

APPENDICES TO THE SURVEY REPORT



Cultural Diversity in Polish Schools – Teachers' Perspectives

Quantitative Survey Report

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APPENDIX 1

Detailed data for sampling and research methodology

Table 1. The sample structure by schools – initial assumptions and results.

The number of schools selected, broken down by voivodeships and types of schools.

NUMBER OF SCHOOLS										
Voivodeship	Sample structure assumptions (1)					Final sample structure				
	Primary school	General secondary school	Technical school	Vocational school	ALL	Primary school	General secondary school	Technical school	Vocational school	ALL
DOLNOŚLĄSKIE	12	3	2	3	20	11	1	3	2	17
KUJAWSKO-POMORSKIE	10	2	2	2	16	8	2	3	2	15
LUBELSKIE	13	3	2	2	20	14	2	2	2	20
LUBUSKIE	5	1	1	1	8	6	1	2	1	10
ŁÓDZKIE	13	3	2	2	20	14	3	3	1	21
MAŁOPOLSKIE	22	4	2	3	31	25	4	4	1	34
MAZOWIECKIE	25	6	3	4	38	25	5	4	2	36
OPOLSKIE	5	1	1	1	8	5	1	1	1	8
PODKARPACKIE	15	2	2	2	21	18	2	2	2	24
PODLASKIE	6	1	1	1	9	9	1	1	2	13
POMORSKIE	10	2	2	2	16	10	2	4	1	17
ŚLĄSKIE	20	4	3	4	31	22	8	3	2	35
ŚWIĘTOKRZYSKIE	8	1	1	1	11	9	1	1	1	12
WARMIŃSKO-MAZURSKIE	7	2	1	2	12	24	1	7	1	33
WIELKOPOLSKIE	18	4	2	3	27	7	6	4	2	19
ZACHODNIO-POMORSKIE	7	2	1	2	12	5	2	2	2	11
ALL TOGETHER	195	42	27	35	300	212	42	46	25	325

[1] Based on the calculations conducted by the research implementer – Ecorys Polska – based on the SIO data (System of Educational Information) <https://dane.gov.pl/pl/dataset/288,dane-jednostkowe-przedzkoli-szko-i-placowek-oswiatowych-w-latach-2012-2023/resource/55068/table>

Table 2. The sample structure by respondents – initial assumptions and results.

The number of respondents (completed surveys questionnaires), broken down by voivodeships and types of schools.

Number of respondents										
Voivodeship	Sample structure assumptions[2]					Final sample structure				
	Primary school	General secondary school	Technical school	Vocational school	ALL	Primary school	General secondary school	Technical school	Vocational school	ALL
DOLNOŚLĄSKIE	127	24	29	8	188	127	25	35	8	195
KUJAWSKO-POMORSKIE	107	21	23	7	158	107	21	26	10	164
LUBELSKIE	141	26	25	7	199	143	26	25	7	201
LUBUSKIE	53	11	13	4	81	53	11	13	4	81
ŁÓDZKIE	136	26	25	7	194	136	26	25	7	194
MAŁOPOLSKIE	233	35	33	9	310	233	35	42	10	320
MAZOWIECKIE	265	59	46	12	382	265	65	46	15	391
OPOLSKIE	54	12	12	3	81	54	12	12	5	83
PODKARPACKIE	166	22	26	6	220	166	22	35	13	236
PODLASKIE	60	13	13	3	89	64	13	13	15	105
POMORSKIE	113	20	23	6	162	113	20	23	6	162
ŚLĄSKIE	214	37	48	12	311	214	37	48	12	311
ŚWIĘTOKRZYSKIE	84	13	13	4	114	84	14	13	4	115
WARMIŃSKO-MAZURSKIE	80	18	18	5	121	80	18	21	6	125
WIELKOPOLSKIE	190	38	35	10	273	190	38	36	10	274
ZACHODNIO-POMORSKIE	77	15	20	5	117	78	15	26	5	124
ALL TOGETHER	2100	390	402	108	3000	2107	398	439	137	3081

[2] Based on the calculations conducted by the research implementer – Ecorys Polska – based on the Statistics Poland (GUS), Report: [Education and Upbringing in the 2023/2024 School Year, Table No. 7 Teachers](#)

Appendix 2

Surveyed Sample of Respondents – chart and tables

Chart 1

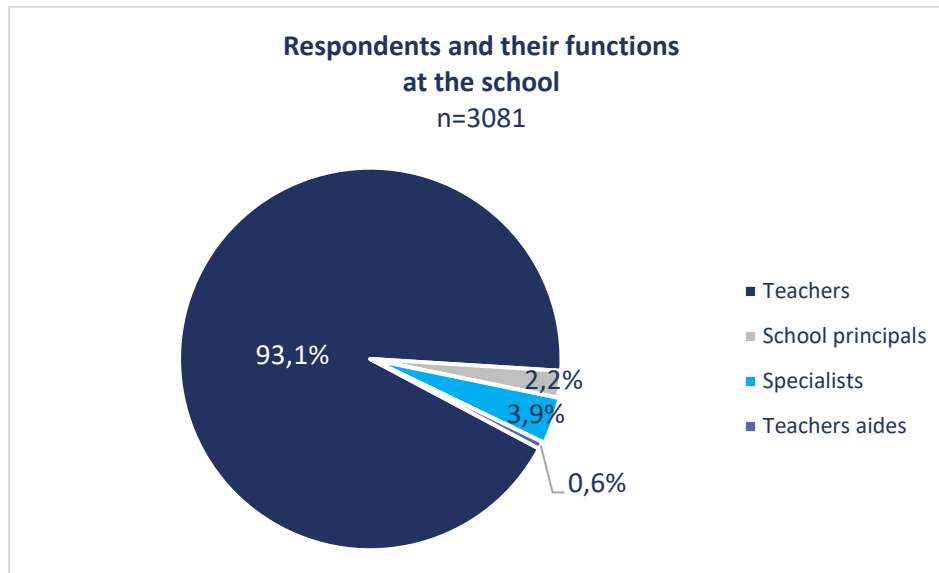


Table 1

TEACHERS n=2,869	SPECIALISTS n=121	TEACHER AIDES n=19
<ul style="list-style-type: none"> • subject teachers (2,535) • early education teachers (281) • class tutors (1,546), including preparatory class tutors (16) and boarding house tutors (2) • school daycare supervisors (40) • co-teachers or support teachers (50) • career advisors (7) • special education teachers (3) • teachers of Polish as a second language • librarians (12) 	<ul style="list-style-type: none"> • school pedagogues or psychologists • speech therapists • special needs education specialists • teachers for the hearing impaired • corrective and compensatory education specialists 	<ul style="list-style-type: none"> • intercultural assistants • teacher aides

