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EFL Teachers Supporting War Refugee Students from Ukraine in Schools in Poland

Abstract: This paper is devoted to the discussion of a specific crisis situation that had a considerable impact on the professional lives of many teachers in Poland, namely the appearance of war refugee students from Ukraine in Polish schools after 24 February 2022, that is, after the Russian invasion on Ukraine and the subsequent influx of refugees from Ukraine to Poland. The aim of the study was to gain insight into the experiences of Polish teachers of English as a foreign language (EFL) in the context of this situation. The general picture emerging from the study is that the respondents, who teach refugee students, make an effort to create a friendly and safe learning environment for them. As far as the language of communication is concerned, it is especially early- and late-career teachers who made an effort to learn the language(s) of their students: many early-career teachers learn Ukrainian or Russian, and many late-career teachers are motivated to brush up on their Russian to communicate with their students. Most of the respondents show interest in participating in professional training to gain knowledge and skills in working with refugee students, although such training was only available to a small group of study participants. The study also asked the respondents if certain activities, such as adjusting the teaching content to the level of the students or talking to Ukrainian students about their feelings about being in a new environment, were problematic or difficult for them. Most of the respondents did not report any major problems in this regard.

Keywords: refugee students, students from Ukraine, EFL teachers, language(s) of communication

1. Migration trends in present-day Poland

Poland is defined as a country of emigration because the level of mobility of Poles has remained high throughout centuries (Sterniński 59). While emigration has a long history in Poland, when taking more recent times into consideration, emigration peaks can be observed in the 1980s, that is in the last years of communism in Poland, as well as the years following Poland's 2004 accession into the European

Union and the signing of the Schengen Agreement in 2007, which eliminated visas across most countries of the European Union (Długosz and Biały 26). In the period following Poland's accession to the European Union, the countries of emigration most commonly chosen by Polish people were: the UK, Germany, Ireland, Italy, the Netherlands, Norway, France, Belgium, Sweden, and Spain (Central Statistical Office, *Informacja*).

Until recently, migration to Poland was not a massive phenomenon; however, Poland's accession to the European Union in 2004 and subsequent economic growth, which allowed a gradual reduction of income differences in Poland in relation to western European countries, made Poland an attractive destination for migrants (Sterniński 59–60). The inflow of immigrants to Poland increased rapidly after 2014, that is since the outbreak of the conflict in Ukraine. This is reflected in the number of work permits issued by the Polish government, which increased from 18,000 in 2008 to nearly 329,000 in 2018 and involved foreigners from, among others, Ukraine, Nepal, Belarus, India, Bangladesh, Moldova, Georgia, and Uzbekistan (Sterniński 63).

Since the beginning of the war in Ukraine in February 2022, large numbers of refugees have escaped from Ukraine and found refuge in many European and non-European countries, primarily in neighbouring Poland. By the end of September 2022, about 6.7 million people fleeing the danger of war were allowed to stay legally in Poland and received support in different areas of life: health, social services, education, and work (Straż Graniczna, qtd. in Szaban 173). This was the period of time when one could easily hear the Ukrainian language in Poland—in the streets, on public transport, in shops, or at playgrounds—not only in major cities, but also in small towns that were not popular with migrants before. The wave of migration caused by the Russian invasion of Ukraine was different from the previous population flows in terms of its unprecedented scale, rapidity—it happened practically overnight—and the sex and age of the migrants—it was mainly women and children who left their war-stricken country.

All these migration trends have had and will continue to have a powerful impact on the demographics of Poland. A relatively homogeneous country since World War II in terms of ethnicity, culture, and religion, Poland is currently transitioning from a predominantly monolingual and monocultural nation to multilingual and multicultural one (Nosidlak 440).

