



IWONA CHRZANOWSKA, BEATA JACHIMCZAK

Adam Mickiewicz University in Poznań

Student With Migration Experience in Education. Diagnosis of Needs and Areas of Support Within Inclusive Education: A Foreign Student

ABSTRACT: Iwona Chrzanowska, Beata Jachimczak, *Student With Migration Experience in Education. Diagnosis of Needs and Areas of Support Within Inclusive Education: A Foreign Student*. Interdisciplinary Contexts of Special Pedagogy, No. 21, Poznań 2018. Pp. 81–96. Adam Mickiewicz University Press. ISSN 2300-391X. DOI: <https://doi.org/10.14746/ikps.2018.21.05>

The text is devoted to the issue of support as part of inclusive education offered to one of the student groups with special educational needs, namely foreign students. It is a small group in comparison to other groups of students with special educational needs in the total population of students in Poland. It constitutes less than 0.4% of students with special educational needs. Problems of foreign students, both in reference to education and in social integration in the country in which they live, are specific even within the group of students with special educational needs. Nevertheless, as pinpointed in studies on the issue, on account of the small population of foreign students in Poland, teachers treat the problem of social inclusion of immigrant students as a hypothetical problem, not real one. In line with the concept of inclusive education, it is assumed that support in development should be dedicated to all students, irrespective of the fact if they form a group that is easily identifiable as part of the hitherto category-based approach to the diagnosis of needs, more or less numerous, with a durable and serious disruption of development or with less intense problems, requiring only temporary support and slight adjustment. Nevertheless, it is necessary to diagnose – in every case – the needs not only of students and their parents, but also of teachers and the personnel of educational institutions

with the aim of introducing such system changes which guarantee that the offered assistance ceases to be stigmatising for the students and starts to be associated with self-acceptance, self-awareness and aims for the maximum use of the aptitude and development potential of a person.

KEY WORDS: migration experience, inclusive education, support

Introduction

The group of students with migration experience is diversified. It includes children/ students of foreigners: refugees, immigrants and emigrants, including those who temporarily stay abroad and who fulfil the compulsory schooling obligation there and then return to Poland, as well as those who stay in Poland, whose parent/parents emigrated abroad to earn money. Each of such student groups has special educational needs which should be addressed as part of the system of education in Poland.

In this text, analyses focus on the first group, namely foreign students. In Polish conditions, immigrants are a more numerous group than refugees. Data show that among foreign students only 11% are children from refugee families. Additionally, as of 2009, a drop tendency has been observed in this respect¹.

In the case of immigration, two groups can be distinguished: families with children who moved to Poland with an intention of temporary stay and those whose stay in Poland is permanent. It should be stressed that immigrants below 18 years of age, i.e. persons subject to the compulsory schooling obligation, are approx. 0.019% (7,290 persons) of residents in Poland; in reference to all students who are covered by the compulsory schooling obligation this group amounts to 0.16%². On the other hand, if the point of

¹ K. Gmaj, K. Iglicka, B. Walczak, *Dzieci uchodźcze w polskiej szkole. Wyzwania systemu edukacji dla integracji i rynku pracy*, Warsaw, WN SCHOLAR 2013, pp. 32–33.

² Statistical Yearbook of the Republic of Poland, Warsaw, GUS 2017, pp. 128, 207 and 223.

reference is only a group of students with special educational needs, this index amounts to 0.4% only. Such slight numbers in the context of the overall population have, unfortunately, their negative consequences. The problem is rarely discussed, marginalised and even trivialised. This is usually the case until the moment a class or a school accepts a child with whom the teachers have to undertake cooperation. Then it turns out that their preparation is slight, and the issues of cultural and religious differences are difficult to overcome; what is more, the lack of possibility of efficient communication with a child and his/ her family is a grave problem, along with psychological, emotional and adaptation problems. The first step to initiate cooperation with a student is the recognition of his/ her educational needs.