Chart 2

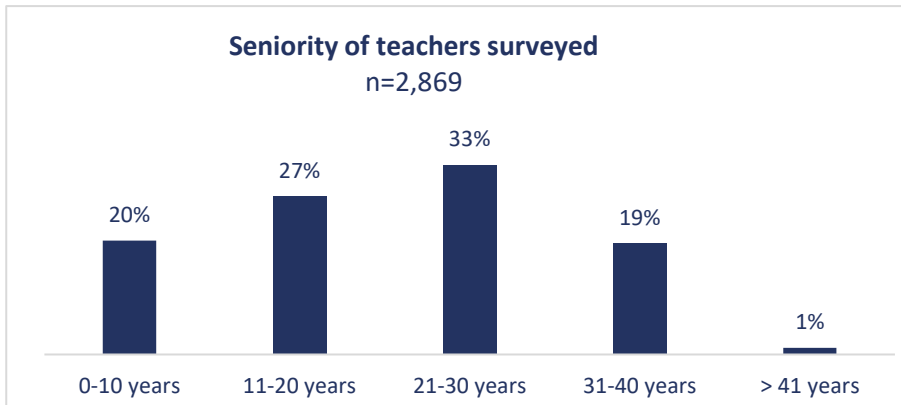


Chart 3

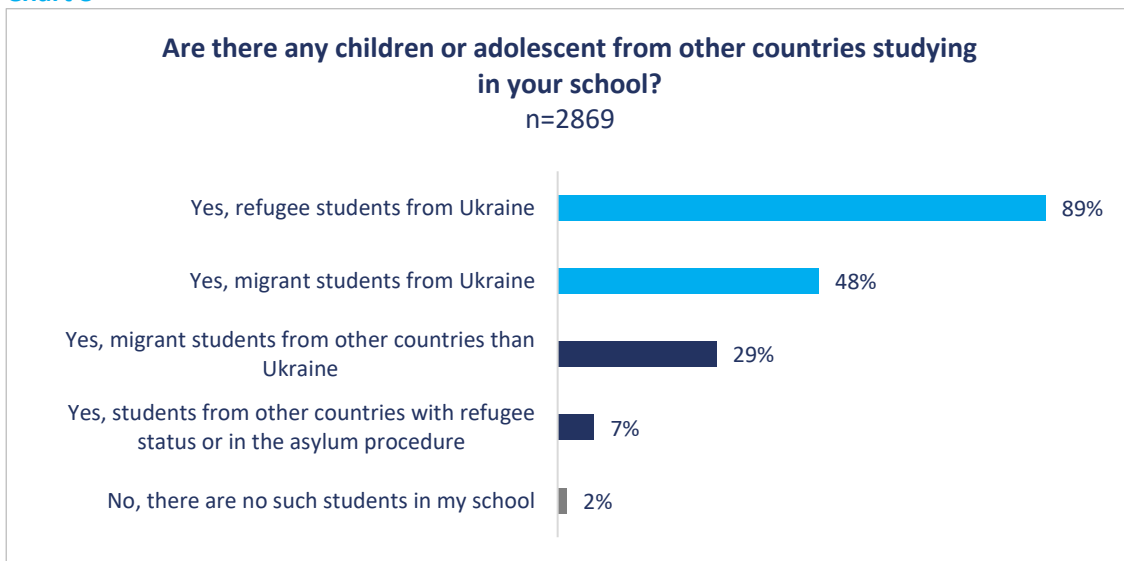


Chart 4

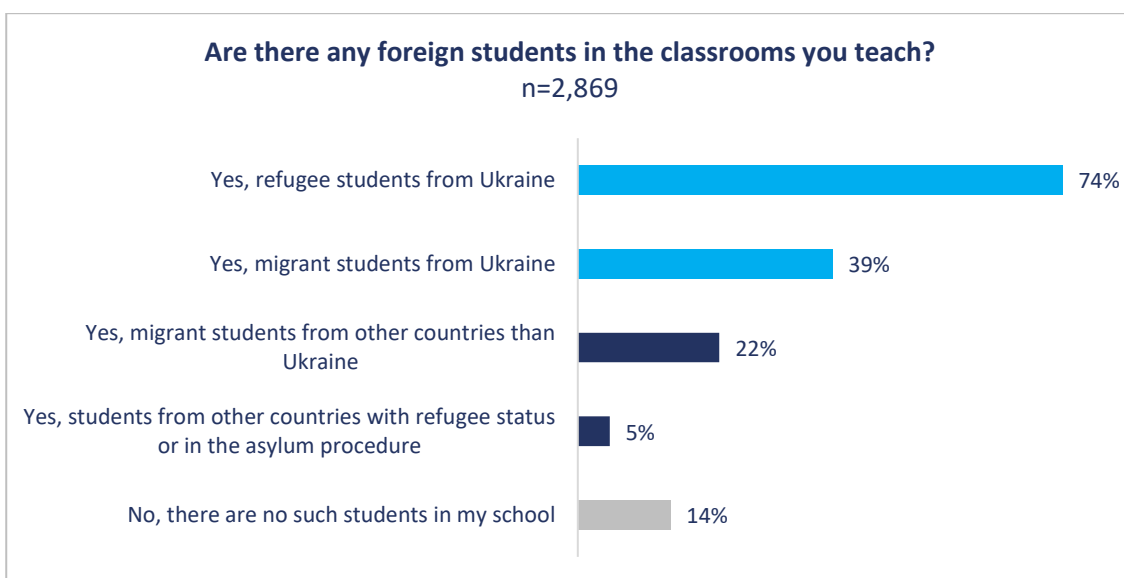


Chart 5

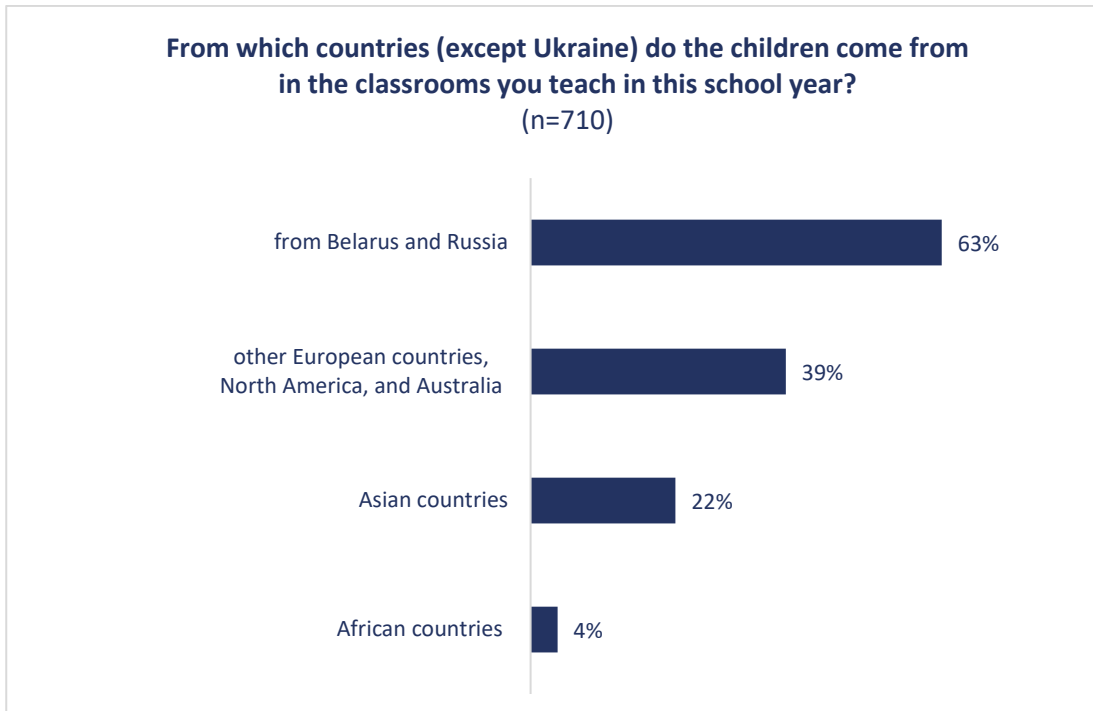


Chart 6

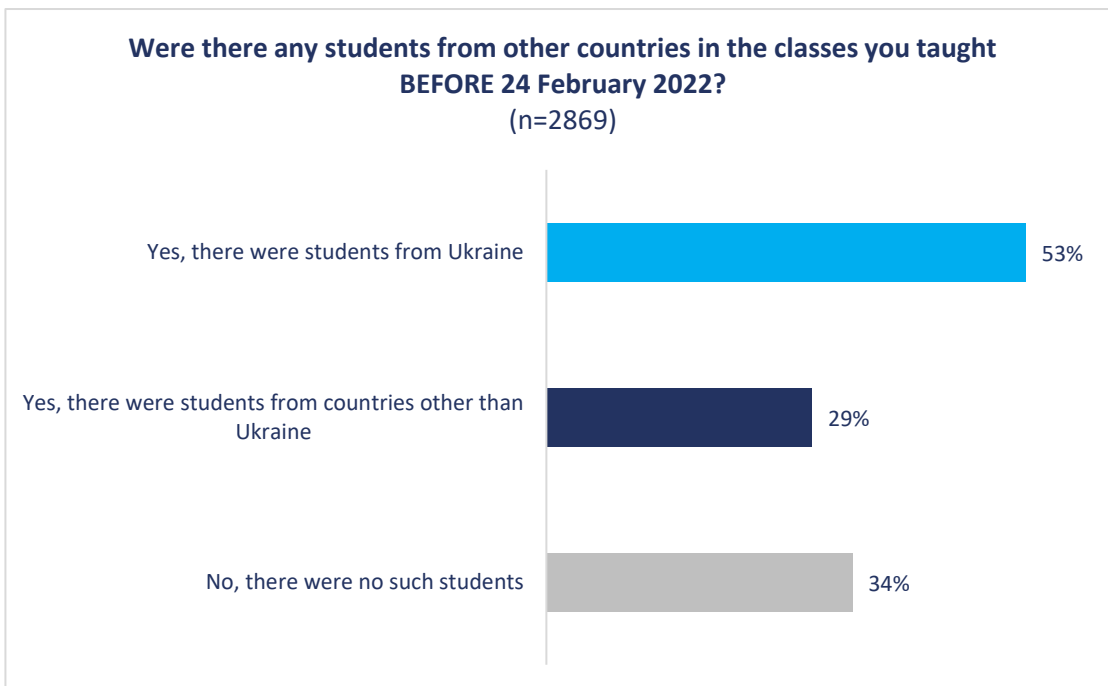


Chart 7

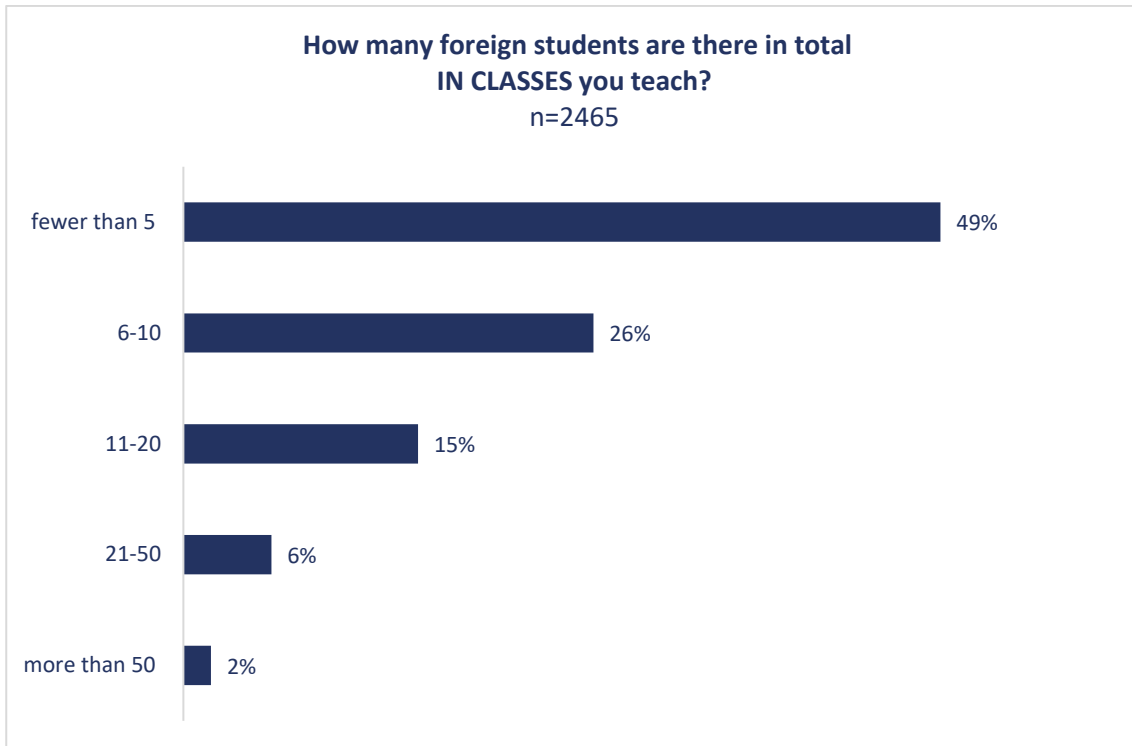


Table 2

Are there students from Ukraine in the class where you are the homeroom teacher?	
There are no such students	43%
From 1 to 3	44%
From 4 to 6	10%
From 7 to 9	2%
10 or more	1%

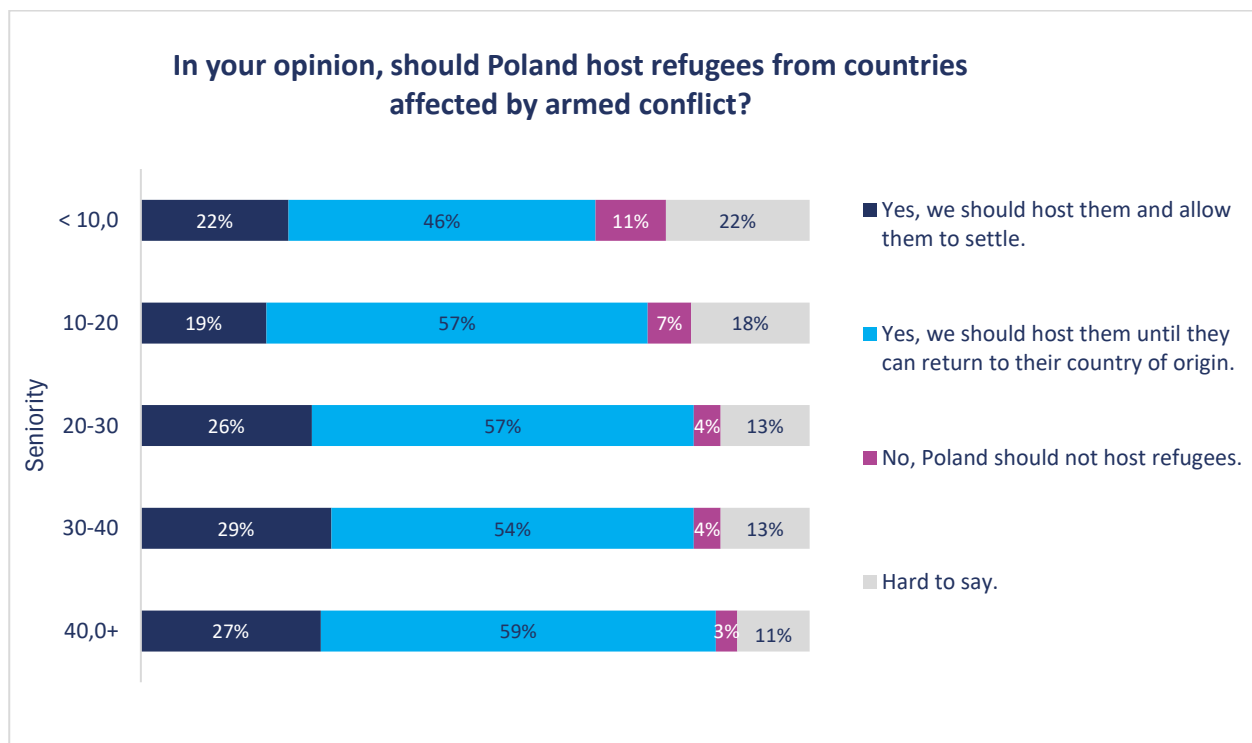
Appendix 3 Survey results - charts and data tables

NOTE: All presented relationships of variables are statistically significant $p < 0.05$ ** $p < 0$,

CHAPTER 4.

Teachers' Attitudes Towards Cultural Diversity and the Presence of Foreign Students in Polish Schools

Chart 1



Number of respondents by categories of seniority: $n (<10) = 475$, $n (10-20) = 672$, $n (20-30) = 918$, $n (30-40) = 706$, $n (40+) = 93$.

Table 1

In your opinion, should Poland host refugees from countries affected by armed conflict?					
	Primary school n=1,954	General secondary school n=377	Technical school n=410	Vocational school n=128	All teachers (n=2869)
Yes, we should host them and allow them to settle.	23%	23%	27%	32%	24%
Yes, we should host them until they can return to their country of origin.	55%	56%	53%	43%	55%
No, Poland should not host refugees.	5%	6%	7%	7%	6%
Hard to say.	16%	15%	13%	18%	16%

Chart 2

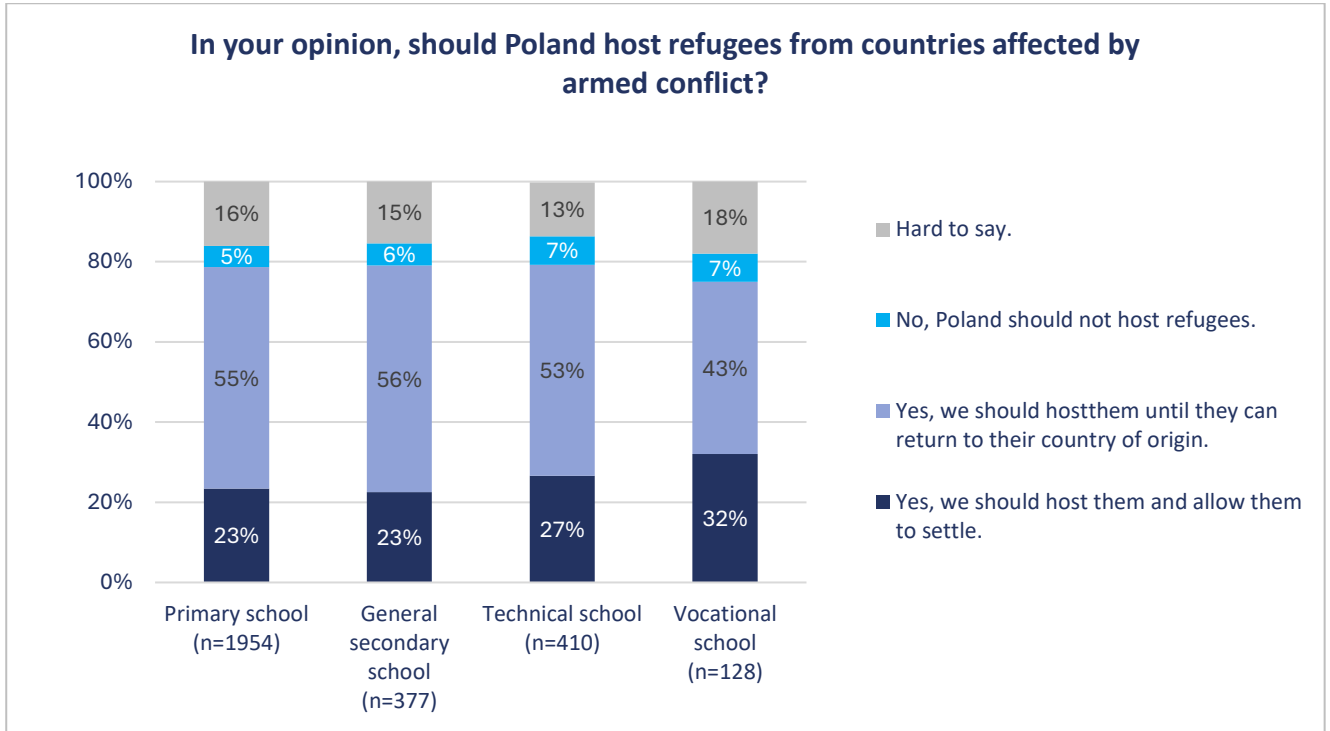
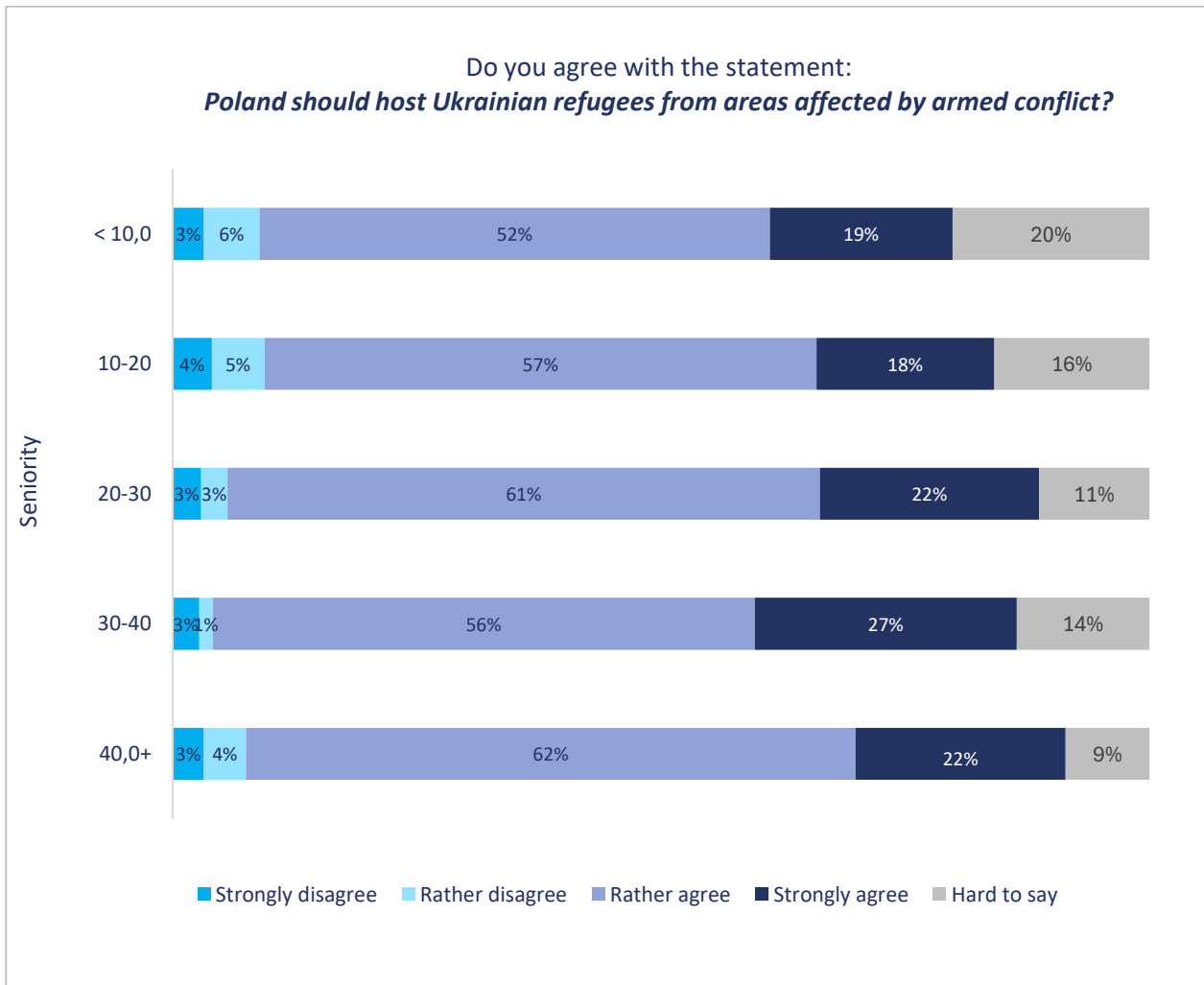


