

The local dimension of children integration in educational system in Poland

INTERKULTURALNI PL Association



Interkulturalni PL



System of education in Poland

- **Centralised: structure (8+4), types of schools, curriculum**
- **Local: financing, organizing, logistics**

- **Obligatory: 7-18**
- **Enrollment – all migrants present are subject of compulsory education**

Rights of migrant children

- Additional language classes (12 m or ∞)
- Right to language and cultural assistant in education (12 m)
- Tutoring for certain subjects
- Psychological and pedagogical assistance
- Adjustment of the form and conditions of external exams
- Preparatory classes

Polish migrants children

- **Discrimination in integration practices**
- **Cultural oppression**
- **Problem of expectations**
- **Communication vs formal language of instruction**

Integration of migrant children in schools

- No national integration policies
- No firm data on the presence of the migrant children in schools
- No evaluation of achievements
- No anti-discrimination education

„School must be free of ideology that hides behind the tolerance“

– Mikołaj Pawlak (Polish Speaker for the Rights of the Child)

School curriculum present nationalistic and homogenous traditions within the Polish and history classes



How the integration is happening in such hostile environment?

- Individual approach of teachers and schools in the lack of national policy
- International projects and experience exchange (Erasmus +, Comenius, etc)
- Local government policies – only in major cities (Krakow, Warszawa, Wrocław, Gdańsk), or counties with large presence of migrants (Wólka Kosowska)
- Non-governmental organizations efforts
- Migrant's association efforts

City integration strategies

- **Krakow – Open Krakow Program – implemented 2016**



- Support for the external intercultural projects in schools
- 85% cost reimbursement for the teacher training in the field of teaching Polish as a foreign language and working in the intercultural environment
- Contests for migrant and Polish students referring to the multicultural heritage of Krakow
- Introductions of tools and solutions preventing discrimination – positive/negative impact – organization of intercultural events (eg. vernissages, conferences, multicultural festivals) (Muzeum of Krakow)

City integration strategies

- **Gdańsk – City Model of Integration – implemented 2016**



- Training to Pedagogical Councils
- Trainings to teachers and principals who are working in multicultural environment
- strategic workshops for children and parents
- Cooperation with universities in educational tool development
- Creative Pedagogics – a data base of good and innovative practices with laboratory
- Anti-discrimination trainings in schools
- Appointment of the coordinator for the migrant children in the City
- Monitoring of the situation and providing multicultural assistants + preparatory classes
- Consultation points for principals and creation of specialized pedagogic and psychologic consultation center.

City integration strategies

- **Gdańsk – City Model of Integration – implemented 2016**



- Forum of Good Practices Exchange
- Creation of welcoming packages for children and parents
- Creation of task lists for the school pedagogical councilors
- Holiday cultural spots for ethnic minorities
- Co-financing the trainings or studies for teachers
- Providing grants for the intercultural projects
- Participation in other city's projects (Kraków, Warsaw)
- International cooperation
- European Centre of Solidarity – education institution

City integration strategies

- Poznań – individual projects – implemented since 2018



- No city-wide strategy implemented
- First preparatory classes for Ukrainians opened – the greatest experience among Polish cities (9 classes with 120 students).
- Establishment of the Network of Multicultural Leaders - consultations in schools
- Cooperation with Center of the Migration Research of University of Poznań – Migrant Info Point

City integration strategies

- **Wrocław – symbolic strategy – implemented since 2015**



- City-wide strategy is based on respect to general values of tolerance, diversity and well-being
- Dimensions of strategy: education, security, integration
- Rise of competences of people and institutions as main aim of the strategies
- Establishment of the Team for Intercultural Dialogue within the City Hall and The Council for the Intercultural Dialogue as counselling body
- Educational projects: Anti-discrimination workshops, anti-hate speech workshops, Ambassadors of Dialogue, Intercultural Education Fairs, preparatory classes, local patriotism and identity, education in the sites of commemoration, intercultural consultations for teachers
- Brave Kids – an unique integration project

Results of the interviews with the experts in MiCREATE project

- No national integration policies, bad structure of education system and legal obstacles are the main shortcomings in integration process
- No individual approach to children, teachers cannot focus on child's needs
- There is need for the networking + database with information of competent teachers and institutions working in intercultural environment
- System of education must be rebuilt in order to consider child's needs and best interest