In line with the analyses performed by Krystyna Bleszyńska³, educational needs of pupils from foreign families revolve around four co-existing problem areas:

- cultural idiosyncrasy of students and the cultural diversity of the school class resulting from it;
- operation of the school, problems resulting from cultural diversity of students;
- competence of teachers or, more adequately, the sense of helplessness and lack of competence with respect to work with a culturally diverse group;
- needs in the area of support both for students, their families and teachers in daily cooperation.

B. Skalbania writes in detail about the needs of foreign children and their families⁴, noting that in the greatest degree they refer to: financial assistance, additional Polish language classes and information about the Polish culture, psychological support, as well as access to translators and lawyers.

³ K.M. Bleszyńska, *Dzieci obcokrajowców w polskich placówkach oświatowych – perspektywa szkoły*, Warsaw, ORE 2010, p. 9.

⁴ B. Skalbania, *Dziecko z rodziny migracyjnej w systemie oświaty. Materiał informacyjny dla dyrektorów szkół i rad pedagogicznych*, Warsaw, ORE 2017, p. 44.

These analyses show the specific barriers in the education of foreign students in Poland. They include, apart from linguistic, cultural and religious barriers, also stereotypes and ethnic and racial prejudice, as well as lack of competence and understanding for the specific nature of educational problems of foreign children. This specific nature refers to the determinants of adaptation of foreign children to the new living conditions, including education. One of the main such determinants is the fact of severance of personal biographies, often a trauma related to the decision about migration and a cultural shock experienced in the new place of stay. K. Oberg defines the cultural shock as a disruption in the psychosomatic functioning caused by extended contact with a different, unknown culture, as well as perception of significant differences in functioning in native and new culture. This is accompanied by fear and disorganisation resulting from lack of familiarity with behaviour and expectations of the new cultural environment. Well-known situations acquire a new meaning, familiar and comprehensible codes of conduct are absent. The experience has a sudden and unpleasant nature and may adversely affect a person's self-image⁵. This has its consequences for the functioning in a new environment, interpersonal relations which are defeated in confrontation with an earlier, idealised image of the new country. The feeling of disappointment appears, in particular in a situation of defence, attempt to preserve own culture and values of the group of origin.

There are numerous voices, especially in countries that accept emigrants or refugees, that indicate that the newcomers should become culturally assimilated with the country in which they reside and this is not always simple and does not always comply with the expectations of foreigners. Furthermore, such stance is inconsistent with the basic human rights guaranteed in key international documents pertaining to fundamental rights of people.

⁵ K. Oberg, quoted according to: E. Zalewska, *Sytuacja wychowawcza i edukacyjna dzieci uchodźców w Polsce*, in: *Kryzys migracyjny. Perspektywa pedagogiczno-psychologiczna*, U. Markowska-Manista, B. Pasamoniuk (ed.), vol. II, Warsaw, WAPS 2017, pp. 100–101.

In this place, it is worth differentiating between the concept of integration and assimilation in the context of the discussed problem. A. Grzymała-Kozłowska⁶ notes that assimilation is related to the lack of tolerance for the immigrants' distinctiveness and may be even coupled with symbolic, political and institutional violence, the purpose of which is, in fact, depriving them of their own culture. It is combined with a policy of eliminating minority cultures and assuming that immigrants would abandon their ethnic/ cultural identity as a certain compensation for the assistance and support that was given to them. This concept is contradictory to integration, the basis of which is a pluralist and multi-cultural approach, emphasizing preservation of own identity and culture by immigrants.

Determinants of Education of Foreign Children in Poland

Legal situation of foreign children in the context of educational activities, in line with the provisions of the Polish act Law on School Education⁷ and provisions pertaining to the education of persons who are not Polish citizens⁸, encompasses a compulsory schooling obligation up to 18 years of age, use of educational system facilities upon the same rights as in the case of Polish citizens. However, the fact whether the Polish system of education satisfies the needs of students and their families in this respect not only in a declarative dimension and in the realm of provisions in the Law on School Education, but also in reference to daily practice is of major importance.

⁶ A. Grzymała-Kozłowska, „Integracja” – próba rekonstrukcji, [in:] *Problemy integracji imigrantów. Koncepcje, badania, polityki*, Warsaw, Wydawnictwo UW 2008, p. 29.

