmates (including 11% who believe that there are no Ukrainians in these circles at all, and 39% who believe that there is a clear predominance of Poles).

9% of the surveyed parents say that there are no Poles at all in their children's circle of school friends, and 11% that there is a predominance of Ukrainian classmates (of which 2% that this predominance is significant). Approximately 9% of the surveyed parents of Ukrainian students say that their children have not entered into friendly relationships in the school environment at all.

The tests did not show a statistically significant relationship between the data on parents' opinions of their children's friendships in the school environment, but the juxtaposition of these data allows some conclusions to be drawn. One in four parents of a child in grades 1-3 believes that there is not a single student of Polish origin in their child's circle of friends. On the other hand, 33% of these

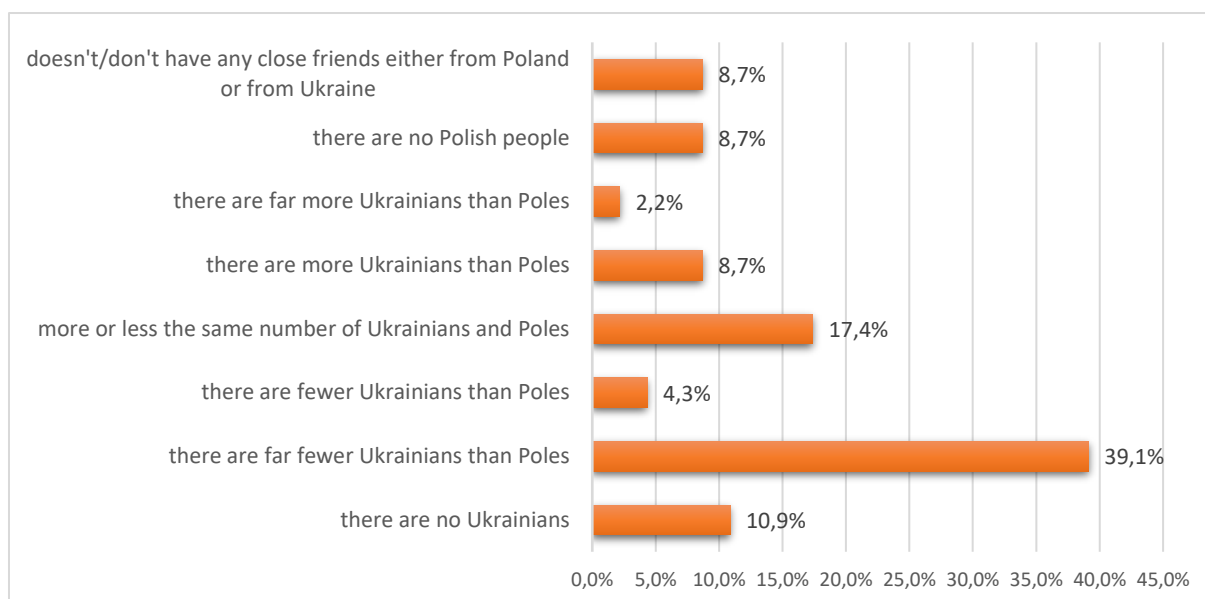


Figure 22. Opinions of parents of Ukrainian students on their children's close school relationships
 Source: own research, n=46.

Table 8. Opinions of parents of Ukrainian students on their children's close school relationships vs. the classes their children attend

Opinion on the scale of the child's circles within the class	Children's grades:		
	1-5 primary school	6-8 primary school	all grades of secondary school
there is not a single Ukrainian	-	-	7,7%
there are far fewer Ukrainians than Poles	33,3%	14,3%	7,7%
there are fewer Ukrainians than Poles	16,7%	4,8%	15,4%
approximately the same number of Ukrainians and Poles	8,3%	19,0%	7,7%
there are more Ukrainians than Poles	16,7%	9,5%	7,7%
there are far more Ukrainians than Poles	-	23,8%	7,7%
there is not a single Polish person	25,0%	14,3%	7,7%
have no close friends either from Poland or from Ukraine	0,0%	14,3%	38,5%
Total (%)	100,0%	100,0%	100,0%
Total (n)	12	21	13
Statistical significance	chi-square $\chi^2 = 18.5330$, $df=14$, $p=.183572$		

Source: own research, n=46.

parents believe that among close classmates, Ukrainian students are in a distinct minority. 39% of parents of Ukrainian post-primary school students say that their children have not entered into friendly relationships at all (in comparison, not a single surveyed Ukrainian post-primary school student says this).

Respondents were also asked about out-of-school relationships. The juxtaposition of school and out-of-school relationship data indicates that peer integration of young Ukrainians takes place

primarily in the school environment. More than one in ten Ukrainian students does not enter into closer relationships with Polish peers outside of school. An identical percentage of respondents indicate that there are no Ukrainian peers in their closest social environment outside school. In 47% of the Ukrainian students surveyed, out-of-school peer circles are dominated by Ukrainian peers (of which, in 19%, there is a clear majority). As in the case of friendly school circles, about 3% of the respondents declared that they do not enter into friendly relationships at all.

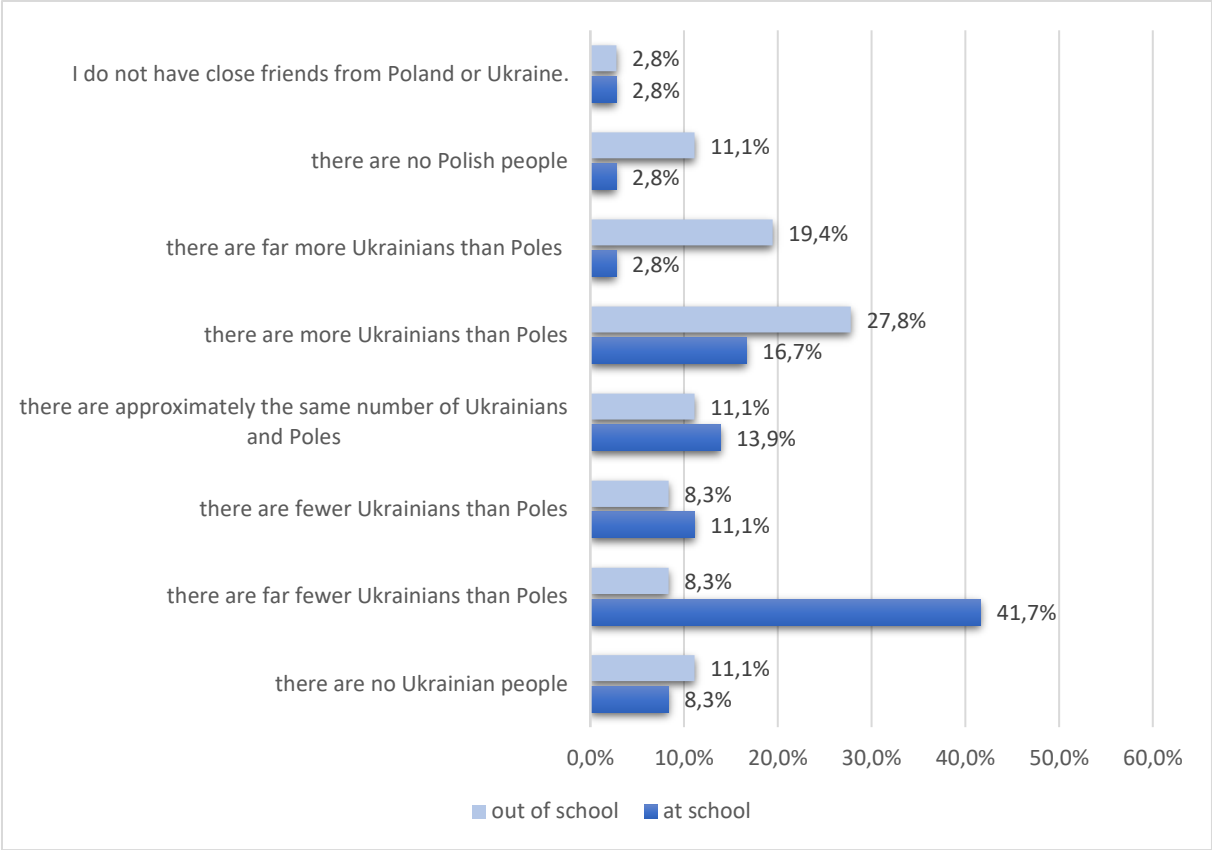


Figure 23. Comparison of the scale of school and out-of-school relationships of Ukrainian students
 Source: own research, n=36.

Polish students were also asked about friendly out-of-school relationships. 58% of them said that there are no Ukrainian people in their circle of closest out-of-school friends. Among the others, such relationships do occur. Another 44% of respondents said that their out-of-school friends are dominated by Poles, but there are also people from Ukraine, (23% - Poles definitely dominate, 11% - Poles dominate). Approximately 4% of respondents said that the group of their out-of-school friends made up of Poles and Ukrainians in roughly equal numbers, about 2% indicated that Ukrainians predominate in this group. On the other hand, 3% of the respondents said that they do not enter into close friendly out-of-school relationships at all.

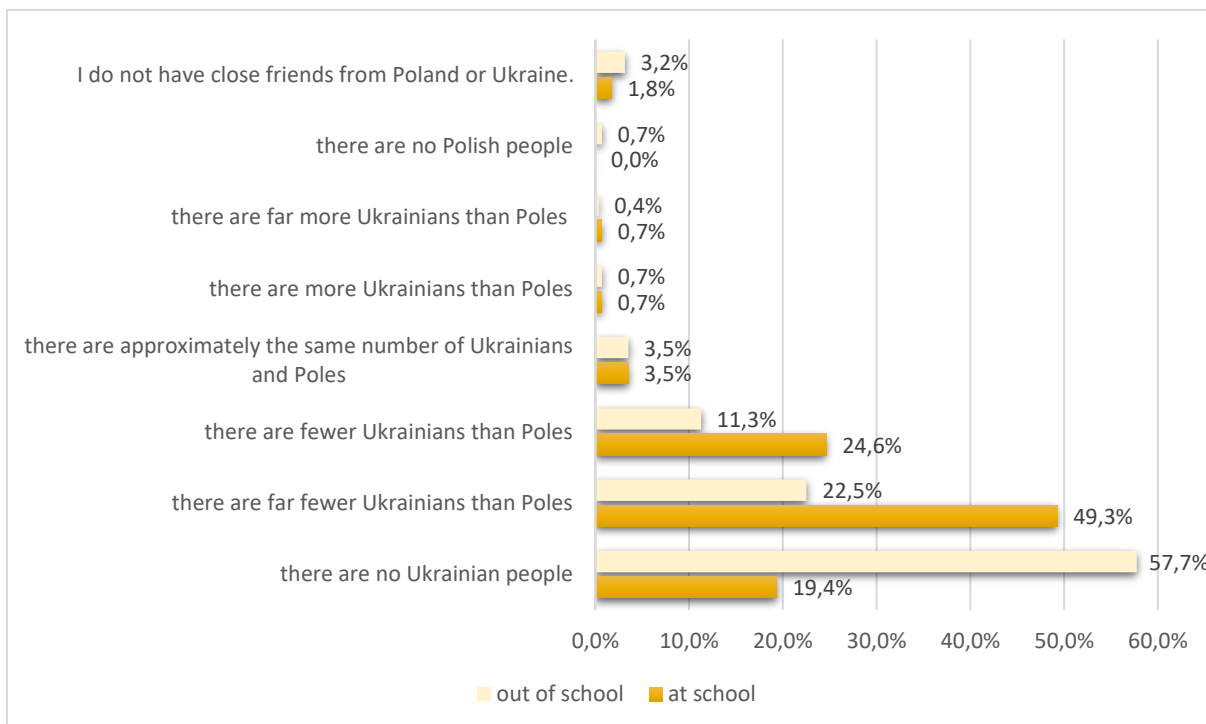


Figure 24. Comparison of the scale of school and out-of-school relationships of Polish students
 Source: own research, n=284.

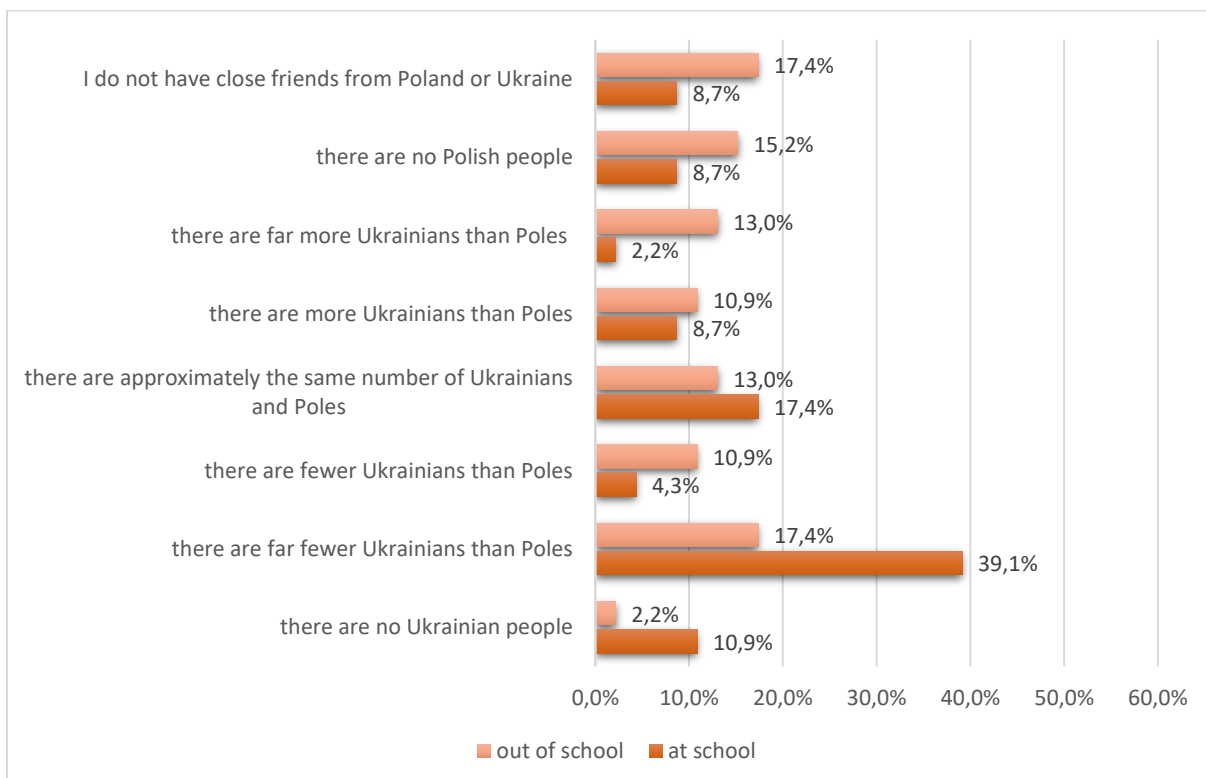


Figure 25. Comparison of Ukrainian students' parents' views on their children's school and out-of-school relationships
 Source: own research, n=46.

The surveyed parents of Ukrainian students, when commenting on their children's functioning in peer groups, also indicated that the building of these relationships was concentrated in the school environment. Although they indicated, in a slightly higher percentage than the Ukrainian students themselves, that there are Poles in their children's out-of-school peer circles (2% do not have any Ukrainians, 17% have far fewer Ukrainians, 11% have fewer Ukrainians), it is also evident in this group of respondents that the percentages of responses regarding the dominance among the out-of-school peer group of Ukrainian people are duplicated. Furthermore, 17% of the parents surveyed said that their children did not enter into friendly relationships outside of school (neither with Poles nor Ukrainians).

In order to compare the degree of school integration of Ukrainian students with Polish students and Polish students with Ukrainian students, a scale for assessing the level of integration was constructed on the basis of the question concerning close school friendships: from no integration at all (1) to having friends from both Poland and Ukraine (6). Numerical values were assigned for each category to allow for analysis of the results.

Analysis of the results showed that the mean integration values for Ukrainian and Polish students were 2.75 and 2.05 respectively. The higher mean integration score among Ukrainian students suggests that this group forms closer school relationships than Polish students. It can therefore be assumed that Ukrainian students form slightly closer relationships at school with Polish students than Polish students do with Ukrainian students.

It is also noteworthy that the majority of Ukrainian students rate integration at a low to medium level, whereas for Polish students this rating tends to be lower, clustering at levels ranging from none to low. Despite the higher level of integration among Ukrainian students. Thus, the study indicates a tendency for Ukrainian students to form closer school relationships than Polish students, which is in line with the hypothesis. However, it should be noted that integration in both groups is not yet very high.

The next issue explored in this thematic area is an analysis of the forms of participation in meetings between different nationality groups outside school.



Figure 26. Out-of-school forms of meetings between Polish and Ukrainian students

Source: own research, n=320.

The juxtaposition of data on the forms of out-of-school encounters between Polish and Ukrainian students indicates certain trends. For the majority of Polish students, meetings with Ukrainian peers are rare or do not occur at all outside of school (65%). This may indicate the existence of certain barriers to communication between nationality groups.

Dominant forms of meeting: for Ukrainian students, the most common form of meeting with Polish peers is social outings to a shopping centre or for pizza. This form was indicated by 47% of Ukrainians and 20% of Poles. These meetings are therefore an important element of social integration and an important place for building relations between nationality groups.

The role of online meetings: both groups surveyed showed activity in online meetings (chatting via instant messaging, playing online together, etc.) This is the second form of interaction indicated by Poles (7%) and the third by Ukrainians (19%), after class outings. It is an important channel of communication for young people and can help build bonds between students of different nationalities. **Rare forms of meeting:** spending important occasions together, going to concerts or cultural events and also group out-of-school activities are less frequently chosen forms of interaction in all groups. Ukrainian students often indicated (25%) meetings with Poles related to joint study (Poles 6%). A relatively high percentage of indications among Ukrainian students also appeared for holiday or weekend trips (19%). Perhaps this is a result of the activities of organisations working to integrate Ukrainians in Rzeszów.

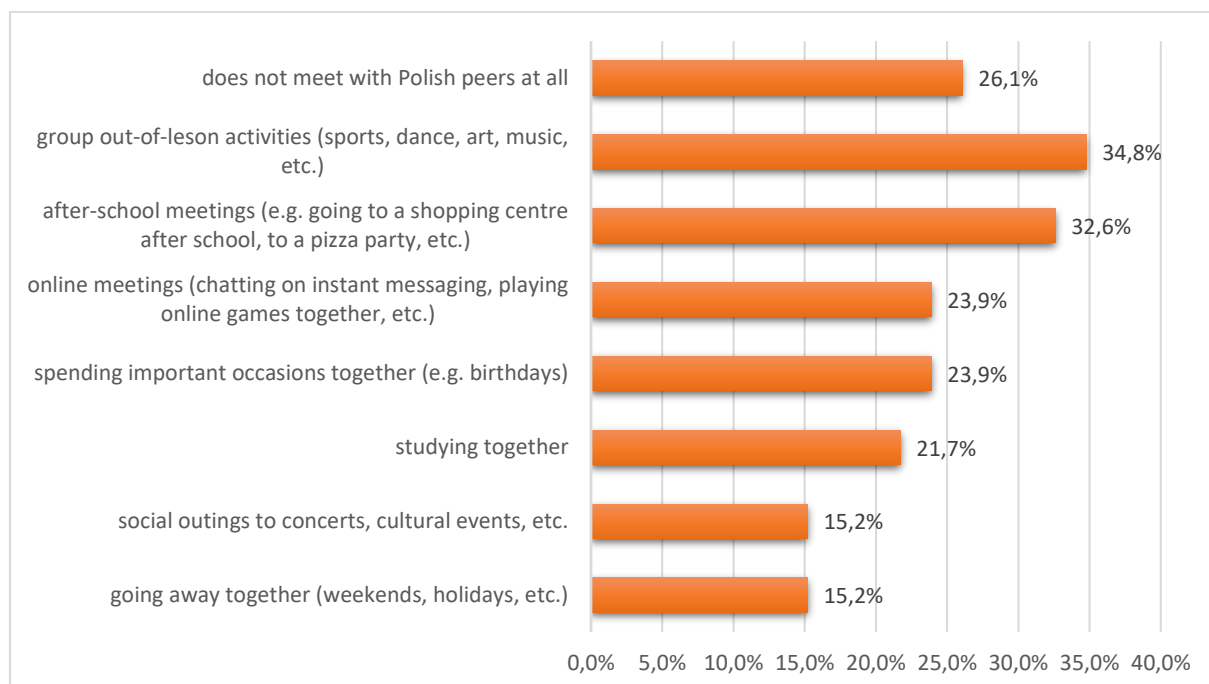


Figure 27. Out-of-classroom forms of meetings between Ukrainian students according to parents
Source: own research, n=46.

Parents of Ukrainian students were asked about their children's out-of-classroom encounters. 26% of the respondents admitted that their children do not meet Poles at all within the framework of out-of-classroom relations. The highest percentage of indications in this group were out-of-classroom activities - 35%. It should be noted here that the majority of these indications came from parents of students in primary school grades 1-3. Parents of older students chose this form less frequently. In second place (33%) were peer meetings, and this form was indicated mainly by parents of older students. Here, the result is therefore confirmed by the students themselves. Online relationships were

also mentioned more frequently by parents of older students (24%). Special occasion meetings (e.g. birthday parties) were mentioned by both parents of younger and older children.

In general, parents were more likely than Ukrainian students to indicate various forms of out-of-classroom integration.

The results show that peer meetings is the most common form of integration for Ukrainian students, highlighting its role in relationship building and social integration. This trend is rather in line with the general functioning of Polish youth in terms of peer out-of-classroom interactions and the lower percentages indicating other forms of social activities are the norm. The lack of regular meetings of some students outside school indicates the existence of barriers to communication and integration between these groups.

This can be a signal to take action to reduce these barriers, for example by organising joint initiatives and projects that encourage interaction and getting to know each other. The role of online meetings suggests that modern technology can be an effective tool in building bonds between students of different nationalities. Using digital platforms to organise joint events and projects can be one way to strengthen relationships between students. Promoting activities that involve both groups, both by organising joint offline and online events and projects, can contribute to building a more integrated, open and tolerant school community.

Table 9. Declaration of willingness to participate out-of-classroom activities vs. group surveyed

I am happy to participate in meetings/out-of-classroom activities (1 means strongly disagree to 5 strongly agree)	Groups studied:		
	Ukrainian students	Polish students	teachers (about Ukrainian students)
1	22,2%	20,8%	10,0%
2	11,1%	15,8%	27,9%
3	27,8%	25,4%	36,5%
4	19,4%	15,8%	16,9%
5	19,4%	22,2%	8,7%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	284	219
Statistical significance	Kruskal-Wallis test = 2.019560 p = .3643		

Source: own research, n=539.

The Polish and Ukrainian students surveyed declared their readiness for additional out-of-classroom activities or meetings. The test did not show a statistically significant relationship; the data for the individual readiness scale steps in both groups are very similar, which means that the activity (at the declarative level) of both students does not differ. Teachers also commented on the activity of Ukrainian students in this respect. Their responses are similar to those of Ukrainian students (except at the extreme end of the scale, where the percentages indicated by teachers are lower).

Table 10. Declaration of willingness to meet Poles/Ukrainians vs. surveyed group

I am happy to meet Poles/Ukrainians outside of school (1 means strongly disagree to 5 strongly agree)	Groups studied:		
	Ukrainian students (about meetings with Poles)	Polish students (about meetings with Ukrainians)	teachers (about Ukrainian students)
1	11,1%	41,2%	9,6%
2	13,9%	16,2%	30,6%
3	27,8%	23,6%	33,8%
4	11,1%	10,6%	17,4%
5	36,1%	8,5%	8,7%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	284	219
Statistical significance	Kruskal-Wallis test = 42.86603 p = .0000		

Source: own research, n=539.

Another question concerned the willingness to meet: Ukrainian students with Poles and Polish students with Ukrainians. In addition, teachers commented on their opinions on the willingness of Ukrainian students to meet with Poles. In this case, the test showed a rather strong statistically significant relationship. Ukrainians declared a much higher willingness to meet with Poles than Poles with Ukrainians. Further, teachers rated Ukrainian students' willingness to build relationships with Poles much lower than Ukrainian students themselves did.

In conclusion, there are grounds for the hypothesis "Ukrainian students form closer relationships with Poles than just school relationships", and they are also more open to these relationships than Polish young people. The data indicate that most of them function in out-of-classroom peer relationships in addition to school relationships. The differences between entering into relationships with Polish and Ukrainian students in the data are mainly due to the numerical disproportion of the two groups, but also due to the openness to these relationships. The hypothesis "Ukrainian students participate in meetings with Poles outside of school classes" was therefore also confirmed.

3.3 Communication

Another aspect from the borderline of integration and communication issues is hypothesis H1.4: "Ukrainian students bring up out-of-school topics in conversations with Poles". Its verification is intended to prove whether Ukrainian students, when participating in conversations with their Polish peers, build relationships broader than just the student-to-student one.

The analysis of the data obtained from this question shows that most Ukrainian students go beyond the framework of purely school relations in their conversations - 67% of the respondents in this group admit that they discuss out-of-school topics with their Polish peers. School-related topics are raised in conversations with Polish students by 47% of respondents. 8% of the Ukrainian students surveyed admit that they do not talk to Polish students at all.

Correlating the data on the topics of conversations with the gender of the respondents, it can be noted that only women declare that they do not engage in any conversations with Polish students. There is a statistically significant relationship in the case of conversations on non-school topics - men are much more likely to discuss such topics with Polish students (88% of men and 47% of women).

Women, on the other hand, are slightly more likely to bring up school topics in their conversations (53% of women and 41% of men).

When comparing the responses regarding the topics of conversation of primary and post-primary students, it can be seen that it is female primary students who are more likely not to talk to Polish students (11% of primary students and 6% of post-primary students). The distribution of topics based on this variable looks similar.