2. Students from Ukraine in Polish schools

These migration trends are reflected in the fact that a constantly increasing number of foreign students are joining Polish kindergartens, primary, and secondary schools, as well as other educational institutions. The vast majority of these students come from Ukraine, Belarus, and Russia—these three nationalities com-

prise 80–85% of the whole population of foreign children, while the other larger groups are students from Vietnam, Germany, Bulgaria, France, China, and South Korea (Kościółek 604). More accurate data concerning Ukrainian students are as follows: in 2020 there were 30,777 students from Ukraine in Polish schools; this number has increased rapidly as a result of the Russian invasion on Ukraine—in April 2022 there were approximately 166,000 Ukrainian students, including 29,000 in kindergartens, 124,000 in primary schools, and 13,000 in secondary schools (Jędryka 30). As Szybura (112) stated, the Polish school is no longer a place where students learn about multilingualism and multiculturalism only from textbooks.

The wave of war refugees from Ukraine who came to Poland after 24 February 2022 triggered the need for a quick response to include and accommodate children and adolescents into the existing schooling system. These students had to face the challenge of adapting to new social and institutional settings, which must have been difficult considering that they were literally torn out of their home environment overnight and had to join a new education system without any preparation (Szaban 173). It should be noted here that although Poles and Ukrainians are both Slavs and live in neighbouring countries, there are many differences between them, making the adaptation a complex process. The differences include, for example, the language (Polish vs Ukrainian), the alphabet (Latin vs Cyrillic), denomination (Catholic vs Orthodox), considerable differences in education systems and, of course, many cultural differences. In addition, throughout the centuries there were some historical events that antagonized both nations and strained the relations between Poles and Ukrainians. Even today, in some circles, the relations between Poles and Ukrainians are tense, or even openly hostile, because of the difficult past. As noted by Szybura (115–16), school is a place where both negative and positive consequences of migration are clearly visible; the negative ones being: cross-cultural resentment and conflicts, language barrier, and social maladjustment. On the other hand, the presence of foreigners in the classroom brings out a lot of positive aspects in that migrants are perceived as representatives of cultures that Polish students can get to know in a natural way, through conversation and day-to-day interaction, which helps to foster the attitudes of openness, tolerance, and motivation to learn foreign languages among students (Szybura).

For most teachers in Poland, the experience of having war refugees in their classroom was new; in fact, many teachers had no experience of teaching any immigrant students. The lack of experience, as well as the lack of formal training in this regard, means that Polish teachers rarely have the knowledge or skills to work with migrant students (Nosidlak 445). Rokita-Jaśkow (194) points out that while Polish schools are becoming increasingly diversified in terms of students' native language(s) and culture(s), most teachers were prepared during their university education to teach in monolingual classes. The influx of refugees from Ukraine after 24 February 2022 and the resulting appearance of Ukrainian students in

Polish schools posed a challenge to teachers and, most often, put a strain on their workload and professional life. The problems were of various nature. One of the most fundamental problems was the inability to communicate with the new students, who sometimes spoke Ukrainian and Russian, but not necessarily Polish or English. In this case, senior teachers were at an advantage, as the Russian language was compulsory in Polish schools until 1990 (Figarski 93), and they were far more likely than their younger colleagues to speak at least some Russian and thus be able to come into interaction with the Ukrainian students.

The appearance of Ukrainian students in classrooms in many cases required a major reorganization of the whole teaching process; teachers needed to adjust the teaching content to the level of the new students and were often asked to run additional (remedial) classes for them. What many teachers also did, often on their own initiative, was to take care of the emotional and psychological well-being of the new students by talking to them about their feelings about being in a new environment and generally helping them with integration into their new schools and classrooms. What should also be noted is that Ukrainian students joined already existing groups of students, which means that classes often became overcrowded. It is believed that all the above factors, as well as the chaos and stress that accompanied them, contributed to an increased workload for teachers, requiring them to adopt a number of new identities, such as carer, therapist, or psychologist. As pointed out by Nosidlak (453), the role of foreign language teachers was especially prominent in this respect, as they are customarily treated as translators, cultural mediators, and guides within the Polish educational system. In other words, having to work with traumatized students who were brutally and abruptly torn out of their homeland required teachers to do far more than teach a curriculum and manage a classroom.