⁷ Law on School Education of 14 December 2016, Polish Journal of Laws [Dz. U.] of 2017, item 59, p. 949.

⁸ Regulation of the Minister of National Education of 9 September 2016 on education of persons who are not Polish citizens and persons who are Polish citizens and who were educated in schools operating in the educational system of other states, Polish Journal of Laws [Dz. U.] of 2016, item 1453, regulation amending the above regulation of 23 August 2017, Polish Journal of Laws [Dz. U.] of 2017, item 1655.

Foreign students are described as displaying special educational needs. In line with the provisions of the regulation of the Minister of National Education, they constitute one of several groups of students which should be covered by psychological and pedagogical assistance⁹. Nevertheless, when one thinks about groups of students with special educational needs in Poland, foreign students are rarely their representatives. According to the studies performed by W. Baranowska and M. Kosiorek¹⁰, the marginal presence of immigrant students in Polish schools results in the fact that the teachers treat the problem of social inclusion of immigrant students as hypothetical and unreal. In effect, consideration of methods and tools of integration is limited not so much to the essence of support focused on the student's needs, but to simple, typical and often ostensible activities such as sports picnics, music events, etc.

This greatly resembles the experience of social integration of students with disabilities, described in academic literature from the beginning of the twenty first century, which seems to have been tackled, at least partially. It is straightforwardly called an "ostensible integration"¹¹ i.e. integration where a person does not establish social ties with other people, does not have the feeling of affiliation to a social group, does not encounter acceptance and an opportunity of fulfilling standards adopted in a given community. This type of integration in reality means isolation. At that time, in reference to persons with disabilities, activities were undertaken under the slogan of social integration; they were exemplified by joint picnics,

⁹ Regulation of the Ministry of National Education of 9 March 2017 on the principles of organising psychological and pedagogical assistance in public kindergartens, schools and institutions, Polish Journal of Laws [Dz. U.] of 25 August 2017, item 1519.

¹⁰ W. Baranowska, M. Kosiorek, *Uczniowie Imigranci – wyzwanie dla narodowej edukacji w perspektywie doświadczeń z projektu "Portfolio of Integration" (POI)*, Przegląd Badań Edukacyjnych No. 18 (1/2014), pp. 236-237.

¹¹ Inter alia: T. Żółkowska, *Wyrównywanie szans społecznych osób z niepełnosprawnością intelektualną. Uwarunkowania i obszary*, Szczecin, Oficyna INPlus 2004, p. 287; A. Krause, *współczesne paradygmaty pedagogiki specjalnej*, Kraków, Oficyna Wydawnicza Impuls 2010, pp. 160-163.

school recitals, performances of artistic groups composed of students with disabilities, etc. A. Krauze writes, in reference to integration of persons with disabilities, about a strong current of “assimilating the disabled persons” with the majority with the aim of minimising individual disability. The author indicates that in spite of slogans about acceptance of diversity, the main place in educational practice was taken up by the problem of adjustment, consisting in depriving the students with development disorders of the greatest number of attributes of disability and acquisition of the greatest number of attributes of ability¹². Thus, this was more of an attempt at assimilation than social integration. After years of experiences, there are no doubts that such activities are not efficient, and may even be detrimental in the dimension of personal and individual trajectories of a man’s development. When looking at the determinants of inclusive activities with respect to foreign children and their families, it seems that there is a danger of repeating the same mistakes as in the case of children with disabilities.

Another problem is the fact that the Polish schools rarely analyse and reflect on the level of integration of a group of students or perform a diagnosis focused on the level of social integration. More frequently, an approach is adopted where a student who differs from the group is singled out and repair activities with respect to him/ her are commenced. Thus, this shows the approach relying more on the diagnosis of deficits (i.e. a negative diagnosis), which still persists in Polish schools, and potential intervention, rather than creation of conditions of efficient education for all students, modification of the *status quo* and organisation of education. Such approach does not trigger thinking in the category of a community, perceiving diversity as an advantage, a value, but more as an individual problem and a difficulty that has to be faced and overcome.

