

MULTIDIMENSIONAL COMPARATIVE ANALYSIS OF THE NUMBER OF UKRAINIANS UNDER TEMPORARY PROTECTION AND RECEIVING EDUCATION IN POLAND IN 2023 IN TERMS OF THE SECURITY OF THE REPUBLIC OF POLAND

Bartosz Kozicki
Military University of Technology in Warsaw, Poland
<https://orcid.org/0000-0001-6089-952X>
bartosz.kozicki@wat.edu.pl

Bartosz Błaszczak
University College of Professional Education in Wrocław
<https://orcid.org/0009-0002-0457-4434>
bartosz.blaszczak@wskz.pl

Abstract. *The migration of children, pupils, and students from Ukraine to Poland after the Russian invasion in 2022 presented substantial challenges to Poland's education, social, and economic systems. This study conducted a multidimensional comparative analysis of the number of Ukrainian children under temporary protection. Using bar and pyramid charts, the analysis covered data from December 31, 2022, to March 31, 2023. The findings indicated a national decrease of 1,396 Ukrainian students, with the largest declines in Dolnośląskie and Mazowieckie voivodeships. The results highlight structural and demographic shifts that require policy responses.*

Keywords: education in Poland; Ukraine; migration; security; multidimensional analysis.

1. INTRODUCTION

The education system of Ukrainian migrants in Poland in 2025, although well-organized in many aspects, still requires further improvements to respond to the needs of refugee students better (Główny Urząd Statystyczny [GUS], 2025). The shape of the education process will undoubtedly be influenced by the number of pupils and students, including migrants from Ukraine. The study poses a research problem: by how much and in what voivodeship did the number of Ukrainian students under temporary protection in respective voivodeships in Poland change primarily between December 31, 2022 and March 31, 2023? The following research goal was adopted: to conduct a multidimensional comparative analysis of children, pupils and students under temporary protection in Poland dynamically. For the research problem and research goal, the following research hypothesis was outlined: it is assumed that the number of students under temporary protection in Poland between December 31, 2022 and March 31, 2023 decreased, and the most visible difference was observed in Dolnośląskie Voivodeship. The following research methods were used in the article: analysis, inference and synthesis.

2. ANALYSIS OF THE LITERATURE ON THE SUBJECT OF RESEARCH

The attack of Russia on Ukraine led to a huge migration of people from Ukraine to Europe, mainly to Poland, and it also had a significant impact on the education system in Poland (Jaroszewicz, Krępa, Nowosielski, Pachocka, & Wach, 2022; Serwis Rzeczypospolitej Polskiej, 2022; Żochowski, Rogoża, & Matuszak, 2022; Kazdobina, Hedenskog, & Umland, 2024; Bankier.pl, 2022). First of all, an increase in the number of students in various institutions was observed. After the outbreak of the war in Ukraine, Poland became one of the main countries to which people fleeing the conflict went. As a result, many Ukrainian children went to Polish schools, which resulted in an increase in the number of students, especially in large urban agglomerations such as Warsaw, Gdańsk, Kraków, Lublin and Wrocław (Starzyńska-Rosiecka, 2024; Wpolarityce.pl, 2024; Portaldlaedukacji.pl, 2024; Matłacz, 2024).

There was also a greater need to learn the Polish language, mainly by Ukrainian children who came to Poland and did not know this language before (Winczewska, 2024; Portaloswiaty.pl, 2023). To help them, additional Polish language lessons were introduced. Curricula began to be adapted to the needs of refugee children, especially in the field of subjects related to the Polish language and knowledge about Poland. Special integration classes were also launched to facilitate integration with Polish peers and the understanding of cultural differences (Król-Gierat & Nosidlak, 2022).

More children led to an increased demand for teachers. To meet new challenges, schools had to employ additional teachers, especially for Polish as a foreign language, as well as psychologists and educationalists who helped children with emotional and psychological adaptation to the new country (Garbicz, 2023; Kuratorium Oświaty w Kielcach, 2024). There were problems with the appropriate school infrastructure. In some schools, there were too few places in classes, which led to an increase in the number of students in groups or to changes in the organization of classes, for example learning in two shifts (Money.pl, 2024; Głos Nauczycielski, 2024). For the needs of teachers, training was organized on working with refugee children and dealing with language and cultural problems (Edupolis.pl, 2022; Kuratorium Oświaty w Kielcach, 2024). Additionally, various non-governmental organizations and local authorities organized psychological assistance for children and adults.

There were also challenges related to the integration of Ukrainian and Polish children. In many cases, tensions were visible. Greater attention began to be paid to issues of integration and tolerance, including anti-discrimination programs (Perek, 2022). Such a large number of migrants from Ukraine may lead to cultural diversity in Polish schools and the introduction of new teaching models that take into account the needs of students from diverse backgrounds. That may also affect the development of language competences, both for Polish students who have contact with children from Ukraine, and for Ukrainian students learning Polish (Nodzyńska, 2023; Chrostowska, 2024).

Certainly, the migration of people from Ukraine had a major impact on the education system in Poland, forcing quick adaptations in the organization of schools, curricula and social support, as well as contributing to greater diversity in the Polish educational system. The largest number of children from Ukraine live in the central and border voivodeships: Mazowieckie, Lubelskie, Podkarpackie. The proximity of these regions to Ukraine, as well as the extensive aid, educational and social infrastructure, meant that a large number of Ukrainian refugees, including children, were concentrated in those places (Portalsamorzadowy.pl, 2023).

Warsaw is one of the cities that accepted the most refugees from Ukraine. It has extensive infrastructure, full educational opportunities and various possible job choices. This is where many Ukrainians from various regions of Ukraine currently reside, which results from the status of the capital as the administrative, economic and cultural center of Poland (Portalsamorzadowy.pl, 2023).