Chart 3



Tabel 2

Do you agree with the statement: <i>Poland should host Ukrainian refugees from areas affected by armed conflict?</i>					
	Primary school n=1,954	General secondary school n=377	Technical school n=410	Vocational school n=128	All teachers (n=2869)
Strongly disagree or rather disagree	6%	8%	8%	7%	7%
Strongly agree or rather agree	78%	81%	80%	77%	79%

Tabel 3

Do you agree with the following statements:										
Polish schools should host all children fleeing the armed conflict in Ukraine.										
	Primary school n=1,954		General secondary school n=377		Technical school n=410		Vocational school n=128		All teachers (n=2869)	
Strongly disagree	4%	11%	3%	13%	4%	12%	7%	12%	4%	11%
Rather disagree	7%		10%		8%		5%		7%	
Rather agree	54%	75%	55%	75%	50%	75%	41%	72%	53%	75%
Strongly agree	21%		20%		25%		31%		22%	
Hard to say	14%		12%		11%		15%		13%	
Polish schools should accept all foreign children coming to Poland										
	Primary school n=1,954		General secondary school n=377		Technical school n=410		Vocational school n=128		All teachers (n=2869)	
Strongly disagree	4%	18%	5%	24%	7%	24%	8%	23%	5%	20%
Rather disagree	14%		19%		17%		15%		15%	
Rather agree	46%	58%	42%	52%	36%	50%	37%	58%	44%	56%
Strongly agree	12%		10%		14%		21%		12%	
Hard to say	24%		25%		26%		20%		24%	

Tabel 4

Do you agree with the following statements:										
Students from Ukraine are a minority in Polish schools and should adapt to the rules in place.										
	Primary school n=1,954		General secondary school n=377		Technical school n=410		Vocational school n=128		All teachers (n=2869)	
Strongly disagree	3%	7%	3%	7%	5%	13%	2%	7%	3%	8%
Rather disagree	4%		4%		8%		5%		5%	
Rather agree	49%	82%	46%	86%	49%	80%	43%	80%	48%	82%
Strongly agree	33%		40%		31%		37%		34%	
Hard to say	10%		7%		7%		13%		9%	
Do you agree with the following statement:										

Schools should adapt teaching to the individual needs of Ukrainian students to the same extent as Polish students.										
	Primary school n=1,954		General secondary school n=377		Technical school n=410		Vocational school n=128		All teachers (n=2869)	
Strongly disagree	6%	20%	8%	25%	8%	28%	8%	27%	7%	22%
Rather disagree	14%		17%		20%		19%		15%	
Rather agree	50%	63%	45%	56%	41%	54%	36%	54%	47%	60%
Strongly agree	13%		11%		13%		18%		13%	
Hard to say	17%		19%		17%		20%		17%	