This mode of thinking may lead to double marginalisation of students with special educational needs, in particular those who – as in the case of foreign students – constitute a small representation in the group of students with special educational needs. Additional-

¹² A. Krauze, 2010, p. 162.

ly, the situation of foreign students is aggravated by territorial diversity of emigrants on the map of Poland and also the absence of a possibility of efficient recognition of their needs on account of the language barrier, and frequent cultural barriers.

The greatest educational challenge with respect to foreign students seems to be aiming for their fullest and best integration with the society. Activities are focused on formation of competence and potential support in the process of adaptation to the new living environment.

In recent years, the problem of emigration has become one of the key issues in the area of the European Union. In the EU, there are two models of educating foreign children: separation and integration. The separation model assumes at least one-year separate education in separate classes with the aim of mastering the language of the country of residence in a sufficient degree at least, which is meant to enable active participation in compulsory school classes. This model is implemented in Germany, Romania and the Netherlands.¹³ The integration model, applicable in Poland, and also in Ireland, Italy and Scotland¹⁴, assumes joint education from the very beginning with additional classes devoted to the language of the country of residence. Simultaneously, the Polish system of education provides students with a possibility of attending additional remedial classes if they need assistance in this respect. Classes may be organised for individual students or groups in a dimension of one hour per week per subject, however not more than 5 hours per week¹⁵. Legal regulations also indicate the necessity of adjusting the process and organisation of education to the needs and the potential of such students (Art. 165.16. 2 of the Law on School Education). Additional Polish language classes are free and organised by an authority operating the facility (school). To this aim, a preparatory

¹³ K. Gmaj, K. Iglicka, B. Walczak, *Dzieci uchodźcze w polskiej szkole. Wyzwania systemu edukacji dla integracji i rynku pracy*, Warsaw, WN SCHOLAR 2013, p. 10.

¹⁴ *Ibidem*, p. 10.

¹⁵ Regulation of the Ministry of National Education of 23 August 2017, § 19.

division may be organised in the school, where students learn in line with the core curriculum of general education. Students are accepted in such division at the parents' request and upon approval of the managing authority; students from other facilities are also allowed to attend it. Duration of education in a preparatory division ends at the moment of completion of instruction during a school year in which the student was qualified to it. It is possible to shorten the time of education in a preparatory division in a situation when the student has mastered Polish in a degree sufficient to fulfil educational tasks in an ordinary class of a general school, but it may also be extended, however not more than for another year of education. It is also possible to hire assistance for the teacher in the form of a person speaking the native language of the student, however not longer than for a period of 12 months.¹⁶ It is worth drawing attention to the fact that even if the indicated solutions secure the education of students at school in a formal and legal aspect, there are no adjustments of this type and no support at the stage of pre-school education. Thus, either foreign children do not attend pre-school facilities in Poland or, if they do, the facility deciding to accept a foreign child has to independently look for the possibility of supporting him/ her outside of the system.

Review of Results of Studies on the Educational Situation of Foreign Children in Poland: Challenges for Inclusive Education

Studies performed by K. Bleszyńska as part of the *Edukacja wobec wyzwań migracyjnych* project ["Education with Respect to Migration Challenges"]¹⁷ show the main problem areas with respect to the conduct of instruction.

¹⁶ Law on School Education, Art. 165, section 7-13.

¹⁷ K.M. Bleszyńska, *ibidem* 2010.

In the first place, the headmasters of facilities which are attended by foreign children noted that the presence of a foreign student is perceived as a challenge that the school has to tackle. This is the standpoint of 60% of headmasters.¹⁸ Among major problems the headmasters of facilities listed:

- access to translators: over 74% of headmasters of analysed facilities (over 160 schools) stated that needs in this respect are not fulfilled;
- access to psychologists and cultural advisers: in case of 55% of facilities it was insufficient;
- access to training materials: over 44% of respondents indicated absence of training materials and
- cooperation with other institutions taking care of immigrants and refugees – in almost 59% of cases, the cooperation turned out to be unsatisfactory¹⁹.