Security of Ukrainian children, pupils and students who came to Poland as a result of Russia's attack on Ukraine is a key issue, covering both physical, emotional and social protection. Crucial matters also are: creating appropriate conditions for their integration, protection against violence and human trafficking, as well as help in coping with trauma and difficult war experiences. Collaboration between government

institutions, non-governmental organizations, schools and society is significant to ensure a safe and supportive environment for children in Poland.

A multidimensional analysis of the number of children, pupils and students from Ukraine in Poland under temporary protection was conducted in the study (Jurgilewicz, Malec, Piwowarski, & Kozicki, 2021; Kozicki, 2022; Kozicki & Kalwasiński, 2021; Latosiewicz, Kozicki, & Tomaszewski, 2025; Mizura, Mitkow, & Kozicki, 2023).

3. MULTIDIMENSIONAL ANALYSIS OF CHILDREN, PUPILS AND STUDENTS FROM UKRAINE IN POLAND

The research began by presenting data on children, pupils and students from Ukraine under temporary protection according to voivodeships in Poland as of March 31, 2023, in Figure 1.

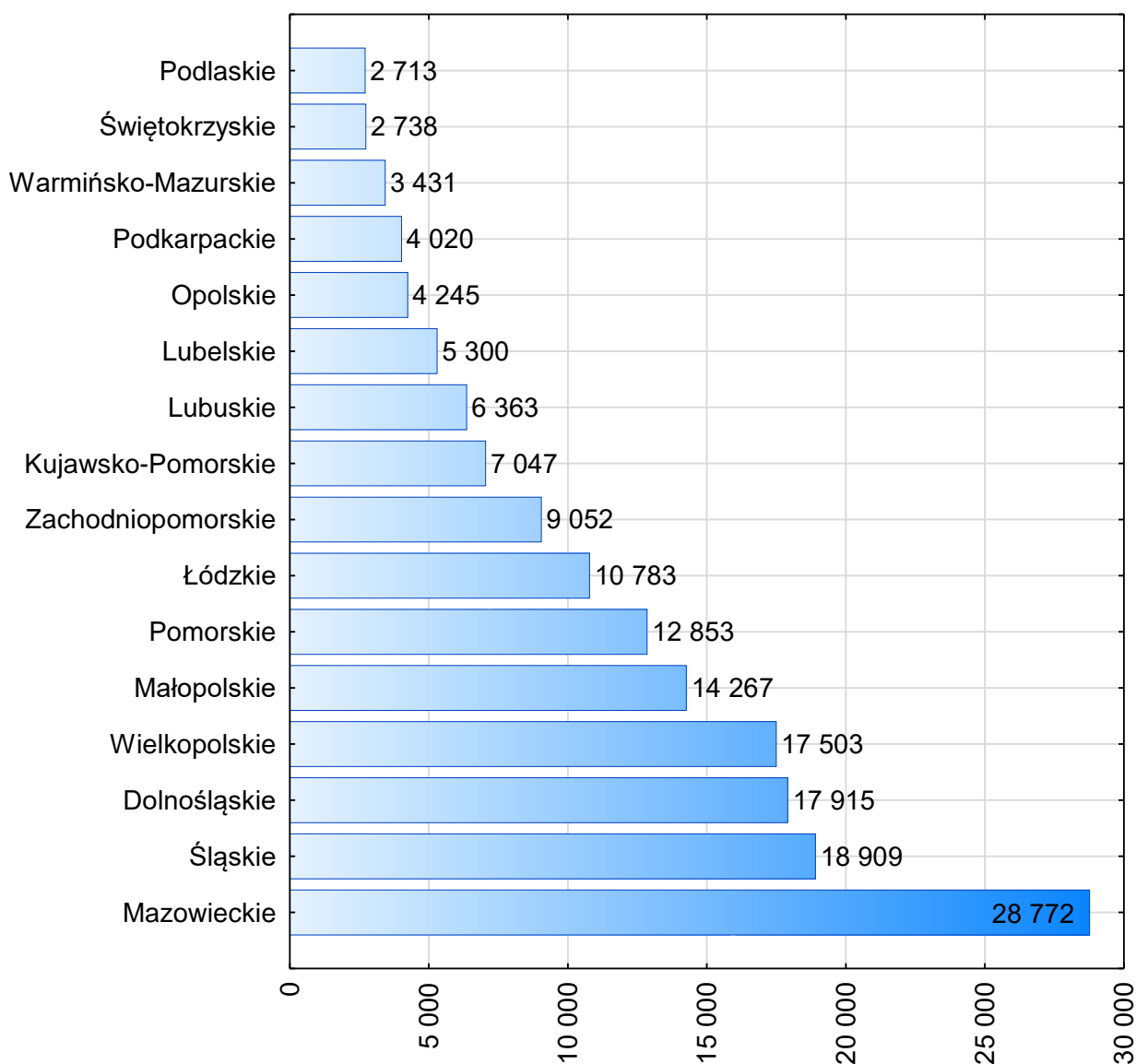


Figure 1. Bar chart of data on children, pupils and students from Ukraine under temporary protection by voivodeship, as of March 31, 2023

Source: own study based on data

Temporary protection was granted to Ukrainian citizens after the start of the Russian invasion in 2022. It enables the legal stay, work and access to education in Poland.

Based on data available as of March 31, 2023, there were hundreds of thousands of people from Ukraine in Poland, a significant part of whom were children and youngsters. Most of them attended Polish primary and secondary schools and used programs supporting their education.