Chart 4

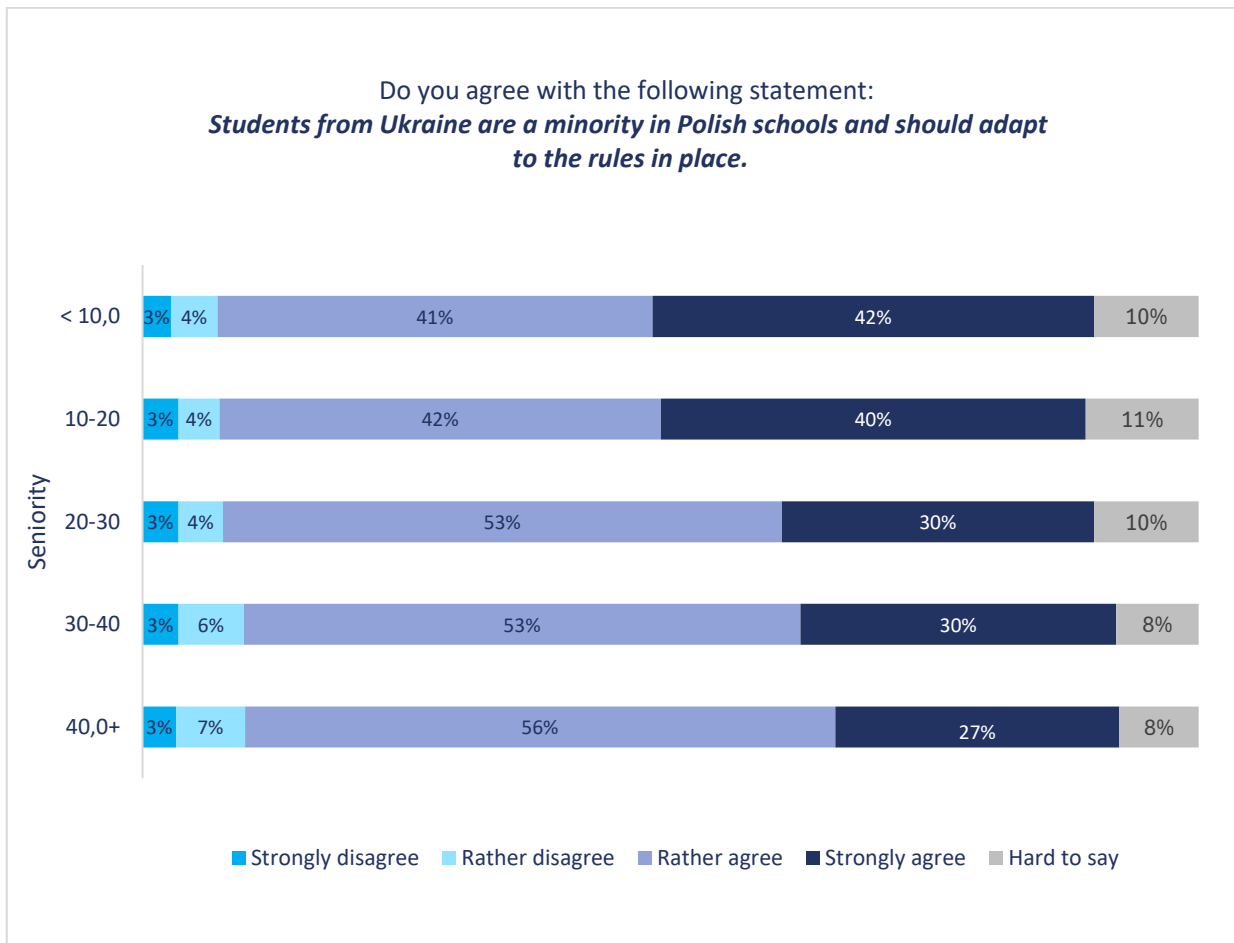


Chart 5

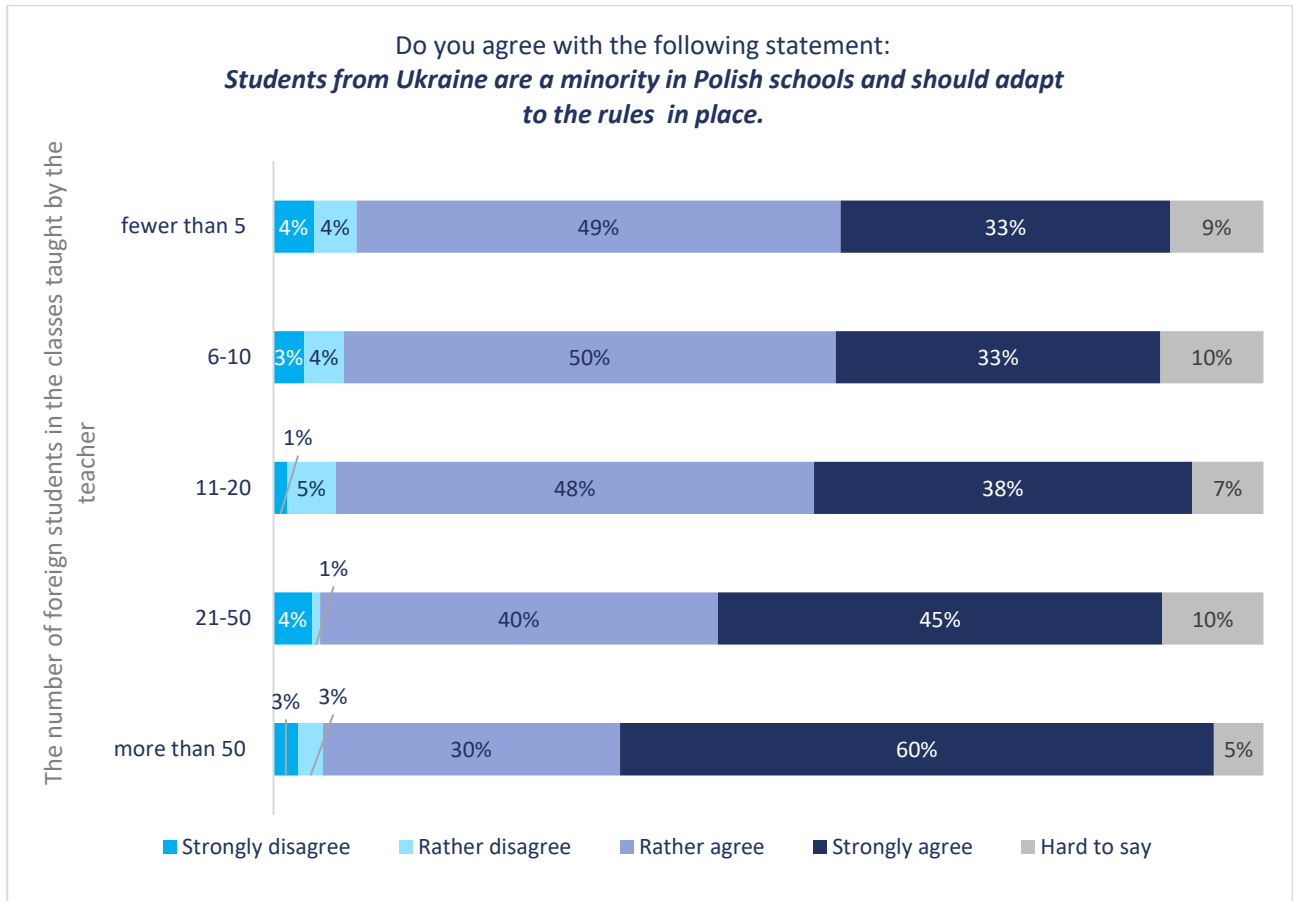


Chart 6

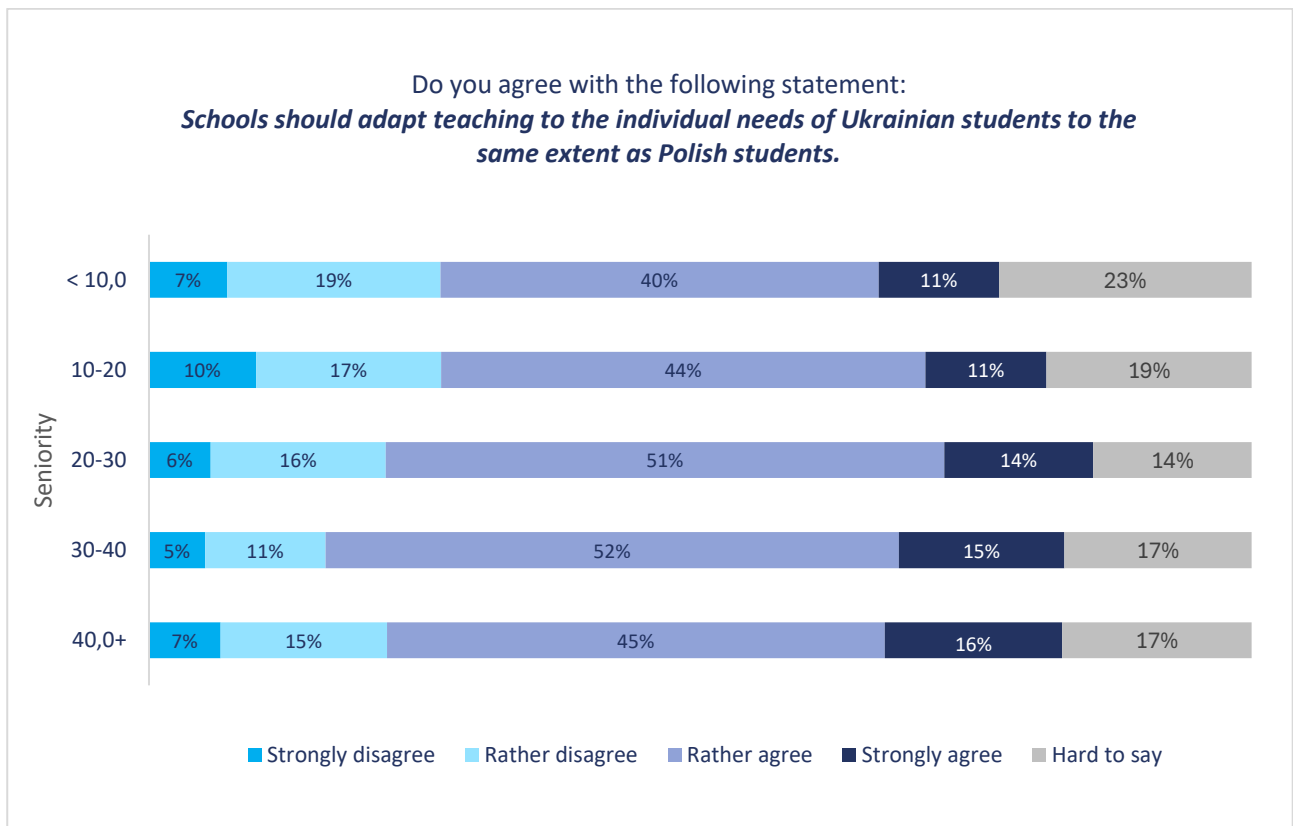


Chart 7a

Do you agree with the following statement:

Cultural differences among students:

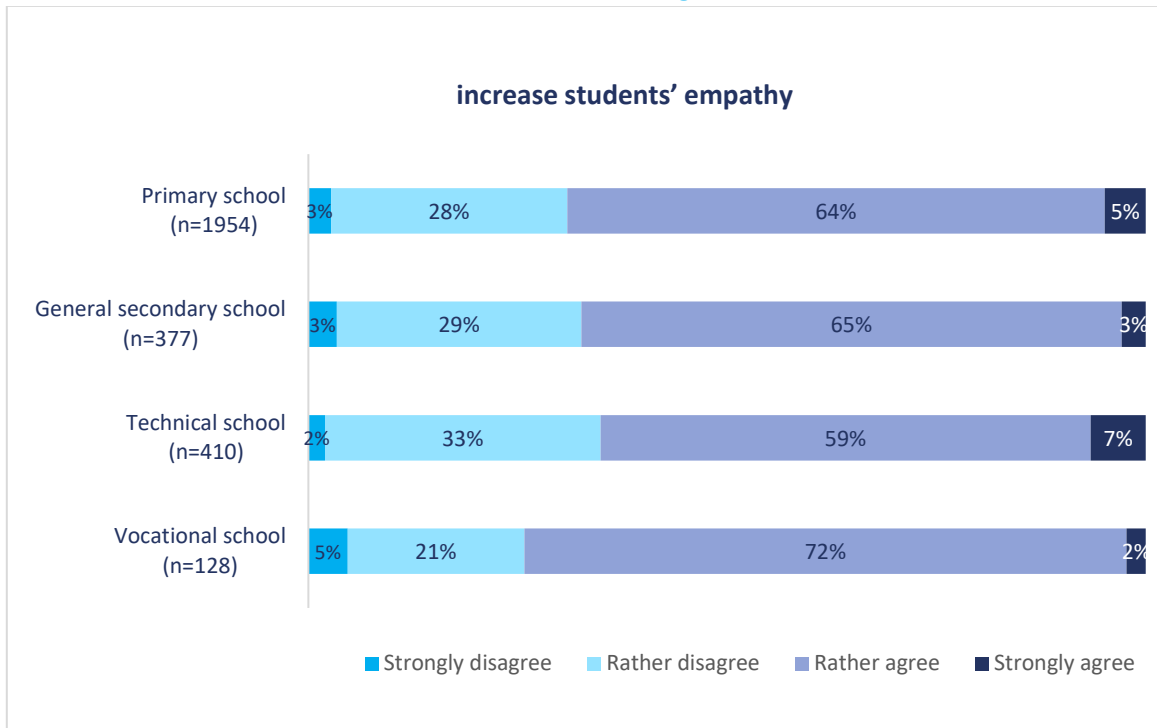


Chart 7b

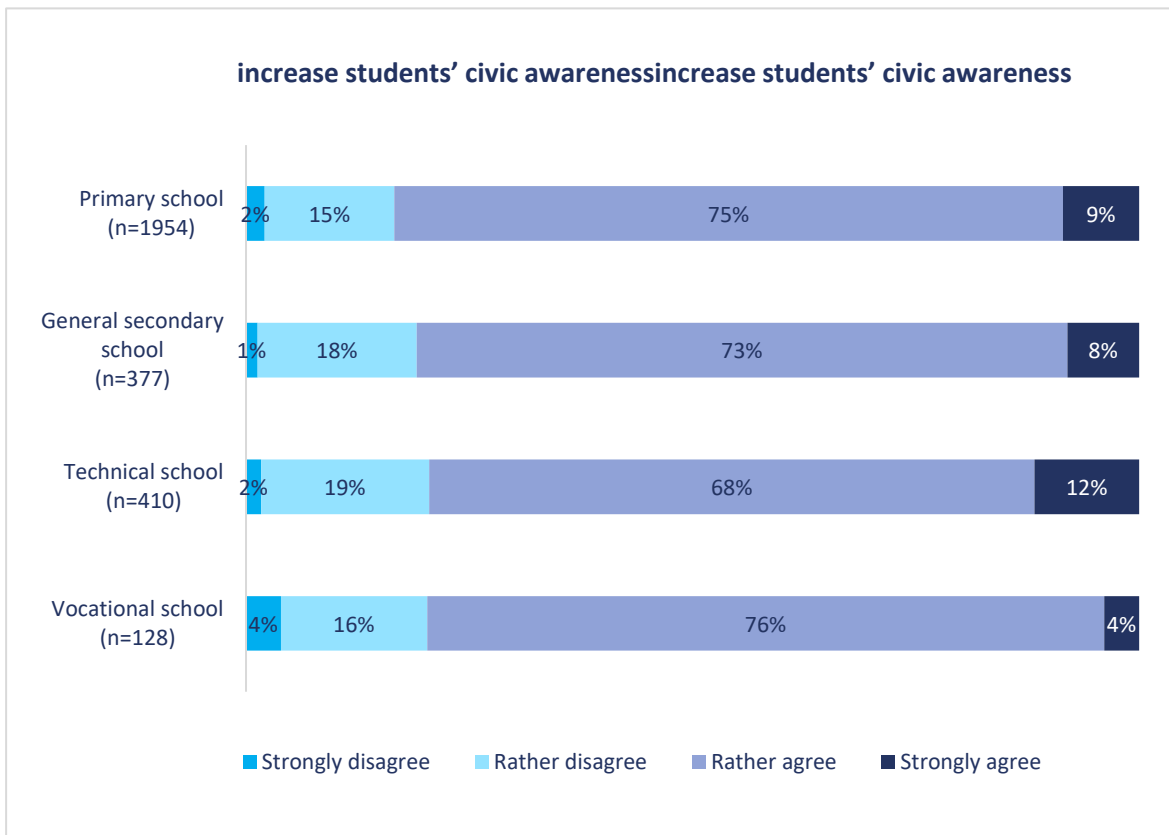


Chart 7c

Do you agree with the following statement:

Cultural differences among students:

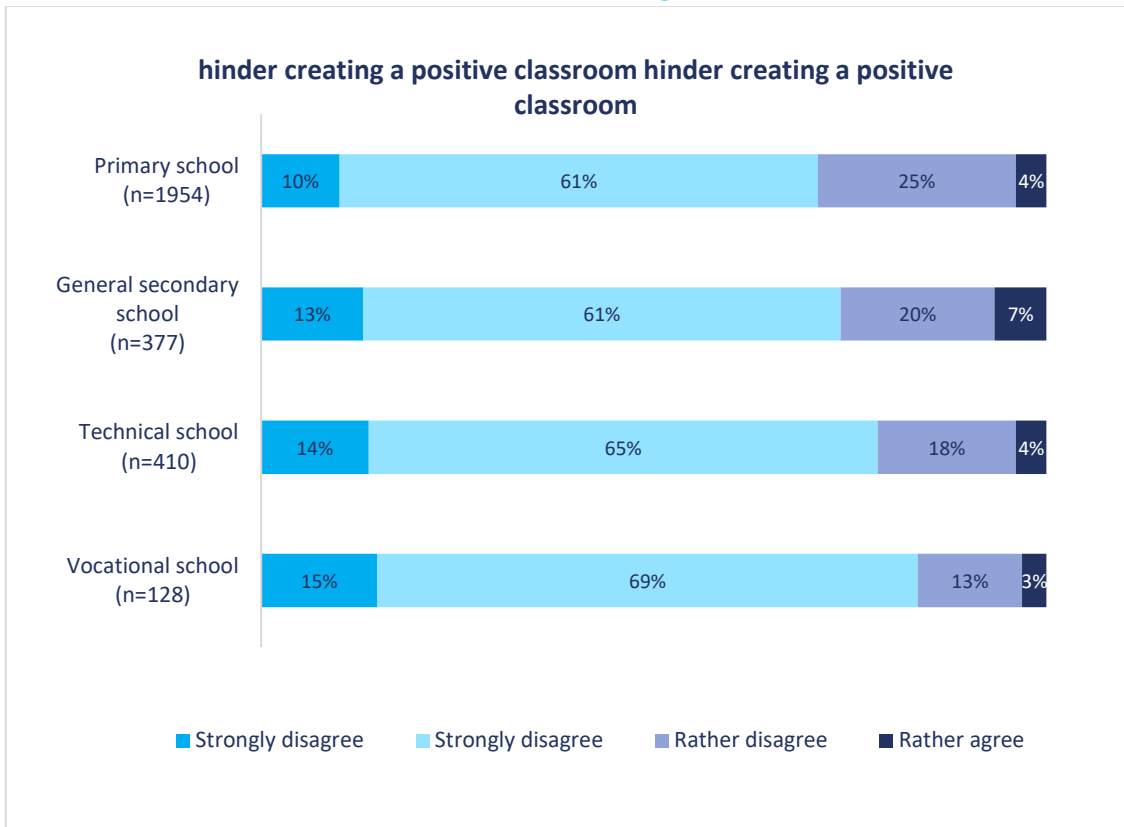


Chart 7d

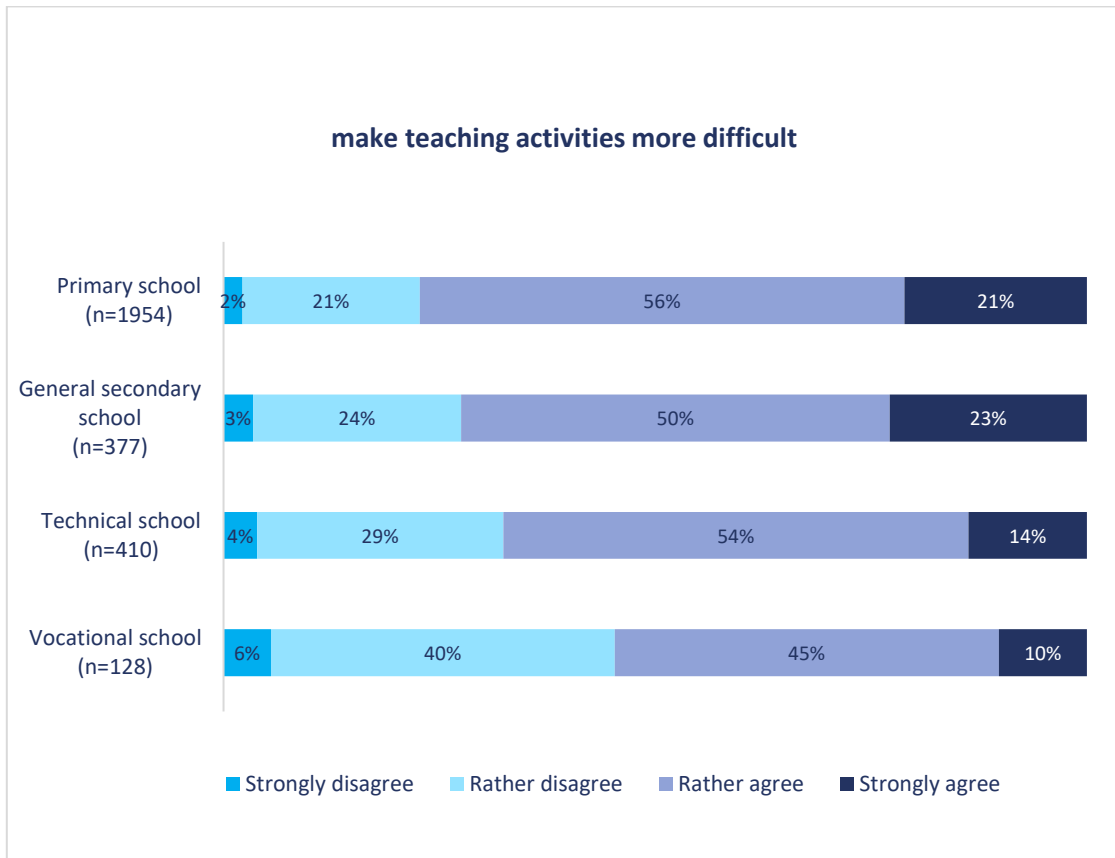


Chart 8a

Do you agree with the following statement:
Cultural differences among students:

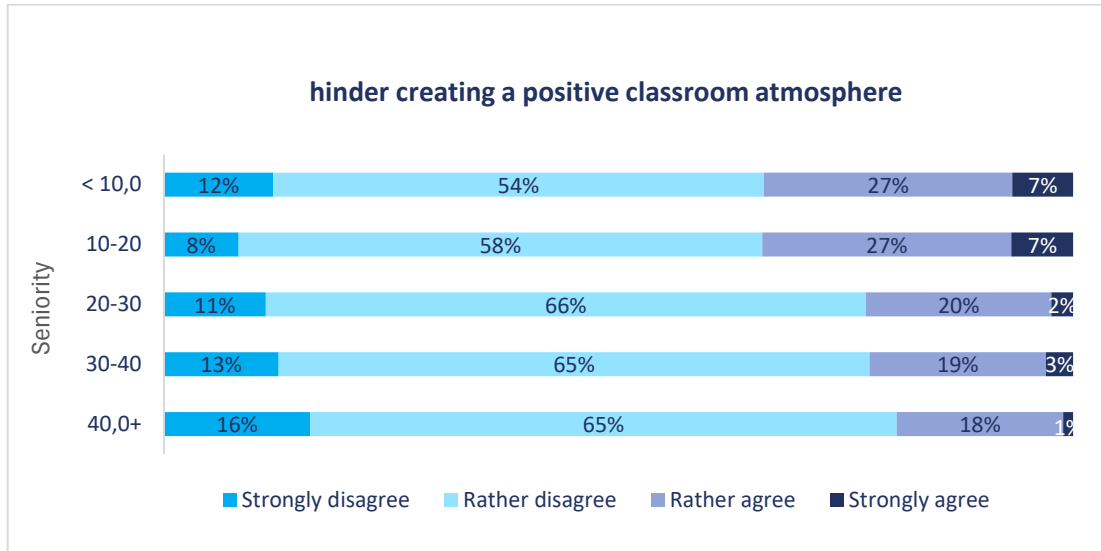


Chart 8b

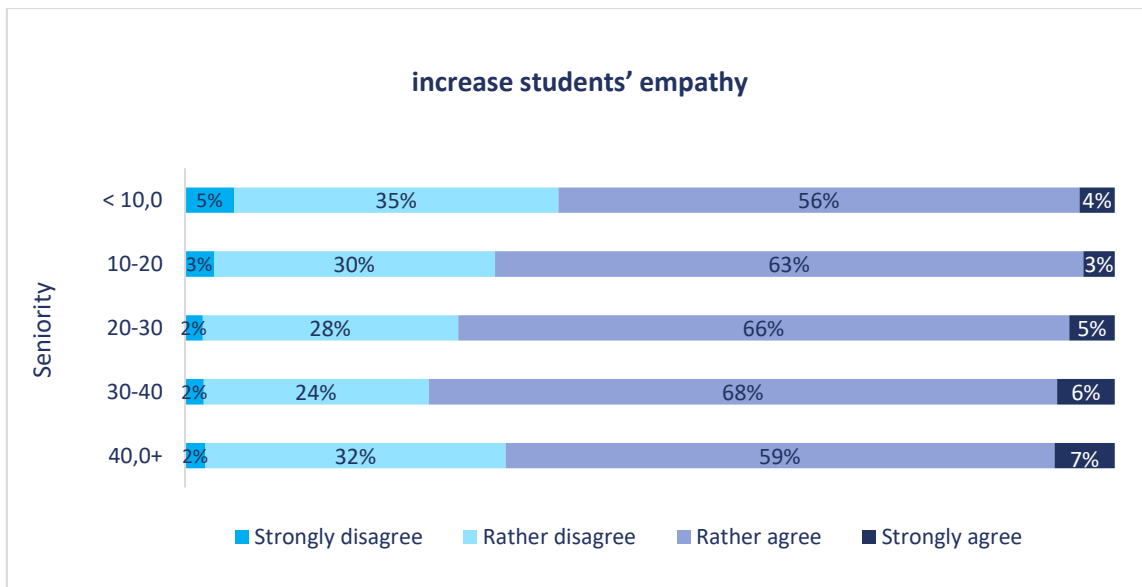


Chart 8c

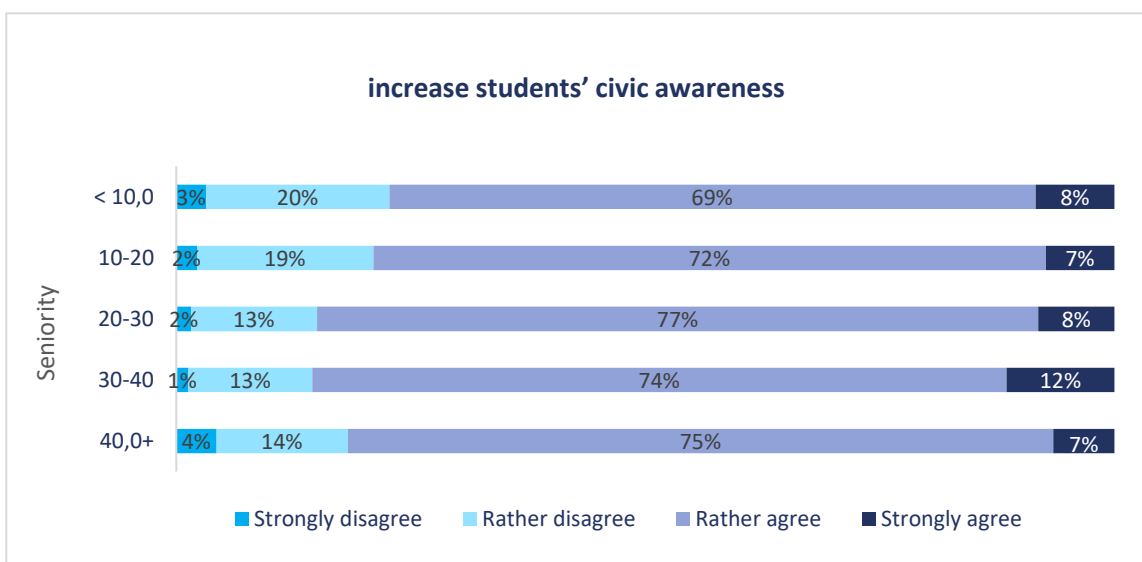


Chart 8d

Do you agree with the following statement:
Cultural differences among students:

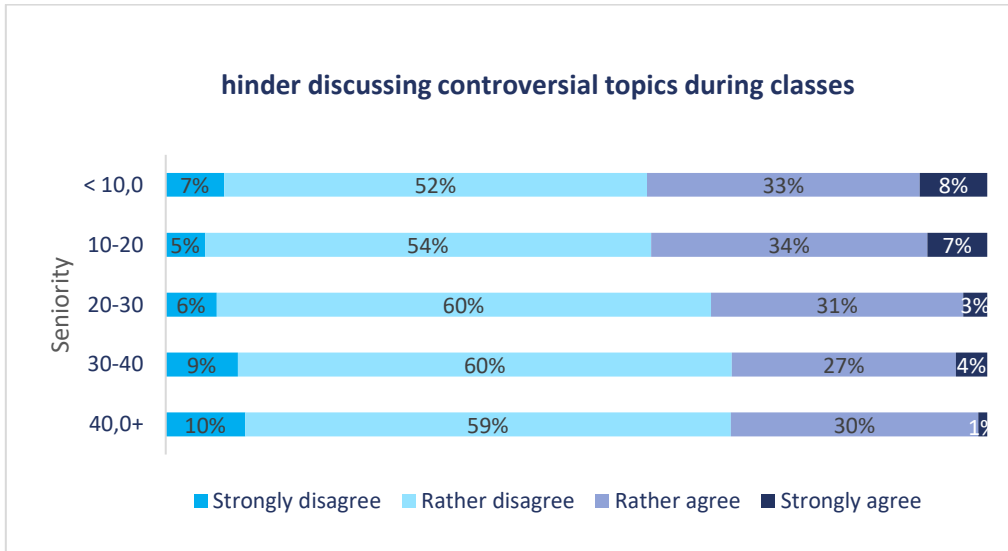


Chart 8e

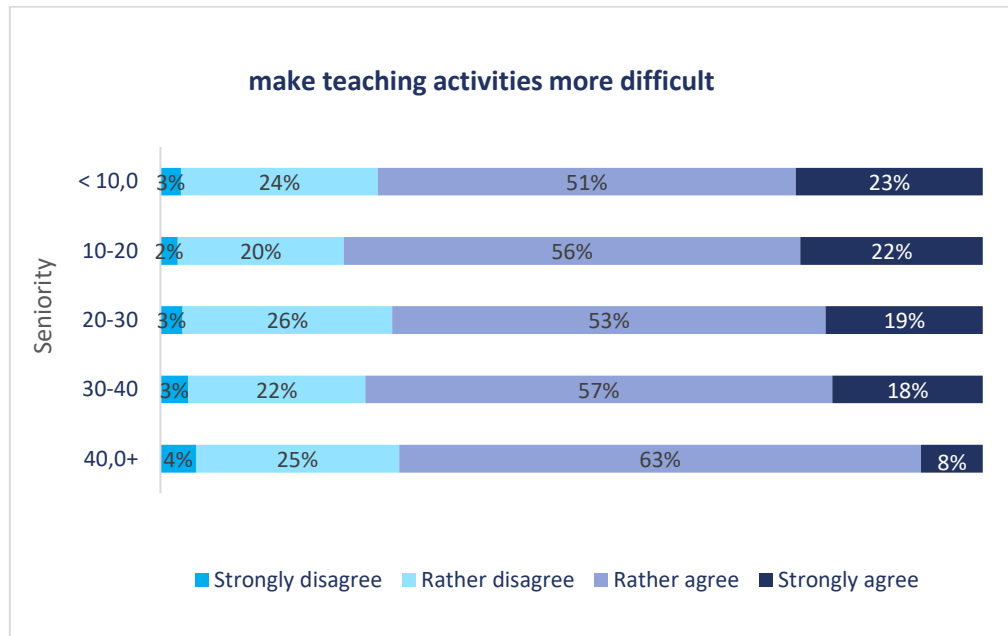
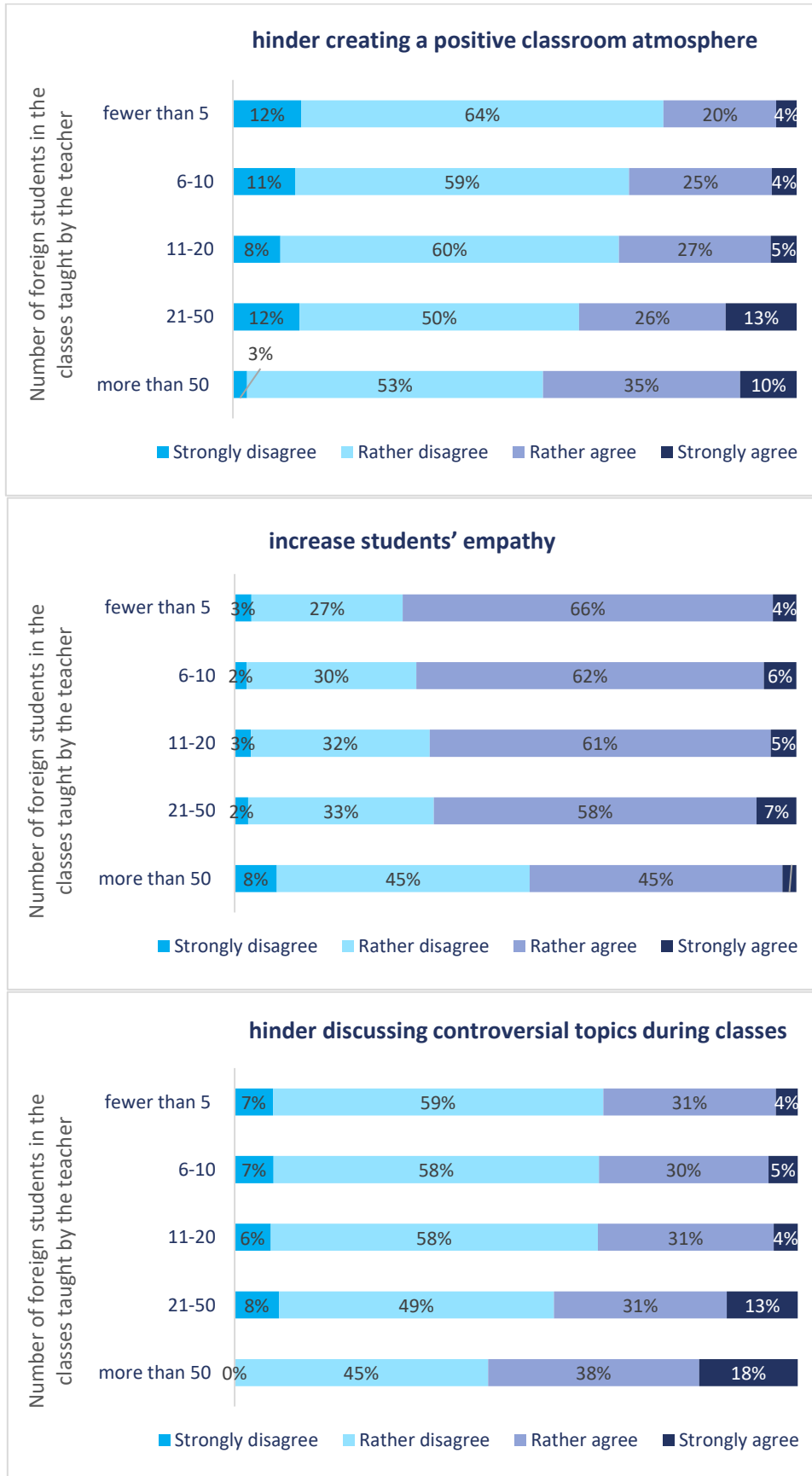


Chart 9a – e`

**Do you agree with the following statement:
Cultural differences among students:**



Do you agree with the following statement:
Cultural differences among students:

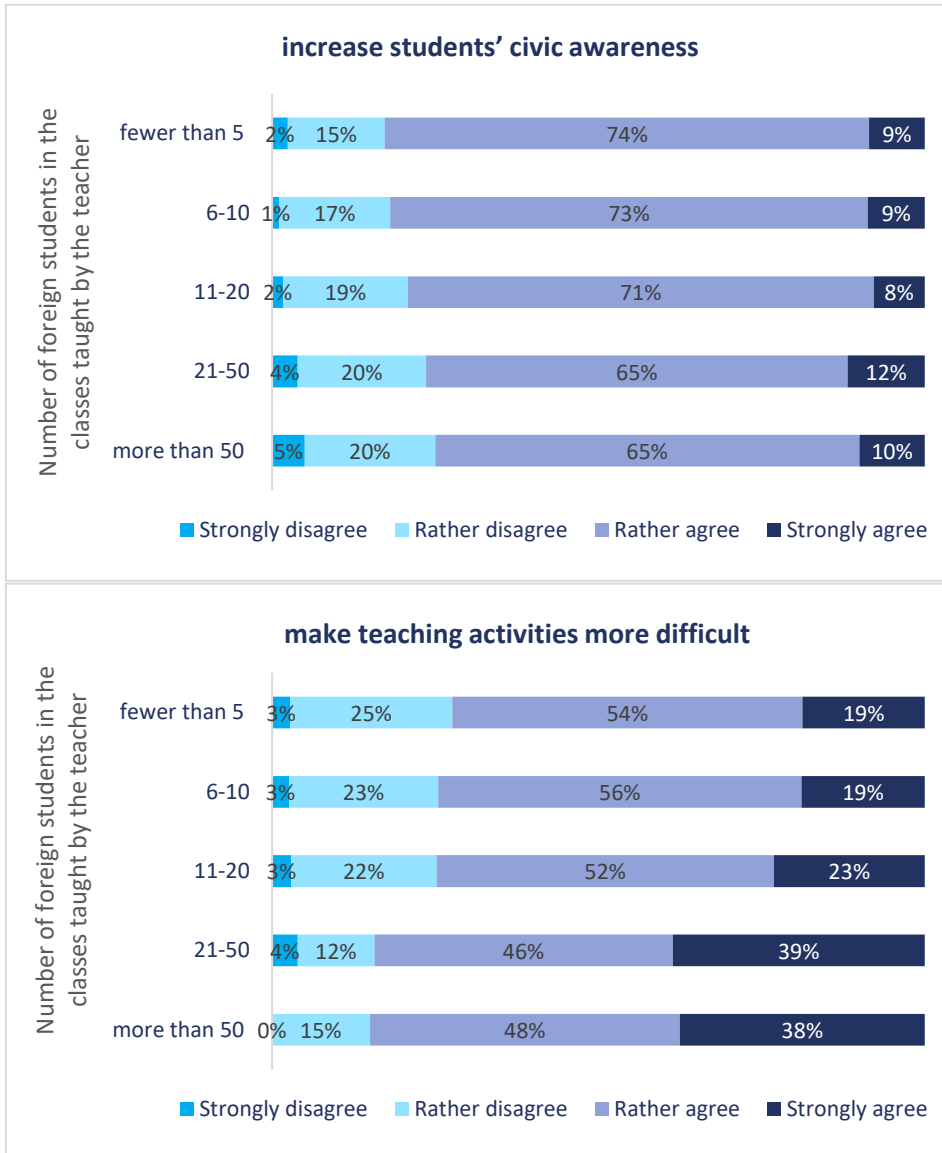


Chart 10

Do you agree with the following statement:
The presence of students from other countries in the classroom and school:

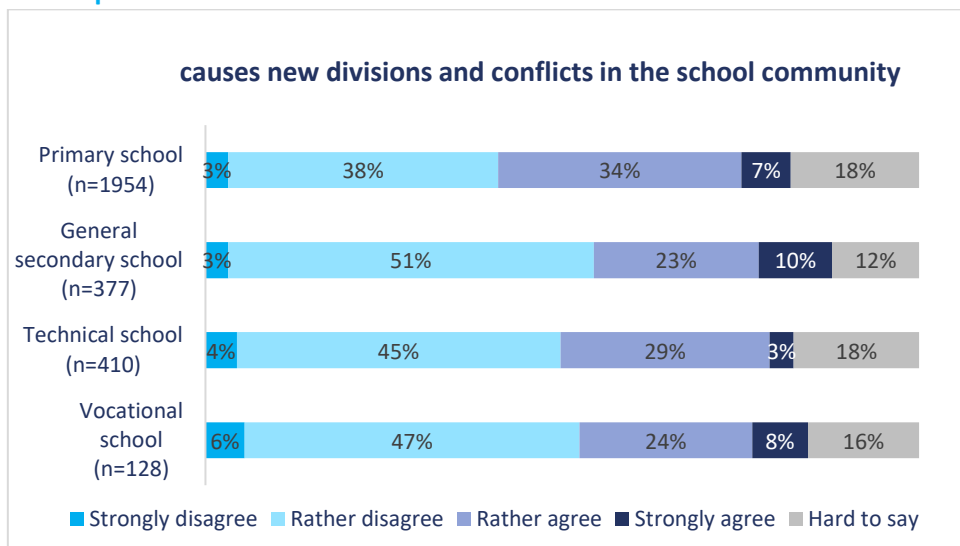


Chart 11a

**Do you agree with the following statement:
The presence of students from other countries in the classroom and school:**

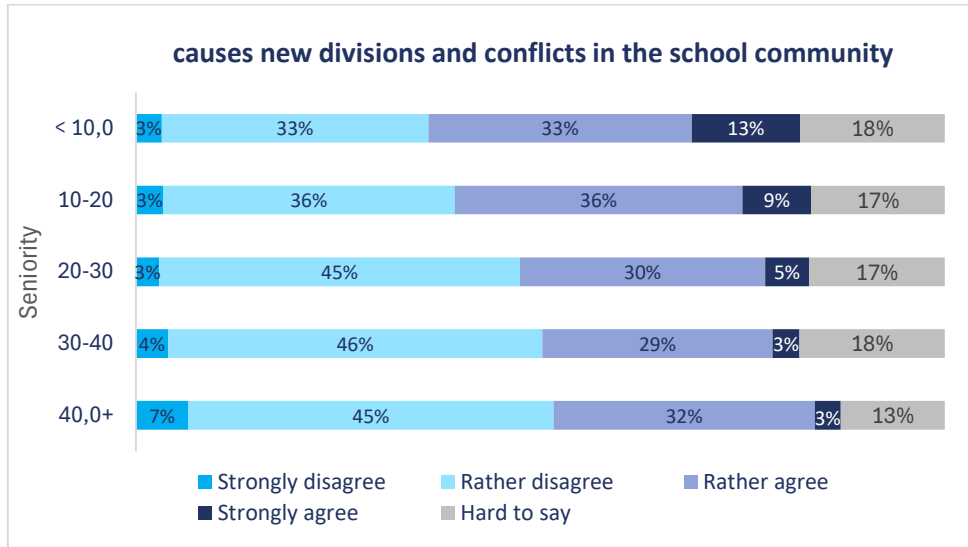


Chart 11b

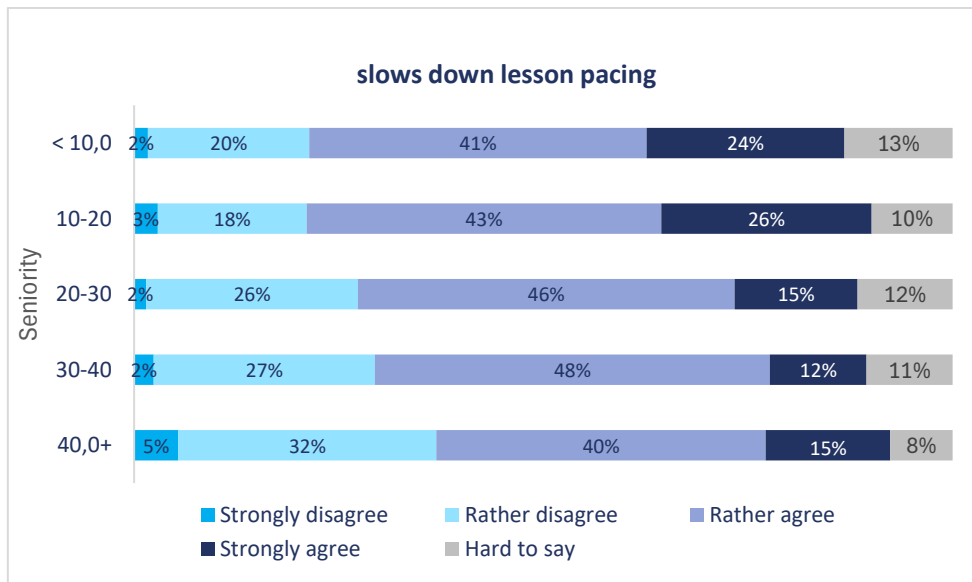


Chart 11c

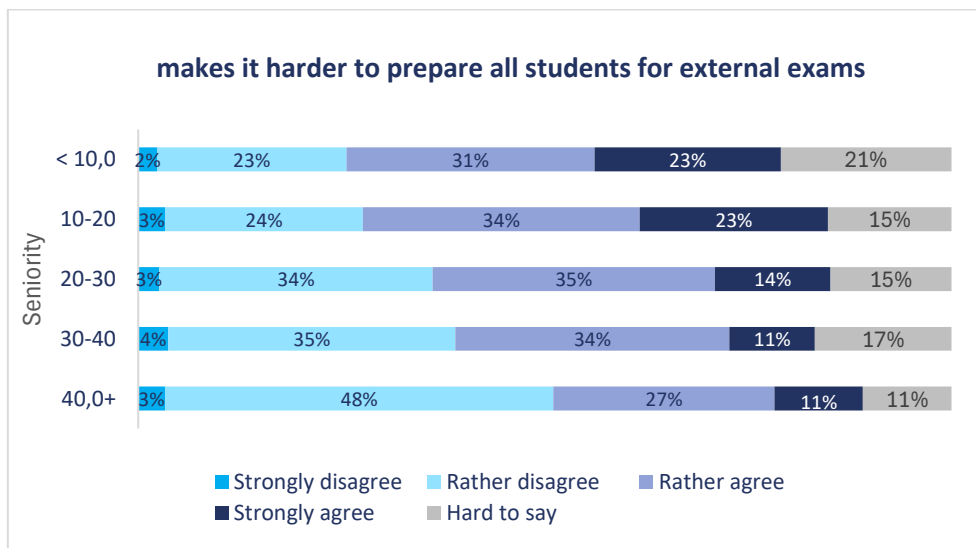


Chart 11d

**Do you agree with the following statement:
The presence of students from other countries in the classroom and school:**