Teachers participating in the study listed the following aspects in the realm of problems²⁰:

- language problems and difficulties with communication: almost 60% (59.5%) and additionally, in line with the opinion of almost 18% (17.6%) of teachers such problems appear at least sometimes;
- problems with understanding the instructed content: 70% (68.9%) and almost 14% (13.6%) sometimes;
- problems with understanding and fulfilling school expectations: 50% (50.4%) and 27% (27.1%) sometimes;
- problems with understanding Polish culture and customs: 45% (44.7%) and 27% (26.5%) sometimes;
- problem of inadequate behaviour acquired in the country of origin: almost 41% (40.6%) and 27% (27.3%) sometimes;
- problems in peer relations: 25% and 45.3% sometimes;
- problems in relations with teachers: 25% and 23.3% (23.3%) sometimes;

¹⁸ K.M. Bleszyńska, 2010, p. 25.

¹⁹ K.M. Bleszyńska 2010, pp. 40–41.

²⁰ Ibidem, p. 58–60.

- problems related to religious practice in the area of the school: 20% and 16% sometimes.

Teachers and headmasters in principle concur with respect to the main problem areas as far as work with foreign students is concerned. In the first place, the possibility of efficient communication is mentioned. This refers not only to the language barrier, but also diverse *habitus*.

In line with P. Bourdieu's concept, efficiency of pedagogical work with foreign children depends on the distance that separates the *habitus* which is enforced and the *habitus* that was ingrained via earlier educational activities and the child's family of origin²¹. The difference between the *habitus* of foreign students and requirements and expectations of Polish teachers is usually very significant. As noted by K. Gmaj, K. Iglicka, and B. Walczak, teachers expect that parents of students would support them in the process of teaching and motivating children. Unfortunately, this is often not the case²².

As far as education of foreign students is concerned, not only the approach to support for students aimed at making them efficiently adapted to life in a new country is important, but also the fact that teachers are active participants of the process of support. On the other hand, I. Czerniejewska's studies show that teachers do not always feel comfortable in the presence of foreign students; their discomfort results from lack of knowledge about the child's culture and the possibility of planning integration activities related to it²³.

As noted by E. Śmiechowska-Petrovskij²⁴ efficient support for foreign students can take place only when teachers cooperating

²¹ P. Bourdieu, Reprodukcyjna. Elementy teorii systemu nauczania, translated by E Neyman, Warsaw, WN PWN 2006, p. 154.

²² K. Gmaj, K. Iglicka, B. Walczak, 2013, p. 11.

²³ I. Czerniejewska, 2008, p. 251, quoted according to: K. Gmaj, K. Iglicka, B. Walczak, 2013, p. 29.

²⁴ E. Śmiechowska-Petrovskij, *Program kształcenia nauczycieli w zakresie wspierania uczniów z trudnościami adaptacyjnymi (uchodźców, cudzoziemców, reemigrantów). Założenia i ewaluacja, [in:] Kryzys migracyjny. Perspektywa pedagogiczno-psychologiczna*, U. Markowska-Manista, B. Pasamoniuk (ed.), vol. II, Warsaw, WAPS 2017, pp. 16–19.

with them have proper competence allowing them to understand the specific nature of the student's functioning and the student's behaviour; this will only be possible when at the stage of professional preparation they accomplish competence in the area of inter-cultural and multi-cultural education. The results of studies show that perception of foreign students depends on the experiences and primarily the knowledge of teachers. Unfortunately, it turns out that it is slight, both in the context of the specific nature of functioning of the child as such, as well as the culture of the child's origin²⁵. It also turns out that in the case of supporting pupils with adaptation difficulties, and foreign students definitely constitute such a group, teachers should possess competence exceeding the inter-cultural competence and pertain to work in culturally heterogeneous groups. Meanwhile, such competence is not properly formed as part of the offer of directional education. This is not the problem only of Polish universities. Śmiechowska-Petrovskij, referring to the analyses in other countries in this respect, notes that content pertaining to the work with culturally different students is represented in a slight degree in the teaching programmes for teachers.