The division of the number of children, pupils and students in respective voivodeships is presented in Figure 1. The largest number of people under temporary protection and studying were in the Mazowieckie Voivodeship: 28 772, then in the Śląskie Voivodeship: 18 909. The third place was taken by the Dolnośląskie Voivodeship: 17,915. The fewest Ukrainian students were in Podlaskie Voivodeship: 2713.

A total of 16 5911 Ukrainians were studying in Poland as of March 31, 2023.

Most children from Ukraine attended Polish schools, where they were offered language and integration support.

Then, Figure 2 analyzes data on children, pupils and students from Ukraine under temporary protection by voivodeship, broken down by institutions as of March 31, 2023.

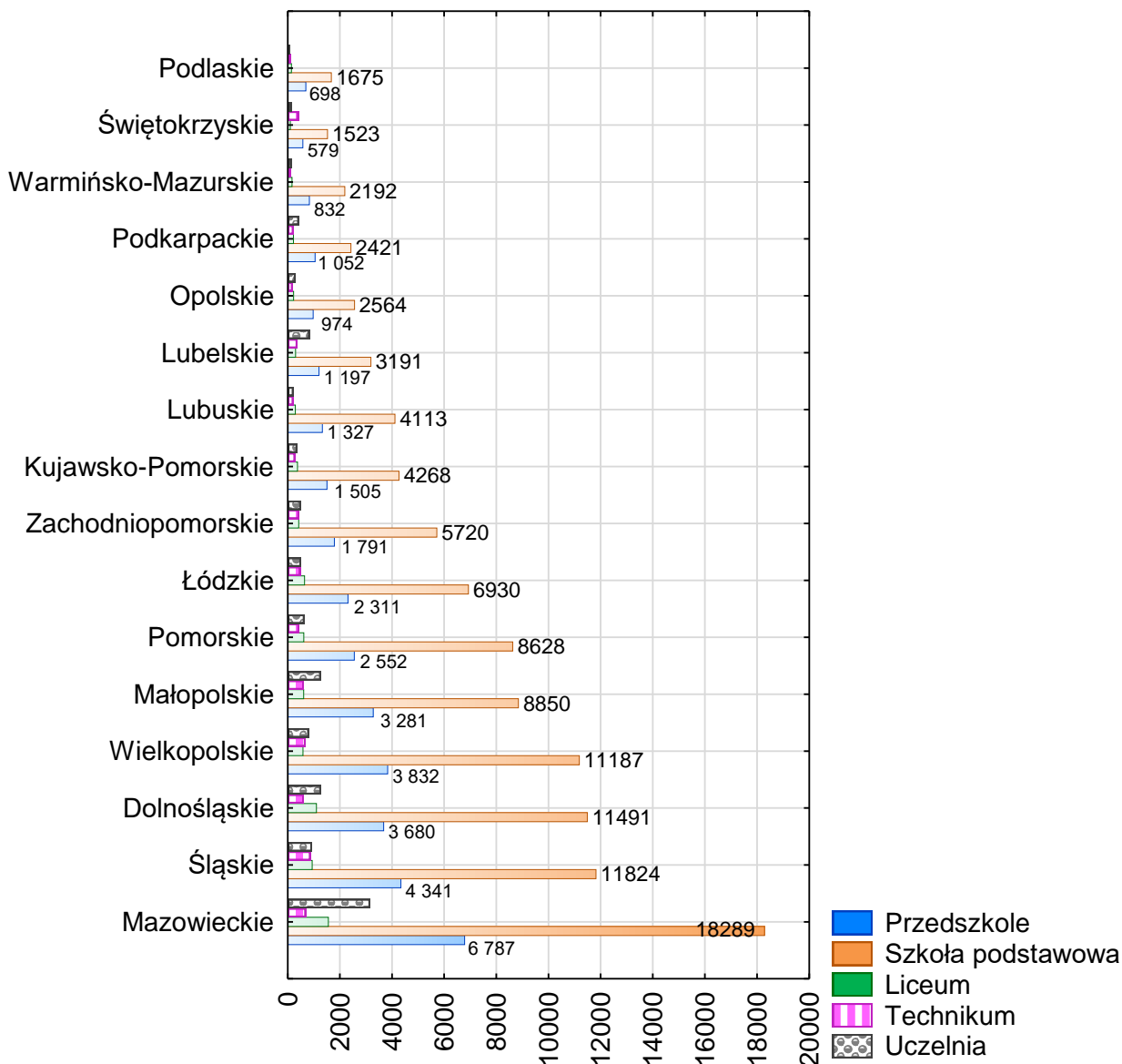


Figure 2. Bar chart of data on the number of children, pupils and students from Ukraine under temporary protection by voivodeship, broken down by institutions, as of March 31, 2023

Source: own study based on data

The data presented in Figure 2 shows that the largest number of Ukrainians under temporary protection and receiving education were in primary schools: 104 866 and kindergartens: 36 739. Universities were in the third place (11 584). The fourth place was taken by secondary schools, where 8 291 people studied. The technical school took the last place (6 719). The leader in terms of where students from Ukraine study in Poland is definitely the Mazowieckie Voivodeship, and the lowest one in the ranking is the Podlaskie Voivodeship.

Then, data on children and students from Ukraine under temporary protection by type of educational institution and gender as of March 31, 2023 were analyzed.