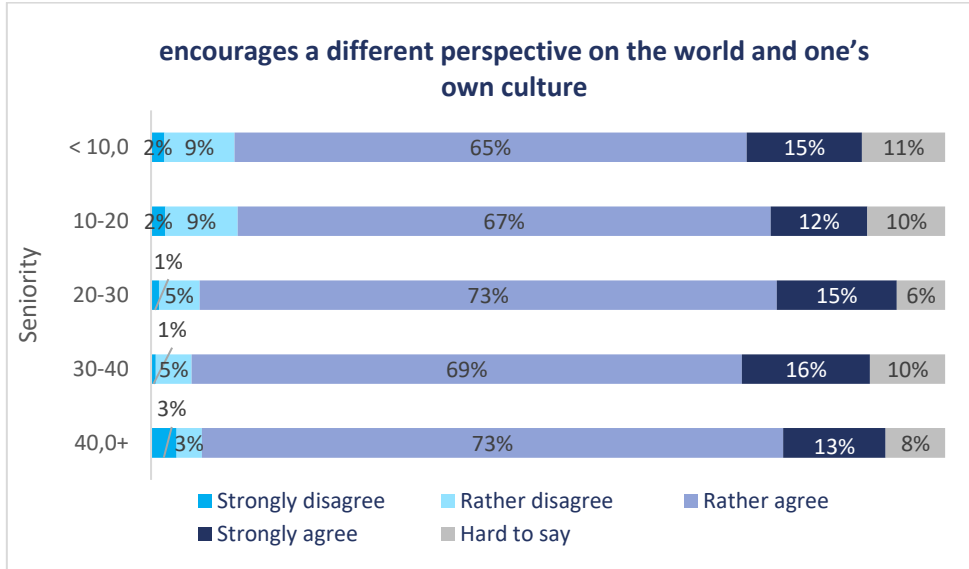
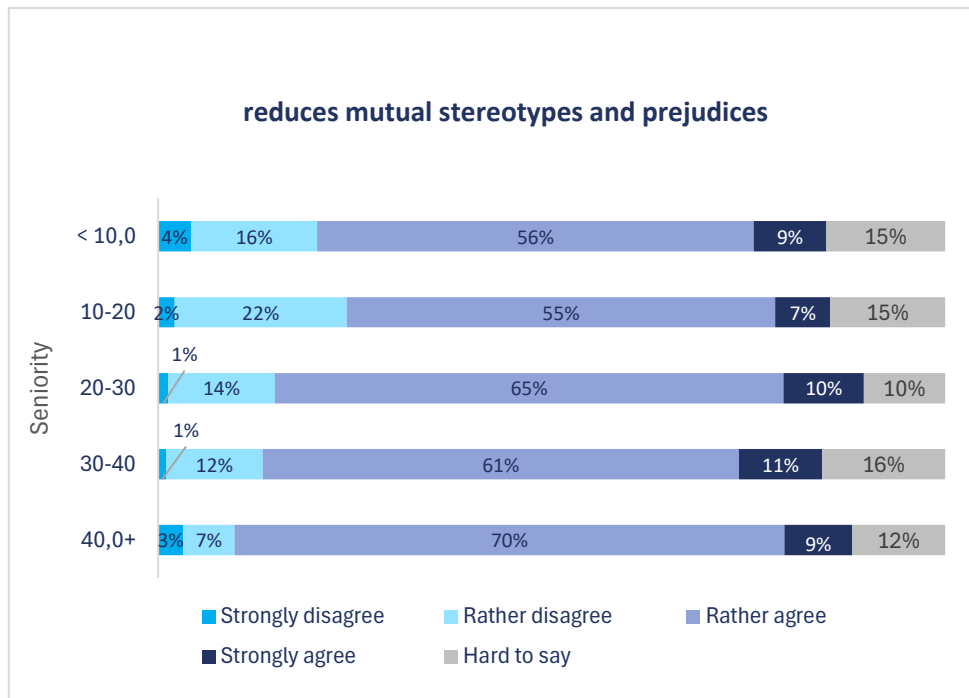
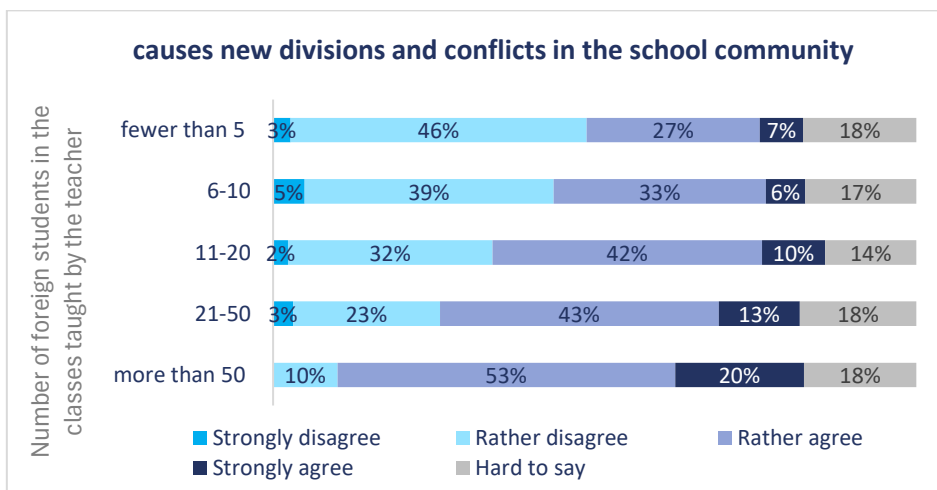
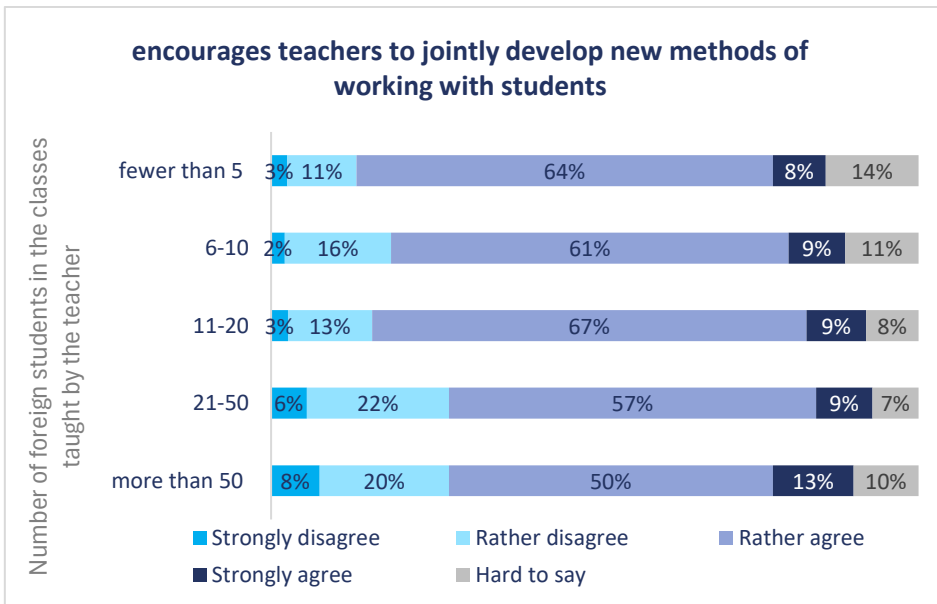
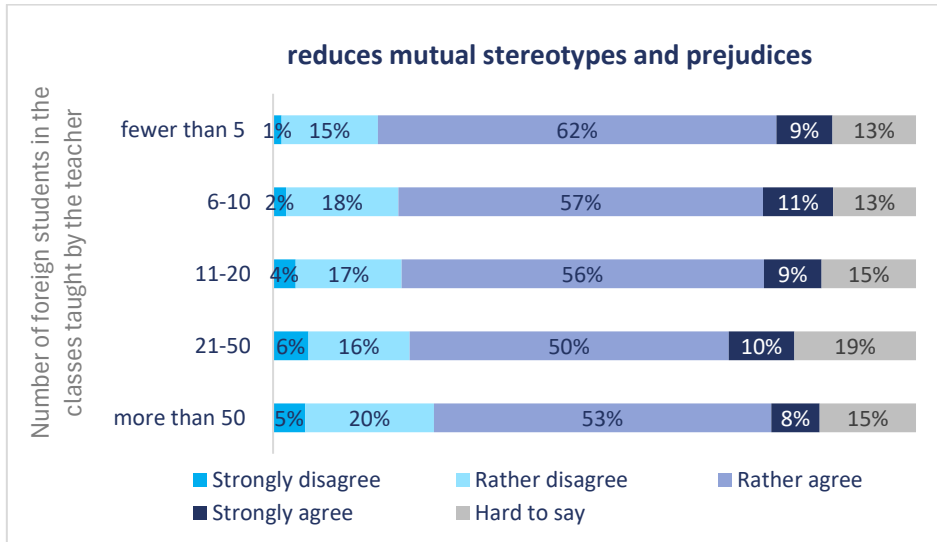


Chart 11e



Charts 12 a – c

Do you agree with the following statement:
The presence of students from other countries in the classroom and school:



Charts 12 d – e

Do you agree with the following statement:
The presence of students from other countries in the classroom and school:

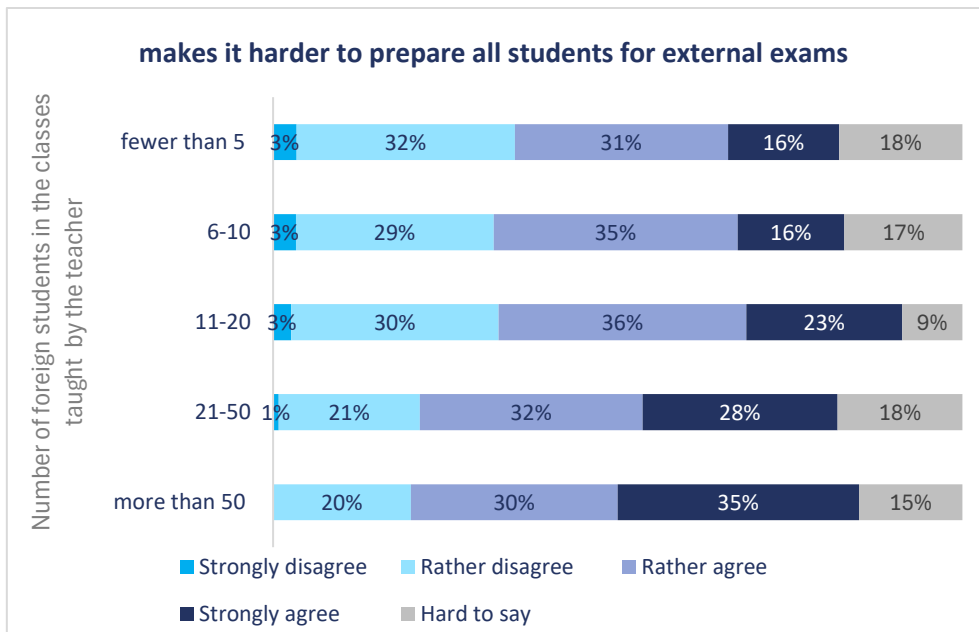
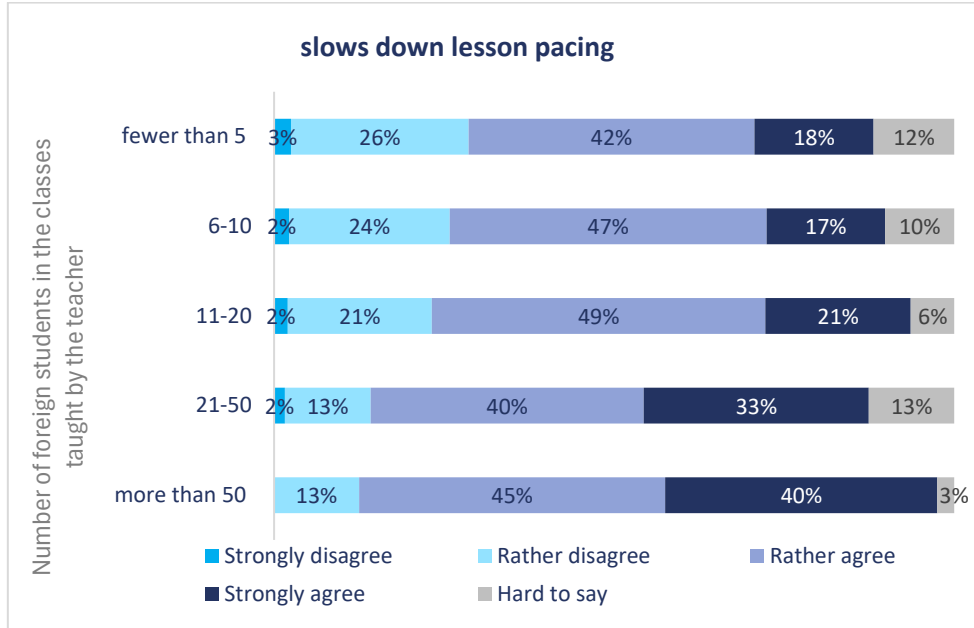


Table 5

What are the main challenges related to working in a classroom with students of different nationalities?				
	Primary school n=1,954	General secondary school n=377	Technical school n=410	Vocational school n=128
Language barriers that hinder students' learning	76%	58%	76%	81%
Difficulties in assessing and classifying new students	49%	57%	37%	38%
The need to adapt teaching methods to a classroom with varied levels of knowledge	39%	37%	43%	34%
Low attendance or high turnover of new students	37%	39%	30%	38%
Special psycho-emotional needs and difficulties of new students	38%	28%	39%	37%
Risk of conflicts or discrimination based on cultural diversity in class and school	19%	14%	22%	20%
Concerns of Polish students' parents about the quality of education	12%	17%	13%	16%
Disintegration of classes and the school community and the risk of student segregation in peer relationships	12%	9%	10%	9%
Polish students feeling uneasy about their school community becoming more diverse	4%	11%	5%	3%

Table 6

What are the main challenges related to working in a classroom with students of different nationalities? (n=2869)					
	< 10,0	10-20	20-30	30-40	40,0+
The need to adapt teaching methods to a classroom with varied levels of knowledge	6%	9%	12%	10%	1%
Difficulties in assessing and classifying new students	8%	12%	16%	11%	1%
Language barriers that hinder students' learning	12%	16%	24%	19%	3%
Risk of conflicts or discrimination based on cultural diversity in class and school **	3%	3%	3%	2%	0%
Disintegration of classes and the school community and the risk of student segregation in peer relationships	4%	5%	6%	4%	0%
Polish students feeling uneasy about their school community becoming more diverse	1%	1%	1%	1%	0%
Concerns of Polish students' parents about the quality of education	2%	3%	4%	4%	0%
Special psycho-emotional needs and difficulties of new students *	5%	8%	12%	10%	1%
Low attendance or high turnover of new students	5%	9%	12%	9%	1%

Table 7

What are the main challenges related to working in a classroom with students of different nationalities					
	fewer than 5	'6-10	'11-20	20-50	more than 50
Language barriers that hinder students' learning	73%	73%	76%	70%	73%
Difficulties in assessing and classifying new students **	52%	48%	43%	36%	43%
Low attendance or high turnover of new students **	36%	37%	47%	47%	48%
Risk of conflicts or discrimination based on cultural diversity in class and school *	17%	19%	17%	28%	28%
Disintegration of classes and the school community and the risk of student segregation in peer relationships **	9%	11%	16%	24%	18%

Chart 13

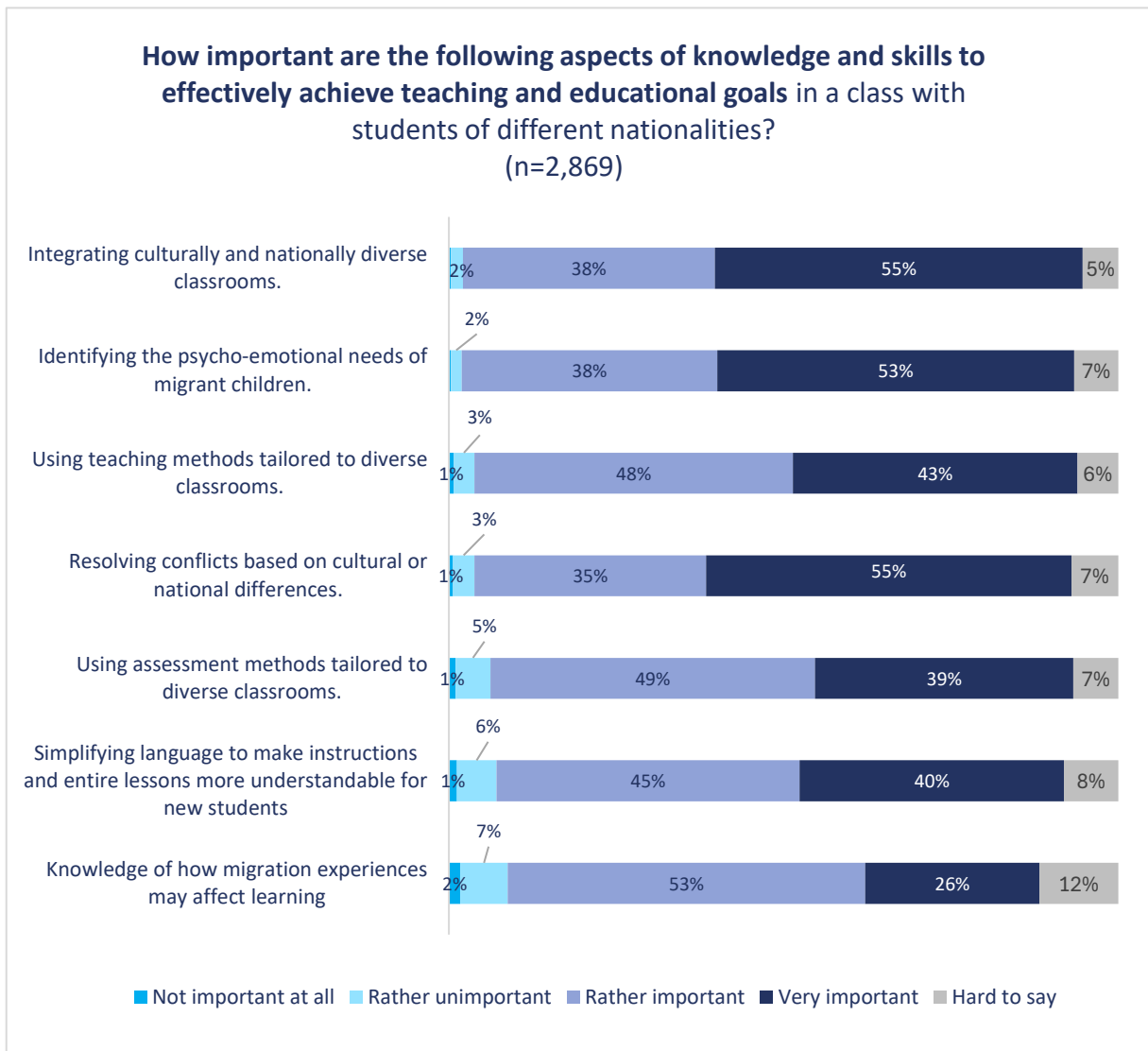


Chart 14a

How important are the following aspects of knowledge and skills to effectively achieve teaching and educational goals in a class with students of different nationalities?