3. The study

3.1. The aim of the study and research questions

The aim of the present study was to gain insight into the experiences of Polish teachers of English as a foreign language (EFL) in the context of the appearance of war refugee students from Ukraine in Polish schools after 24 February 2022, that is, after the Russian invasion of Ukraine and the subsequent influx of refugees from Ukraine to Poland.

The research questions (RQs) posed in this study are as follows:

RQ1. How many of the respondents have had the experience of teaching students from Ukraine who came to Poland after 24 February 2022?

RQ2. Were they provided with training on how to work with refugee students?

RQ3. What language(s) have the respondents used to communicate with refugee students from Ukraine?

RQ4. Have they been prompted by the situation to learn the language(s) of their Ukrainian students?

RQ5. What aspects of working with refugee students from Ukraine have been particularly difficult or problematic for them?

3.2. The research tools

The study used a self-constructed questionnaire in an online format (see Appendix). The questionnaire was created with the use of Google Forms, a survey administration software. The language of the questionnaire was English. A brief introduction to the instrument informed the participants about the topic of the research and assured them of their anonymity. It needs to be noted that the questionnaire was addressed to all teachers of English, regardless of whether or not they had experience teaching refugee students from Ukraine. This was because the questionnaire was intended to reveal how many of our respondents have actually had the experience of teaching students from Ukraine who came to Poland after 24 February 2022.

The questionnaire consisted of two parts. The first part of the questionnaire encompassed general questions about the teachers' background variables: their age, gender, type of school where they currently work, and years of experience as a teacher. The second part of the questionnaire consisted of a series of questions designed to gather a range of data about their teaching experience in the context of the appearance of war refugee students from Ukraine in schools in Poland. This set of questions asked the respondents, for example, about the number of refugee students from Ukraine they have had in their classroom, about the language they have used in communication with these students, and, more generally, about various problems and challenges they have experienced when accommodating refugee students in their classroom.

The questionnaire was distributed in two stages. In the first stage, the link to the questionnaire was sent by email to five kindergartens, five primary schools, and five secondary schools from each of the sixteen voivodships[1] in Poland. This means that a total of 240 email messages were sent to school administration with a kind request to forward the questionnaire to teachers of English who work in a given school. Additionally, the questionnaire was distributed through social networks by posting it on various Facebook pages devoted to teaching English in Poland. In this way, all of the respondents were self-selected by responding to an invitation to participate. After the first stage, the sample showed a clear dominance in the number of mid-career and late-career teachers over early-career teachers. To make the body of subjects as representative as possible, it was decided to send out more invitations, this time asking specifically to forward the request to fill out the

[1] Voivodship is the largest unit of local government in Poland. Since the administrative reform in 1999, there are sixteen voivodships in Poland.

questionnaire only to early-career teachers (with up to seven years of teaching experience). The process of recruiting early-career teachers for the research turned out to be difficult and in the second stage of the study email invitations were sent to four kindergartens, four primary schools, and four secondary schools to each of the sixteen voivodships, making a total of 192 email messages. Also, the questionnaire was posted on social media again, this time with the request that only early-career teachers should respond. The responses were collected in the period from March 2023 to November 2023.

Using an online web questionnaire as a research tool is not void of limitations. Questionnaires are not precision instruments, and they depend heavily on the respondents' honesty and their ability to recall information from the past and to introspect. The sample consists of anonymous respondents willing to fill out the questionnaire, which means that this type of research may be susceptible to self-selection bias, e.g., a given topic may draw attention of a particular group of respondents. However, there are also considerable advantages of using an online questionnaire which justify its application. Most notably, in the case of this research, using an online questionnaire enabled efficient and cost-effective data collection from multiple respondents from all over Poland.

3.3. The respondents

The respondents in the study were EFL teachers who teach English in kindergarten, primary school, or secondary school in Poland. Altogether, 128 participants took part in the questionnaire. In terms of gender identification, ninety-four respondents identified as female, nineteen as male, three as non-binary and twelve chose not to reveal their gender. This unbalanced gender distribution is in line with the dominance of female teachers visible in the education sector in Poland; for example, in the school year 2022/2023 women constituted 82.3% of all teachers in Poland (Central Statistical Office, "Oświata").