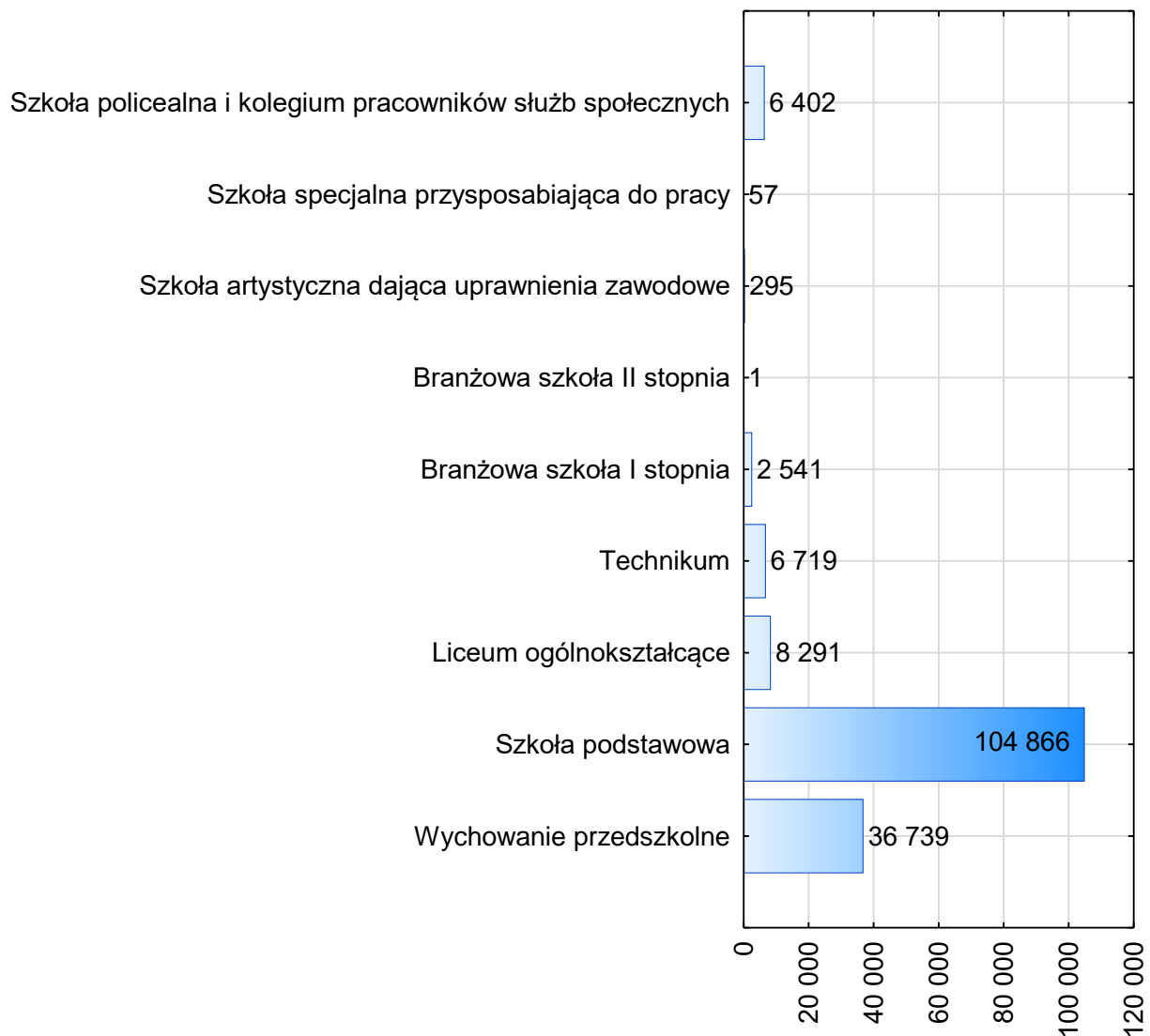


Figure 3. Bar chart of data on children and students from Ukraine under temporary protection by type of educational institution and gender as of March 31, 2023

Source: own study based on data

The analyzes conducted show that the largest number of students under temporary protection receiving education were in primary schools: 104 866, then in kindergartens: 36 739. In the third place were general secondary schools: 8 291. The next place was taken by technical schools: 6 791, post-secondary schools: 6 402, and first-cycle vocational schools: 2 541. Ukrainians also studied at art schools providing professional qualifications: 295, special schools preparing for work: 57 and second-cycle vocational schools: 1. For research

purposes, data on children and students from Ukraine under temporary protection by type of educational institution and gender as of March 31, 2023 were analyzed, divided into boys and girls.