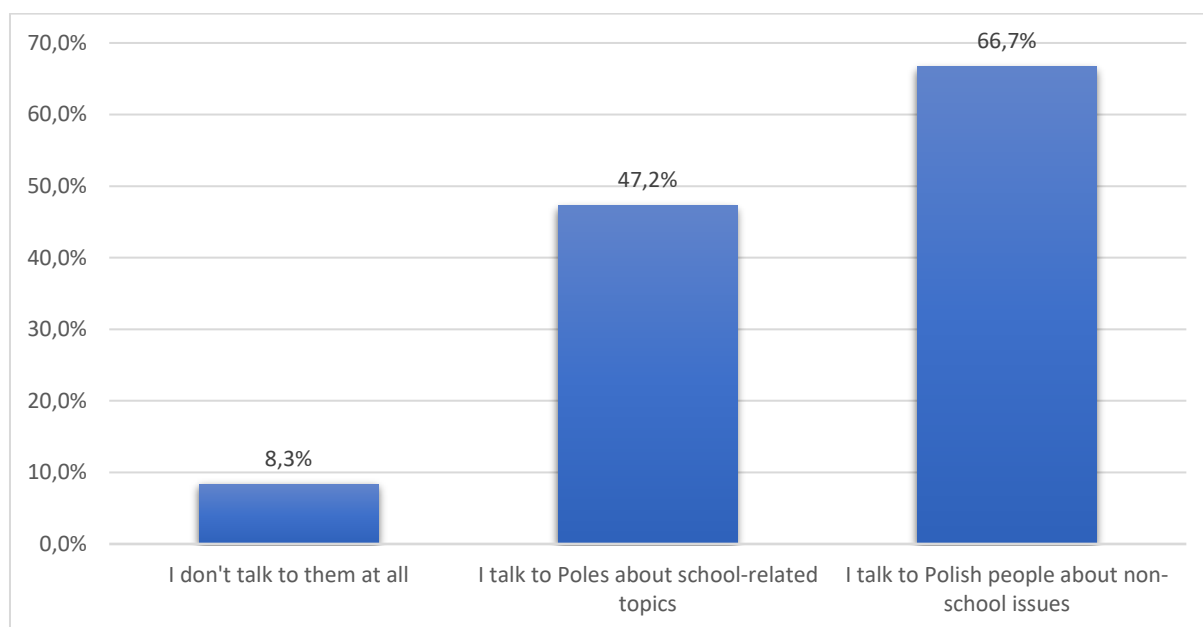


Figure 28. Conversation topics between Ukrainian and Polish students
Source: own research, n=36.

Table 11. Topics of conversation between Ukrainian students and Polish classmates vs. students' gender

Topics of conversation	Gender:		Statistical significance
	women	men	chi-square
I don't talk to them at all	15,8%	-	chi ² =2.92823, df=1, p=.087043
I talk to Polish people about school-related issues	52,6%	41,2%	chi ² =.472390, df=1, p=.491890
I talk to Polish people about about life after school	47,4%	88,2%	chi² =6.74303, df=1, p=.009411

Source: own research, n=36, percentages do not add up to 100% as respondents could select more than one answer.

Respondent uPI244: *We are acquaintances. I try to have a good contact with everyone. I consider people from Ukraine as acquaintances, it's a bit hard to talk because they are terribly secretive and shy. But most have their own circle of friends. We meet at school, sometimes we talk.*

Table 12. Topics of conversation between Ukrainian students and Polish classmates vs. school level

Topics of conversation	School:		Statistical significance
	primary	secondary	chi-square
I don't talk to them at all	10,5%	5,9%	chi ² =.253307, df=1, p=.614756
I talk to Polish people about school-related issues	47,4%	47,1%	chi ² =.000345, df=1, p=.985179
I talk to the Poles about about life after school	68,4%	64,7%	chi ² =.055728, df=1, p=.813381

Source: own research, n=36, percentages do not add up to 100% as respondents could select more than one answer.

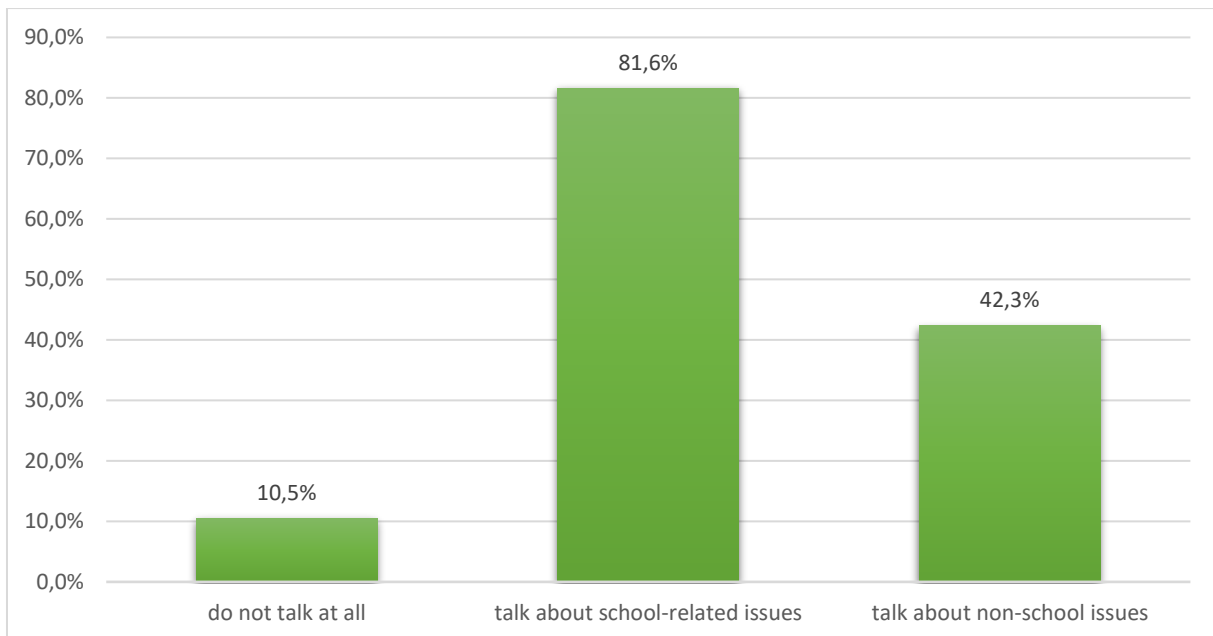


Figure 29. Teachers' opinions on topics of conversation between Polish students and Ukrainian students

Source: own research, n=219.

Teachers, speaking about their observations related to the topics of conversations between Polish students and their Ukrainian classmates, state that mainly school topics (82%) come up, less often out-of-school topics (42%). According to about 11% of teachers, Polish students do not talk to Ukrainian students at all.

Table 13. Omission of certain topics in conversations vs. group surveyed

There are some topics of conversation that I only discuss with Ukrainians/Poles (1 means strongly disagree to 5 strongly agree)	Groups studied:		
	Ukrainian students (about conversations with Poles)	Polish students (about conversations with Ukrainians)	teachers (about Ukrainian students)
1	11,1%	18,7%	3,7%
2	22,2%	7,0%	7,8%
3	19,4%	13,0%	21,5%
4	8,3%	13,7%	22,4%
5	38,9%	47,5%	44,7%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	284	219
Statistical significance	Kruskal-Wallis test = 4.047460 p = .1322		

Source: own research, n=539.

In order not to increase the level of sensitivity of the research, the omitted topics of conversation were asked very generally. The first question concerned topics that are only discussed among Poles or Ukrainians. Both groups of students indicated that such topics occur - 35% indications out of 5 by Ukrainian students and 48% indications out of 5 by Polish students. A minority of respondents (11% for 1 and 22% for 2 among Ukrainian students and 19% for 1 and 7% for 2 among Polish students, 4% for 1 and 8% for 2 among teachers) disagreed with this statement.

Table 14. Taboo topics in conversation vs. group surveyed

I have no taboo subjects with Poles/Ukrainians. There are no topics I do not want to discuss with Poles/Ukrainians (1 being strongly disagree to 5 being strongly agree)	Groups studied:		
	Ukrainian students (about conversations with Poles)	Polish students (about talks with Ukrainians)	teachers (about Ukrainian students)
1	11,1%	29,2%	16,0%
2	25,0%	16,2%	27,9%
3	19,4%	20,4%	34,2%
4	13,9%	9,5%	13,7%
5	30,6%	24,6%	8,2%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	284	219
Statistical significance	Kruskal-Wallis test = 4.256432 p = .1191		

Source: own research, n=539.

The second question concerning the omission of certain topics in conversations concerns the issue of taboo subjects in the relationships of Ukrainian and Polish students. The Kruskal-Wallis test

indicates similarity in attitudes towards this topic between the groups studied. The data shows that slightly more taboo topics are held by Polish students, slightly more open to all topics by Ukrainian students. However, these differences are so insignificant that the test did not show statistical significance of differences here. Teachers believe that Ukrainian students are more closed to certain topics than is actually the case.

Another hypothesis regarding communication is as follows: (H1.5) "Ukrainian students communicate among themselves in their native language". To verify it, the Ukrainian students were asked two questions. The first one concerned the question of the language of communication used among Ukrainians.

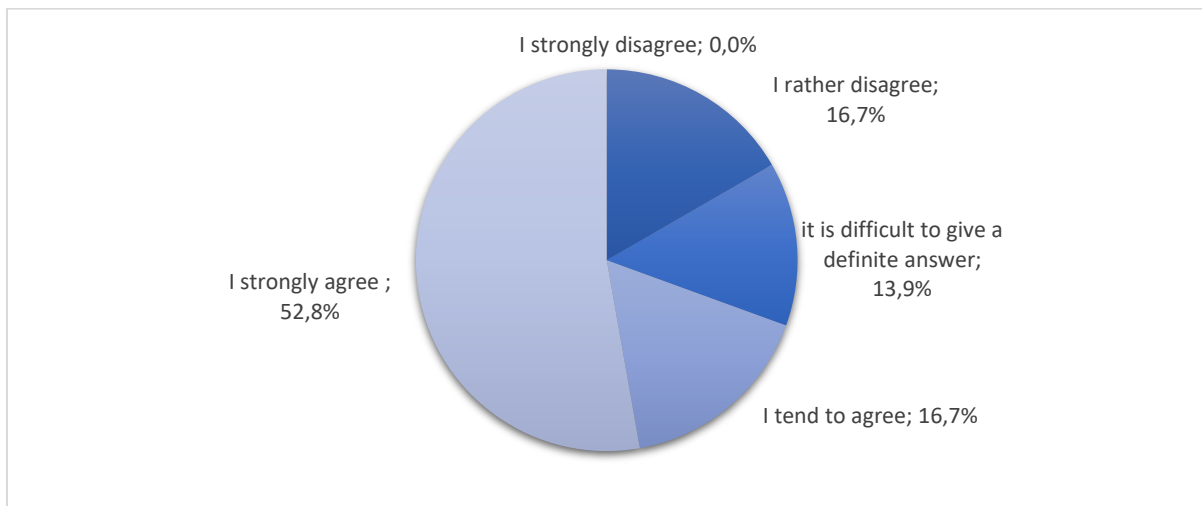


Figure 30: Distribution of responses regarding Ukrainian students' attitudes towards the thesis: "Among Ukrainians, we use Ukrainian language"

Source: own research, n=36.

The vast majority of Ukrainian students surveyed confirmed that they communicate in Ukrainian with others of Ukrainian nationality (70% in total). A further 14% of respondents were unable to give a clear answer here, and 17%, disagreeing with the thesis, admitted that other languages are also used for communication.

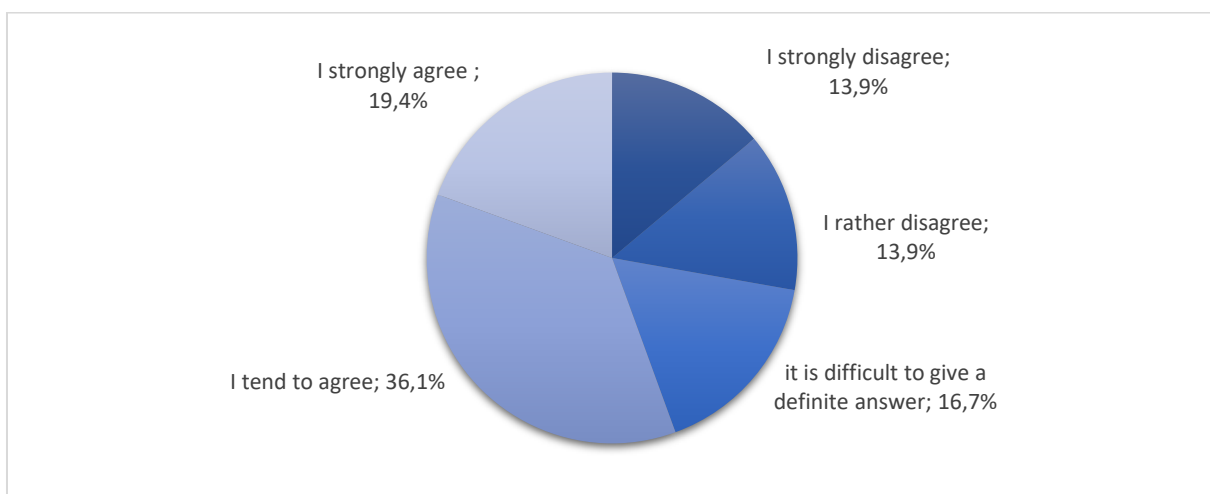


Figure 31: Distribution of responses regarding Ukrainian students' attitudes to the thesis: "I often find myself talking to Ukrainians in Ukrainian, even if there are Poles among the interlocutors"

Source: own research, n=36.

The second question concerned the communication of Ukrainian students with each other, but in the presence of Poles. More than half (56%) of the respondents admitted that they also speak Ukrainian with other Ukrainians when Poles are present in the conversation. 29% said that such situations are unlikely to occur.

In summary, the vast majority of Ukrainian students communicate in Ukrainian when speaking with their compatriots and even when there are Poles in the circle of interlocutors. Hypothesis 1.5 is thus confirmed.

3.4 Cooperation and conflicts

The final issue in the first periphery of the research question is the issues of cooperation and conflict in the relationship between Polish and Ukrainian students. The first hypothesis in this section is: (H1.6) "Are there conflict situations between students?".

To begin with, questions were asked to all groups of respondents about their perceptions of conflict situations between Ukrainian and Polish students. To obtain data for comparison, they were also asked about conflicts between Polish students and about conflicts between Ukrainian students.

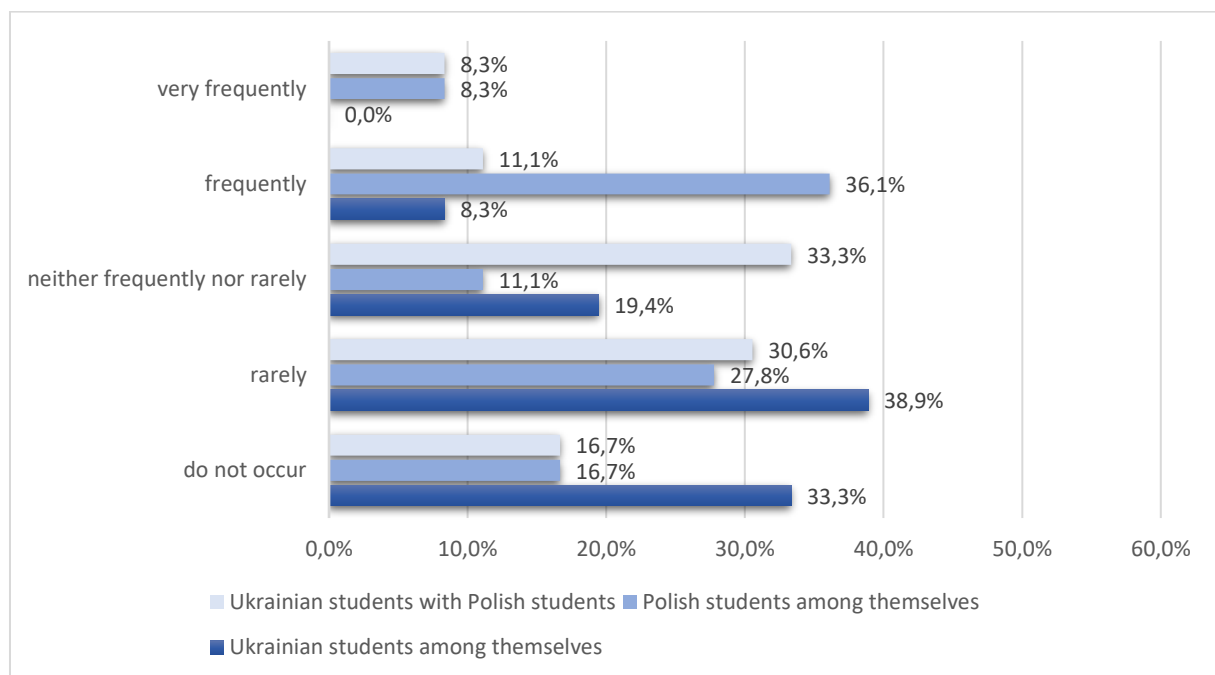


Figure 32. Frequency of conflict situations in the school environment according to Ukrainian students
Source: own research, n=36.

The Ukrainian students surveyed indicated that conflicts between Ukrainian students are occasional. Only 8% chose the answer 'often'. The predominant answers were "rarely" (39%) and "they do not happen" (33%). In the case of disagreements between Ukrainians and Poles, there are more indications of "often" (11%) and "very often" (8%). One-third of respondents assess the level of conflicts as medium, and 31% that they are rare. 17% say they do not occur. Students from the Ukraine

perceive their Polish counterparts as definitely more conflictual. According to 36% of respondents, conflicts between Polish students occur frequently and according to 8% very frequently.

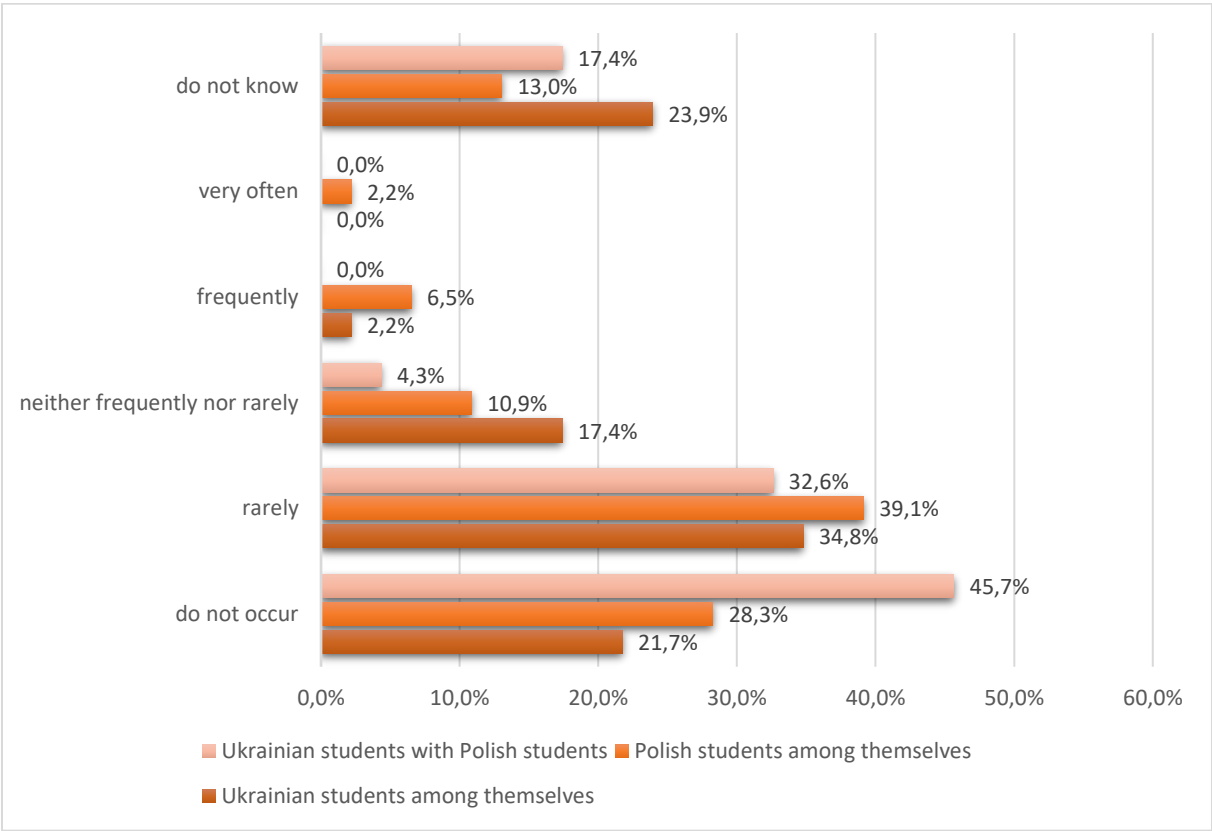


Figure 33. Frequency of conflict situations in the school environment according to parents of students from Ukraine

Source: own research, n=46.

Parents of Ukrainian students most often state that conflicts between Polish and Ukrainian students do not exist (46%) or are rare (33%). Their indications are also much lower for internal conflicts between Ukrainian students and internal conflicts between Polish students.

The occurrence of conflicts involving Ukrainian students is indicated more frequently by Polish students - 'very often' 13% and 'often' 11%. The data clearly indicate that Polish students perceive themselves as much more conflictual than Ukrainian students. Indications of very frequent conflicts among Polish students reach 28% and frequent conflicts 19%. In this group, situations of disagreement occurring internally among Ukrainian students are usually described as rare (28%) or not occurring at all (32%).

Teachers also evaluate conflict situations somewhat differently. 17% of them believe that misunderstandings between Polish and Ukrainian students do not happen. Another 39% believe that they are rare. An average level of frequency of conflicts was indicated by another 39% of respondents. In this group of respondents, the answers "often" and "very often" were indicated much less frequently than indications of conflicts between Polish students and conflicts between Ukrainian students.

The responses of the surveyed teachers also indicate that they consider Polish students to be more conflictual than Ukrainian students.

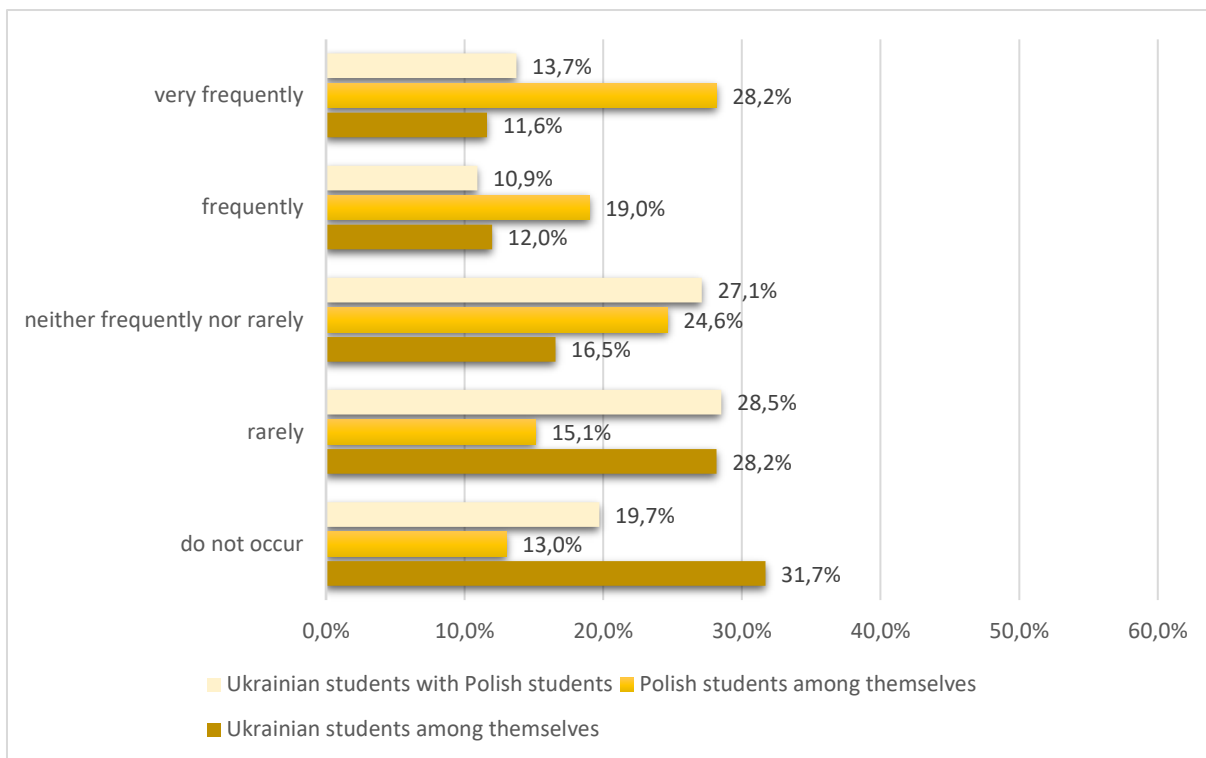


Figure 34: Frequency of conflict situations in the school environment according to Polish students
 Source: own research, n=284.