The respondents represent a wide range of teaching backgrounds and levels of experience. In regards to the distribution of participants by the type of school where they teach, the data show that 56.25% teach English in secondary school, 44.53% in primary school, and 15.63% in kindergarten. The sum exceeds 100% because some of them work in more than one place. The age of the respondents varied: 20.31% ($n = 26$) were aged between twenty and thirty, 27.34% ($n = 35$) were aged between thirty-one and forty, 23.44% ($n = 30$) were aged between forty-one and fifty, 25.78% ($n = 33$) were aged between fifty-one and sixty and 3.13% ($n = 4$) were older than sixty.

Concerning teaching experience, the questionnaire asked the respondents to indicate one of the three options: one to seven years, eight to twenty-three years, and more than twenty-four years, which reflect the three stages of the teaching career—

early-career, mid-career, and late-career—proposed by Day and Gu (qtd. in Mercer). In the sample, 36.72% have teaching experience of up to seven years, 32.03% between eight and twenty-three years, while 31.25% have teaching experience of twenty-four and more years.

The following part of the paper presents and discusses the results of the study.

4. Results and discussion

The respondents were first asked if they had any experience of teaching refugee students (from any country) before the Russian invasion on Ukraine, that is, before 24 February 2022. Here, 35.16% ($n = 45$) answered "yes". The respondents were then asked if they have had in their classroom students from Ukraine who came to Poland after the Russian invasion on Ukraine, that is, after 24 February 2022. Here, as many as 85.16% ($n = 109$) answered affirmatively. The following Table 1 presents how many of these students the respondents have had in their classroom so far (at the moment of filling out the questionnaire).

Table 1: The number of refugee students from Ukraine that the respondents have had in the classroom

Number of refugee students	1–5	6–10	11–15	16–20	20+	0
Number of respondents	36.72% ($n = 47$)	20.31% ($n = 26$)	10.94% ($n = 14$)	7.81% ($n = 10$)	9.38% ($n = 12$)	14.84% ($n = 19$)

The data in Table 1 show that most of the respondents have taught individual students from Ukraine and only a few teachers, perhaps those in major cities, such as Warsaw or Wrocław, have had numerous students from Ukraine in their classroom. However, let us not lose sight of the bigger picture here—behind these numbers are often traumatized students who do not speak Polish, and having even one such student in the classroom may pose a considerable challenge for the teacher.

The next question asked the respondents about the language(s) which they have used in communication with refugee students from Ukraine; the results are presented in Table 2. When analysing the obtained results, the respondents' teaching experience was taken into consideration—teachers with teaching experience of one to seven years are described as early-career, with the experience of eight to twenty-three years as mid-career and with more than twenty-four years as late-career (Day and Gu, qtd. in Mercer). Of the 128 respondents, twelve stated that they have not communicated with refugee students from Ukraine and were therefore not included in Table 2.

Table 2: The language(s) the respondents use in communication with their refugee students from Ukraine in relation to their teaching experience. The total numbers in the columns exceed 100% because some of the respondents use more than one language in communication with the students

Language used to communicate with refugee students	Early-career teachers (n = 44)	Mid-career teachers (n = 34)	Late-career teachers (n = 38)	Total number of teachers (n = 116)
English	88.64% (n = 39)	94.12% (n = 32)	100% (n = 38)	93.97% (n = 109)
Russian	27.27% (n = 12)	14.71% (n = 5)	52.63% (n = 20)	31.90% (n = 37)
Ukrainian	29.55% (n = 13)	14.71% (n = 5)	10.53% (n = 4)	18.97% (n = 22)
Polish	93.18% (n = 41)	85.29% (n = 29)	89.47% (n = 34)	89.66% (n = 104)