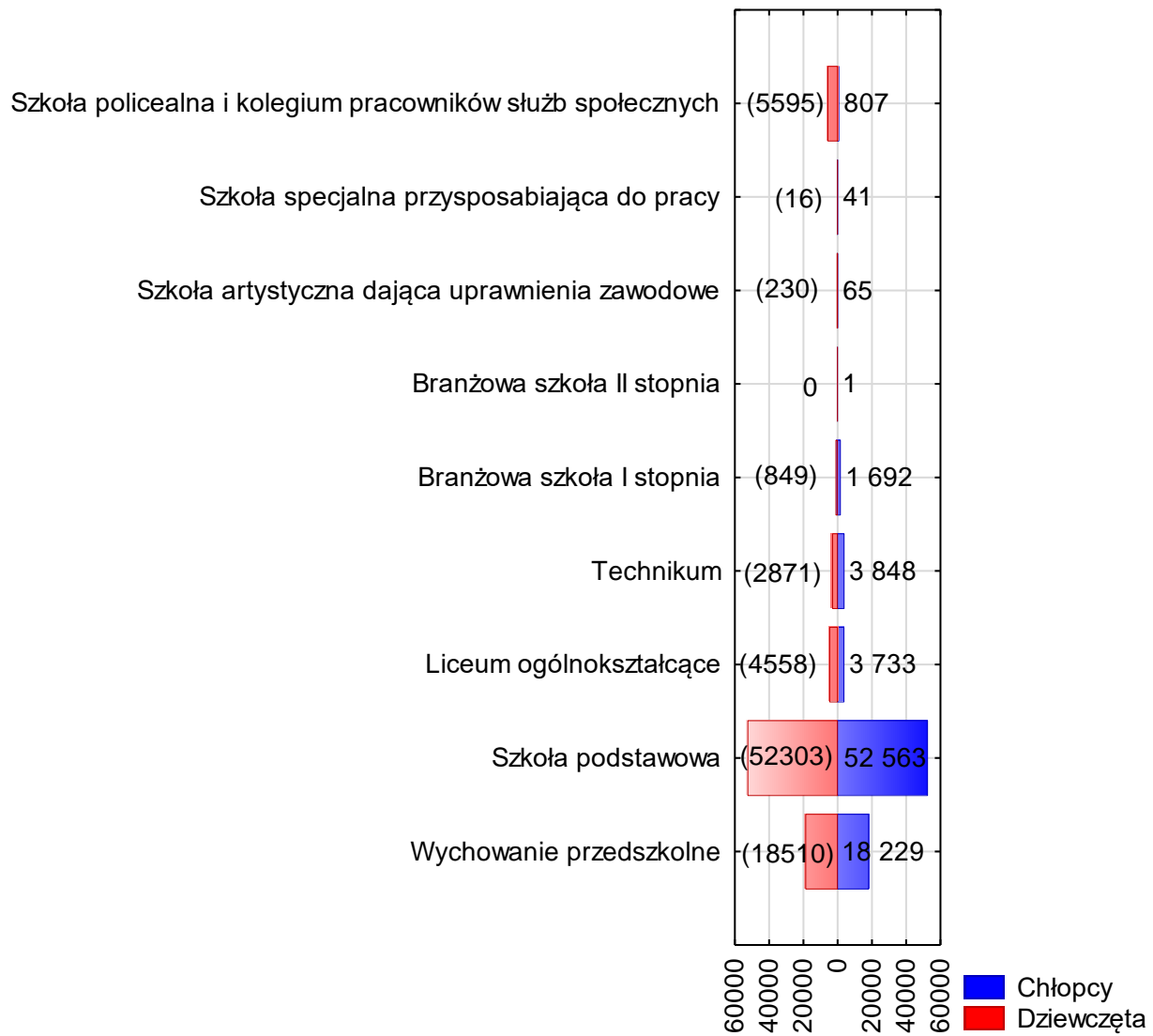


Figure 4. Pyramid chart of data on the number of children and students from Ukraine under temporary protection by type of educational institution and gender as of March 31, 2023

Source: own study based on data

As of March 31, 2023, 84 932 girls and 80 797 boys receiving education in Poland were covered by temporary protection. More boys (52 563) than girls (52 303) studied in primary school. The opposite was in kindergartens, where 18 510 girls and 18 229 boys were educated. Similar to kindergartens, there were 4 558 girls and 3 733 boys in general secondary schools. The largest difference between girls (5 595) and boys (807) was in post-secondary schools and community service colleges. Significantly more boys (3 848) studied at technical secondary schools compared to girls (2 871).

The next stage of the research was the analysis of data on students, graduates, doctoral students and academic teachers and research workers from Ukraine under temporary protection by gender in 2023.