Another issue analysed in the studies on the determinants of education of foreign students pertains to peer stances. In Błęzyńska's studies, teachers spoke about this issue²⁶. In line with the studies, the respondents most frequently indicated positive stances. Over 80% (80.8%) of teachers often and very often observe kindness in the attitude of students; 71.6% perceive willingness to offer assistance, 74.8% curiosity, 64.8% inclusion of foreign students in own activities/ games, 63.1% cooperation. However, negative stances and approaches also appear. They mainly include distance: behaviour of this type is noticed very often and often by 17% and sometimes by 46.1% of teachers. A large group of Polish students remains indifferent towards their foreign peers. This stance appears

²⁵ E. Nowicka, T. Halik, W. Poleć, *Dziecko wietnamskie w polskiej szkole*, Warsaw, Wydawnictwo ProLog 2006; E. Januszewska, *Dziecko czeczeńskie w Polsce*, Toruń, Wydawnictwo Adam Marszałek 2010.

²⁶ K.M. Błęzyńska 2010, pp. 60–61.

very often and often according to almost 10% (9.3%) of teachers; it is sometimes observed by 35% (34.9%) of respondents. Sometimes, such stances are also characterised by fear - 22.1%, reluctance - 23.4%, discriminatory behaviour - 14.8%, verbal aggression - 15%, physical aggression 12.5%, and mobbing - 8.5%.

The study results indicate that greatest problems in the context of integration of foreign students pertain to²⁷: participation in the work of a student board: 46.8% of teachers point out to the low level of integration; participation in the activities of children's and youth organisations: 40%; participation in school events: 27%; cooperation during extracurricular classes: 20.2%. On the other hand, highest indices refer to: participation of foreign students in sports games: 39.2%, friendship with Polish students: 36.5% and cooperation during school classes: 31.5%.

Another problem which teachers encounter is the cooperation with the parents of foreign students. According to Bleszyńska's studies, 29% of foreign parents do not come to parents' meetings, almost 20% (18.2%) do not accept invitations for individual meetings at school, over a half (56.7%) of parents refuse individual meetings in the child's home. Parents of foreign children are rarely involved in the life of a school. 48% of teachers indicated absence of initiatives of this type. Cooperation with other parents is an even greater problem. It is not initiated in the opinion of 49% of teachers. Approx. 1/4 of teachers claim that foreign parents are not interested in the child's school education and work on school obligations together with the child. Almost 1/3 of parents do not cooperate with the school and teachers, over 1/3 do not understand the school expectations and requirements²⁸. The cause of problems in relations with the students' parents may be limited knowledge of the Polish language, coupled with the feeling of separation, and lack of understanding for the educational reality of the Polish school. There is no doubt that foreign parents whose children are covered by the com-

²⁷ Ibidem, p. 62.

²⁸ Ibidem, pp. 68-71.

pulsory schooling obligation in Poland need support in the process of social integration in the same degree as the students.

In the area of support for didactic and educational work, the teachers – based on the performed studies – are most interested in²⁹.

- exchange of experiences with other teachers working with foreign students: 85%
- methodological guidebooks: 80.7%
- cooperation with a psychologist: 80.5%
- in-service training dedicated to the problems in didactic and educational work with foreign students: 73.2%
- consultations with specialists: 77.4%.

Recapitulation

Promotion of the concept of inclusive education forms a part of modern tendencies designated by the process of social integration of communities that are becoming increasingly diverse, showing various needs related to the process of individual development, as well as social processes, including the phenomenon of migration. The core of educational inclusion which, logically speaking, should become the basis for activities and social stances, is to counteract exclusion and marginalisation on account of diversity in its broadest meaning. Diversity perceived as a value and not as an obstacle in social development of communities is an opportunity to develop stances of respect, acceptance and co-existence, with simultaneous recognition of obvious individual differences. To make this process run smoothly, the support for a student who temporarily or permanently needs assistance in development and adaptation to social living conditions, cannot leave a mark. It should run smoothly and should not stigmatise a student as dependent, failing to handle problems, inferior. Support in inclusive education should therefore refer to the largest group of students possible, in line with the con-