The data show that the vast majority of the respondents (93.97%) communicate with their students from Ukraine in English. This is natural because the respondents are teachers of English and Ukrainian students take part in their English classes, but also because English serves the role of international lingua franca and most often it is the first choice means of communication in intercultural settings. The remaining 6.03% of the respondents (n = 7) have not used English in communication with the students from Ukraine; six of them work in kindergarten and one in primary school, which means that they teach very young children with whom communication in English is not possible. All of these seven respondents indicated Polish as the language of communication. It is noteworthy that more than half of late-career teachers (52.63%) use Russian as one of the languages in which they communicate with Ukrainian students. This is unsurprising as the Russian language was compulsory in Polish schools until 1990, and experienced teachers are far more likely than their younger colleagues to speak at least some Russian. In the group of mid-career teachers only a small part uses Russian (14.71%) or Ukrainian (14.71%), while the group of early-career teachers uses these languages to a larger extent: Russian (27.27%) and Ukrainian (29.55%). A further question asked the respondents if they have been prompted by the current situation to brush up on/learn Russian or Ukrainian. Of the entire researched sample (n = 128), 28.13% (n = 36) answered this question affirmatively; early-career teachers (36.17%, n = 17) and late-career teachers (30.00%, n = 12) tried to learn these languages to a larger extent than mid-career teachers (17.07%, n = 7). This resonates with the previous finding which states that among the respondents many late-career teachers communicate with Ukrainians in Russian, while early-career teachers communicate in Russian and Ukrainian more often than mid-career teachers. What needs to be emphasized here is that while late-career teachers may have learned Russian at school, it is unlikely that early-career teachers had Russian classes during their own schooling. When the Russian language ceased to be a compulsory school subject in 1990, its popularity decreased immediately. Nowadays, Russian and Ukrainian are not commonly taught foreign

languages in Polish schools; for example, in the school year 2022/2023, Russian was learned by 3.96% of primary and secondary school students, which is more than French (2.79%) or Italian (0.81%), but less than Spanish (5.28%) and significantly less than German (36.32%) and English (94.18%), while other foreign languages are learned by 0.24% of students (Central Statistical Office, "Oświata"). As for Ukrainian, its teaching in Polish primary and secondary schools is marginal. That is to say, early-career teachers who communicate with their students in Russian or Ukrainian, are able to do so because they made an effort to learn the language(s) of their students, not because they were schooled to speak these languages.

The question about whether the respondents have been prompted to brush up on/learn Russian or Ukrainian can also be analysed by taking into consideration only the group of 116 respondents who communicate with students from Ukraine (cf. Table 2 above). In this case, the percentage is higher than when the entire population is taken into account and is as follows: early-career teachers—38.64%, $n = 17$, late-career teachers—31.58%, $n = 12$, mid-career teachers—20.59%, $n = 7$, total—31.03%, $n = 36$. The higher percentage results from the fact that none of the respondents who stated that they have not communicated with refugee students from Ukraine answered affirmatively on whether they have been prompted by the current situation to brush up on/learn Russian or Ukrainian. This can indicate that it is the necessity to communicate with Ukrainian students that motivates teachers to learn Russian or Ukrainian; the respondents are not motivated to learn these languages so to speak "in advance". This information shows, however, that the respondents engage in learning Russian and Ukrainian after having Ukrainian students in their classroom.

Asked if they have organized, co-organized, or taken part in charity events for refugees from Ukraine, 68.75% ($n = 88$) of the respondents answered affirmatively.

As many as 80.47% ($n = 103$) of the respondents stated that they were not offered any training on how to work with refugee students; 19.53% ($n = 25$) were offered a possibility to take part in such training. At the same time, 75.19% ($n = 73$) of those who did not have the opportunity to participate in this type of training stated that they would have participated in training on how to work with refugee students if they had been offered it. This information shows that the respondents are committed to creating a friendly and effective learning environment for students from Ukraine; it also shows that they want or need support in doing so.