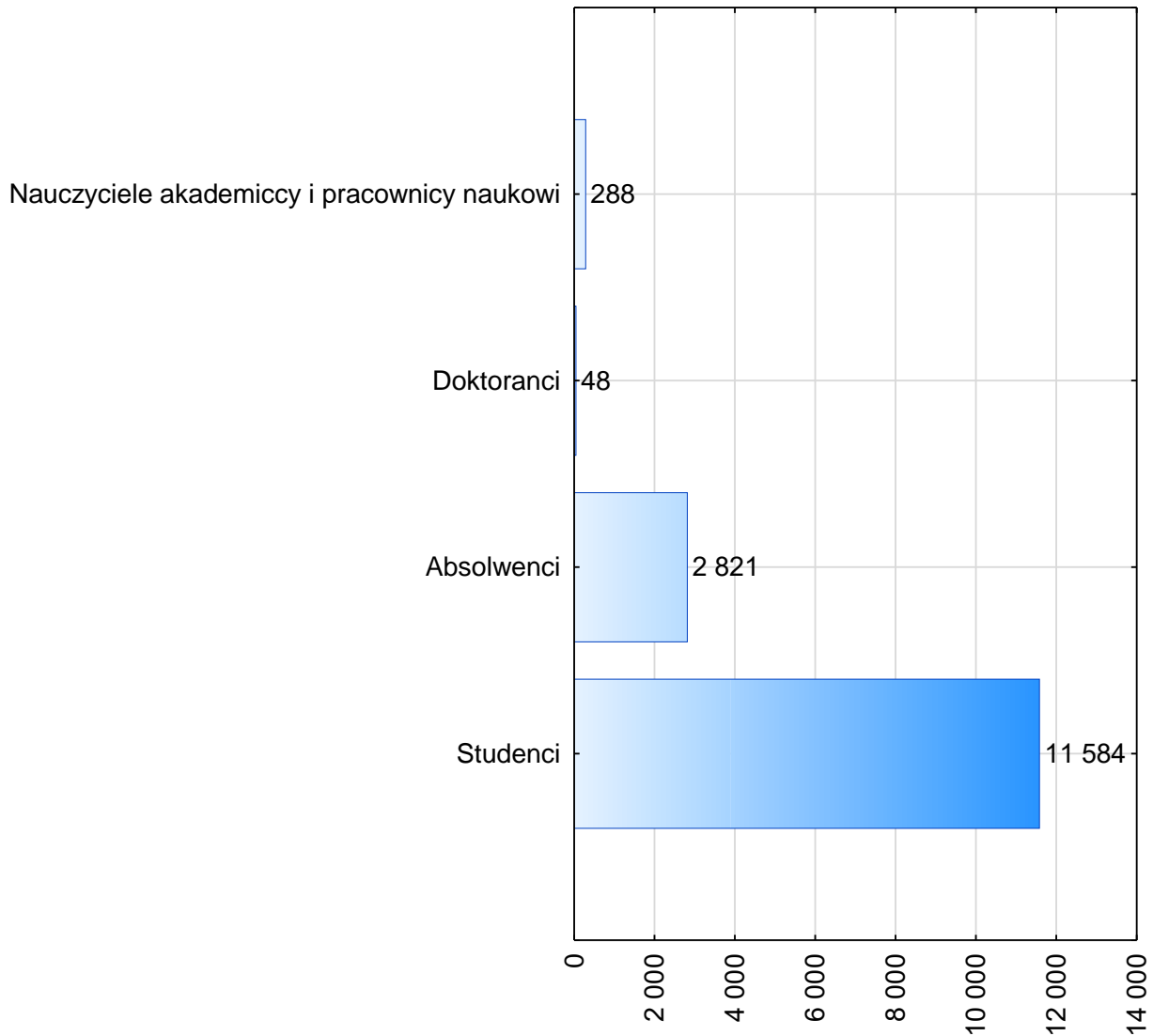


Figure 5. Bar chart of data on students, graduates, doctoral students and academic teachers and research workers from Ukraine under temporary protection in 2023

Source: own study based on data

As of March 31, 2023, 11 584 students, 2 821 graduates, 288 academic teachers and 48 doctoral students were covered by temporary protection.

Data regarding students, graduates, doctoral students and academic teachers and research workers from Ukraine under temporary protection in 2023 is presented below, divided into men and women.

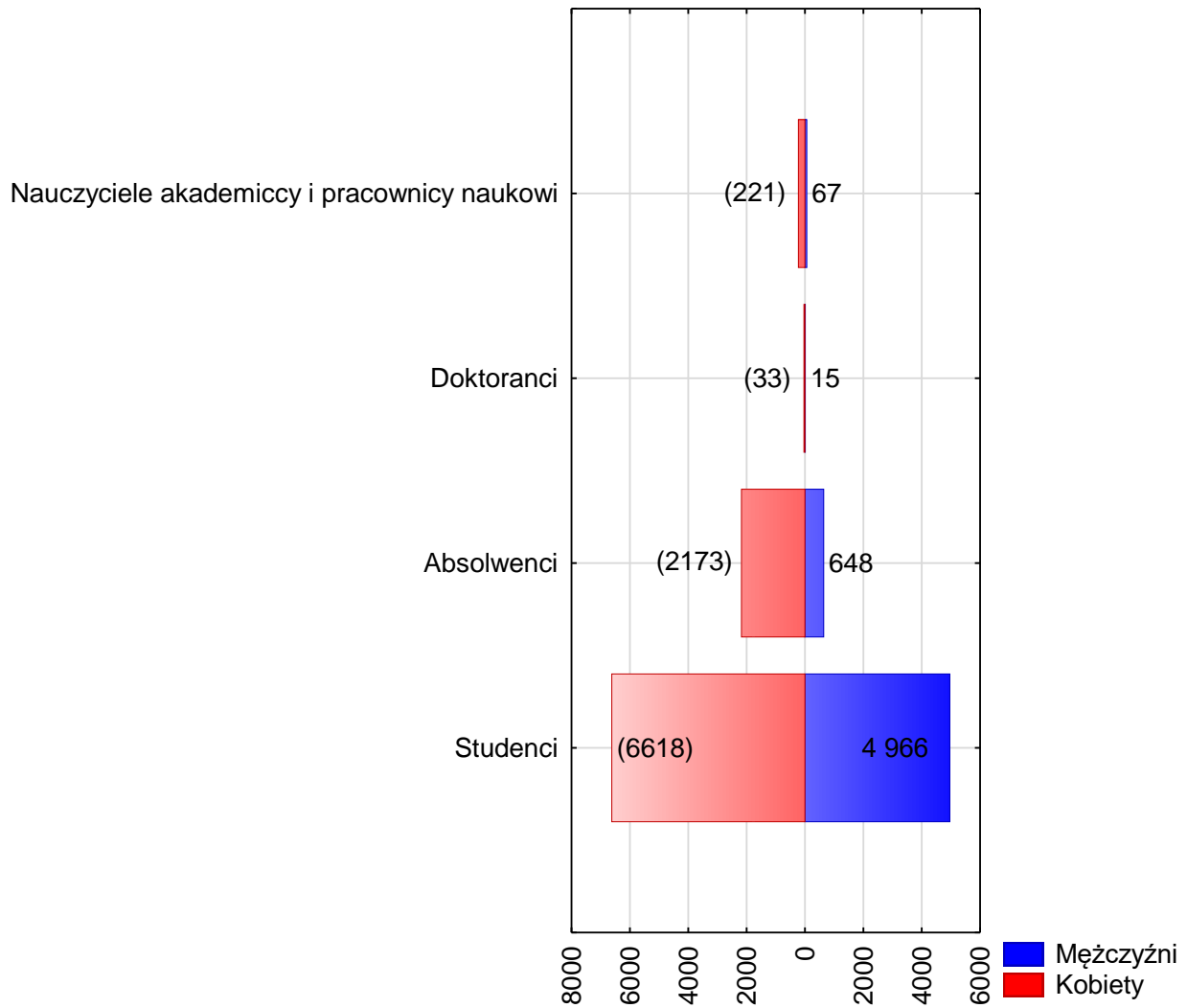


Figure 6. Pyramid chart of data on students, graduates, doctoral students and academic teachers and research workers from Ukraine under temporary protection in 2023, broken down by men and women
 Source: own study based on data

The analyzes conducted show that there were significantly more women covered by temporary protection compared to men in each of the categories listed in Figure 6 (students, graduates, doctoral students and academic teachers).