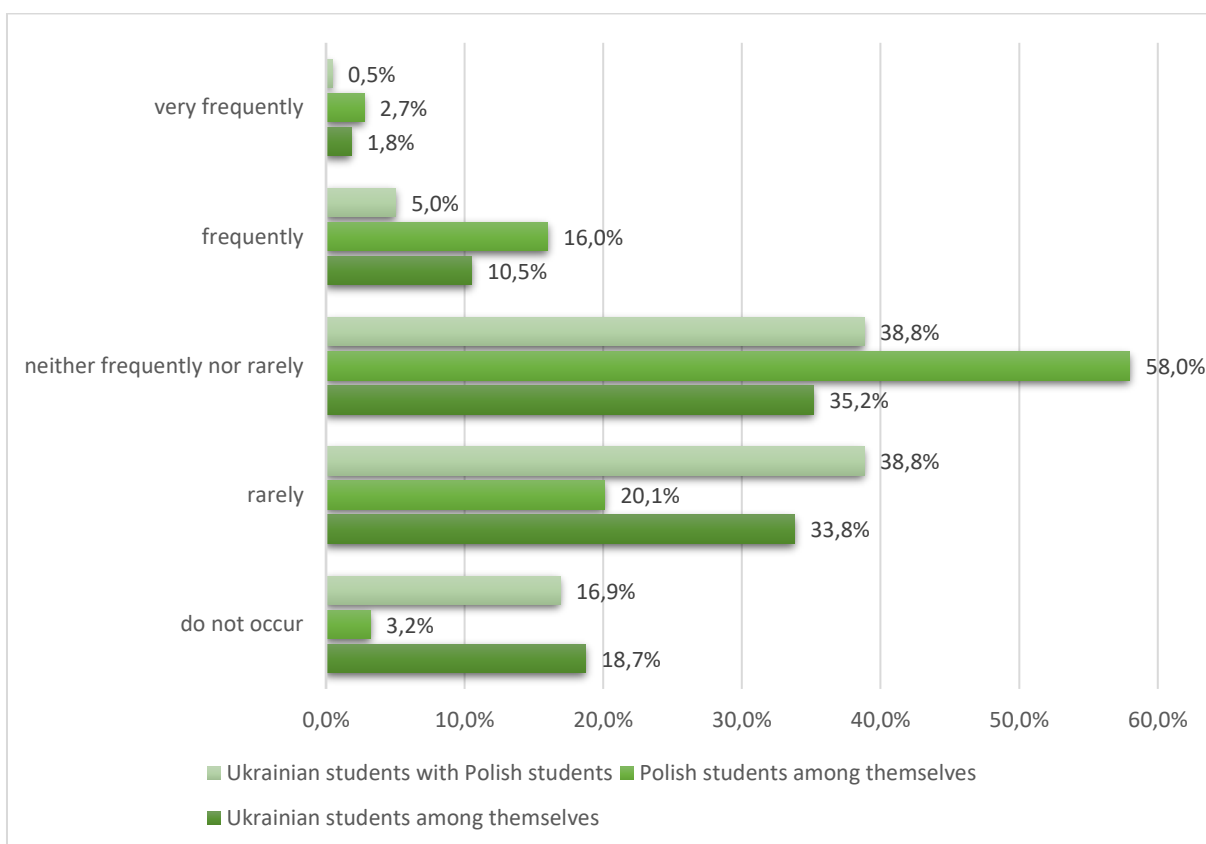


Figure 35: Frequency of conflict situations in the school environment according to teachers
 Source: own research, n=219.

Table 15. Frequency of conflicts between Ukrainian students - according to the groups surveyed

Frequency of conflicts among Ukrainian students	Groups studied:			
	Ukrainian students	parents of students from Ukraine	Polish students	teachers
do not happen	33,3%	21,7%	31,7%	18,7%
rarely	38,9%	34,8%	28,2%	33,8%
neither often nor rarely	19,4%	17,4%	16,5%	35,2%
often	8,3%	2,2%	12,0%	10,5%
very often	-	-	11,6%	1,8%
I don't know	-	23,9%	-	-
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 187.896$, $df=15$, $p=.00000$			

Source: own research, n=585.

Table 16. Frequency of conflicts between Polish students - according to the groups surveyed

Frequency of conflicts among Polish students	Groups studied:			
	Ukrainian students	parents of students from Ukraine	Polish students	teachers
do not happen	16,7%	28,3%	13,0%	3,2%
rarely	27,8%	39,1%	15,1%	20,1%
neither often nor rarely	11,1%	10,9%	24,6%	58,0%
often	36,1%	6,5%	19,0%	16,0%
very often	8,3%	2,2%	28,2%	2,7%
I don't know	-	13,0%	-	-
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 235.470$, $df=15$, $p=.00000$			

Source: own research, n=585.

The differences in perceptions of conflict situations are confirmed by correlation tests calculated on the basis of the compilation of data from all groups by conflict range. The Ukrainian groups surveyed indicate that Ukrainian students are less conflictual than indicated by the Polish groups. Polish students perceive themselves as more conflictual than the other groups do. The higher frequency of conflicts between Polish and Ukrainian students is reported by the students themselves. Parents and teachers selected the indications "often" and "very often" less frequently here. School conflicts are most often not perceived by parents of Ukrainian students; significant percentages in this group were also related to the answer "don't know".

Table 17. Frequency of conflicts between Ukrainian and Polish students - according to the groups surveyed

Frequency of conflicts between Polish and Ukrainian students	Groups studied:			
	Ukrainian students	parents of students from Ukraine	Polish students	teachers
do not happen	16,7%	45,7%	19,7%	16,9%
rarely	30,6%	32,6%	28,5%	38,8%
neither often nor rarely	33,3%	4,3%	27,1%	38,8%
often	11,1%	-	10,9%	5,0%
very often	8,3%	-	13,7%	0,5%
I don't know	-	17,4%	-	-
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 235.470$, $df=15$, $p=.00000$			

Source: own research, $n=585$.

To check for causes of disagreement, an open question was asked all respondent groups. When asking the question, it was deliberately not made clear at which levels of disagreement it was meant. A large number of respondents focused on disagreements between Polish and Ukrainian students, although there were also statements concerning Polish-Polish relations.



Figure 36. Tag cloud for open-ended question on causes of disagreement - Ukrainian students

Source: own research; generated in WordItOut.

The most frequently occurring words were collected in tag clouds. In the case of the cloud created on the basis of statements made by students from the Ukraine, the thesis that school misunderstandings are the result of differences of opinion and also language problems emerged above all. In the background, there were issues of politics or intolerance towards Ukrainians, followed by classroom polarisation. One statement referred to historical background. The Ukrainian students were very economical in their statements. They tended to use slogans rather than complete sentences.

Parents of Ukrainian students, when speaking about conflicts at their children's schools, pointed above all to the immaturity of the young people, differences of opinion or mental differences as well as language issues. Communication deficiencies and intolerance towards Ukrainians were further highlighted in the background. Individual statements also included exaggerated expectations (of Ukrainians), accusations of entitlement, political issues or the insufficient management of the situation by professionals.



Figure 37. Tag cloud for open-ended question on causes of disagreement - parents of Ukrainian students
Source: own research; generated in WordItOut.



Figure 38. Tag cloud for open-ended question on causes of disagreement - Polish students
Source: own research; generated in WordItOut.

The parents' statements were often very balanced, indicating above all a certain unawareness and the aforementioned immaturity of the students (both Ukrainian and Polish).

Respondent RuUa17: *The usual things among teenagers: gossip, careless statements without bad intentions, youthful over-sensitivity and exaggerated expectations of others.*

Polish students, like their Ukrainian counterparts, pointed to differences of opinion as the primary source of misunderstanding. Here, these statements were supplemented by an example related to issues concerning support for different football clubs (this was also confirmed by teachers). The second most important conflict generator here is intolerance, both on the part of Ukrainian and Polish students. Two types of statements can be distinguished here:

Respondent uPI142: *they treat Poles badly they spit on others they beat others they consider themselves superior very often I see the view they litter the environment they exalt themselves over Poles after the last situation in Rzeszów I feel threatened in the presence of Ukrainians they call out Poles they behave like monkeys in schools they get upset and then pretend to be innocent.*

and

Respondent uPI173: *My class is hugely intolerant of a Ukrainian student and also my best friend. They are malicious towards her, pretend not to understand what she is saying even though she speaks excellent Polish. They also bring up silly topics on which my friend had absolutely no influence, such as one classmate who accused this Ukrainian girl of the consequences of the Wołyń catastrophe. As my friend rightly pointed out at the time - "Whether one is French, Polish or Ukrainian, everyone is human and everyone deserves respect".*

There are also statements in isolation from the axis of Ukrainian-Polish interaction, concerning the functioning of the class, such as this one:

Respondent uPI445: *Yes, I notice disagreements in my class. Mostly they happen between Polish students .*

It seems to me that they are due to the fact that the class is not integrated and that in my class there are umbrella groups formed which argue among themselves by having different views or characters.

It also seems to me that this is due to the very low involvement of the teaching staff in the relationships between the students, perhaps due to a number of factors, e.g.

- change of tutor

- mixing of students between classes after 7 years of integration

In summary I do not feel comfortable spending time with my class .

Polish students mentioned here, as with previous groups, mental differences, communication deficits or language. In a few cases, there were statements related to the different (better) treatment of the Ukrainian students.



Figure 39. Tag cloud for open-ended question on causes of disagreement - teachers

Source: own research; generated in WordItOut.

Teachers provided the most elaborate responses to this question. Many texts contained in-depth analyses of the situation. In this group, too, reference was made primarily to Ukrainian-Polish relations. It is also worth noting that there were statements that in the classes in which the teachers surveyed work, conflicts are unnoticeable.

Teachers point to mental differences and cultural differences as the main source of misunderstandings in classrooms. Further, this raises the issue of differences of opinion (not only in the sphere of Ukrainian-Polish interaction). Teachers here point to deficiencies in language skills. As a conflicting element. In addition, there was a voice saying that Ukrainian students speak Ukrainian or Russian. Further reasons for the emergence of class disagreements are age-specific intra-group processes of gaining positions and issues of immaturity implying a whole range of behaviours and attitudes. Teachers indicate that Polish students' attitudes towards Ukrainian students are strongly influenced by their immediate social environment (mainly parents, but also other family members, familiar neighbours, etc.).

Respondent N213: *Society's opinion of foreigners- stereotypes reproduced by adults and then young people.*

On the part of the Ukrainian students, they notice mainly unwillingness to work in the classroom, unwillingness to learn, to use Polish language, an expectation of unequal treatment or a sense of temporariness manifesting itself in an unwillingness to do anything.

Respondent N148: *Ukrainian students are reluctant to learn, closed, not very active. Sometimes this is due to misunderstandings because they are reluctant to participate in group work.*

Respondent N203: *Ukrainian students treat studying in a Polish school as a holiday. They are reluctant to learn. They feel best in the company of their Ukrainian peers. However, there is also verbal and forceful aggression between them (...).*

Hypothesis (H1.6): "Conflict situations between students are not of a national character" was generally confirmed. Although reasons related to intolerance for other nationalities, prejudice or political/historical issues were mentioned by all groups, the dominant conflict factors are differences in opinion, differences in mentality and communication problems as well as issues of immaturity.

The hypothesis (H1.7) "Communication and cultural difference difficulties are predominant" based on the above analysis of the open-ended question was not confirmed. Admittedly, these are frequently occurring problems, but not dominant. To deepen the issue of language problems, a question was asked about how possible unfamiliarity with the language affects communication problems with Polish peers.

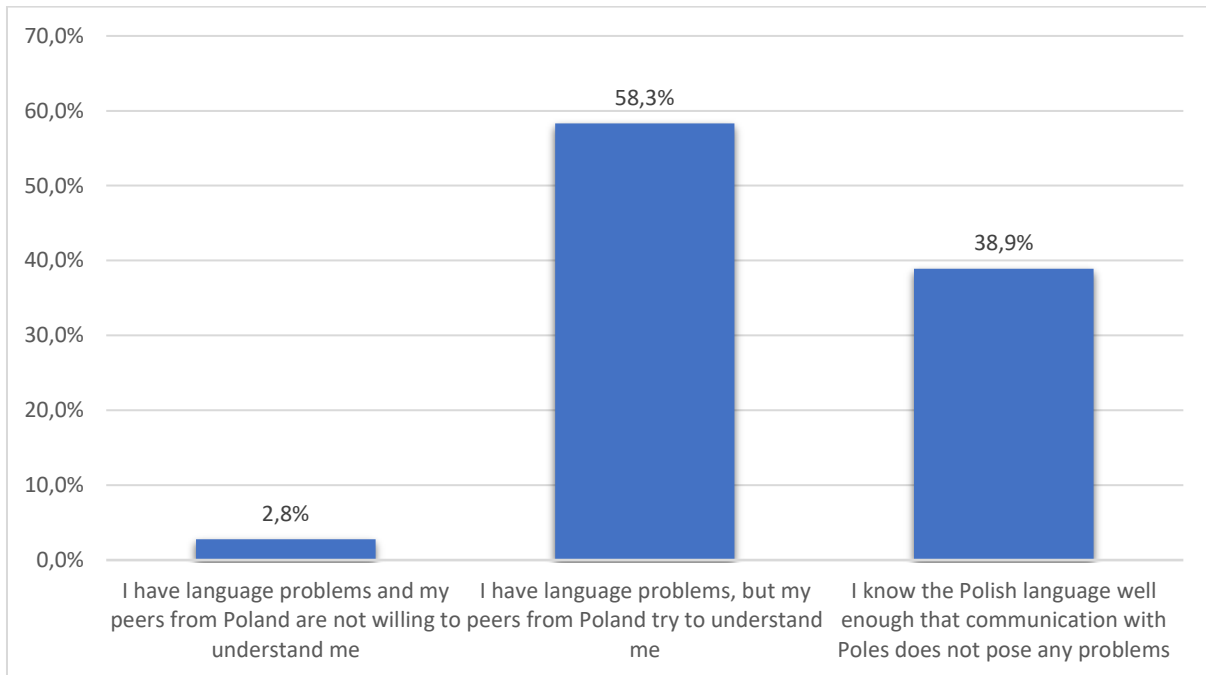


Figure 40. Are language differences the cause of communication difficulties?

Source: own research; n=36.

As the research indicated, unfamiliarity with the language while Polish students are reluctant to understand it are marginal cases according to Ukrainian students - only 3% of respondents chose this answer. More than half (58%) admit that they have problems with the Polish language, but Polish peers adopt an empathetic attitude here. 39% of those surveyed consider that they already know Polish to such an extent that communication with Poles is not a problem.

The last hypothesis in the first research problem area concerns the difference in evaluations of mutual cooperation and reads: (H.1.8): "Students evaluate the cooperation of Ukrainian students differently than Polish students".

The data clearly shows differences in this assessment. This is also confirmed by the chi square test performed ($\chi^2=106.923$, $df=4$, $p=0.00000$) showing a statistically significant relationship between the data on opinions about cooperation and the group of respondents.

Ukrainian students are more likely to see no differences from their cooperation with Polish and Ukrainian students (58%). 30% find better cooperation with Ukrainian students and 11% with Polish students.

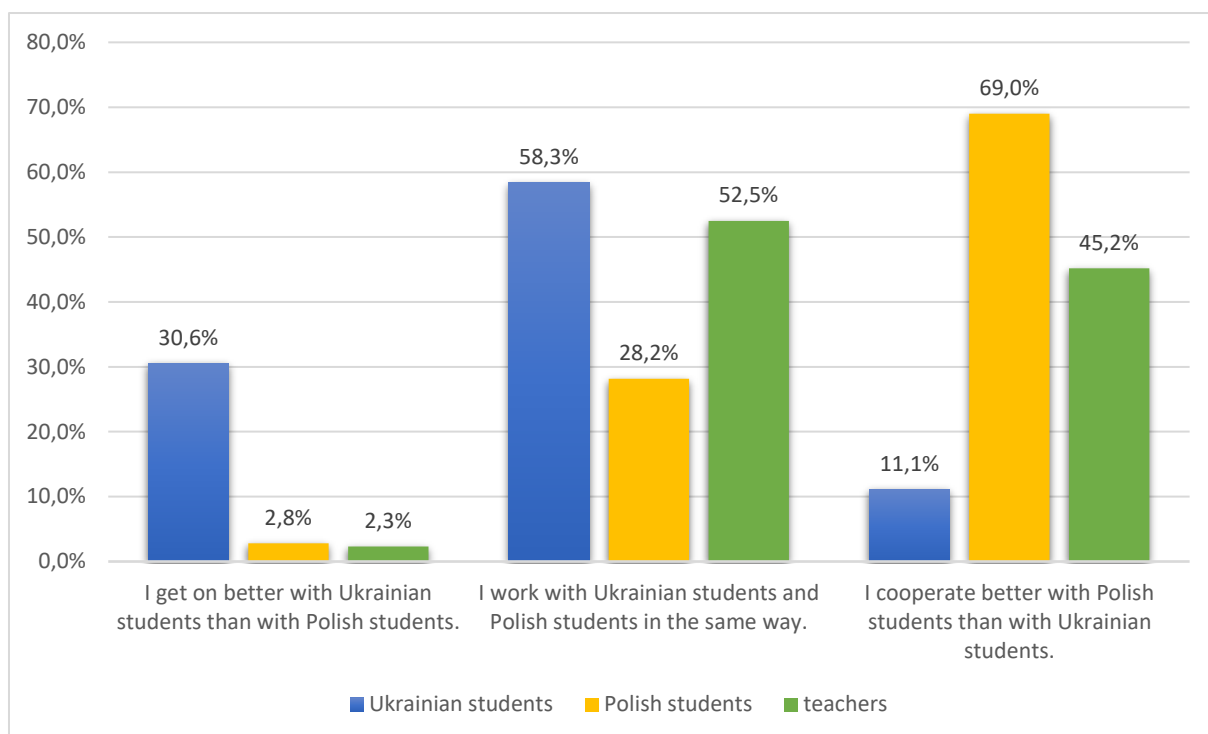


Figure 41. Opinions on school cooperation vs. respondent groups

Source: own research; n=539.

A different distribution of opinions appears in the group of Polish students. They mainly prefer cooperation with other Polish students (69%). 28% see no difference between working with Polish and Ukrainian students. About 3% declare that they prefer to work with Ukrainian students.

Teachers also commented on cooperation with students. 53% said they saw no difference between cooperation with Polish and Ukrainian students. 45% assess cooperation with Polish students better. 2% rate working with Ukrainian students better.

In summary, the hypothesis "students evaluate the cooperation of Ukrainian students differently than that of Polish students" was confirmed - Ukrainian students perceive cooperation with others quite differently from Polish students.

There are several possible reasons why some Ukrainian students may feel more comfortable interacting with their Ukrainian peers than with Polish students (31%). Ukrainian students may feel more comfortable communicating in their native language and in a cultural context they understand, which fosters effective communication and cooperation. Sharing similar migration experiences, they can more easily relate to and understand each other, which fosters cooperation and a sense of community. Ukrainian students can feel connected to other Ukrainians through shared traditions, history and cultural values, which fosters trust and bonds between them. It is worth noting, however, that despite the preference to collaborate with Ukrainian peers, there is also a significant group of Ukrainian students who feel equally comfortable collaborating with both Ukrainian and Polish students (58%). This suggests that integration and cooperation between different groups of students is possible and can be promoted through appropriate school and community activities.

4. Students from Ukraine in Rzeszów

4.1 Attitude to the support provided by Polish people

The first hypothesis related to this research problem area is: (H2.1) "Ukrainian students rate the support as moderately satisfactory". The first question related to this hypothesis concerned the students' knowledge of whether such support exists at all. It was deliberately asked very generally on the assumption that respondents may not necessarily be familiar with the support activities of various institutions and the support provided by Polish citizens. Thus, the question was about Polish support for people from Ukraine.

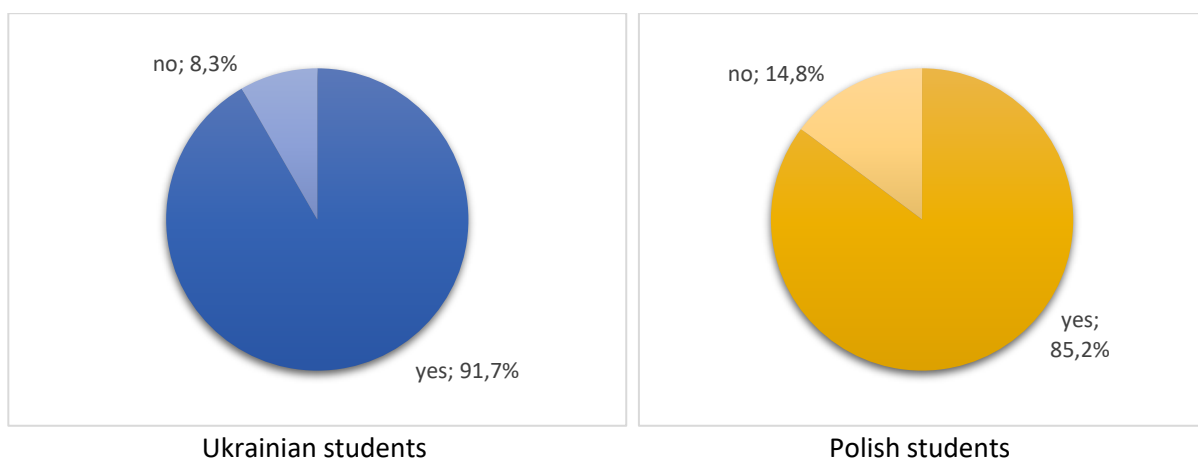


Figure 42. Knowledge of Polish support for people from Ukraine - students
Source: own research; n=320.

The analysis of the survey results showed that the vast majority of students from Ukraine (91%) are aware of the support offered to Ukrainians by Poland. However, this awareness is slightly lower among Polish students, as 85% answered affirmatively in the question confirming their knowledge.

Correlating the responses concerning the evaluations of support made by both groups of students showed (based on a chi-square test) that there is a statistically significant relationship concerning the evaluation and the respondent's group membership. No Ukrainian student rated the support activities badly and a higher proportion of respondents, compared to the Polish student group, rated them well. 24% of Ukrainian students and 30% of Polish students did not indicate a clear assessment of aid activities. Interestingly, it was the Polish students (about 14%) who expressed themselves negatively about the assistance provided to refugees from Ukraine.

In summary, the hypothesis: 'Ukrainian students rate the support as moderately satisfactory' is accepted (in the 'Ukrainian' group, 'rather good' responses prevailed here).

Table 18. Assessment of the assistance provided to Ukrainians by Poland - according to the groups of students surveyed

How do you assess Poland's support for people from Ukraine?	Groups studied:	
	Ukrainian students	Polish students
definitely bad	-	7,9%
rather bad	-	5,8%
difficult to assess unequivocally	24,2%	29,8%
rather good	48,5%	26,9%
definitely good	27,5%	29,8%
Total (%)	100,0%	100,0%
Total (n)	33	242
Statistical significance	chi-square $\chi^2 = 9.47437$, $df=4$, $p=.050276$	

Source: own research; $n=275$.

More detailed questions on the support provided by Poland to refugees from Ukraine were asked of parents and teachers. Here, several forms of support implemented were asked separately.

Table 19. Evaluation of the financial assistance provided to Ukrainian people by Poland - according to parents and teachers

How respondents rate financial assistance	Groups studied:	
	parents of students from Ukraine	teachers
definitely bad	2,2%	0,5%
rather bad	6,5%	2,7%
difficult to assess unequivocally	30,4%	58,4%
rather good	37,0%	20,5%
definitely good	19,6%	17,4%
I see no such support	4,3%	0,5%
Total (%)	100,0%	100,0%
Total (n)	46	242
Statistical significance	chi-square $\chi^2 = 18.2178$, $df=5$, $p=.002685$	

Source: own research; $n=288$.

The chi-square test shows statistically significant differences between the two groups' views on financial aid. Parents of Ukrainian students rated this form of assistance slightly better than did teachers.

There is a similar relationship when it comes to the evaluation of administrative assistance. Ukrainians rate it better than Polish teachers.

There is also a correlation in the case of material assistance. Here, however, parents of Ukrainian students rated this form slightly lower. Remarkably, 26% of the respondents in this group did not notice such support. In comparison, material support was not noticed by less than 1% of the surveyed teachers.

Table 20. Evaluation of the administrative assistance provided to Ukrainian people by Poland - according to parents and teachers

How respondents rate administrative assistance	Groups studied:	
	parents of students from Ukraine	teachers
definitely wrong	-	0,9%
rather bad	6,5%	3,7%
difficult to assess unequivocally	30,4%	63,0%
rather well	41,3%	23,3%
definitely good	15,2%	8,7%
I see no such support	6,5%	0,5%
Total (%)	100,0%	100,0%
Total (n)	46	242
Statistical significance	chi-square $\chi^2 = 23.8022$, $df=5$, $p=.000237$	

Source: own research; n=288.

Table 21. Assessment of material assistance provided to Ukrainians by Poland - according to parents and teachers

How do respondents assess material assistance	Groups studied:	
	parents of students from Ukraine	teachers
definitely bad	2,2%	-
rather bad	6,5%	5,0%
difficult to assess unequivocally	28,3%	53,9%
rather good	23,9%	21,5%
definitely good	13,0%	18,7%
I see no such support	26,1%	0,9%
Total (%)	100,0%	100,0%
Total (n)	46	242
Statistical significance	chi-square $\chi^2 = 56.3662$, $df=5$, $p=.000000$	

Source: own research; n=288.

In the case of mental support, ratings differed between the two groups. Parents rated this form slightly higher, although negative evaluations slightly predominated in their group. In the group of teachers, neutral evaluations predominated (54% indicating "it is difficult to clearly assess").

It is noteworthy that even a sizeable percentage of parents of Ukrainian students indicated the answer 'I do not see such support' - 4% for financial support, 7% for administrative support, 26% for material support and 17% for mental support.

Table 22. Evaluation of the mental assistance provided to Ukrainians by Poland - according to parents and teachers

How respondents rate mental support	Groups studied:	
	parents of students from Ukraine	teachers
definitely wrong	6,5%	-
rather bad	6,5%	5,9%
difficult to assess unequivocally	23,9%	62,6%
rather well	28,3%	22,8%
definitely good	17,4%	8,7%
I see no such support	17,4%	-
Total (%)	100,0%	100,0%
Total (n)	46	242
Statistical significance	chi-square $\chi^2 = 65.8617$, $df=5$, $p=.000000$	

Source: own research; n=288.