In the final part of the questionnaire, the respondents were asked whether and to what extent certain activities connected with the presence of refugee students from Ukraine in the classroom are difficult or problematic for them. The respondents were requested to rate these activities on the scale from one to five, where 1 = not at all problematic, 5 = very problematic. The activities and the results—the calculated mode, mean, and standard deviation—are presented in Table 3. The respondents for whom these activities were not applicable are excluded from these calculations.

Table 3: The extent to which activities connected with the presence of refugee students in the classroom are difficult/problematic for the respondents

Are the following activities connected with the presence of refugee students from Ukraine difficult or problematic for you? (1 = not at all, 5 = to a large extent)	Mode	*M*	*SD*
Q1. Adjusting the teaching content to the abilities/level of the students	1	2.81	1.41
Q2. Running additional (remedial) classes for Ukrainian students	1	2.43	1.59
Q3. Talking to students from Ukraine about their feelings/emotions about being in a new environment	3	2.71	1.23
Q4. Talking to students from Ukraine about their fear, trauma, or sense of threat connected with the war in their homeland	3 and 4	2.96	1.37
Q5. Helping refugee students to integrate into their new classrooms and the school environment	4	2.93	1.43
Q6. Talking to Polish students about tolerance, openness, support, war trauma, and intercultural communication	1	2.45	1.56

The data show that, in general, the activities listed in the questionnaire were largely unproblematic for the respondents. The mode for Q1, Q2, and Q6 is 1, which indicates that the most frequently chosen response to these questions was "not at all problematic". In Q5 the most frequently chosen answer ($n = 26$) was "somehow problematic" and the mode for this question is 4; however, in the same question the second most frequently chosen answer ($n = 25$) was "not at all problematic". Q4 has two modes, the answers 3 ("hard to say") and 4 ("somehow problematic") were selected by the same number of respondents. The means of all of the questions are below 3. As can be seen, there is no evidence in the researched sample that the activities connected with the presence of refugee students from Ukraine in the classroom were particularly problematic or difficult for the respondents.

The general picture emerging from the study is that the respondents who have refugee students in their classroom make an effort to create a friendly and safe learning environment for these students. They communicate with them in their native language(s), they are motivated to learn Russian and Ukrainian, they take part in charity events, or even organize such events, and, finally, they want to receive professional training to learn how to work with these students. At the same time, they do not report any major problems with various activities connected with the presence of refugee students, for example, "adjusting the teaching content to the level of the students", "running remedial classes", and "talking to Polish students about tolerance, openness, support, war trauma, and intercultural communication" were marked as largely unproblematic. Concluding, the respondents in this study show commitment (they engage in learning Russian and Ukrainian) and desire for self-development (they want to take part in professional training); they also seem to have the situation in the classroom under control.

5. Conclusion

The wave of war refugees from Ukraine who came to Poland after 24 February 2022 generated the need for a quick response to include and accommodate the incoming children and adolescents into the existing schooling system. This posed a considerable challenge for Ukrainian students—who were forced to leave their old home, school, friends, often their family, and embrace a completely new reality in a foreign country—but also for the teachers who, in many cases, had to reorganize the whole teaching process to adjust it to the needs and abilities of the new students. The present paper examines some of the experiences of EFL teachers in the context of the above-mentioned crisis.

What needs to be noted first is the scale of this wave of migration. The data show that while 35.16% of the respondents had experience of teaching refugee students (from any country) before February 2022, as many as 85.16% have had experience of teaching students from Ukraine who came to Poland after the Russian invasion on Ukraine, that is after February 2022. The difference is considerable, and it shows not only that a lot of Ukrainians left Ukraine for Poland, but also that among those who left there were many children of school and pre-school age.

The data show that the respondents' teaching experience impacts the language in which they communicate with the students. Here, two groups of teachers deserve special attention: late-career teachers and early-career teachers. More than half of late-career teachers (52.63%) use Russian as one of the languages in which they communicate with Ukrainian students. Among those late-career teachers who have students from Ukraine in their classroom, 31.58% decided to brush up on/learn Russian or Ukrainian, prompted by the current situation. Among early-career teachers, 27.27% uses Russian and 29.55% uses Ukrainian to communicate with their students. While these numbers are not great, they still indicate how committed early-career teachers are—they speak these languages because they made a conscious effort to learn the language(s) of their students, not because they were taught these languages during their own schooling. As many as 38.64% of early-career teachers among those who have Ukrainian students in the classroom were prompted to learn Russian or Ukrainian.