For illustrative purposes, Figure 7 presents data on Ukrainian students under temporary protection in respective voivodeships in Poland in two periods: December 31, 2022 and March 31, 2023.

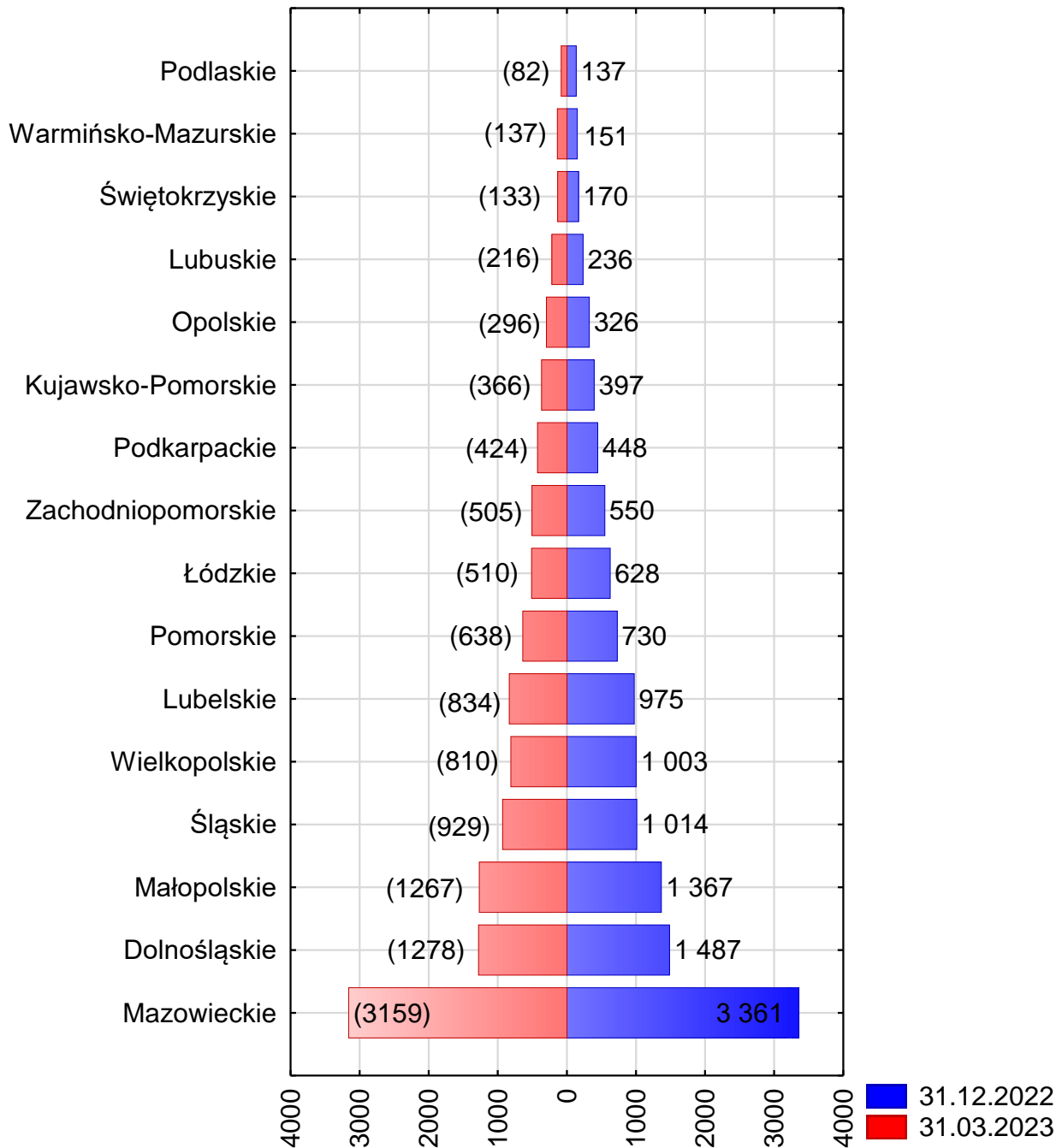


Figure 7. Pyramid chart of data on Ukrainian students under temporary protection in respective voivodeships in Poland in two periods: December 31, 2022 and March 31, 2023

Source: own study based on data

Research shows that in each of the considered voivodeships there is a decreasing trend in the number of Ukrainian students under temporary protection. Detailed differences between the two analyzed periods are presented in Figure 8.