4.2 Life plans

The second aspect in the second research problem area is the question of life plans of Ukrainian students from Rzeszów schools. The hypothesis posed within this issue is: (H2.2) "Ukrainian students plan to continue their studies or work in Rzeszów" and the second, related one: (H2.4) "Willingness to return to their homeland is influenced by demographic variables".

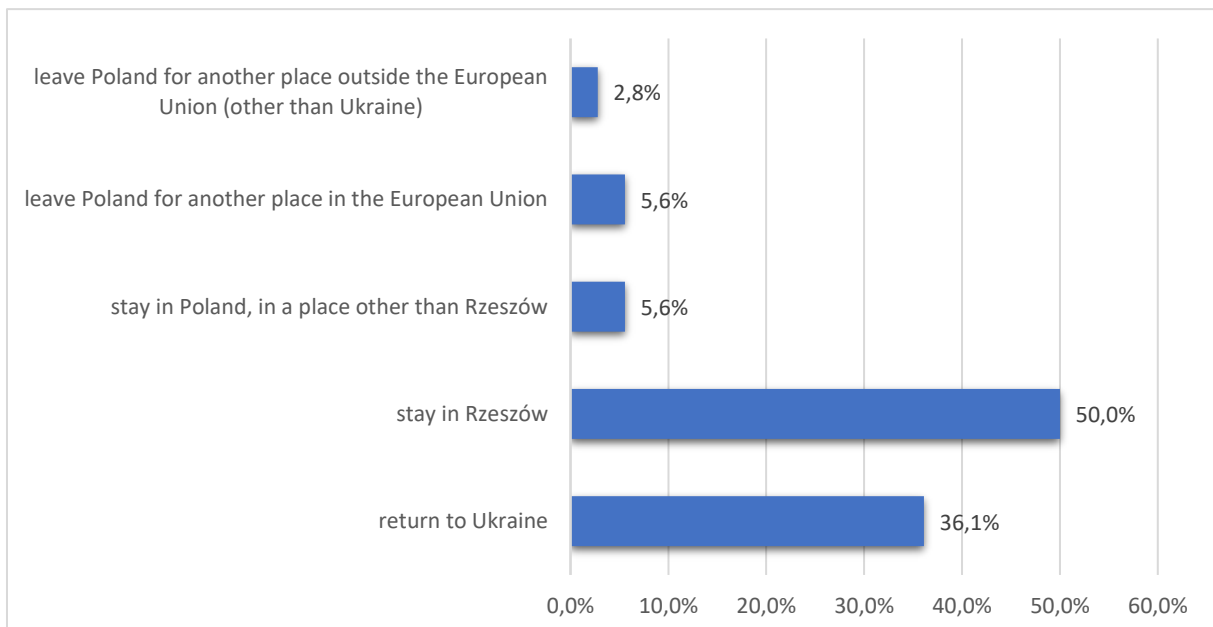


Figure 43. Ukrainian students' plans for a place to live if the war ends

Source: own research; n=36.

Ukrainian students were asked how they would act if the war in Ukraine ended quickly. 36% said they would return to their homeland. Exactly half (50%) declared they would stay in Rzeszów. About 6% would leave for another Polish city or another EU country. 3% of respondents would go outside the European Union (excluding Ukraine).

Table 23. Declarations related to a place to live vs. school level - Ukrainian students

Plan for a place to live after the war	School:	
	primary	secondary
return to Ukraine	42,1%	29,4%
stay in Rzeszów	42,1%	58,8%
stay in Poland, in a place other than Rzeszów	10,5%	-
leave Poland for another place within the European Union	-	11,8%
leave Poland for another place outside European Union (excluding Ukraine)	5,3%	-
Total (%)	100,0%	100,0%
Total (n)	19	17
Statistical significance	chi-square $\chi^2 = 5.82139$, $df=4$, $p=.212890$	

Source: own research; $n=36$.

Admittedly, the survey did not cover a representative sample of Ukrainian students in Rzeszów schools, but perhaps a breakdown of the distribution of responses regarding life plans in correlation with school level data will indicate a trend. In the event of the imminent end of the war, 29% of secondary school students and 42% of primary school students declared that they would return to Ukraine - the same number in this group as would wish to remain in Rzeszów. The desire to remain in Rzeszów was reported by 59% of secondary school students. Although this is a far-fetched conclusion, it may be assumed that a similar percentage of Ukrainian primary school students will enrol in secondary schools in Rzeszów in the coming years, and that a similar percentage of secondary school students will enter the labour market in Rzeszów or take up studies at university. If the war continues, these percentages will be higher (the declared return to Ukraine would take place when the war ends).

The correlation of data on life plans and gender of respondents did not show statistically significant differences. The data shows that it is men who are slightly more likely to think about returning to Ukraine (41% of men and 32% of women), while women are more likely to go abroad to Poland or to the European Union.

Thus, referring to the hypothesis: "The willingness to return to the homeland is influenced by demographic variables", it can be assumed that the willingness to return to Ukraine is influenced by the age of the respondents (based on the juxtaposition of primary school - secondary school) and the gender of the respondents.

Table 24. Declarations related to a place to live vs. gender - Ukrainian students

A plan for a place to live after the war	Gender:	
	women	men
return to Ukraine	31,6%	41,2%
stay in Rzeszów	47,4%	52,9%
stay in Poland, in a place other than Rzeszów	10,5%	-
leave Poland for another place within the European Union	5,3%	5,9%
leave Poland for another place outside European Union (excluding Ukraine)	5,3%	-
Total (%)	100,0%	100,0%
Total (n)		
Statistical significance	chi-square $\chi^2 = 2.97499$, $df=4$, $p=.562019$	

Source: own research; n=36.

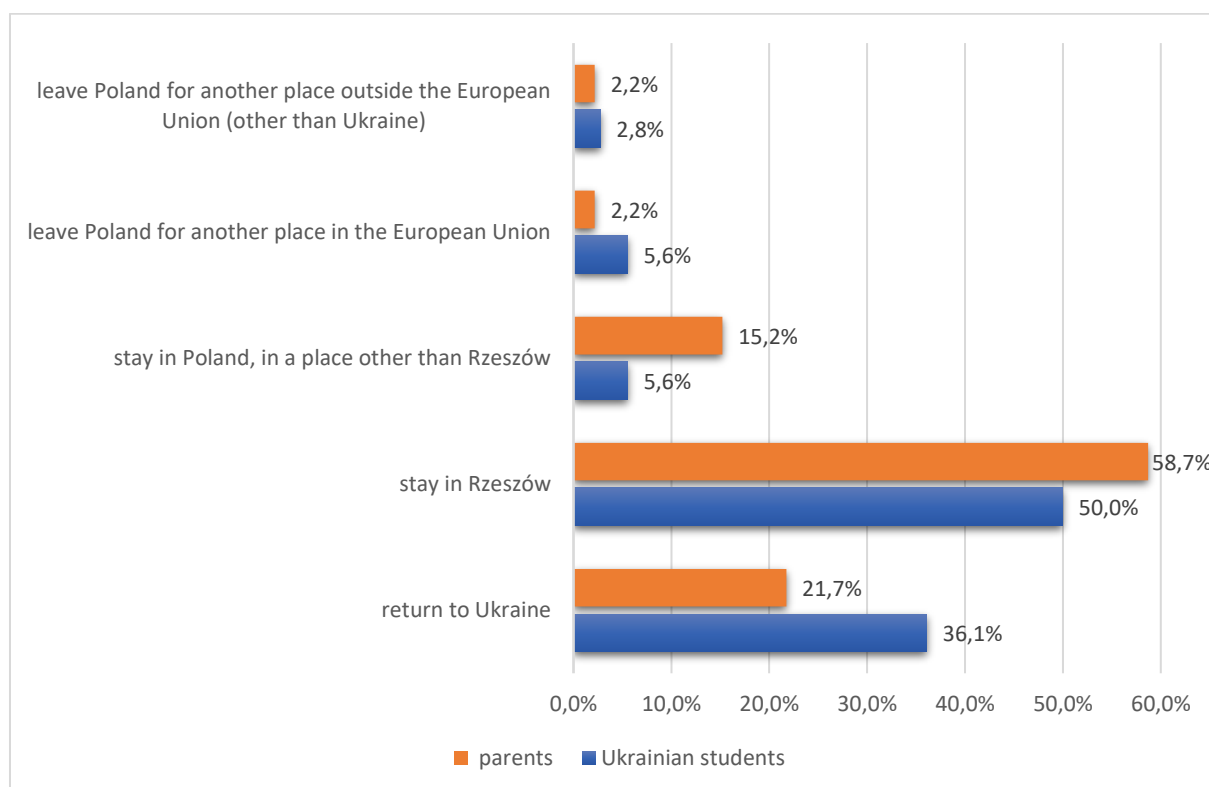


Figure 44. Ukrainian students' plans for a place to live after the war - statements by Ukrainian students and parents

Source: own research; n=82.

Parents of Ukrainian students were also asked the question about their children's future. Compared to with students, parents are less likely to want their children to return to Ukraine after the war (22%). In contrast, 59% of parents want their children to stay in Rzeszów. Another 15% want their children to leave Rzeszów for other Polish cities and less than 5% want them to go abroad.

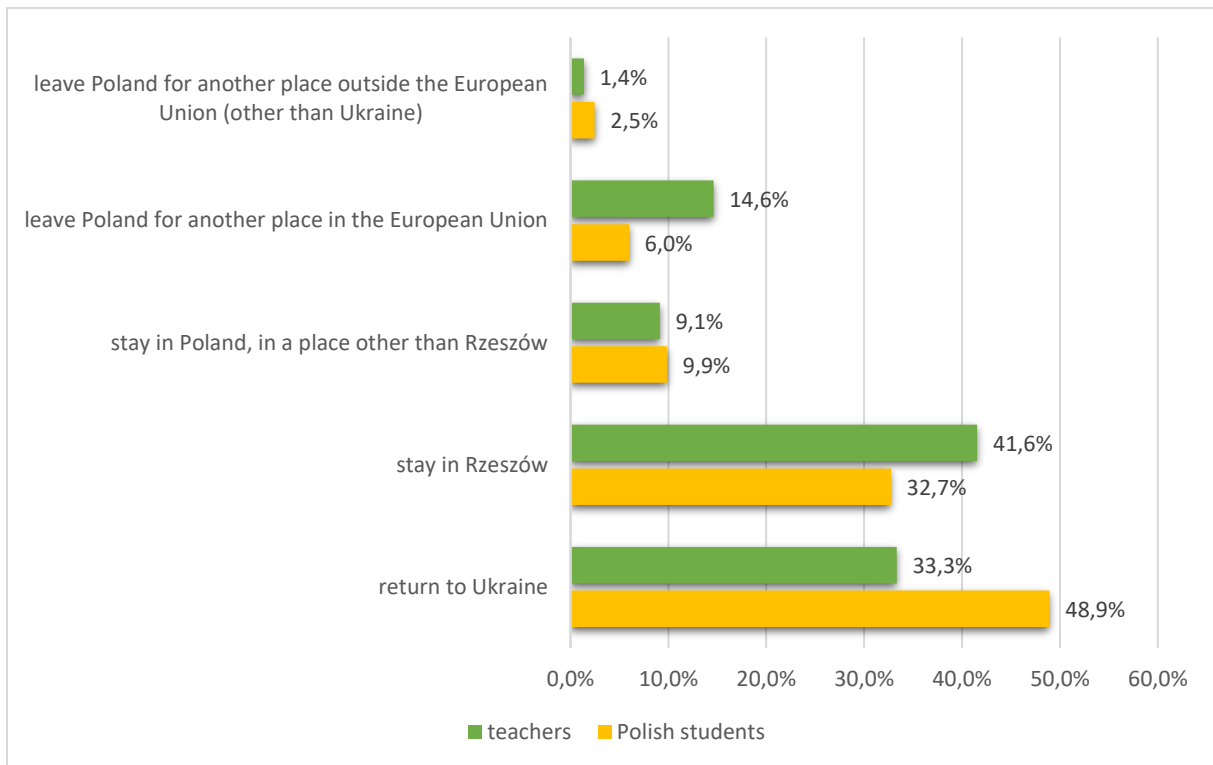


Figure 45. Plans for a place to live for Ukrainian students after the war - statements of Polish students and teachers

Source: own research; n=503.

Hypothesis 'Students from Ukraine plan to continue their studies or take up employment in Rzeszów'. Essentially confirmed. Half of the Ukrainian students surveyed want to stay in Rzeszów, and the parents of the students (who have a real influence on their children's future) also mostly want them to stay in Rzeszów.

Polish students and teachers were also asked about their opinions on the plans of Ukrainian students to take action after the end of the war. The highest percentage of Polish students assume that if the war ends, Ukrainian students will return to their homeland (49%). Every third Polish student assumes that, in such a situation, Ukrainian students will remain in Rzeszów. 10% assume that they will go to another Polish city and about 9% that they will go abroad. These views differ significantly from the declarations of the Ukrainian students themselves. The opinions of teachers are slightly more in line with the declarations of Ukrainian students and their parents. 1/3 of teachers assume that students would return to Ukraine and 42% estimate that they would stay in Rzeszów.

4.3 Assessment of Rzeszów

Continuing the thought regarding the life plans of the Ukrainian students, it is worth considering whether the desire to stay in Rzeszów is only due to the fact of seeking stabilisation after the traumatic experience of being a refugee, or whether it is more a question of the real attractiveness of Rzeszów. Respondents were therefore asked a series of questions about how they perceive the city in which they currently live.

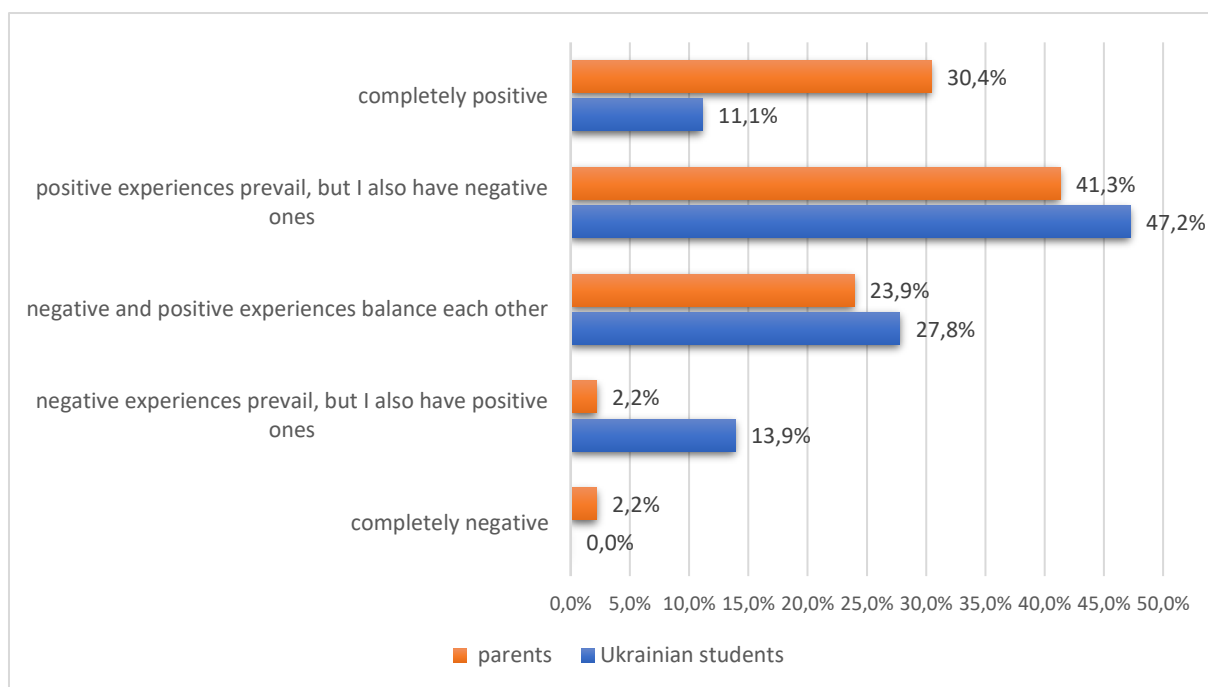


Figure 46. Evaluation of past migration experience - Ukrainian students and parents

Source: own research; n=82.

The Ukrainians surveyed were asked to evaluate their migration experience to date. The data for this question show that, in general, Ukrainians evaluate their experiences in this regard positively (both among students and parents). Moreover, 30% of parents indicated that they define their experiences in this regard as completely positive. Here, 28% of students and 24% of parents indicated a balance in positive and negative experiences. 14% of the students surveyed indicated a predominance of negative experiences (indicated so by 2% of parents).

Among the students from Ukraine are those who came to Rzeszów before the outbreak of war, as well as those who emigrated to Poland after the outbreak of the armed conflict. Data on arrival in Poland were correlated with data on feelings of emigration. The chi-square test when correlating these two variables showed no statistically significant relationship.

Table 25. Evaluation of previous migration experience vs. date of arrival in Poland - Ukrainian students

Evaluation of past migration experience	Arrival date in Poland:	
	before the outbreak of war	after the outbreak of war
entirely positive	16,7%	10,0%
positive experiences prevail, but I also have negative ones	33,3%	50,0%
negative and positive experiences are balanced	16,7%	30,0%
negative experiences prevail, but I also have positive ones	33,3%	10,0%
Total (%)	100,0%	100,0%
Total (n)	6	30
Statistical significance	chi-square $\chi^2 = 2.774$, $df=3$, $p= .427778$	

Source: own research; n=36

Another hypothesis in this problem area is: (H2.3) "The longer a student stays in Rzeszów, the lower the rating of the city".

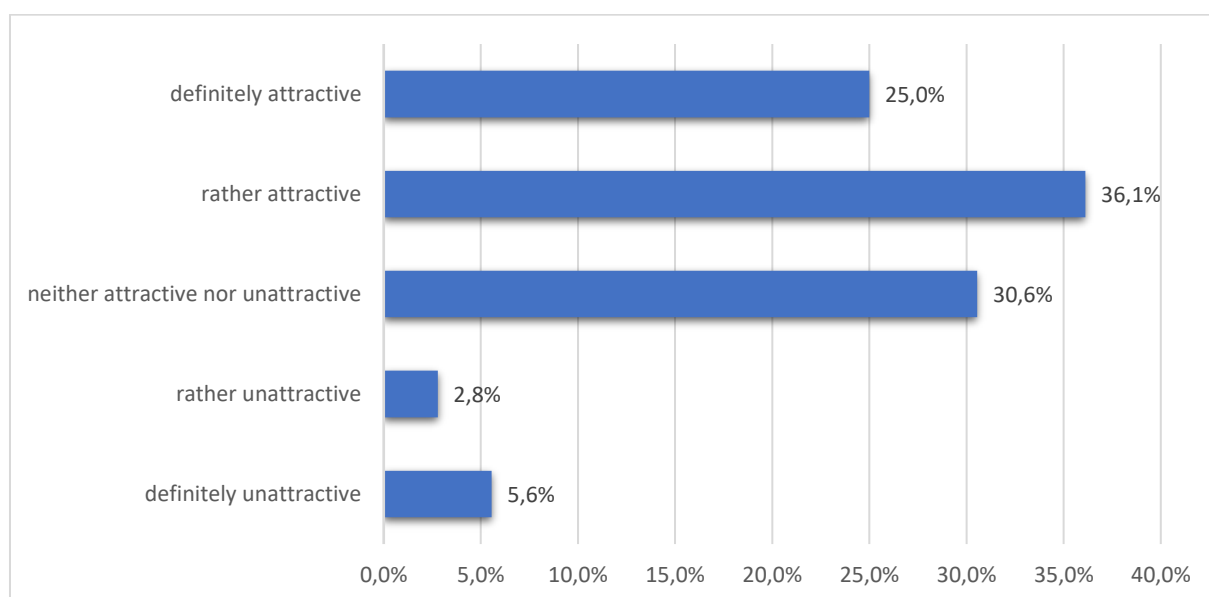


Figure 47. Assessment of the attractiveness of Rzeszów as a place to live - Ukrainian students
Source: own research; n=36.

One in four Ukrainian students surveyed rated Rzeszów as a decidedly attractive place to live. The attractiveness of the city was confirmed by a further 36% of respondents. A neutral assessment on this issue was indicated by 31% of respondents in this group. About 8% of respondents considered Rzeszów unattractive.

Table 26. Evaluation of Rzeszów as a place to live vs. the date of arrival in Poland - Ukrainian students

Evaluation of Rzeszów as a place to live	Arrival date in Poland:	
	before the outbreak of war	after the outbreak of war
definitely attractive	16,7%	26,7%
rather attractive	-	43,3%
neither attractive nor unattractive	50,0%	26,7%
rather unattractive	16,7%	-
definitely unattractive	16,7%	3,3%
Total (%)	100,0%	100,0%
Total (n)	6	30
Statistical significance	chi-square $\chi^2 = 10.291$, $df=4$, $p= .035802$	

Source: own research; n=36.

Correlating the data on the evaluation of the city with the data on the length of students' stay in Poland, a statistically significant relationship was shown (based on the chi-square test). Respondents arriving in Poland after the outbreak of the war (i.e. after 23.02.2022) perceive Rzeszów significantly better as a place to live. "Pre-war" emigrants rate Rzeszów lower in this criterion.

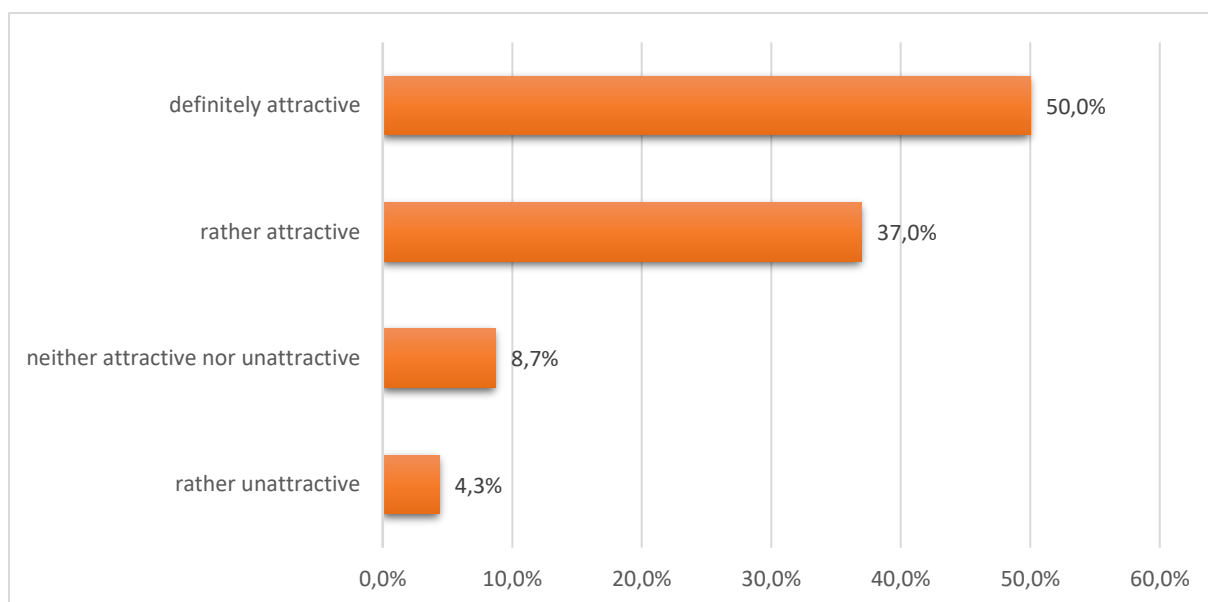


Figure 48. Assessment of the attractiveness of Rzeszów as a place to live - parents of Ukrainian students
 Source: own research; n=46.

Parents of Ukrainian students were also asked about the attractiveness of Rzeszów. In this group, the city received even higher ratings. Half of the parents surveyed described Rzeszów as a city that is definitely attractive to live in, with another 37% describing it as rather attractive.

Table 27. Evaluation of Rzeszów as a place to live - according to the groups surveyed

Evaluation of Rzeszów as a place to live	Groups studied:			
	Ukrainian students	parents of students from Ukraine	Polish students	teachers
definitely attractive	25,0%	50,0%	23,9%	7,8%
rather attractive	36,1%	37,0%	45,4%	58,0%
neither attractive nor unattractive	30,6%	8,7%	19,7%	32,4%
rather unattractive	2,8%	4,3%	4,2%	0,5%
definitely unattractive	5,6%	-	6,7%	1,4%
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 235.470$, $df=15$, $p=.00000$			

Source: own research, n=585.

Respondents were given several aspects of life in Rzeszów and asked to rate each aspect using a scale from 1 (lowest rating) to 5 (highest rating). Arithmetic means and standard deviations were calculated to show the differences in the ratings.

Table 28. Aspects assessment of perception of Rzeszów

Assessment criterion for the city of Rzeszów	Ukrainian students		parents of Ukrainian students		polish students	
	average	dev. stand.	average	dev. stand.	average	dev. stand.
safe in the context of military	3,67	1,17	3,35	1,46	3,49	1,23
innovative	3,61	0,99	4,00	1,07	3,50	1,30
with a high level of education	3,53	0,76	3,87	1,09	3,43	1,17
enabling professional development professional development	3,56	1,08	3,54	1,17	3,45	1,17
with a wide cultural offer	3,31	1,13	3,59	1,33	3,34	1,13
with wide access entertainment	3,31	1,06	3,65	1,23	3,47	1,23
giving access to sports facilities	3,81	0,89	4,13	1,07	3,68	1,23

Source: own research, n=366.

The highest rated criterion in all three groups was access to sports facilities. By Ukrainian students: they gave an average rating of 3.81 here and their ratings did not differ too much (standard deviation =0.89). By parents of Ukrainian students: access to sports facilities was rated on average 4.13 (with standard deviation = 1.07, indicating a greater polarisation of ratings than in the case of Ukrainian students). In comparison, Polish students rated access to sports provision at an average of 3.68 (and here the difference in individual ratings was even higher with a standard deviation of 1.23).