²⁹ Ibidem, pp. 80–81.

viction that in principle most students, at a certain stage of their development, experience a situation where they could or should seek assistance. Support should no longer be associated with an intervention, a crisis and should become a sign of self-acceptance, self-awareness and striving for the maximum use of the predisposition and development potential. This will require a change in defining the concept of special educational needs. Hitherto focus on difficulties and inability to, e.g., fulfil the curricular requirements of education, should give place to indication of necessary adjustment of conditions and educational requirements, resulting from the programme of kindergarten education, the teaching programme, conditions of education and organisation of education. However, it has to be based on a functional diagnosis of needs which does not overlook any students and is focused on careful observation, the basis of which should be comprehensive knowledge about the conditions of the student's development and educational and social functioning.

Bibliography

- Baranowska W., Kosiorek M., *Uczniowie Imigranci – wyzwanie dla narodowej edukacji w perspektywie doświadczeń z projektu "Portfolio of Integration" (POI)*, Przegląd Badań Edukacyjnych No. 18 (1/2014).
- Bourdieu P., *Reprodukcja. Elementy teorii systemu nauczania*, translated by E Neyman, Warsaw, WN PWN 2006.
- Gmaj K., Iglicka K., Walczak B., *Dzieci uchodźcze w polskiej szkole. Wyzwania systemu edukacji dla integracji i rynku pracy*, Warsaw, WN SCHOLAR 2013.
- Grzymała-Kozłowska A., „Integracja” – próba rekonstrukcji, in: *Problemy integracji imigrantów. Koncepcje, badania, polityki*, Warsaw, Wydawnictwo UW 2008.
- Januszewska E., *Dziecko czeczeńskie w Polsce*, Toruń, Wydawnictwo Adam Marszałek 2010.
- Krause A., *Współczesne paradygmaty pedagogiki specjalnej*, Kraków, Oficyna Wydawnicza Impuls 2010.
- Nowicka E., Halik T., Poleć W., *Dziecko wietnamskie w polskiej szkole*, Warsaw, Wydawnictwo ProLog 2006.
- Regulation of the Ministry of National Education of 9 March 2017 on the principles of organising psychological and pedagogical assistance in public kindergartens,

- schools and institutions, Polish Journal of Laws [Dz. U.] of 25 August 2017, item 1519.
- Regulation of the Minister of National Education of 9 September 2016 on education of persons who are not Polish citizens and persons who are Polish citizens and who were educated in schools operating in the educational system of other states, Polish Journal of Laws [Dz. U.] of 2016, item 1453.
- Regulation of the Minister of National Education of 9 September 2016 on education of persons who are not Polish citizens and persons who are Polish citizens and who were educated in schools operating in the educational system of other states of 23 August 2017, Polish Journal of Laws [Dz. U.] of 2017, item 1655.
- Skalbania B., *Dziecko z rodziny migracyjnej w systemie oświaty. Materiał informacyjny dla dyrektorów szkół i rad pedagogicznych*, Warsaw, ORE 2017.
- Śmiechowska-Petrovskij E., *Program kształcenia nauczycieli w zakresie wspierania uczniów z trudnościami adaptacyjnymi (uchodźców, cudzoziemców, reemigrantów). Założenia i ewaluacja*, [in:] *Kryzys migracyjny. Perspektywa pedagogiczno-psychologiczna*, U. Markowska-Manista, B. Pasamoniuk (ed.), vol. II, Warsaw, WAPS 2017.
- Law on School Education of 14 December 2016, Journal of Laws [Dz. U.] of 2017, item 59, 949.
- Zalewska E., *Sytuacja wychowawcza i edukacyjna dzieci uchodźców w Polsce*, [in:] *Kryzys migracyjny. Perspektywa pedagogiczno-psychologiczna*, U. Markowska-Manista, B. Pasamoniuk (ed.), vol. II, Warsaw, WAPS 2017.
- Żółkowska T., *Wyrównywanie szans społecznych osób z niepełnosprawnością intelektualną. Uwarunkowania i obszary*, Szczecin, Oficyna INPlus 2004.