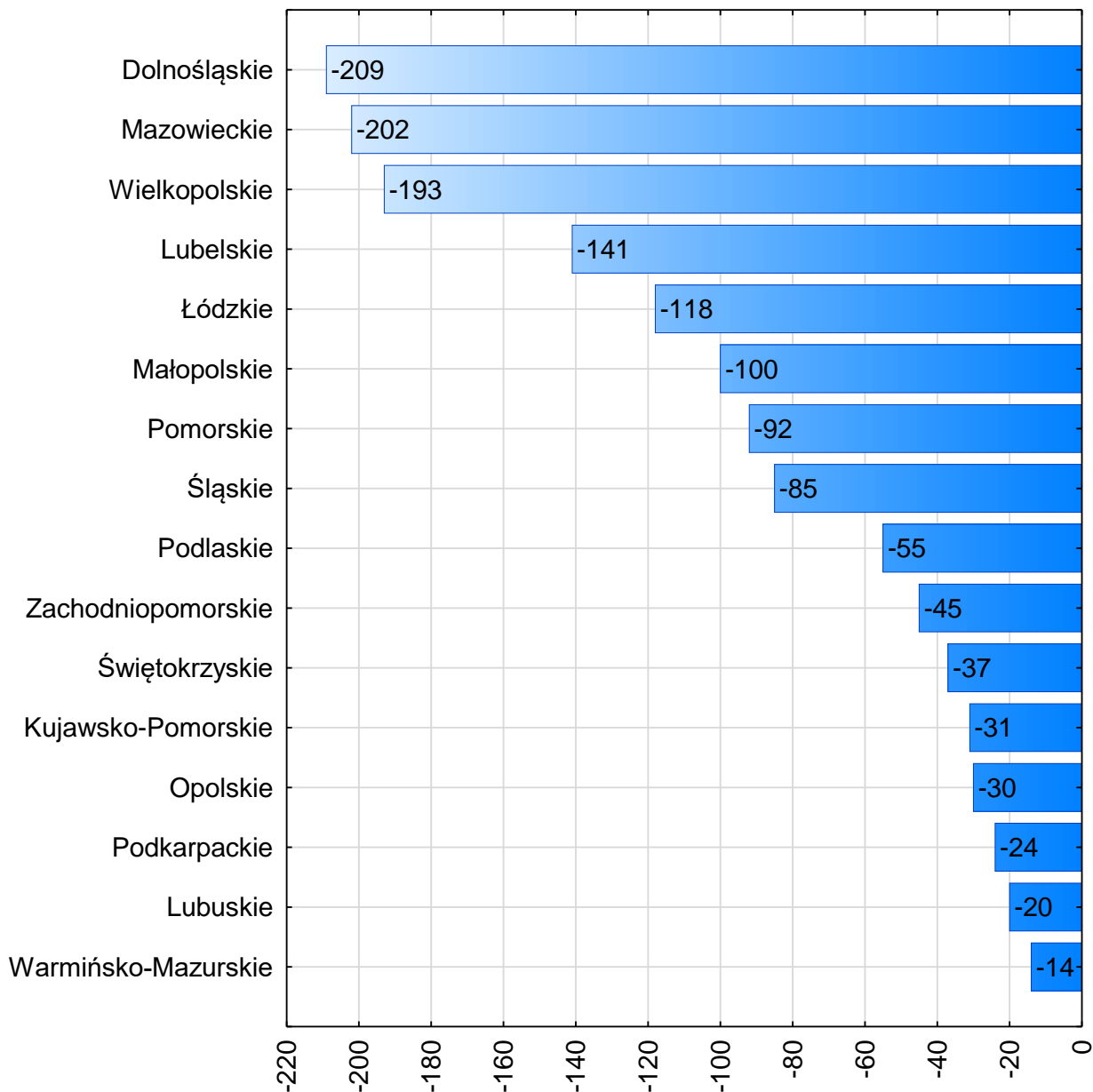


Figure 8. Bar chart of the difference in data regarding Ukrainian students under temporary protection in respective voivodeships in Poland between March 31, 2023 and December 31, 2022.

Source: own study based on data

Research shows that the number of Ukrainian students under temporary protection in respective voivodeships in Poland between December 31, 2022 and March 31, 2023 decreased by 1396 people. The most visible decreases were observed in the following voivodeships: Dolnośląskie: 209, Mazowieckie Voivodeship: 202, Wielkopolskie Voivodeship: 193, Lubelskie Voivodeship: 141. The smallest decreases are visible in the Warmińsko-Mazurskie Voivodeship and amount to 14 students.

4. CONCLUSIONS

One of the most important and visible effects of Russia's attack on Ukraine was the mass migration of refugees to Europe, mainly to Poland, where millions of refugees were accepted, which constituted a huge organizational and logistical challenge.

It can be stated that the largest concentration of Ukrainian students is in schools in voivodeship cities, as well as in smaller towns that accepted larger groups of refugees from Ukraine after 2022. Many of those

institutions have adapted their educational programs and offer linguistic, psychological and social support to help Ukrainian students integrate into the Polish education system.

As of March 31, 2023, the largest number of people under temporary protection and receiving education were in the Mazowieckie Voivodeship: 28 772, then in the Śląskie Voivodeship: 18 909. The third place was taken by the Dolnośląskie Voivodeship: 17 915. The fewest Ukrainians studying were in the Podlaskie Voivodeship: 2713 people.

The largest number of Ukrainian children receiving temporary protection and education were in primary schools (104 866) and kindergartens (36 739). The total number of children studying as of March 31, 2023 is 84 932 girls and 80 797 boys.

As of March 31, 2023, 11 584 students, 2821 graduates, 288 academic teachers and 48 doctoral students were covered by temporary protection.

The research goal was achieved and the hypothesis was verified. The answer to the research question is as follows: in each voivodeship in Poland there is a decreasing trend in the number of Ukrainian students under temporary protection between the period from December 31, 2022 to March 31, 2023. During that time, the number of Ukrainian students decreased by 1396 people. The most visible declines were observed in the following voivodeships: Dolnośląskie (209), Mazowieckie Voivodeship (202), Wielkopolskie Voivodeship (193), Lubelskie Voivodeship (141).

Improving the education system in Poland in terms of the number of migrants from Ukraine requires a many-sided approach, which should focus on linguistic, emotional and cultural support, as well as organizational changes in schools. A key element is also the provision of specialized training for teachers dynamically and optimal, systematic adjustment of the curriculum, which will enable children to adapt more easily to the Polish educational system in the face of Poland's contemporary geopolitical challenges.

It is extremely important to constantly study and compare the data considered in the article in terms of subsequent years such as 2024, 2025 and later. It would be interesting to check whether, for example, the number of students is decreasing.

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