The lowest rated criterion for both Ukrainian and Polish students was the cultural offer - Ukrainian students gave an average rating of 3.31 here (with a relatively high standard deviation = 1.13), and Polish students 3.34 (and in this rating they were most consistent - standard deviation = 1.13). Access to entertainment was met with an identical rating by Ukrainian students (3.31). (3,31)

Parents of Ukrainian students gave the lowest rating to the aspect: safe in a military context, with a mean score of 3.35 , with the highest standard deviation for this group of 1.46, which may indicate a considerable difference of opinion on this topic.

Group comparison - parents of Ukrainian students generally rate the city higher than the Ukrainian and Polish students. The greatest differences in ratings can be seen in the criterion "Innovative", where parents of Ukrainian students rate the city significantly higher (4.00) compared to Ukrainian students (3.61) and Polish students (3.50). Parents of Ukrainian students have more positive ratings in most criteria than Ukrainian students and Polish students. Criteria related to cultural offer and entertainment are rated relatively low by Ukrainian students. There are differences in perceptions of safety in a military context, with parents of Ukrainian students having the largest standard deviation, suggesting a wide variation in opinion.

The students surveyed (from both groups) and the parents of the Ukrainian students were asked to assess their feelings of safety in relation to living or staying in Rzeszów.

The answers to this question were quite extensive and read as follows:

How would you rate your safety living in Rzeszów?

- a) Very good - I feel very safe in Rzeszów and have no concerns about personal safety or crime issues.

- b) Good - I generally feel safe, but there are situations that may raise my alertness, but they do not significantly affect my sense of security.
- c) Medium - My sense of safety in Rzeszów is average, there are situations that can make me feel insecure or anxious, but overall this is not a major problem.
- d) Bad - I have high concerns about safety in Rzeszów and feel threatened in many situations. I often have disturbing experiences that negatively affect my sense of security.
- e) Very bad - My sense of security in Rzeszów is very low, I feel very threatened and insecure even in everyday situations. This significantly affects my quality of life and daily functioning.

Table 29. Assessment of safety in relation to living in Rzeszów - according to the groups surveyed

Evaluation of Rzeszów as a place to live	Groups studied:		
	students from Ukraine	parents of students from Ukraine	students from Poland
very good	22,2%	37,0%	16,2%
well	36,1%	39,1%	43,7%
average	38,9%	23,9%	25,0%
wrong	-	-	8,8%
very bad	2,8%	-	6,3%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	46	284
Statistical significance	Chi square $\chi^2 = 22.7045$, $df=8$, $p=.003765$		

Source: own research, $n=366$.

Analysing the juxtaposition of the responses of all three groups after applying the chi-square test, a statistically significant relationship can be found between the assessment of safety and the group of respondents. The data shows that Ukrainian groups feel safer in Rzeszów than Polish students. The indications for very good ratings in these groups are significantly higher. Moreover, ratings of "bad" and "very bad" were not selected by a single parent (3% of indications of "very bad" among Ukrainian students). Overall, bad ratings in terms of feeling safe were indicated by 15% of Polish students. These differences may be due, on the one hand, to Ukrainian respondents' experiences of the threat of war and, on the other hand, to the difference in standards between Polish and Ukrainian realities regarding the concept of "feeling safe".

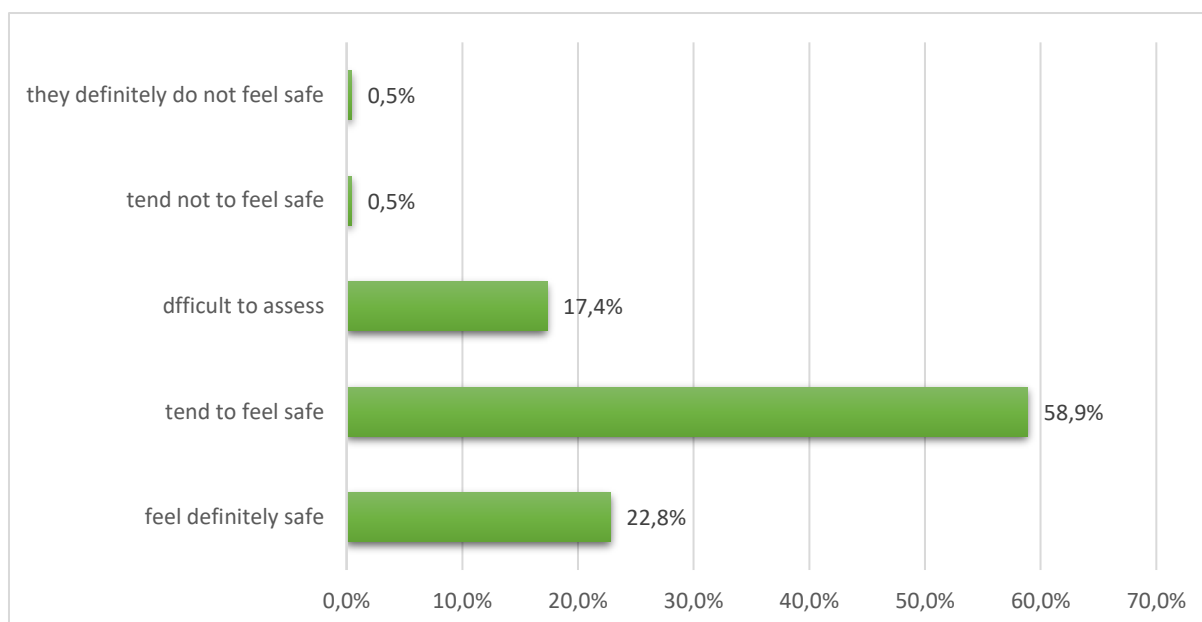


Figure 49. Teachers' opinions on the feeling of safety of Ukrainian students during their stay in Rzeszów

Source: own research; n=219.

Teachers overwhelmingly assume that Ukrainian students feel safe in Rzeszów (of which 23% feel that they are definitely safe). 17% of teachers found it difficult to clearly define the level of feeling of safety of Ukrainian students and 1% of respondents believe that they do not feel safe. Students' ratings related to the safety of Rzeszów in the military context are slightly lower. Ratings of '4' and '5' total 58%. Comparing these results with the responses of the Ukrainian students themselves on this topic, it can be seen that they are inflated. While it is true that, as mentioned above, Ukrainians feel safer in Rzeszów than the city's young residents, the ratings are not as high. In the case of the highest ratings, there was an exact convergence, the lower ratings already differ significantly.

The next question asked for an assessment of Rzeszów in terms of meeting the cultural requirements of respondents. The cafeteria of answers was as follows:

Does Rzeszów meet your cultural requirements?

- a) Yes, Rzeszów meets my cultural requirements in full. The rich offer of cultural events and the variety of cultural institutions meet my interests and needs.
- b) Yes, in general Rzeszów meets my cultural requirements, although sometimes I miss certain events or attractions that I would like/want to see.
- c) On average, Rzeszów partially meets my cultural requirements, but I do not always find attractions there that match my interests or expectations.
- d) No, Rzeszów does not meet my cultural requirements. I lack the variety of cultural events and attractions that would interest me.
- e) No, Rzeszów does not meet my cultural requirements at all. The lack of interesting cultural events and institutions makes me feel limited in my opportunities for cultural development.

Here, Polish and Ukrainian students and the parents of Ukrainian students similarly commented on the city's cultural offer.

Table 30: Assessment of fulfilment of cultural needs - according to the groups surveyed

Does Rzeszów meet your cultural requirements?	Groups studied:		
	Ukrainian students	parents of Ukrainian students	Polish students
Yes, Rzeszów meets my cultural requirements in full.	33,3%	30,4%	21,5%
Yes, in general Rzeszów meets my cultural requirements, although I sometimes miss certain events or attractions.	36,1%	45,7%	46,1%
On average, Rzeszów partially meets my cultural requirements.	19,4%	15,2%	21,5%
No, Rzeszów does not meet my cultural requirements.	2,8%	8,7%	4,9%
No, Rzeszów does not meet my cultural requirements at all.	8,3%	-	6,0%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	46	284
Statistical significance	Chi square $\chi^2 = 9.09216$, $df=8$, $p=.334581$		

Source: own research, $n=366$.

In the case of the cultural requirements of respondents from the three groups indicated, no statistically significant differences in their evaluations can be found. Positive evaluations predominate in the evaluations of all respondent groups (and there are even quite high percentages of indications of the highest evaluations). Negative ratings collectively fluctuate around 10%. It can therefore be assumed that Rzeszów generally meets the cultural life requirements of both its young inhabitants (Polish students) and its Ukrainian emigrants (students and parents).

The last in the series of questions about Rzeszów was related to meeting the need for entertainment. It read:

How would you rate your fulfilment of the need for entertainment in Rzeszów?

- a) Very good - My entertainment needs are fully met in Rzeszów. The city offers a rich and varied range of attractions and entertainment events to suit my interests and tastes.
- b) Good - Overall, my entertainment needs are met in Rzeszów, although sometimes there could be a greater variety of options available in the city.
- c) Medium - My entertainment needs are partially met in Rzeszów, but sometimes I miss certain attractions or events that I would like to see or attend.
- d) Poor - My entertainment needs are poorly met in Rzeszów. I lack a variety of attractions and events that are of interest to me.
- e) Very poor - I do not feel that my entertainment needs are met in Rzeszów at all. There is a lack of attractions and events that are of interest to me, which makes me feel limited in my entertainment options.

Table 31. Assessment of fulfilment of entertainment needs - according to the groups surveyed

Does Rzeszów meet your entertainment requirements?	Groups studied:		
	Ukrainian students	parents of Ukrainian students	Polish students
very good	19,4%	32,6%	21,8%
well	41,7%	45,7%	43,7%
average	25,0%	13,0%	21,1%
poorly	5,6%	6,5%	8,8%
very poorly	8,3%	2,2%	4,6%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	46	284
Statistical significance	Chi square $\chi^2 = 6.20303$, $df=8$, $p=.624502$		

Source: own research, $n=366$.

In the case of satisfaction of entertainment needs, there was also no statistically significant relationship between the answers given and the specific group of respondents. Positive evaluations dominate among the respondents (especially in the parents' group, the highest rating reaches 33%), while negative evaluations are an order of a dozen or so percent of indications in each group (in the parents' group it is less than 10%). It can be assumed, therefore, that the satisfaction of entertainment needs in Rzeszów is secured for both its young inhabitants and refugees from Ukraine.

5. Attitudes - of and towards Ukrainian students

5.1 Opinions on the level of education in Poland and Ukraine

The first hypothesis from the third research problem area reads: (H3.1) "The evaluation of the level of Polish and Ukrainian students is at a similar level". Refers to the perceptions of the surveyed groups about the level of education in Poland and Ukraine.

Firstly, data obtained from a general question on the well-being of Ukrainian students in Rzeszów schools was analysed and compared with data on the well-being of Polish students.

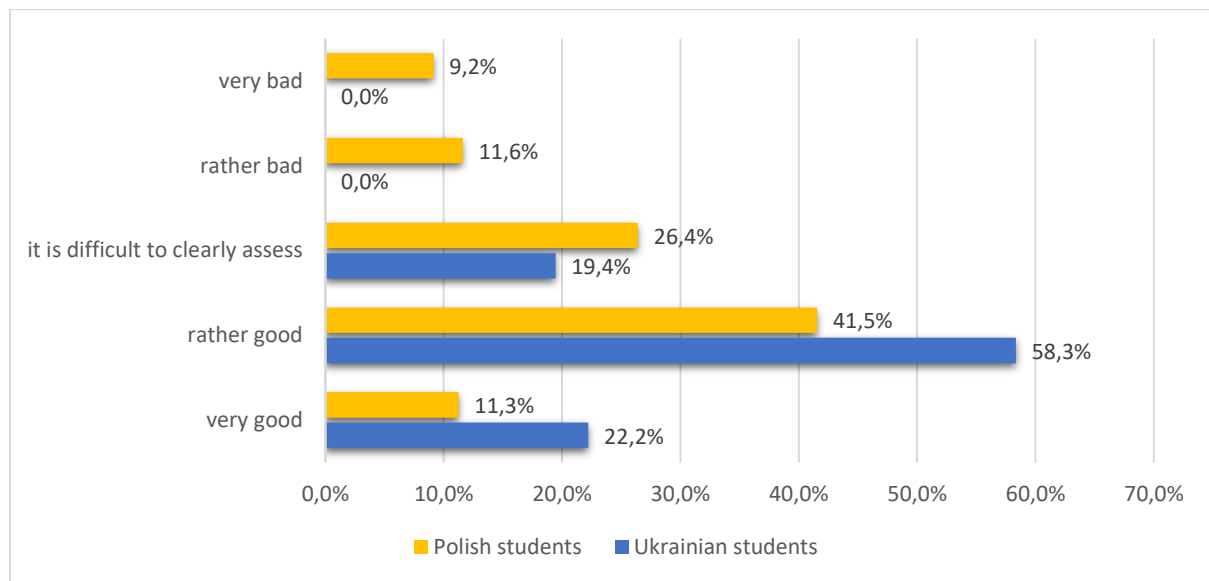


Figure 50. General well-being at school of Polish and Ukrainian students

Source: own research; n=320.

The data shows clear differences in the assessment of well-being between Polish and Ukrainian students. The vast majority of Ukrainian students declare that they feel well in Rzeszów schools (including 22% who feel very well). None of them report feeling bad. The distribution of answers about the well-being of Polish students looks slightly different. Here, too, we can observe the predominance of positive indications, with more than one in four Polish students unable to explicitly describe their well-being at school, and one in five described it as bad.

Correlation tests in both groups showed no relationship between well-being and the stage of education or gender of the respondents.

Other groups of respondents also commented on the students' well-being at school. A compilation of the data formed on the basis of this question, after calculating the chi-square test, shows some statistically significant relationships. The surveyed parents of Ukrainian students rated the well-being of their children even higher than the students themselves declared. However, 2% of them stated that their children feel bad at school. Every third teacher surveyed assumes that Ukrainian students feel very good at school in Rzeszów and almost half that they feel rather good. The responses of Polish and Ukrainian students on this issue have already been analysed above.

Table 32. Well-being of students in Rzeszów schools - according to the groups surveyed

Level of well-being at school	Groups studied:			
	students from Ukraine	parents of students from Ukraine (on well-being of their children)	Polish students	teachers (on well-being of students from Ukraine)
very good	22,2%	28,3%	11,3%	33,8%
rather good	58,3%	60,9%	41,5%	49,3%
difficult to assess unequivocally	19,4%	8,7%	26,4%	16,4%
rather bad	-	2,17%	11,62%	0,46%
very bad	-	-	9,15%	-
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 101.441$, $df=12$, $p=.000000$			

Source: own research, n=585.

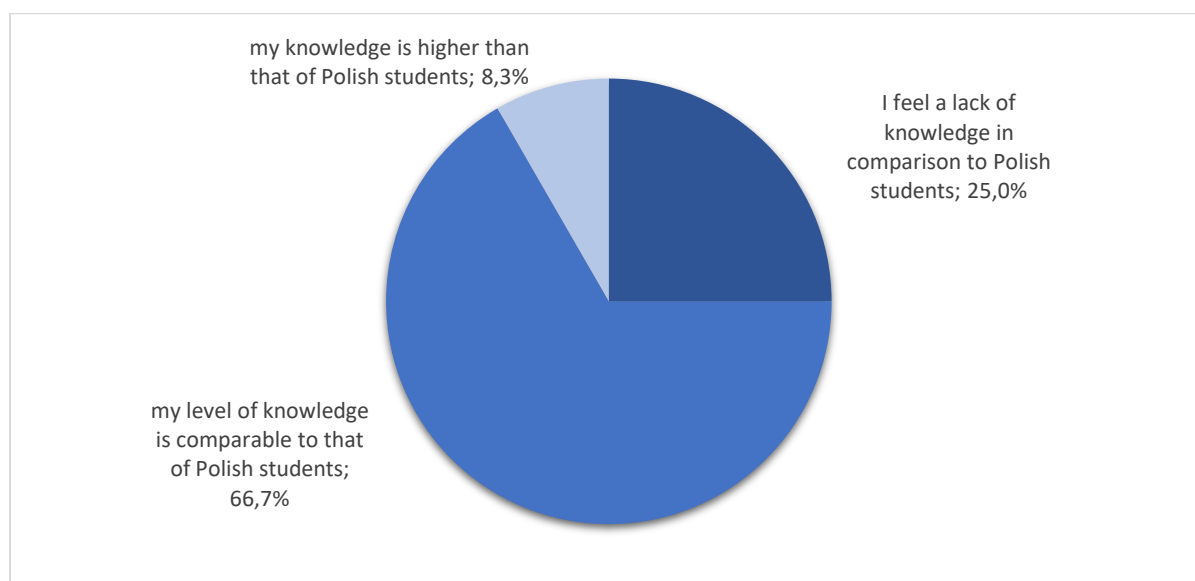


Figure 51. Ukrainian students' opinions on the learning process with Polish students

Source: own research; n=36.

Ukrainian students were asked to self-assess their sense of their level of knowledge compared to their Polish classmates. The majority of respondents in this group stated that their level of knowledge was comparable to that of Polish students. One in four respondents said that they felt their level of knowledge was lacking when compared to that of Polish students. 8% said they had a higher level of knowledge.

Table 33. Opinions on the level of knowledge of Polish and Ukrainian students - according to the groups surveyed

Level of well-being at school	Groups studied:			
	students from Ukraine	parents of students from Ukraine	Polish students	teachers
level of knowledge of Ukrainian students is lower	25,0%	26,1%	47,2%	52,1%
level of knowledge of Ukrainian and Polish students is comparable	66,7%	58,7%	44,7%	43,8%
level of knowledge of Polish students is lower	8,3%	15,2%	8,1%	4,1%
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 21.7638$, $df=6$, $p=.001336$			

Source: own research, $n=585$.

Analysing the distribution of responses of all the groups surveyed on the comparison of the level of knowledge of Polish and Ukrainian students, it was found, based on the result of the chi-square test, that there is a statistically significant relationship between the opinion on this question and the group surveyed. Compared to the results of the distribution of Ukrainian students' responses to this question discussed above, the parents surveyed, also mostly assume that their children's level of knowledge is comparable to that of Polish students. 26% of parents say that they perceive gaps in their children's level of knowledge and 15% say that their children's level of knowledge is higher. In the Polish respondent groups, the distributions are different. 47% of Polish students consider their knowledge to be at a higher level than that of Ukrainian students, with a further 45% stating that it is at a comparable level. 8% of Polish students stated that Ukrainian students are superior to them in terms of knowledge. Among the surveyed teachers, the prevailing opinion is that Polish students' knowledge is deficient compared to Ukrainian students (52%). A comparable level of knowledge was marked by 44% of the respondents and 4% said that the level of knowledge of young Ukrainians is higher.

These opinions may be due to various reasons. Apart from assessments related to the level of assimilation of the material, the differences in the curricula of Ukrainian and Polish schools are mainly at play here.

In summary, the vast majority of Ukrainian students who attend Rzeszów schools declared that their level of knowledge is comparable to that of Polish students. This result may suggest that most Ukrainian students feel that their level of knowledge is on a par with that of Polish students in Polish schools. This may indicate the effectiveness of the education system in Poland in integrating students from different countries and cultures and providing them with equal learning opportunities. The level of teachers' involvement in the teaching process may be high, which helps Ukrainian students to succeed in their studies and feel confident in their abilities. It can be noted that among students from Poland, their opinion mainly fluctuates between two answers, that their level of knowledge is comparable with Ukrainian students, which shows that almost half of the students have a sense of equality in terms of knowledge and that their level is higher than that of Ukrainian students. This is the largest group, which may suggest the self-confidence of Polish students in an educational context.

In the next question, the respondents spoke more broadly on the issues of differences in education in Poland and Ukraine, no longer in an individual but in a system-wide context.

By collating data on the evaluation of the Polish and Ukrainian education systems, using the chi-square test, statistically significant correlations were found between the evaluation of the systems and the group of respondents.

Table 34. Opinions on the level of education in Polish and Ukrainian schools - according to the groups surveyed

Level of well-being at school	Groups studied:			
	students from Ukraine	parents of students from Ukraine	Polish students	teachers
Poland has a higher level of education than Ukraine	27,8%	13,0%	56,0%	51,6%
Poland and Ukraine have the same level of education	36,1%	52,2%	38,4%	41,6%
Poland has a lower level of education than Ukraine	36,1%	34,8%	5,6%	6,8%
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 79.4139$, $df=6$, $p=.000000$			

Source: own research, n=585.

The majority of Ukrainian students attending schools in Rzeszów declared that the level of education in Polish schools is close to the same level or even higher than in Ukrainian institutions (36% + 28%). This may indicate the effectiveness of the education system in Poland in integrating students from different countries and cultures and providing them with equal opportunities in learning. 36% of Ukrainian students surveyed say that there is a higher level of education in Ukrainian schools.

In the perspective of more than half of the interviewed parents of Ukrainian children, the levels of education in Poland and Ukraine are the same. Compared to the teachers' responses, a significantly higher proportion of the parents surveyed believe that it is in Ukraine that the level of education is higher (35%) and only 13% that it is higher in Poland. In contrast, more than half of the teachers said that the level of education in Poland is higher than in Ukraine. Another 42% believe that the two systems are comparable. 7% of the surveyed teachers were convinced of the superiority of the Ukrainian system. Interpreting the responses of Polish students, we can see that 38% believe that the level of education in both countries is comparable. 56% of Polish students believe that the level of education in Poland is higher than in Ukraine. This is the majority, which may indicate a belief in the higher quality of education in Poland. The smallest group believes that the level of education in Poland is lower than in Ukraine, suggesting that few students consider education in Poland to be inferior.

Returning to the hypothesis (H3.1) "The evaluation of the level of Polish and Ukrainian students is at a similar level", it is difficult to verify it unequivocally. Considering the data of the Polish and Ukrainian groups, a considerable relativity of evaluations can be observed. Thus, it can be assumed that Ukrainians assess Ukrainian students and the education system similarly to how Poles assess Polish students and the Polish system.

5.2 Presence and treatment of Ukrainian students in a Polish school

Further hypotheses in the third research problem area are as follows: (H3.4.1) "Ukrainian students believe that they are treated equally to Polish students" and (H3.4.2) "Polish students believe that Ukrainian students are given priority".

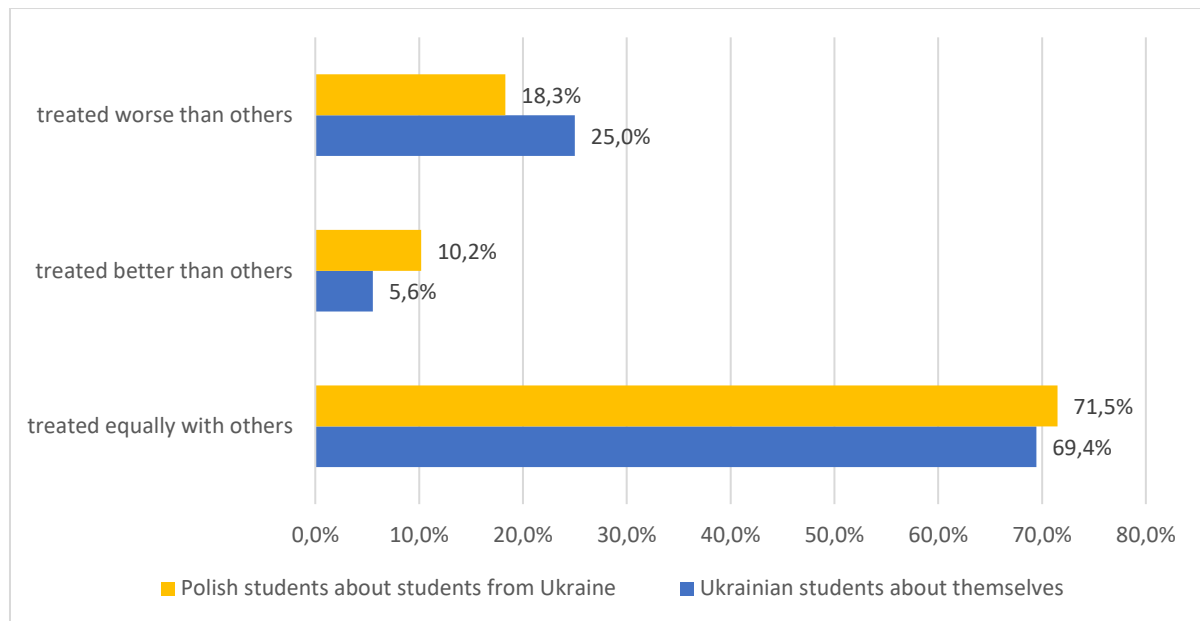


Figure 52. Opinions on the treatment of Ukrainian students at school - Ukrainian and Polish students
Source: own research; n=320.

By far the majority of Ukrainian students who attend Rzeszów schools (69%) declared that they are treated equally to their peers. This may mean that the majority of Ukrainian students in a given school population feel that they are treated equally compared to Polish students. This could be due to a variety of factors, such as school policies promoting equality, school atmosphere or social integration. It is important to understand why students feel this way in order to continue to do so. However, it is worth noting that one in four Ukrainian students feel that they are treated worse than others. The majority of Polish students believe that Ukrainian students are treated equally, which is a positive sign for their integration. However, there is a small group of students who believe that Ukrainian students are treated better or worse. This may suggest that despite the overall positive atmosphere, there are still challenges in full integration and equality in the classrooms.

A chi-square test showed a correlation between opinions on the treatment of Ukrainian students in Rzeszów schools and groups of respondents. The highest percentage of indications of equal treatment of all students was found among teachers (88%). Better treatment of Ukrainian students was mentioned more often than others by Polish students, no less the relatively lowest percentages of indicated responses to this question. As mentioned earlier, one in four Ukrainian students stated that they were treated worse than others. This assumption was confirmed by 20% of parents and 18% of Polish students. Among teachers, this percentage was significantly lower at 8%.