The general picture of EFL teachers that emerges from the present study is positive. The respondents who teach students from Ukraine put effort into creating a safe learning space for these students, even though only 19.53% of the respondents were offered a possibility to take part in training on how to work with refugee students. In terms of the language of communication, it is especially early- and late-career teachers who make an effort to learn the language(s) of their students: many early-career teachers learn Ukrainian or Russian and many late-career teachers are motivated to brush up on their Russian. Most respondents took part in charity events or even organized such events to support refugees from Ukraine. They show a considerable interest in professional training in order to gain knowledge and skills

in working with refugee students. The study also asked the respondents if certain activities, such as adjusting the teaching content to the level of the students, talking to students from Ukraine about their feelings about being in a new environment, or helping refugee students to integrate into their new classrooms, were problematic or difficult for them. Most respondents did not report any major problems in this respect. It needs to be noted, however, that the responses for the present study were collected in the period from March 2023 to November 2023, that is up to one and a half year after the initial crisis in February 2022. This means that the respondents had time to address some of the potential problems, work out strategies/techniques for dealing with them, and settle into some kind of routine. The fact that this study took place such a long time after 24 February 2022 is one of the limitations of this research; on the other hand, the time perspective let the respondents see the bigger picture and examine the situation with the benefit of hindsight.

Appendix

Questionnaire

1. How old are you?
   a. 20–30
   b. 31–40
   c. 41–50
   d. 51–60
   e. above 60

2. What is your gender?
   a. Female
   b. Male
   c. Non-binary
   d. Prefer not to say

3. Where do you currently teach? (you can choose more than one option)
   a. Kindergarten
   b. Primary school
   c. Secondary school

4. What is you teaching experience (in years)?
   a. 1–7
   b. 8–23
   c. 24 or more

5. Did you have any experience in teaching refugee students (from any country) before the Russian invasion on Ukraine (that is, before 24 February 2022)
   a. Yes
   b. No

6. Have you had in your classroom students from Ukraine who came to Poland after the Russian invasion of Ukraine (that is, after 24 February 2022). If yes, how many such students have you had so far?

a. 0
b. 1–5
c. 6–10
d. 11–15
e. 16–20
f. more than 20

7. What language(s) have you used in communication with refugee students from Ukraine? not applicable
a. English
b. Russian
c. Ukrainian
d. Polish
e. other _____

8. Have you been prompted by the current situation to brush up on/learn Russian or Ukrainian?
a. Yes
b. No

9. Were you offered an opportunity to participate in training on how to work with refugee students?
a. Yes (if yes, move to question 11)
b. No

10. If you had been offered training on how to work with refugee students , would you have taken part in it?
a. Yes
b. No

11. Have you organized/co-organized/taken part in charity events for refugees from Ukraine?
a. Yes
b. No

12. Are the following activities connected with the presence of refugee students from Ukraine difficult or problematic for you? (1 = not at all, 5 = to a large extent)

a. Adjusting the teaching content to the abilities/level of the students
Not applicable
1 – 2 – 3 – 4 – 5

b. Running additional (remedial) classes for Ukrainian students
Not applicable
1 – 2 – 3 – 4 – 5

c. Talking to students from Ukraine about their feelings/emotions on being in new environment
Not applicable
1 – 2 – 3 – 4 – 5

d. Talking to students from Ukraine about their fear, trauma, or sense of threat connected with the war in their homeland
Not applicable
1 – 2 – 3 – 4 – 5

e. Helping refugee students to integrate into their new classrooms and school environment
Not applicable
1 – 2 – 3 – 4 – 5

f. Talking to Polish students about tolerance, openness, support, war trauma, and intercultural communication

Not applicable

1 – 2 – 3 – 4 – 5

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