Table 35. Opinions on the treatment of Ukrainian students at school - according to the groups surveyed

Level of well-being at school	Groups studied:			
	students from Ukraine	parents of students from Ukraine	Polish students	teachers
are treated on an equal footing with others	69,4%	73,9%	71,5%	88,1%
are treated better than others	5,6%	6,5%	10,2%	3,7%
are treated less favourably than others	25,0%	19,6%	18,3%	8,2%
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 24.2563$, $df=6$, $p=.000468$			

Source: own research, n=585.

Returning to the hypotheses posed: "Ukrainian students believe that they are treated equally to Polish students" has essentially been confirmed - this is the opinion of the majority of Ukrainian students surveyed, and is further confirmed by an overwhelming majority of respondents from the other groups. By the same token, the hypothesis "Polish students believe that Ukrainian students are given priority" was rejected, as only 18% of Polish students hold this view.

Another hypothesis is: (H3.5) 'Teachers do not see the impact of Ukrainian students on their education'.

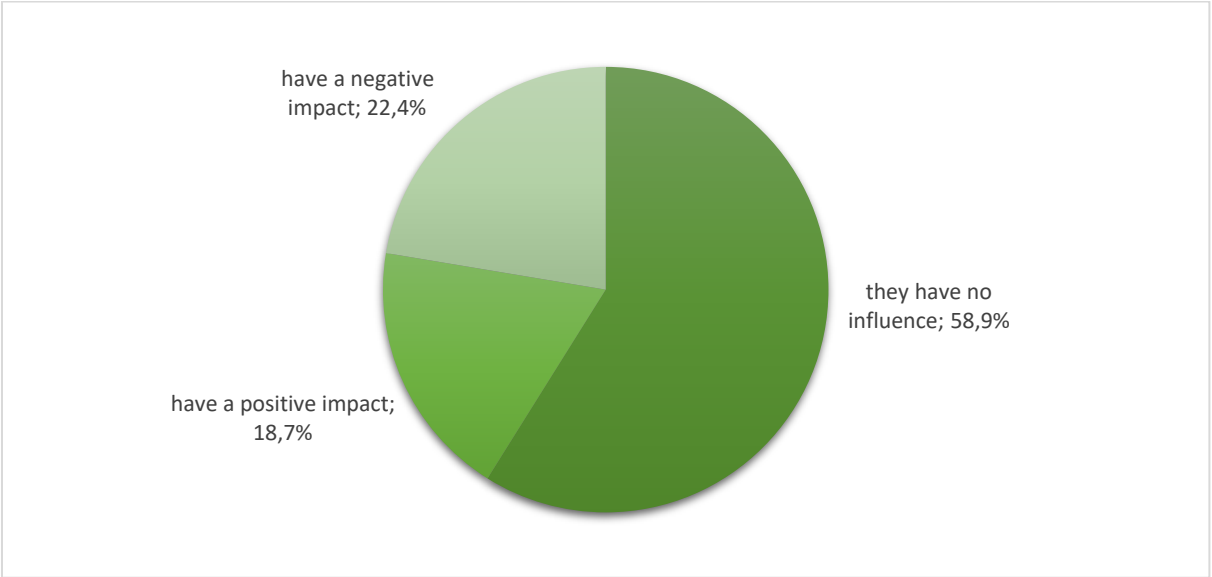


Figure 53. Teachers' opinions on the impact of Ukrainian students on the teaching process in classrooms

Source: own research; n=219.

The majority of teachers stated that the appearance of Ukrainian students in the classroom had neither a positive nor a negative impact on the teaching process. Further, 19% of the respondents noted a positive impact of the appearance of Ukrainian students on the teaching processes, while almost as many (22%) noted a negative impact.

Teachers' views on this topic are not influenced by the number of Ukrainian students in the class - a statistically significant relationship was not shown (using Spearman's rank correlation coefficient).

This should not be perceived in a negative way, as it means that education with their participation is progressing as planned, which gives a positive prognosis for the future and can indicate a successful assimilation and integration process between the students. This is also confirmed by previous responses in which a sizeable percentage of teachers declared that the education levels are equal. The remaining answers with negative and positive influences on the educational process may be due to the personal experiences of the teachers and the diversity of characters among the students, which occurs in every school, regardless of nationality.

In summary, the hypothesis "Teachers do not see the impact of Ukrainian students on their education" was confirmed.

Table 36. Assessment of the impact of Ukrainian students on the teaching process vs. the number of Ukrainian students in class

Teachers' opinion	Number of Ukrainian students in the class:		
	one student	two students	three and more
I believe that they have no influence	52,5%	64,4%	52,4%
I believe they have a positive impact	27,1%	16,9%	11,9%
I believe that they have a negative impact	20,3%	18,6%	35,7%
Total (%)	100,0%	100,0%	100,0%
Total (n)	59	118	42
Statistical significance	Spearman rank correlation coefficient rs=0.0219955388, p=0.746179847		

Source: own research, n=219.

5.3 How Ukrainian students are perceived

The next part of the third problem area deals with issues related to the perception of Ukrainian students as individuals. Here two hypotheses were posed: (H3.6) "Ukrainian students perceive other Ukrainian students in a positive way" and (H3.8) "There are no differences when it comes to the perception of Ukrainian and Polish students". In order to obtain data for the verification of the hypotheses, a list of characteristics was arranged and the respondents' task was to indicate on a scale from 1 to 5 how well the characteristics matched the Ukrainian students. Thus, a group of Ukrainian students described themselves, Polish students and teachers commented on Ukrainian students.

To verify the hypotheses, arithmetic mean scores for each trait, as well as the dominant and median, were calculated from the extracted data.

The analysis of statements regarding the characteristics of Ukrainian students, Polish students and teachers towards Ukrainian students revealed significant differences in the perceptions of the three groups. Ukrainian students perceive themselves best as mutually supportive, kind and friendly, while they perceive their gentleness, calmness and empathy worst.

Polish students rated Ukrainian students highest in terms of politeness, friendliness, and lowest in terms of social activity, taking initiative and diligence - this is evident from the dominants for these characteristics of '1'.

Table 37. Matching of character traits to Ukrainian students - according to the groups surveyed

Terms referring to students from Ukraine	Ukrainian students			Polish students			teachers		
	average	dominant	median	average	dominant	median	average	dominant	median
hardworking	3,61	4	4	2,52	1	3	3,02	3	3
open	3,33	4	4	2,65	2	2	2,89	3	3
supporting each other	3,83	4	4	2,95	3	3	3,38	3	3
helpful	3,75	5	4	2,76	3	3	3,03	3	3
socially active	3,72	4	4	2,50	1	2	2,66	3	3
kind	3,83	4	4	2,80	3	3	3,24	3	3
empathetic	3,25	4	3	2,69	3	3	3,00	3	3
friends	3,92	4	4	3,06	3	3	3,26	3	3
showing initiative	3,36	3	3	2,42	1	2	2,58	3	3
benign	3,19	3	3	2,79	3	3	3,02	3	3
friendly	3,53	4	4	2,95	3	3	3,49	3	3
cooperating	3,67	4	4	2,67	3	3	3,09	3	3
tolerant	3,36	4	4	2,89	3	3	3,09	3	3
communicative	3,58	4	4	2,64	1	3	2,95	3	3
involved	3,11	3	3	2,64	3	3	2,84	3	3
good-natured	3,78	4	4	2,70	3	3	2,84	3	3
friends	3,83	4	4	2,99	3	3	3,27	3	3
calm	3,25	3	3	2,88	3	3	3,17	3	3
nice	3,36	3	3	3,09	3	3	3,40	3	3

Source: own research, n=539.

Teachers rated Ukrainian students best as nice and friendly while they rated them worst in terms of their social activity, readiness for initiative and commitment. Their attribution of qualities was very even, with all dominants and medians being '3'.

Ukrainian students tend to have high self-esteem in a number of aspects, such as hard-working, openness, mutual support, helpfulness, social activity, kindness, friendship, cooperation, tolerance, communicativeness, commitment, good-nature and friendship. The dominant and median mostly indicate ratings close to the highest values, suggesting a positive perception of these qualities among Ukrainian students themselves.

Polish students rate the same characteristics of Ukrainian students much more critically. The average ratings in many cases are lower than those given by Ukrainian students, which may indicate a certain distance and lack of full inter-cultural understanding. The lowest rated qualities were hard-working, openness, social activity, initiative and communicativeness, which may suggest that Polish students may not perceive or appreciate these qualities in their Ukrainian peers. The attitudes adopted by Ukrainian students in the context of functioning in a Rzeszów school may also be a reason for this. Perhaps it is a sense of temporariness and alienation resulting in inaction and reduced willingness to be active, in other words a 'wait-and-see strategy'.

Teachers present more moderate and neutral attitudes compared to Polish students. Their ratings are often higher than those of Polish students, but still lower than the self-assessments of Ukrainian students. Teachers rate positively qualities such as mutual support, friendliness, likeability and friendship, indicating a more balanced and accepting attitude.

In summary, there are significant differences between the self-assessment of Ukrainian students and the ratings given by Polish students and teachers. Ukrainian students tend to see themselves in a more positive light, while Polish students are more critical.

Teachers as mediators: teachers can play a key role in mediating and promoting inter-cultural understanding. Their more balanced evaluations suggest that they can be effective mediators in integrating students from different cultures.

Need for integration programmes: low ratings of certain characteristics by Polish students indicate the need for programmes that promote understanding and acceptance of cultural diversity. These programmes can help to build positive relationships between Polish and Ukrainian students. This synthesis highlights the need for an integrated approach to building an inclusive school environment that promotes mutual understanding and acceptance between students from different cultures.

Thus, referring to the hypotheses - "Ukrainian students perceive other Ukrainian students in a positive way" - the hypothesis was confirmed, the self-perception of Ukrainian students is higher than the results in the other groups. On the other hand, the hypothesis "There are no differences when it comes to the perception of students from Ukraine and Poland" was rejected - the differences in attribution are quite significant here.

5.4 Learning Polish

The issue of attitudes also included the question of Ukrainian students learning Polish, specifically their attitudes to learning.

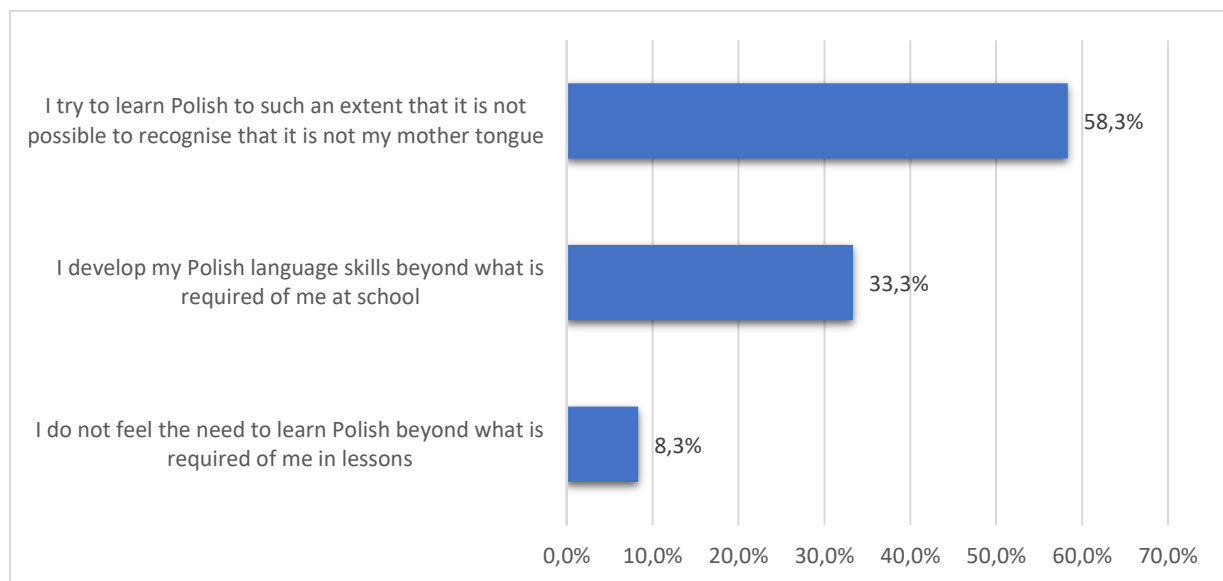


Figure 54. Attitudes of Ukrainian students towards learning Polish

Source: own research; n=36.

The analysis of the data shows that the majority (58%) of Ukrainian students take learning Polish very seriously - they declare that they want to reach such a level of proficiency in Polish that it is impossible to recognise that they speak a foreign language. Every third student declares that they develop their language skills to a greater extent than the school requires of them, and 8% claim that they do not do anything more in this respect than is required of them at school. None of the respondents in this group stated that they do not want to learn Polish.

Table 38. Attitudes of Ukrainian students towards learning Polish language vs. respondent groups

Attitudes of Ukrainian students towards learning Polish	Study group:		
	students from Ukraine	parents of Ukrainian students	Polish students
do not want to learn Polish at all	-	2,2%	15,8%
do not feel the need to learn Polish beyond what is required of them in lessons	8,3%	28,3%	34,9%
develop Polish language skills beyond what is required at school	33,3%	30,4%	39,8%
try to learn Polish to such an extent that it is not apparent that it is not their mother tongue	58,3%	39,1%	9,5%
Total (%)	100,0%	100,0%	100,0%
Total (n)	36	46	284
Statistical significance	Chi-square $\chi^2 = 74.5917$, $df=6$, $p=.000000$		

Source: own research, n=219.

The chi-square test showed statistically significant relationships between the distributions of responses and the data on respondent group membership. Well, the surveyed parents of Ukrainian students have a different opinion on their children's attitudes towards learning Polish than the Ukrainian students declare. 2% of the parents surveyed stated that their children do not want to learn Polish at all. Another 28% believe that their children learn Polish only to the extent required by the school. 30% of parents believe that their children go beyond the school minimum in learning Polish, and 39% believe that they strive for maximum mastery of the Polish language. Further, Polish students have a completely different view of Ukrainian students' approach to learning Polish. In this group, 16% of respondents believe that Ukrainian students do not want to learn Polish at all, 35% believe that they limit themselves to the school minimum, and 40% believe that they want to master Polish to a higher degree than the school requires. Less than 10% of respondents believe that Ukrainian students aspire to perfect mastery of the Polish language.

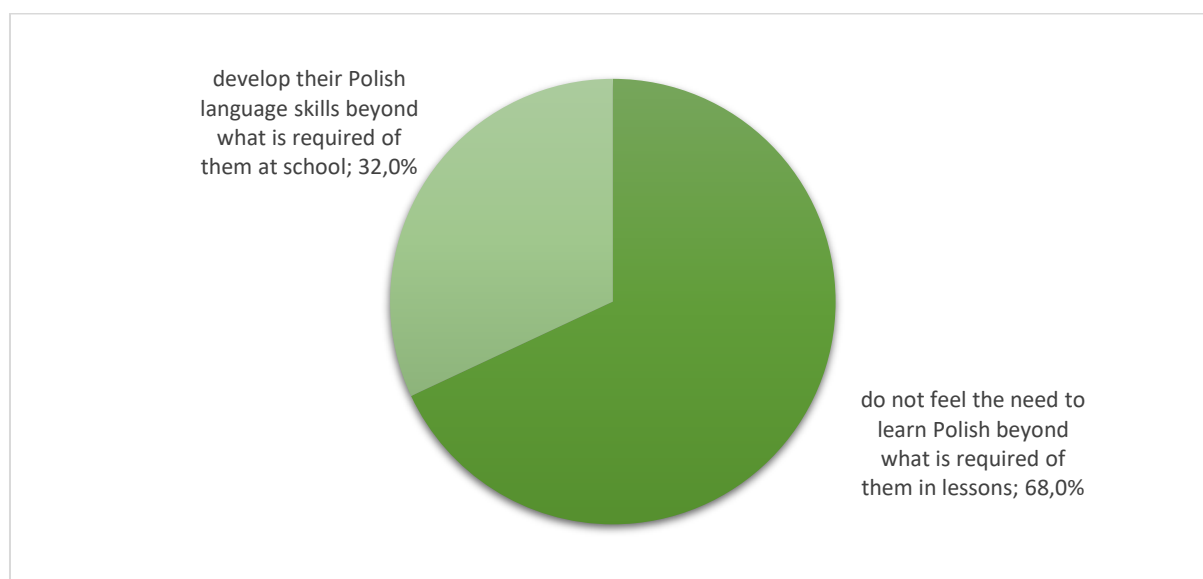


Figure 55. Attitudes of Ukrainian students towards learning Polish - according to teachers

Source: own research; n=219.

Teachers also commented on Ukrainian students' attitudes towards learning Polish. The majority (68%) believe that Ukrainian students do not feel the need to learn Polish beyond what is required of them in lessons. The opposite view is held by 32% of respondents, who claim that Ukrainian students develop their Polish language skills beyond what is required of them in school.

6. The role of teachers in the functioning of Ukrainian students in the school environment

The fourth area of research concern is the activities of teachers for the proper functioning of Ukrainian students in the school system of Rzeszów schools. The previous chapters have already described the influence of teachers on the functioning of both Polish and Ukrainian students in the new situation of the appearance of emigrants in the social life of the inhabitants of Rzeszów. The above analyses drew a picture of the teacher as an objective observer or mentor. This area of analysis has been devoted to some supplementation of the picture of the teacher's role in the functioning of Ukrainian students in Rzeszów schools.

6.1 Teachers' actions towards Ukrainian students

The first issue addressed in the fourth research problem area concerns opinions on the overall actions taken by teachers towards Ukrainian students. The following hypothesis will be verified: (H4.1) "Students from both Ukraine and Poland are satisfied with the actions taken by teachers towards Ukrainian students".

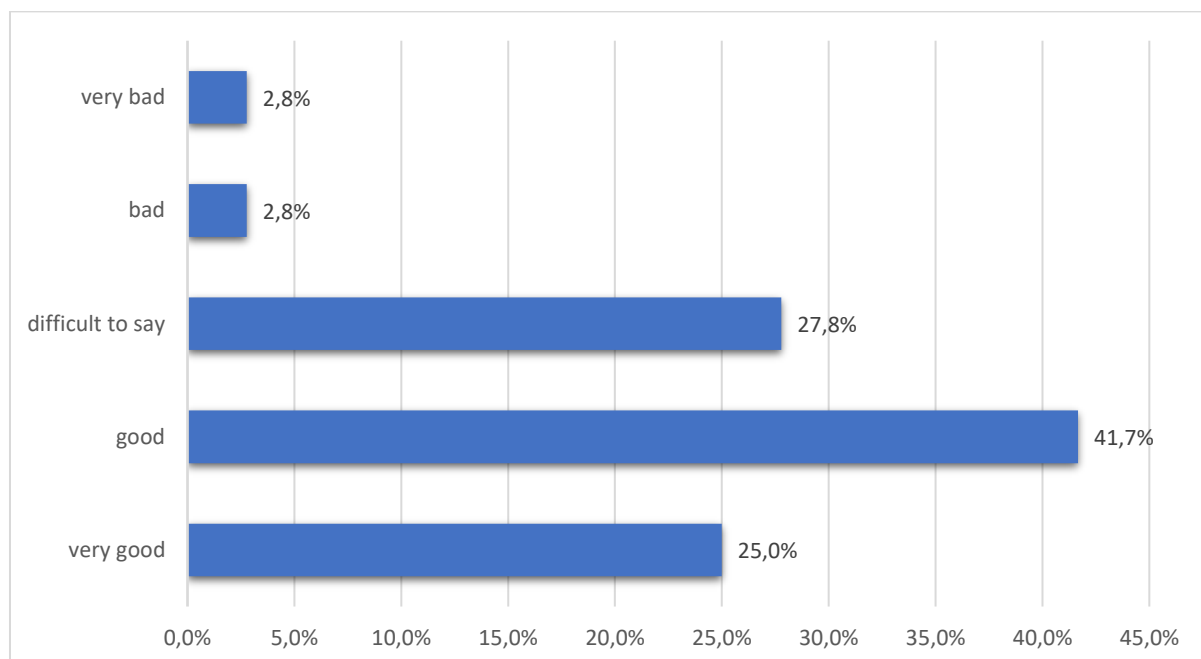


Figure 56. Evaluation of teacher support for Ukrainian students - as assessed by Ukrainian students
Source: own research, n=36.

Students mostly rate the support they receive from teachers well (including one in four students rating it very well). 28% of the respondents were not able to give a clear rating for the support. Just under 6% of respondents in this group marked the answer as bad or very bad.

Table 39. Evaluation of teacher support for Ukrainian students vs. Ukrainian students' school

Evaluation of support	School:	
	primary	secondary
very good	21,1%	29,4%
good	36,8%	47,1%
difficult to say	31,6%	23,5%
bad	5,3%	-
very bad	5,3%	-
Total (%)	100,0%	100,0%
Total (n)	19	17
Statistical significance	chi-square $\chi^2 = 2.47430$, $df=4$, $p=.649243$	

Source: own research; $n=36$.

When analysing the juxtaposition of support ratings with data on the schools of Ukrainian students, the chi-square test did not indicate a statistically significant relationship (due to too small a sample), but it can be noted that students from secondary schools rated teacher support higher.

Table 40. Evaluation of teachers' support for Ukrainian students vs. timing of Ukrainian students' arrival in Poland

Evaluation of support	Arrival date:	
	before the war	after the outbreak of war
very good	33,3%	23,3%
good	33,3%	43,3%
difficult to say	16,7%	30,0%
bad	-	3,3%
very bad	16,7%	-
Total (%)	100,0%	100,0%
Total (n)	6	30
Statistical significance	chi-square $\chi^2 = 0.2114200$, $df=4$, $p=.373603$	

Source: own research; $n=36$.

There is no correlation between the level of teachers' support ratings and the timing of students' arrival in Poland. There is a ten per cent advantage in indicating the highest ratings in the group of students arriving in Poland before the war (33% to 23%), but in the percentage of indications of good ratings the advantage is on the side of students arriving in Poland after the outbreak of the war.

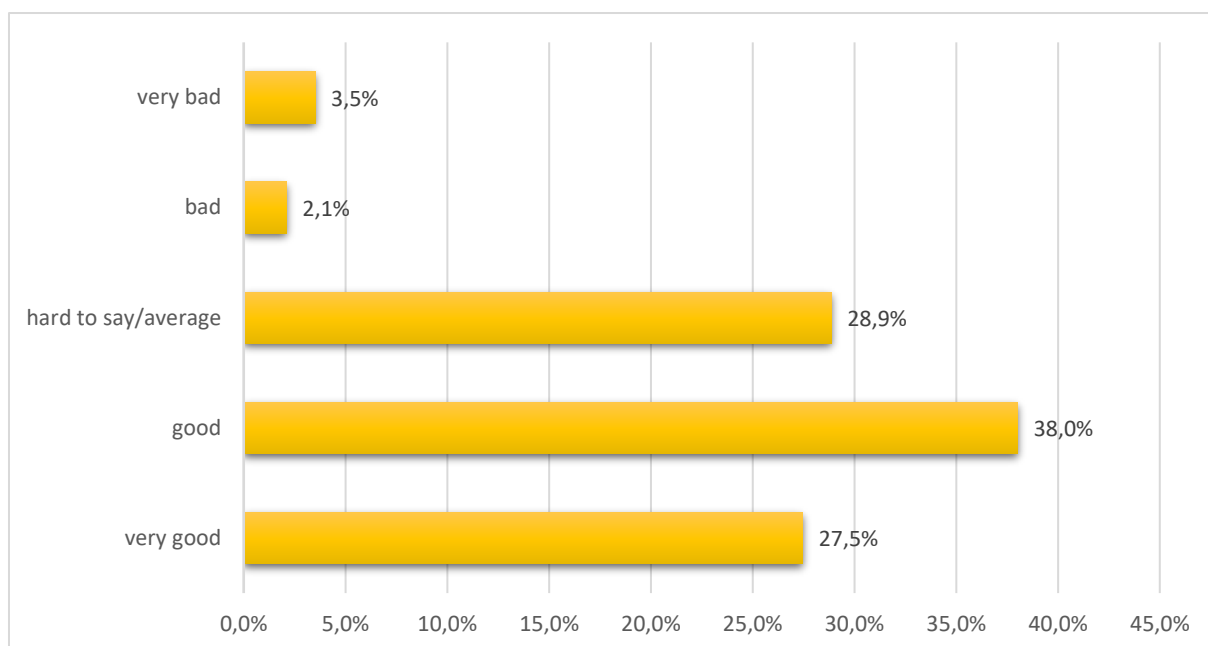


Figure 57. Evaluation of teacher support for Ukrainian students - as assessed by Polish students
 Source: own research, n=284.

Very similar to Ukrainian students, Polish students rated teacher support. 28% in this group of respondents rated the support very well and another 28% rated it well. An unequivocal rating was not indicated by 29% of respondents. Negative ratings fluctuated around 6%. Polish students therefore rated the teacher support provided to Ukrainian students slightly better.

Table 41. Polish students' assessment of teachers' support for Ukrainian students vs. school level

Evaluation of support	School level:	
	primary	secondary
very good	24,6%	35,6%
good	39,3%	34,2%
difficult to say	31,3%	21,9%
bad	1,9%	2,7%
very bad	2,8%	5,5%
Total (%)	100,0%	100,0%
Total (n)	211	73
Statistical significance	chi-square $\chi^2 = 1.000735$ df=1 p=.31713	

Source: own research; n=284.

There is no statistically significant relationship between respondents' assessment of teacher support and their school level. Polish students from both primary and secondary schools expressed very similar opinions on this topic.

Table 42. Polish students' assessment of teachers' support for Ukrainian students vs. the number of students from Ukraine in the class

Evaluation of support	Number of Ukrainian students in the class:		
	1	2-3	4 and over
very good	27,0%	26,1%	33,3%
good	38,1%	41,2%	28,2%
difficult to say	27,8%	30,3%	28,2%
bad	2,4%	1,7%	2,6%
very bad	4,8%	0,8%	7,7%
Total (%)	100,0%	100,0%	100,0%
Total (n)	126	119	39
Statistical significance	chi-square $\chi^2 = 1.000735$ df=1 p=.31713		

Source: own research; n=284.

The assessment of teacher support is also not influenced by the number of Ukrainian students in the respondents' classes.

The hypothesis "Students from both Ukraine and Poland are satisfied with the actions taken by teachers towards Ukrainian students" was therefore confirmed - the majority of both Polish and Ukrainian students give good marks to teachers' actions in supporting Ukrainian students.

Table 43. Evaluation of teacher support for Ukrainian students - according to the groups surveyed

Evaluation of support	Groups studied:			
	students from Ukraine	parents of students from Ukraine	Polish students	teachers
very good	25,0%	39,1%	27,5%	60,7%
good	41,7%	41,3%	38,0%	33,8%
difficult to say	27,8%	17,4%	28,9%	5,5%
bad	2,8%	2,2%	2,1%	-
very bad	2,8%	-	3,5%	-
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 88.1387$, df=12, p=.000000			

Source: own research, n=585.

Statistically significant connections were shown in the correlations of data on teachers' assessment of the support provided to Ukrainian students versus respondent groups. The results for the student groups have already been analysed above. The results for the parent and teacher groups differ in comparison with the student results. Parents of Ukrainian students rate teachers' actions higher. The indications of positive evaluations predominate here. Only 2% of the respondents in this group rated the actions negatively. The highest rate of high ratings occurred in the group of teachers. 61% of the respondents in this group rated their actions with the highest mark. None of the teachers gave a bad rating here.

6.2 Needs for additional support for Ukrainian students

This part of the analyses on the fourth research problem area addresses questions related to respondents' perceptions on whether support for Ukrainian students is to be developed at all and in what direction. The first hypothesis from this section is: (H4.2) "Regardless of the respondent group, respondents report the need for more teacher support for Ukrainian Students".

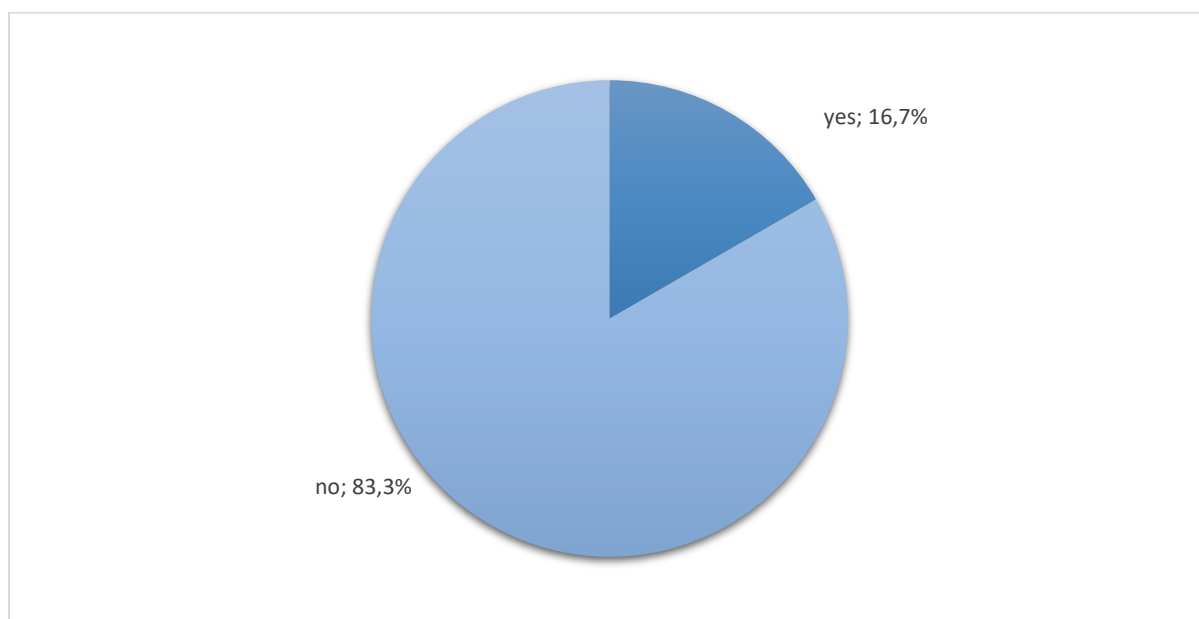


Figure 58. Additional expectations of Ukrainian students from their teachers

Source: own research, n=36.

The vast majority of Ukrainian students surveyed did not report the need for increased teacher support. 17% of Ukrainian students have additional expectations of educators in this regard.

Table 44. Additional expectations towards teachers in relation to the functioning of Ukrainian students in the school system - according to the groups surveyed

Need for additional support	Groups studied:			
	students from Ukraine	parents of Ukrainian students	Polish students	teachers
yes	16,7%	17,4%	46,1%	29,7%
not	83,3%	82,6%	53,9%	70,3%
Total (%)	100,0%	100,0%	100,0%	100,0%
Total (n)	36	46	284	219
Statistical significance	Chi square $\chi^2 = 29.2249$, $df=3$, $p=.000002$			

Source: own research, n=585.

Analysing the summary of responses regarding the question on additional teacher support needs for Ukrainian students, it appears that Ukrainian students have the lowest requirements here. A statistically significant relationship between the answers and the groups of respondents is evidenced by the result of the chi-square test. The surveyed parents of Ukrainian students answered this question very similarly. In this group, 17% perceived the need for additional support measures. A completely different distribution of responses emerged in the group of Polish students - here 46% of respondents see the need for extended support for Ukrainian students. The teachers themselves also see such a need - an affirmative answer was selected by 30% of them.

In the case of the group of Polish students, correlation tests showed no statistically significant relationship between answers to the question on the need for extended support and school level or the number of Ukrainian students in the class. The only statistically significant relationship (chi-square $\chi^2 = 1.000735$ $df=1$ $p=.31713$) is with the gender of the respondents. Female students were more likely than male students to report the need for additional support for Ukrainian students.

For the teachers' group, there were also no statistically significant relationships between the answers to the support question and other variables.

In the case of the hypothesis "Irrespective of the group of respondents, respondents report the need to increase the scope of teacher support for Ukrainian Students", its verification is rather problematic. On the one hand, there are voices regarding the need to extend the scope of support, but these are clearly dependent on the group of respondents.

Respondents who indicated a need for additional support from teachers were asked about areas that could be developed to effectively increase the level of support for Ukrainian students in Rzeszów schools. Here, too, all groups of respondents commented.

The next hypothesis in this research problem area is: (H4.3) 'The reported need for activities varies according to the group of respondents'.

To begin with, the analysis of the distribution of answers to this question given by Ukrainian students is presented below.

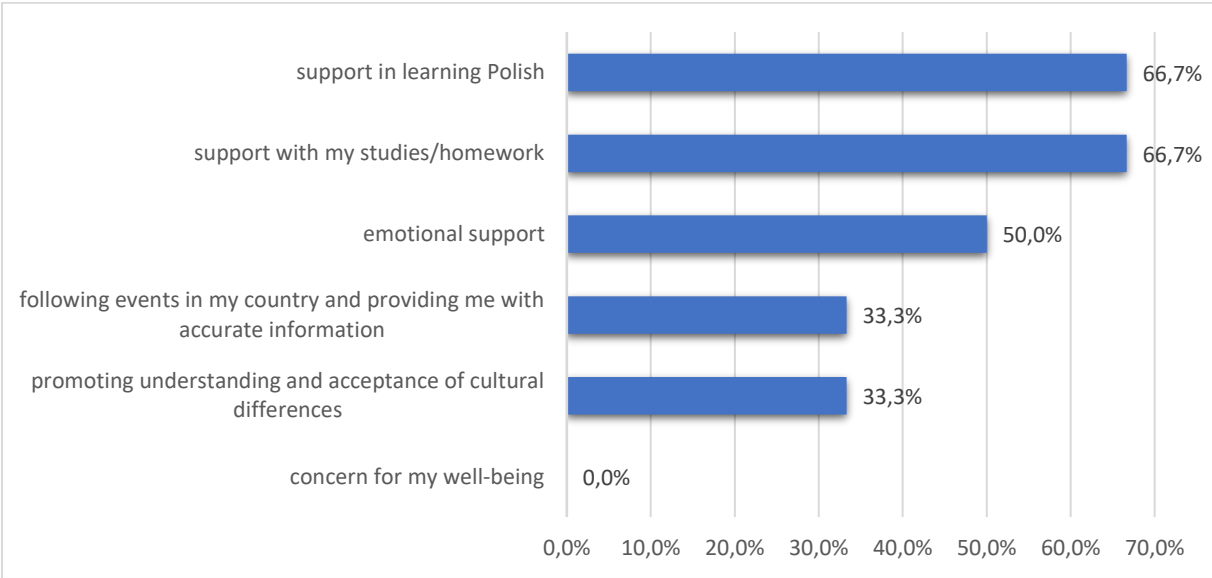


Figure 59. Expectations regarding types of support from teachers according to Ukrainian students
Source: own research, n=15, data does not add up to 100% as respondents could select more than one answer.

A compilation of data on responses to the question on the possibility of taking or improving teachers' actions to strengthen support for Ukrainian students shows that Ukrainian students themselves pay attention primarily to intensifying activities related to their learning. 67% of respondents indicated the need for support in learning the Polish language. Also 67% indicated the need for support in learning (including independent learning at home). Half of the respondents to this question indicated the need for emotional support from teachers. One third of the respondents would also expect teachers to provide reliable information about the situation in Ukraine. 33% of respondents indicated the role of teachers in building an atmosphere of understanding and tolerance for cultural differences. None of the students indicated that they would expect teachers to take additional measures in terms of concern for their well-being. As previous analyses have shown, the level of well-being of Ukrainian students in Rzeszów schools is quite high.

Table 45. Opinion on the types of support teachers should offer Ukrainian students vs. the surveyed group

What could teachers do or improve to make Ukrainian students feel more supported by them?	Study group:				Statistical significance
	Ukrainian students	parents of students from Ukraine	Polish students	teachers	
study/homework support	66,7%	75,0%	44,3%	47,7%	chi ² = 3.84954, df=3, p=.2781
support in learning the Polish language	66,7%	37,5%	58,0%	63,1%	chi ² = 2.17423, df=3, p=.5370
emotional support	50,0%	37,5%	31,3%	64,6%	chi ² = 19.9696, df=3, p=.0001
promoting understanding and acceptance of cultural differences	33,3%	-	22,1%	61,5%	chi ² = 34.3949, df=3, p=.0000
following the situation in my country and providing me with reliable information	33,3%	12,5%	11,5%	16,9%	chi ² = 3.07499, df=3, p=.3802
concern for the well-being of the student	-	12,5%	29,8%	44,6%	chi ² = 9.07801, df=3, p=.0282
Total (n)	6	8	131	65	

Source: own research, n=210, data does not add up to 100% as respondents could select more than one answer.

The analysis of the collected results of the survey showed that the groups surveyed differed statistically significantly in their opinions on the three types of support.

However, based solely on the percentage distribution of responses, several trends can be discerned:

- Parents of Ukrainian students are more likely than other groups (75.0%) to focus on supporting their children's learning.
- According to Ukrainian students, the best support for them would be help with studying/homework (66.7%), as well as both support in learning the Polish language (66.7%).
- Polish students have the same opinion about supporting Ukrainian students as they do themselves.
- In the surveyed group of teachers, slightly different opinions prevailed regarding forms of support, such as emotional support (64.6%), support in learning the Polish language (63.1%), and promoting understanding and acceptance of cultural differences (61.5%).
- Emotional support is important above all for teachers and Ukrainian students. The group of parents and Polish students indicated this aspect relatively less frequently.
- Support for understanding and acceptance of cultural differences - this aspect was very often mentioned by teachers. Interestingly, parents did not pay attention to this issue at all.
- The issue of reliable information on the situation in Ukraine, which is not very well perceived by teachers, parents and Polish students, turns out to be important for 1/3 of those who spoke about the additional support needs of Ukrainian students.
- Concern for the well-being of Ukrainian students seems to be of little importance to Ukrainian groups. Instead, this issue was highlighted by almost 1/3 of the Polish students surveyed and 45% of the teachers.

Correlations were made between data on teachers' responses to the question on types of support and school-level data. The tests showed no statistical significance within the combinations of these variables. In only one case - emotional support - did a statistically significant correlation emerge: primary school teachers were much more likely to pay attention to this aspect. The need for the other forms of support is therefore not specific and does not depend on the school level.

Table 46. Teachers' opinion on the types of support teachers should offer to Ukrainian students vs. school level

What could teachers do or improve to make Ukrainian students feel more supported by them?	School level		Statistical significance
	primary	secondary	
emotional support	80,8%	28,6%	chi² =7.115 df=1 p=.008
study/homework support	53,8%	28,6%	chi ² =1.411 df=1 p=.235
support in learning Polish	76,9%	57,1%	chi ² =1.088 df=1 p=.297
concern for well-being	46,2%	28,6%	chi ² =.698 df=1 p=.403
promoting understanding and acceptance of cultural differences	57,7%	57,1%	chi ² =.001 df=1 p=.979
following the situation in Ukraine and providing them with reliable information	15,4%	14,3%	chi ² =.005 df=1 p=.943

Source: own research, n=65, data does not add up to 100% as respondents could select more than one answer.

7. Students from Ukraine in schools in Rzeszów - based on in-depth interviews

7.1 Parents' perspective

Four interviews were conducted in this part of the research, three with parents and one with a carer. All interviews were conducted live. Respondents who chose to be interviewed were eager to be interviewed and were positive, although there was some apprehension about being interviewed for a variety of reasons. As well as completing the questionnaires, respondents answered questions that focused on the school integration of Ukrainian children, talked about difficulties they had encountered, and also evaluated the city of Rzeszów and talked about communication with teachers in Rzeszów primary and secondary schools. The answers to the questions provided an opportunity to find out the actual reactions, opinions, beliefs and attitudes of the respondents.

The interviews were well organised and conducted at a convenient time and place for the respondents. All interviews followed the script. The overall impressions of the interviews are positive. All respondents showed a willingness to participate, were open and engaged in the interview, and tried to give extended answers, emphasising the generally satisfactory situation at school. It should be noted that the parents of some of the children of Ukrainian origin are in the territory of Ukraine and the children are in Poland with their guardians, which affects their mental state. At times it seemed that some respondents tried to keep their distance because of the questions asked, for various reasons, probably it was the fear of consequences for their children. Despite the differences in context and situation, the most important issues were addressed in all interviews, thus providing valuable findings and data for further analysis.

The first block of questions concerned the school integration of Ukrainian students. Analysing the quotes regarding the perceptions of Ukrainian students, several important observations stand out.

Parents mention that their children had difficulties at the beginning, after arriving in Poland. The barrier was not only the language difference, but also the cultural adaptation and the lack of friends. Some children also found it difficult to understand some school subjects, especially the scientific ones, due to the specialised vocabulary. They often mentioned that learning Polish takes time and requires patience, nevertheless, contact with Polish peers proves to be quite important, as they are the ones who help in learning pronunciation and constructing sentences. Respondents mention that their children started to take an interest in the topics of the lessons and become more and more involved in learning over time. Nowadays, although some difficulties remain, children seem to be adapting more and more to the new environment.

The ambiguity of the second quote should be highlighted, which points to the relationship between the children, the language barrier that still exists but to a lesser extent, and presents possible plans for the future. One cannot fail to mention here that children and young people from Ukraine continue to come to Poland through the effects of the war, and this continues to create needs for language courses and support from society.

"It's better now, but in the beginning it was very difficult. Because language is important, it was difficult until the children got to know each other, everything takes time."

"(...) but among the Poles in his class there are normal, quiet boys with whom he communicates. Of course there is a language barrier, e.g. he wants to say something, but sometimes he lacks the words. And because of that some people don't speak, but I think the more time he is here, the better he will talk."

Parents also answered questions about communication difficulties between their children at school and about integration problems in social life.

One respondent emphasises that he has not heard of any incidents of bullying from his child at school. He considers this important and adds that he would not want his child to experience such situations. Although there are no reported incidents of bullying, there have been conflicts between students, especially when a new person comes to the class. Parents note these conflicts but stress that they are now resolved.

"I have never heard of any conflicts, I asked him if he was being bullied. We're not dealing with bullying, I wouldn't want that because I've heard different stories from other parents."

"I don't remember. The big ones weren't there, maybe there were some small ones, but the child didn't report it."

"It was conflicts between the boys. When someone new comes to the class, the boys want to hurt him somehow, it seems to me. But now everything has been resolved."



Figure 60. Tag cloud - functioning of Ukrainian students in the school environment

Source: own compilation based on WordItOut.

The tag cloud compiled from the respondents' statements shows some regularities, in terms of the dominant terms in the statements:

Support: this is the largest word on the chart, suggesting that it is the key theme or most frequently mentioned term in the analysis. Parents comment on the support they receive and support needed. This is the most salient aspect of this part of the interviews.

Barriers: this word also came up very often, which means that issues related to barriers are an important issue in terms of how respondents' children function in the school environment. We are mainly talking about language or cultural barriers.

Friendship: this word is also prominently displayed, which may suggest that friendly relationships are an important part of the social functioning of Ukrainian students.

Other relevant terms:

Availability, plans, activity, engagement: these terms, although less frequently mentioned, are still highly visible in the tag cloud, suggesting their importance in the context of the analysis.

Concerns, deficiencies, a sense of temporariness: These words also stand out, which may indicate areas that are problematic or need further attention. A sense of temporariness has already emerged as a result of the quantitative analyses in the previous chapters. This explains the alleged passivity or even reluctance of Ukrainian students to become active, e.g. during lessons. Parents highlighted issues of uncertainty about both the current situation and the future.

Conflict issues: terms such as conflicts and lack of conflicts appeared in equal numbers in the respondents' statements. Respondents talked about conflicts, but mostly reporting stories from other parents. They themselves maintained that conflict situations or situations involving attacks (verbal and physical) on their child did not occur.

In general, the analysis of a given chart indicates that the key themes are support, barriers and collegial relationships, as well as other aspects related to commitment, accessibility, plans and concerns.

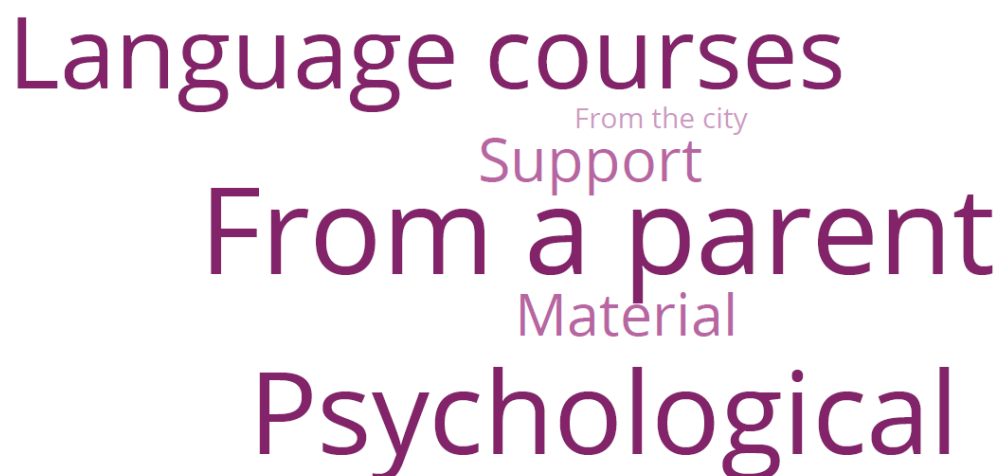


Figure 61. Tag cloud - support needs for Ukrainian students

Source: own compilation based on WordItOut.

Dominant terms on the chart:

From a parent: this is the largest on the data, suggesting that support from a parent is the most frequently mentioned and probably the most important in the context of the analysis.

Psychological: this word is also frequently mentioned, implying that psychological support is a key and important element of how respondents and their children function in the current situation.

Language courses: points to the importance of language education as a very important form of support.

Other relevant terms:

Support, material: These words, although smaller, are still visible, suggesting their importance in the context of the support in question.

From the city: May indicate the importance of support from the city or local authorities.

The analysis of the given chart shows that the key aspects discussed in the survey are support from parents, psychological support and language courses. Material support and assistance from local authorities are also important.

The second block of questions in the interviews was related to the perception of Ukrainian students at school in the school environment. All respondents talked about having everything a child might need from the school: provision of books, psychological support, Polish language courses, other extra-curricular activities.

Despite the positive perception, respondents report some needs. Among these, they mention language courses (or indeed 'more language courses'), the scarcity of which is felt to be a barrier to deeper learning of the Polish language. They would like such courses to be more accessible, which would facilitate the integration of their children and enable them to learn the language better. At the beginning of schooling, parents noticed some difficulties for their children in adapting to the Polish grading system, especially with the change from the 12-point grading system in Ukraine to the six-point system in Poland. Over time, however, this ceased to be a problem.

However, despite these difficulties, the children are supported by their teachers, who try to help them understand and adapt to the new system. The majority of respondents mention that teachers are supportive and understanding towards Ukrainian students, and class teachers play an important role in supporting them.

"The most important thing is to completely switch to another language, it's quite difficult for a child psychologically. It's like moving to a desert island where people don't always want to understand you because they don't understand, or even if they do, they pretend they don't. There have been instances like that, but we have adapted."

"(...) the six-point system took a bit of getting used to, everything was incomprehensible at first"

"Yes, I would like to see language courses reinstated. I think if they existed it would be easier and better for in-depth language learning, it would be useful. The school provides books, everything is enough. He went to a sports school, a great school, a beautiful school."

"It was quite peaceful. I didn't have any major problems. His parents prepared him, we talked to them about it, we planned his arrival. He and I got used to it quickly, everything is understandable."

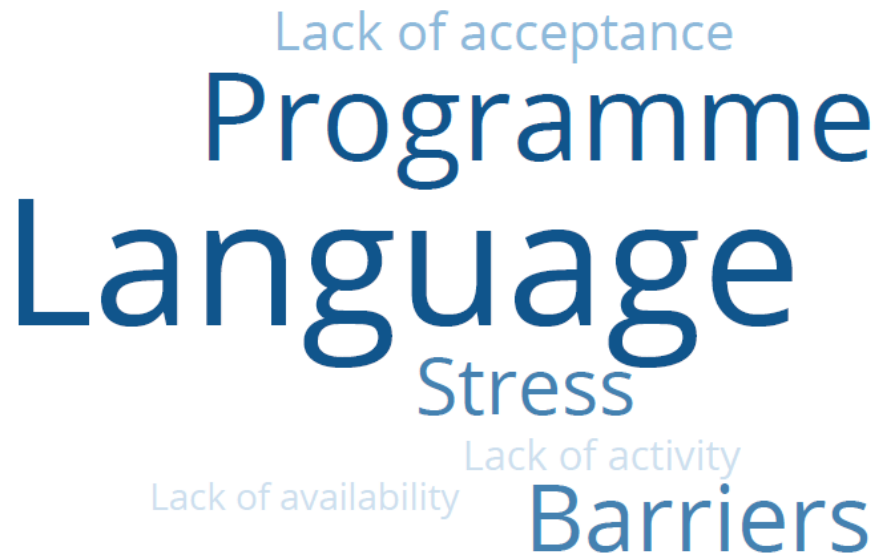


Figure 62. Tag cloud - integration of Ukrainian students

Source: own compilation based on WordItOut.

The tag cloud shows that the school integration of Ukrainian students in Rzeszów is perceived in some aspects as difficult and requiring various measures. The biggest expressions in the cloud are 'language', 'programme' and 'stress' barriers. This suggests that Ukrainian students face many obstacles to integrating into the Polish educational system. These may include language and cultural barriers, but also a lack of adequate support from the school and local authorities. This situation undoubtedly has a stressful effect on students (but also parents). Expressions such as 'lack of acceptance' are relatively small, suggesting that these students are not discriminated against by their peers or teachers. The word 'programme' suggests that parents expect teachers to be able to adapt the curriculum to the needs of Ukrainian students. It is also important that teachers are open to different cultures and are able to provide appropriate emotional support to Ukrainian students.

The school integration of Ukrainian students in Rzeszów is a challenge, but at the same time represents a great opportunity for the city. In order to fully exploit this potential, the city must create the right conditions for Ukrainian students to integrate and develop. Teachers play a key role in this process and should be adequately prepared to work with students from different cultural backgrounds.

The next block concerned questions related to communication between children and teachers and parents and teachers. The analysis of the statements suggests that there is generally good communication between children and parents and teachers. Statements indicate a variety of means of communication, such as chat, website, electronic journal, etc. Being able to use different forms of communication can contribute to better monitoring and sharing of information, resulting in greater involvement of parents and students in the life of the school. Several times parents emphasised the willingness of teachers to cooperate and help, that they are ready to make concessions in specific cases.

Respondents were not too keen to talk about problems in communication, but it was evident from the behaviour at the interview that there are some problems, but respondents did not give an answer. Sometimes parents may feel insecure, although most teachers seem available and helpful,

there are isolated cases of unpleasant teachers who can be a difficulty for both children and their parents.

"First of all, I want to say that they are treated very loyally. Everything seems to be in moderation. (...) they try to learn well on their own, but a lot depends on the teacher, their teaching style, how they teach the subject. Generally they try to study well."

"If we found ourselves in a situation where we needed it, I think yes, I could ask for help, but for now we are trying to manage on our own."

"...The class teacher can call me if I need anything. I can call her if I have any questions, we can talk about anything that concerns her or me."

"...we have chat, website, electronic register, communication with teachers, meetings with parents, overall good."

Fellow Ukrainians Availability of teachers Fellow Poles

Figure 63. Tag cloud - communication of Ukrainian students with Polish students and teachers
Source: own compilation based on WordItOut.

Based on the graph, it can be concluded that the school integration of Ukrainian students in Rzeszów is perceived rather positively. The predominant term is "Fellow Poles" - the analysis of the statements shows that the respondents believe that Ukrainian students are well received in Polish schools and have good contact with each other. Teachers who are available to these children may see in Ukrainian students the potential to learn, develop and make a positive contribution to the local community. The equally frequent term "Availability of teachers" allowed us to conclude that parents see great support and help from teachers in the process of integrating Ukrainian students into the Polish educational system. Positive perceptions of Ukrainian students can facilitate their integration into Polish society and build positive relationships with their peers and teachers. These students can enrich the cultural diversity of the city and contribute to its economic development.

The next block of questions concerned how children and parents perceive the city of Rzeszów, adaptation in the city and the difficulties involved, and their plans for the future. Parents express their satisfaction with some aspects of the city, such as infrastructure, cleanliness, safety for children and the availability of Polish language courses. They also highlight the proximity to the Ukrainian border as a positive element that facilitates adaptation. Despite some positive features of the city, parents suggest that Rzeszów may not offer a great variety of attractions. It seems to them that everything is similar and choice is limited. Children express homesickness and dream of returning. Some people talk about how everything will depend on the war situation.

Some parents notice a change in their children's learning outcomes after coming to Rzeszów. They mention that their children are becoming more interested in lessons and engaged in learning, which may be the result of support from the school and gradual adaptation to the new environment. Overall, parents are satisfied with the level of education at their children's current school. One can perceive here the perception of the situation of staying in Rzeszów on two levels - the first "wishful thinking", where the willingness to return home "in case the war situation changes" is clearly visible. The second, on the other hand, is 'realistic' in terms of planning for life in exile, including in Rzeszów.

"Oh no, it's a very beautiful city. When I arrived, I didn't like it at all because I moved from a bigger city and sometimes there are not enough attractions and entertainment. Generally, my child is in the mood to go home, it's a bit of a difficult moment. When we came here we wanted to try and adjust and we gave ourselves and our son a year to do that, but at the moment he's still dreaming about when he's going home."

"We like the city, but we would like to go home," he says.

"I really like Rzeszów. I like the infrastructure in the city, the same bike paths, it's clean, safe for children. We chose this city because it is close to the Ukrainian border and it is big enough and compact at the same time."

Europe
Rzeszow
Poland
Plans
Ukraine

Figure 64: Tag cloud - perception of Rzeszów
Source: own compilation based on WordItOut.

As of today, the majority of respondents plan that their children will stay in Poland permanently. A significant number of Ukrainian families see Rzeszów as a long-term prospect for themselves and their children. Parents say that Ukrainian students in Rzeszów schools have great potential to make a positive impact on Rzeszów. The city should support these students so that they can reach their full potential. This could mean, in the eyes of the parents, that these students are well received in Polish schools and have the opportunity to learn and develop in a comfortable environment. Respondents also commented on others suggesting that a number of Ukrainians plan to return to Ukraine after the end of the war. Some families are strongly attached to their homeland and plan to return to it as soon as possible. On the other hand, there are families who are still undecided about their future. Again, the aspect of temporariness mentioned earlier comes into play here, influencing attitudes and beliefs. This may be due to various factors, such as uncertainty about the situation in Ukraine, difficulties with adapting to life in Poland or lack of clear plans for the future. These 'plans' were the key word in this part of the interviews. Further, "Rzeszów" and "Poland" were seen in the context of "Europe" and put in opposition to the uncertain situation in Ukraine as a guarantee of stability.

The analysis of the interviews brings some important conclusions:

1. The interviews revealed the varied experiences of Ukrainian students and their families regarding the process of adaptation and integration in the new school environment. Some of them had difficulties at the beginning, but gradually adapted to the new conditions.
2. The adaptation of Ukrainian students to their new school environment took time and various types of support. Despite initial difficulties, most of them are gradually finding their way in the new conditions.
3. The school played an important role in the adaptation process, offering various forms of support, such as language courses, the presence of an interpreter or study assistance. Support from teachers and other students was also important for the success of integration.
4. Although respondents were reluctant to speak too much about possible communication problems, it can be inferred that they may sometimes feel uncertainty in this area. Nevertheless, the variety of means of communication and the commitment on the part of the teachers provide a solid basis for continuing to build an effective relationship between the school and the families of Ukrainian students.
5. The overall impressions of the interviews are positive. Respondents seem satisfied with the level of education at the current school and see progress in their children's adaptation.
6. There is a need for further work on some areas of integration of Ukrainian students at school and the need for cooperation between the school and their families. Identification of areas for improvement and continued support can contribute to even better adaptation and integration results.

In conclusion, the interviews provided valuable information about the integration of Ukrainian students at school and the cooperation between the school and parents. They indicate both positive aspects of the adaptation process and areas where there is still room for improvement.

7.2 Educators' perspective

As noted earlier, the voice of the teachers in this study can be regarded somewhat as an expert opinion. In many cases, teachers indicated detailed analyses of the issues discussed, both from their point of view and presented objectified analyses. This part of the research, therefore, is extremely important for exploring the whole essence of the research problem undertaken. Individual in-depth interviews with teachers of classes with Ukrainian students demonstrated the complexity of the issues raised, and clarified the results obtained in the analysis of quantitative data.



Figure 65. Tag cloud - general considerations for Ukrainian students - in the teachers' perspective

Source: own compilation based on WordItOut.

The first issue raised in interviews with educators was activity in lessons. Surveys show that students are perceived to be less active, compared to Polish students. The interviews provided an explanation for this situation. Teachers almost unanimously signalled that the problem of low activity is not due to cultural specificity or an aversion to school and learning. It is a question of a language barrier, which is gradually being overcome, and a related psychological barrier, causing fears of not being able to speak in Polish or not understanding the content. Teachers indicate a progression in language learning, and thus in student activity, with the length of their stay in Poland

"As for that year, young people were withdrawn, there was a language barrier. Maybe they didn't fully understand everything. Now it is much better. Young people from Ukraine get involved in all the activities."

"It is very varied [activity - author's note]. Children were very stressed, you had to get this activity or other forms of behaviour out of them. But over time, e.g. now most of these children are active. Of course, there are also withdrawn children. (...) the structure of the class is changing, some children are leaving, some are coming in (...) so you can't say that unequivocally".

"There is a student who is very active, who is motivated, there are those in the middle and there are those who are bottoming out. At the beginning of the year, there was a desire to prove themselves (...).

Looking back at the few months these students have been at the school, some have blended into our environment very well."

"When I got the tutorship, it was such a mixture of kids who were already in Poland and kids who had just arrived. The problem was that there was a communication barrier. A communication problem combined with fear - the lady speaks another language, lessons are in another language. The children were thrown in at the deep end, they were not active. It's a question of adapting in a new place, whether I [the teacher - author's note] am a threat (...). It gets better with time."

"First of all, different children, different behaviours (...). The language barrier affects them. Children sit quietly and listen in class. They are rarely active. It seems to me that it is a matter of not understanding."

"They are not very active, maybe at the moment, a little bit trying to become active. (...) this is still due to the language barrier. Even though the students are acquiring the ability to speak Polish, I think they still have such an internal barrier against such spontaneous speech."

The content analysis clearly jumps to the respondents' pointing out barriers, mainly language. One respondent highlighted the issues of differences in curricula and the backlog of education that Ukrainian students have - due to having to interrupt their education in Ukrainian schools and moving to Poland - this was a time when students did not go to school, by the time they were introduced to the Polish education system, the backlog was already large.

Activity depends on the class team they belong to and their individual predispositions. There are students who are active and those who are closed off, and those who are withdrawn by their parents claiming that they will return to Ukraine, hence there is no need to exert themselves.

"They say - we don't study because our parents don't punish us, because our parents say we will go back."

Once again, therefore, a sense of temporality manifests itself. Teachers try to convince students that cultivating their learning is important to them, that building communication skills is important to them.

Teachers emphasise that inactivity is not peculiar to Ukrainian students, apart from the fact of the aforementioned barriers, it is a matter of upbringing at home, it is also a matter of personality.

"They are diverse, this is due, as with Polish children, to their temperament."

Another issue is the relationship with Polish students. The surveys show that Ukrainian and Polish students enter into friendly relationships that go beyond the walls of the school. From the teachers' observations, it appears that Polish and Ukrainian students do enter into friendly relationships, although certainly not on such a level that they can be called friendships.

"I wouldn't say they are friends. They are acquaintances. The Ukrainian youth form their own group, the Polish youth form their own group. Of course, they act among themselves, they are not closed, they are not hermetic. But they stick to their groups."

"But for the most part, what we notice not only in my class, in other classes too: the Ukrainian students talk to each other in their groups in Ukrainian when possible. Maybe it's not alienation, but they prefer their environment."

The teachers notice the formation of "groups", which they emphasise are not alienated, but which nevertheless bring together Ukrainian students and Polish students separately. This does not change the fact that Polish and Ukrainian students sit together at desks during lessons and talk afterwards. The language barrier also comes into play here - the Ukrainian students speak Ukrainian freely

among themselves. In addition to this ease of communication, mental and cultural differences also come into play.

"We have a different mentality, there's no point in fooling ourselves we have a mentality that is terribly different."

Teachers mention that Ukrainian children/young people have a lot of aggression in them. The respondents see the following reasons for this phenomenon: war trauma but also upbringing. Ukrainians are not afraid of the consequences of violence, they are louder than Polish students, more emotional.

The issue of separation is also a result of the fact that Ukrainian students often move to another school, to another city. The composition of the class often changes as a result - those students who have already met leave, and someone new appears in a moment.

Relationships between children vary. Students meet each other outside school - they play in the yard and even get involved in arguments and fights, but they do not see this as a problem and continue to be friends. This is largely due to the family upbringing model practised in Ukraine. There, children solve their problems forcibly.

"Last year I had a lot of friction in the classroom - young people from Ukraine, young people from Poland - there were such disputes between them."

"They mate with each other. Sometimes some conflicts arise between the boys. The Ukrainian boys sometimes want to make an appearance."

Teachers emphasise the great role of extra-curricular activities, during which the integration of Polish and Ukrainian students progresses much more effectively.

"They are in different teams - mixed teams, it's very good for their integration, the friendship."

"Mate is a shared interest, e.g. sports, out-of-school activities."

For the most part, educators have no knowledge of the out-of-school friendly relationships of Ukrainian students. Others raise the topics of the students' functioning in the social environment of Rzeszów, e.g. during parenting hours.

"As far as I know (...), when asked to students - how is your life in Rzeszów? - some, most meet up with friends still from primary school where they went together, of course on the internet, some are already blending into the Polish-speaking environment. A large group is looking for their own outside of classes."

"The girls have returned to Ukraine, but they still keep in touch with their friends from Poland".

Lack of activity
Language
Stress Program
Lack of contact with parents

Figure 66. Tag cloud - barriers to functioning for Ukrainian students - in the teachers' perspective
Source: own compilation based on WordItOut.

Depending on the situation, Ukrainian students communicate differently. New students speak mainly Ukrainian among themselves, and in lessons, due to the need, they speak in broken Polish. If they do not understand something, they ask students who have already mastered the language or they use translators/dictionaries. However, as time goes by, this communication in Polish gets better and better, because they have to communicate with Polish students on a daily basis. They speak their native language among themselves and in their groups. Teachers emphasise that there are students in their classes who speak Polish very well and take on the role of interpreter/intermediary between the Poles (students and teachers) and Ukrainian students who have not yet mastered the Polish language. Communication problems also occur between Ukrainian students themselves. As mentioned in previous analyses, representatives of all regions of Ukraine, i.e. Ukrainian-speaking as well as Russian-speaking students, came to Rzeszów.

Teachers have been supported by interpreters who work alongside them in lessons to help with communication processes.

Teachers report that they learn Ukrainian (from the students, through interaction). On the one hand, in order to be able to communicate more easily with this new group of students in the school, and on the other hand, as one respondent pointed out, to show the students that she too has some contribution to make to the integration of the class.

Information about misunderstandings between Polish and Ukrainian students does occur, but teachers emphasise unanimously that these are not major conflicts. As emphasised by the respondents, they have not observed conflicts on the basis of nationality, they are rather conflicts related to the immaturity of young people or mechanisms related to group positioning.

"There are, let's say, no such confrontations, I'll point out any nationality confrontations, no, no, no. There is no such thing, that we - they."

Others, however, speak of conflicts, not calling them national, but more political. Respondents point out that such situations are most often triggered by the media, and that young people, not yet fully mature and therefore susceptible to manipulation, often treat these topics very radically.

"Adult issues transferred to children"

Teachers are very sensitive to nationality conflicts. They indicate that they keep a close eye on class communication in this respect, catch such situations immediately and react. They point out that they do occur, but that they are sporadic. Much more frequent are the aforementioned levels of misunderstanding or issues of disputes over sports games (among boys). As far as the side provoking situations on the grounds of nationality is concerned, here it is both the Polish and the Ukrainian side.

Another cause of conflict reported by respondents was the perception of Ukrainian students as being better treated.

"These conflicts, maybe this year there are less of them. Last year they happened, they happened very often. And that was because our young people felt that they were treated worse than Ukrainian young people because of the language barrier - whether it was during tests, they could use a translator, (...) they didn't translate and they even transcribed from ready-made things."

Teachers also flag up the issue of age difference. In some classes, Ukrainian students are older than Polish students. However, this does not give rise to conflict situations. Teachers observe a different approach to certain issues by older (i.e. slightly more mature) students.

As reasons for conflicts, teachers often point to age, maturation processes. A small pretext is enough to escalate aggression, mainly verbal. Initially, there were conflicts between Polish and Ukrainian students. Now there are misunderstandings as in any class, e.g. between girls and boys.



Figure 67. Tag cloud - support for Ukrainian students - in the teachers' perspective

Source: own compilation based on WordItOut.

The respondent pointed out that Ukrainian students should be taught, not Polonised. They are supposed to fulfil the curriculum requirements - learn Polish language, history, but with respect for their language, traditions, culture - to which the Polish school should also pay attention.

The types of support Ukrainian students receive so far are sufficient according to teachers. They mentioned issues of language adaptation - Polish language lessons, support in the form of translators. Other forms mentioned were material assistance and further psychological support. The teachers mentioned that the students, for the most part, did not benefit from language support in the form of lessons.

"There was some demand from young people from Ukraine. We asked them if they needed more, they didn't - they said that what was there was enough."

"They have a lot of these things, although they don't use them because they don't want to, because they are used to, in my opinion, some of them, having everything under their noses. And this is on the one hand, in my opinion, a problem of a generation, but on the other hand also of upbringing."

From the interviews, it appears that the students are taken care of. This applies to both the material and educational sphere. Language classes continue to be provided. Translators continue to be provided, including for contacts with parents. Some teachers recognise the role of the City Council in directing support to Ukrainian students. However, there were respondents who did not so far associate the support provided with the activities of the Town Hall.

Only the emotional sphere requires additional support from a psychologist who speaks Ukrainian (this is mainly the case for children who have lost a family member or someone has stayed in the country and are not coping with their emotions).

"These are not children who come because they feel like being here. They don't want to be here. And they communicate that very loudly."

Psychological support is very important. Not only from the school, also from other institutions, e.g. NGOs.

"There's a girl who keeps running over the counter to me and I know why she runs - she can't handle her emotions. There's a girl who smiles all the time (...) but it's the smile of a hurt child (...) and behind that smile is domestic violence plus the trauma of war."

Teachers also perceive a lack of support from parents who work long hours so they are not at home. So (psychological) support should be for whole families.

"They have a psychologist for free, all they have to do is carve out time. And they don't have that time because they work 14 hours at a time."

Here there is also the issue of separated families. Fathers stayed in Ukraine or went further abroad to work, mothers work (often more than 8 hours a day), so the children are left to fend for themselves.

Respondents emphasise the role of educators, firstly as teachers, but the moment they have a 'Ukrainian class' it is necessary to show a little more empathy. The educators have a very important role in the adaptation process of Ukrainian students. They have to take into account the diversity of the students in the class, their special requirements such as PPP (Psychological and Pedagogical Counselling Center) opinions and judgements and include in this process the needs of the foreigners, who often require an individual approach. Cultural differences also have an impact on the perception of the children's upbringing. The educator's role is therefore sometimes also to talk to parents about raising children according to accepted Polish standards (no hitting, no violence).

Teachers point out that Poland, including education, was not prepared to receive such a wave of emigration. At the beginning, there was chaos in schools. According to the respondents, effective solutions were quickly found in education. Students from Ukraine participate in preparatory programmes, after which they will enter the general education system.

Above all, students require individualised requirements. According to the teachers, there is a need to reduce the teaching content for Ukrainian students. There is also a need to provide appropriate teaching aids, such as downloadable materials for the student and the teacher, e.g: e-books in Polish and Ukrainian, worksheets, apps, readings and their studies in Ukrainian, adapted texts, tasks, apps, tutorials or video recordings. In addition, there is a need for more translators (at least one per class). In addition, there is also a need for other professionals who speak Ukrainian. These include psychologists to help students overcome difficulties of a mental nature.



Poland
Rzeszów
Ukraine
Europe

Figure 68. Tag cloud - life plans of Ukrainian students - in the teachers' perspective

Source: own compilation based on WordItOut.

Teachers talk to young Ukrainian people about their life plans. The students themselves do not take the initiative for such talks; they should be initiated, then they open up and talk about their plans. It is clear from these conversations that they have no intention of moving to Ukraine. If they want to leave, it's to go further west. Many treat Rzeszów as a waiting room, a temporary solution. There is also a group of students who say they want to stay in Rzeszów. They would like to associate their educational or professional future with this city.

"I asked them: do you feel comfortable? Do you want to change schools? - No! Do you want to change the city? - No, it's cool. Would you like to go back to Ukraine? - And here was a hesitation and... the vast majority answered - no."

"They are already tying their future to Poland, to education in Poland. They want to finish school in Poland - that's their first dream. And to finish their studies in Poland. What does that give you? Poland is in the European Union - the Polish matura exam is recognised abroad. They think that staying in our country gives them some prospects for the future."

"Rzeszów mostly yes, of the seven, two people said they wanted to leave (...) Rzeszów is peaceful, everywhere is close."

Younger students want to return to Ukraine. Their dreams oscillate around childhood plans to pursue certain professions, but they keep emphasising that they will return home.

"All the time, however, they want to return to Ukraine, so for the time being their plans do not involve staying in Poland."

As for the older students, here the teachers see no desire to return to Ukraine.

"Most of them see themselves in Poland. Or in Rzeszów? Different answers I've heard, but definitely in Poland."

students rarely get involved in extra curricular activities, although there are some who participate in sports. Sometimes they drop out of extra-curricular activities that they pursued while in Ukraine.

"One of the girls told me that she is an acrobat, but she hasn't found such classes in Rzeszów, which is why she attends them."

The level of education in Poland and Ukraine differs. Polish, according to the teachers, is not necessarily higher than Ukrainian, it is more a question of understanding, so initially, despite the adaptation of requirements, learning is very difficult for the students, and this is mainly due to the language barrier. Once acclimatised, these differences gradually diminish. Some teachers here are not talking about a higher level, but about a different curriculum basis.

When students from the Ukraine arrived at Rzeszów schools, they had quite a backlog, linked to their life stories and interruptions in education. Now these differences are disappearing. Much depends on the student's potential and commitment.

The arrival of the students has had a significant impact on the reality of Polish schooling. Both sides have been able to gain new experience, sensitised students who have become more empathetic and open to the injustice of others. New friendships were formed. In addition, we learned about a new culture and shared ours. Students are included in various celebrations/appeals, which contributes to their assimilation.

Educators have a very important role in the adaptation process of Ukrainian students. They have to take into account the diversity of the students in the class, their special requirements (PPP

opinions and judgements) and include in the process the needs of foreigners, who often require an individual approach.

1. The activity of the students depends on their temperament and the way they are brought up.
2. Students, in classes with a majority of Poles, have assimilated and have no problem with friendships. Students in Ukrainian class stick together.
3. Conflicts in Polish-Ukrainian classes usually arise from different backgrounds. In a class with Ukrainian students alone, the problem is serious and the children do not manage their emotions.
4. Support is still required.
5. Educational differences in international classes still exist, but for the most part the level has evened out.
6. At the beginning the commitment of support was greater, now the needs have changed.
7. Ukrainian students strongly influence school and the educators try to make their presence not a problem but an opportunity to learn about another culture.
8. There is a lack of time to attend to student individually, despite a clear need.

Conclusion

The research, both quantitative and qualitative, made it possible to verify the hypotheses formulated at the stage of preparing the research process. This verification allowed for the creation of a set of recommendations, which are intended to contribute to a better understanding of the situation of Ukrainian students in schools in Rzeszów and, perhaps, to become the basis for taking action to improve their functioning.

Today, both primary and secondary schools have recovered from the initial 'shock' and the good practices developed in action are now only being improved and disseminated. In the first phase of integrating Ukrainian students into the school environment, or more broadly into the community of Rzeszów, they were mainly provided with material support and Polish language tuition. Over time, it has become apparent that support is still needed, but of a different kind. Teachers often call for psychological support - both for students and their parents.

From the teachers' perspective, it is clearly crucial to integrate Ukrainian students with Polish students, which, however, does not violate the national or linguistic identity of the former, while at the same time guaranteeing the fluidity of the teaching process for Polish students (it must not be at the expense of Polish students). This requires the development of a difficult compromise, as Ukrainian students are accompanied by a 'sense of temporariness' (very high fluctuation, departure of some and arrival of others, children are forced to follow their parents, who decide to look for work or better, in their opinion, living conditions). Moreover, older students (secondary school) are often in the care of third parties in Rzeszów while their parents are in Ukraine or other European countries.

Teachers mentioned cultural differences (including upbringing), which significantly affect the functioning of Ukrainian students in Rzeszów schools. They mentioned students resolving conflicts on their own, without the involvement of teachers, which is contrary to the pattern practised in Polish education. Some Ukrainian students also experience family problems or domestic violence, due to their parents' difficult work situation, war stress, sense of temporariness, etc. Again, teachers point to working not only with students but also with parents.

Cultural or mental differences are very often cited as a polarising aspect of classes with Ukrainian students. These differences cannot be bridged in one or two years. It is a complex process. In addition, there remains here the aspect of maintaining the national identity of Ukrainians so that they do not feel Polonised and alienated from their own culture.

Among the various forms of support mentioned was the involvement of, for example, parents of Polish children, NGOs, but also UNICEF or the support of the municipal government to retrofit schools or cover the costs of additional posts for Ukrainian and Russian interpreters. Despite such large amounts of support directed at schools, some teachers do not, for example, associate the appearance of an interpreter in their classroom with the activities of the Municipality. It is therefore worth highlighting the sources of individual forms of support more clearly in order to make not only teachers, but the entire community of Rzeszów and the Ukrainian community in Rzeszów aware of the scope of assistance initiatives undertaken by individual institutions. Such actions raise awareness among teachers that schools are not left on their own when it comes to providing support to Ukrainian students.

Ukrainian students do not raise the question of further plans on their own - the younger ones are dependent on the decisions of adult guardians anyway, the older ones are accompanied by a sense of temporariness. However, the theme of returning to Ukraine is not common. According to teachers' observations, it is more common to talk about staying in Poland, willingly in Rzeszów, or going to other EU countries.

Accordingly:

- further support is needed for educational establishments in Rzeszów, particularly in terms of overcoming communication and language barriers (posts for interpreters);

- it is important to provide psychological support to students in need, but to intensify diagnosis and recognition in the first instance. Additional courses on how to support children and teenagers in crisis can be expected by teachers (and pay off in the future also in work with Polish students);

- it may be worth considering the empowerment of parents and legal guardians of Ukrainian students, who currently remain passive in their contact with the school (for fear of being accused of being ungrateful or claimant). Here, the communication barrier is greater than in the case of children and, at the same time, these individuals are not used to cooperating with educational institutions. Something like an additional representative on the parents' council?

- it is difficult to say how institutionally and formally feasible this is, but the issue of the significant fluctuation of Ukrainian students (who often change their place of residence and therefore their educational institutions) needs to be systematised and resolved. This seems to be the most serious problem of Rzeszów schools at present, mainly from the perspective of teachers. However, the 'sense of temporariness' mentioned affects the perspective of Ukrainian students;

- both parents and Ukrainian children should additionally be introduced to the framework in which Polish schools operate, including, above all, the applicable ways of resolving peer conflicts or student-school conflicts;

- the internationalisation of the school mentioned by the teachers, as a result of the presence of foreign students, can be institutionalised also in the form of additional classes bringing Ukrainian culture closer. This can serve to empower the Ukrainian community on the one hand, but also better understanding on the part of Polish students. At present, it is a matter of individual commitment on the part of specific teachers, although these practices translate positively into everyday relations between the two categories of students and better functioning of Ukrainian students in Rzeszów schools in general;

- showing potential career paths, especially to Ukrainian post-primary school students, which can contribute to alleviating the feeling of temporariness, if the options for their future after school take a real direction in terms of continuing their education or entering the job market if the Municipality sees potential in them;

- to undertake communication activities showing the range of support activities of the City Hall and other institutions involved in supporting Ukrainian students in Rzeszów schools. This is important firstly, from the point of view of building public awareness of the issue, and secondly, building the belief among teachers that they are not alone in supporting students.

The research issues adopted in the first stage of the research process were very elaborate. Some of the hypotheses could not be fully verified due to tool limitations or the approach of respondents. Further, in the process of data analysis, further theses emerged, which may be the basis for further research into issues related to the functioning of newcomers from Ukraine in Rzeszów - not only in the aspect of young people in educational institutions, but in a broader general social dimension.

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