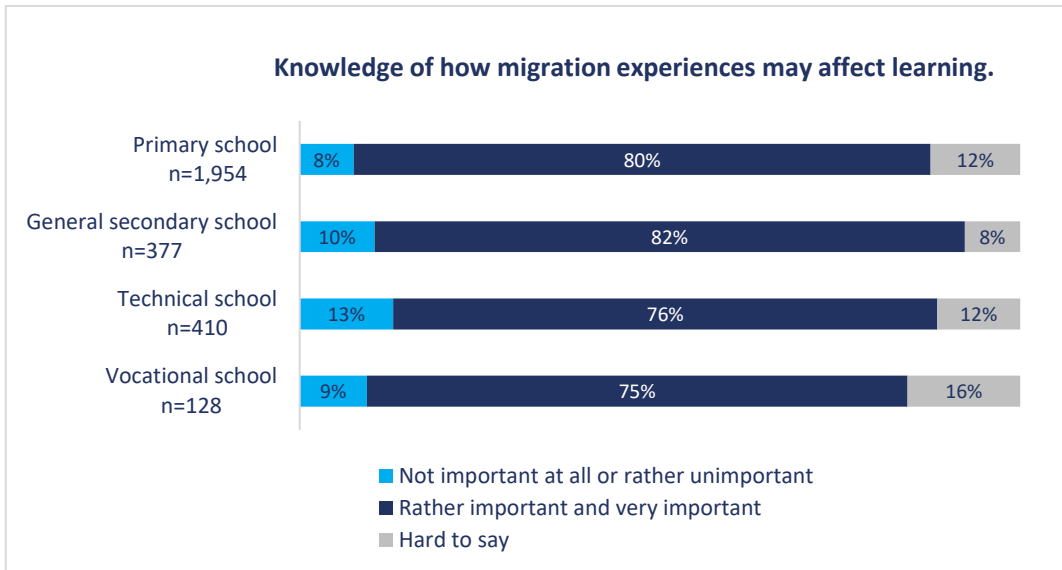


Chart 14 b

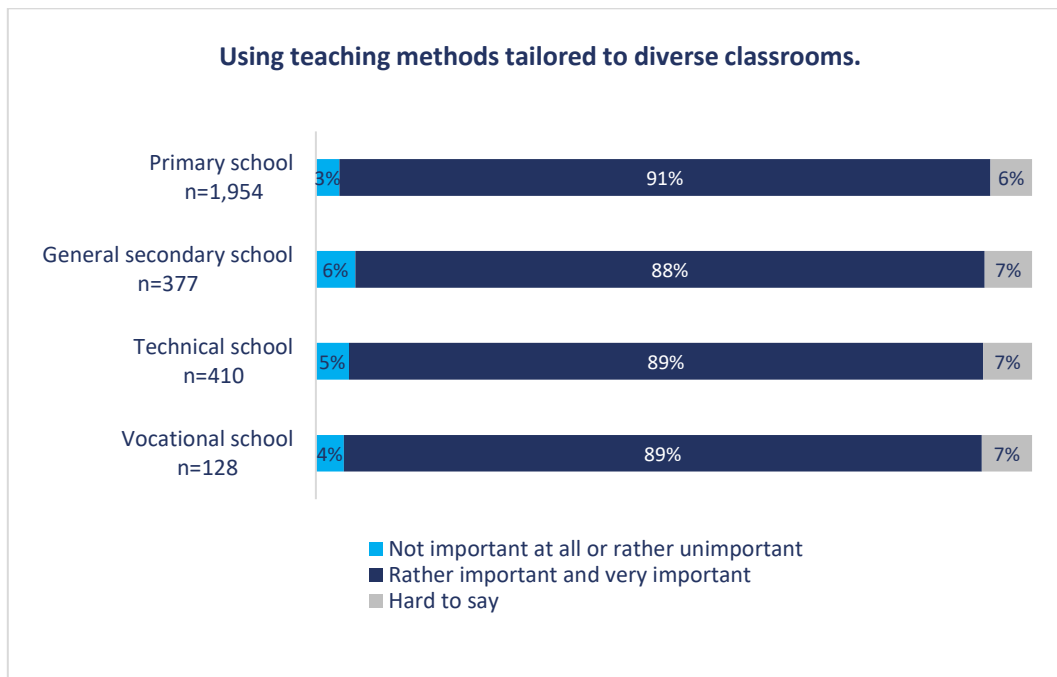


Chart 14c

How important are the following aspects of knowledge and skills to effectively achieve teaching and educational goals in a class with students of different nationalities?

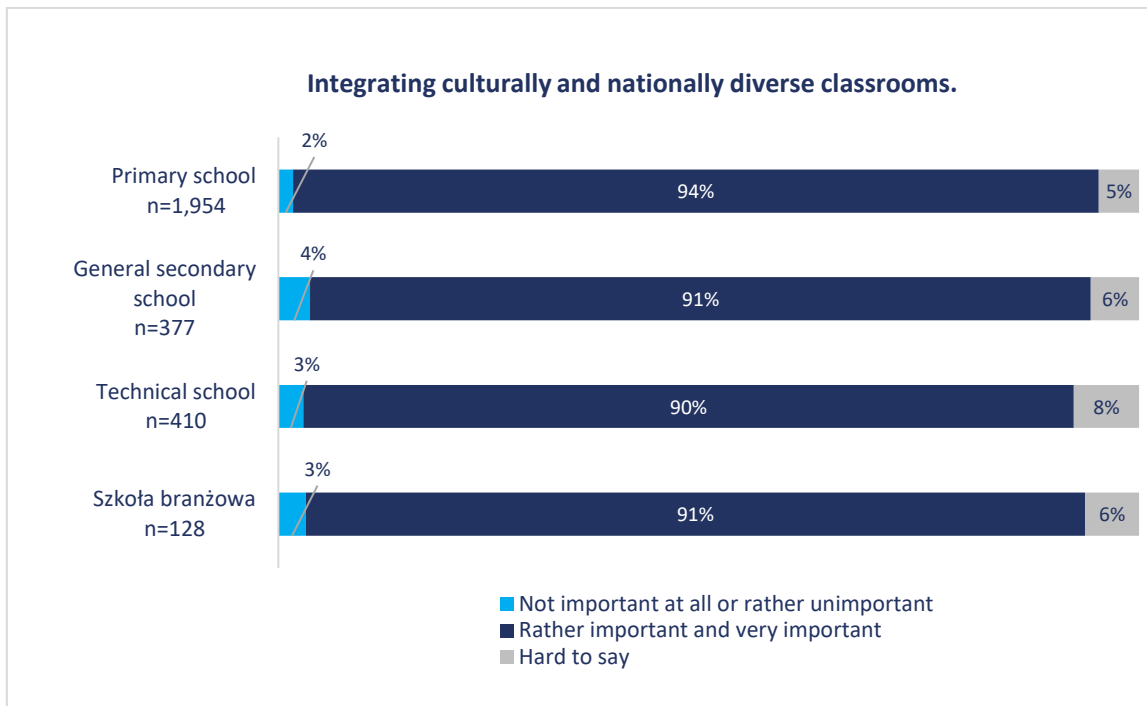


Chart 14d

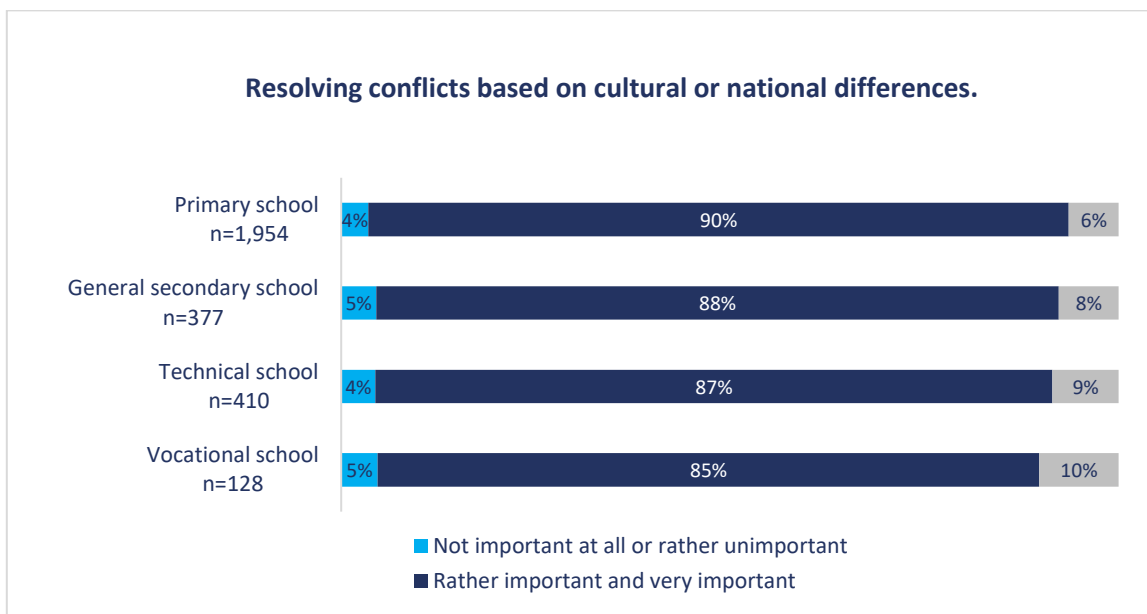


Chart 14e How important are the following aspects of knowledge and skills to effectively achieve teaching and educational goals in a class with students of different nationalities?

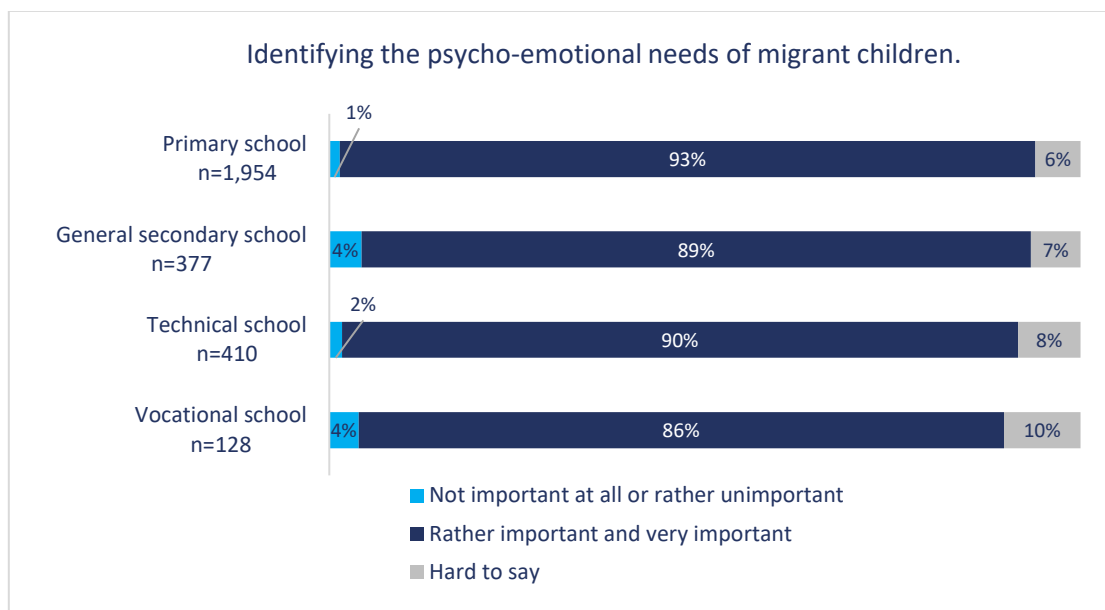


Table 8

How important are the following aspects of knowledge and skills to effectively achieve teaching and educational goals in a class with students of different nationalities?

Knowledge of how migration experiences may affect learning.						Using teaching methods tailored to diverse classrooms.					
	< 10,0	10-20	20-30	30-40	40,0+		< 10,0	10-20	20-30	30-40	40,0+
Not important at all or rather not important	10%	10%	8%	7%	14%	Not important at all or rather not important	4%	5%	3%	4%	4%
Rather important and very important	76%	79%	82%	81%	73%	Rather important and very important	86%	89%	93%	90%	90%
Hard to say	15%	11%	10%	13%	13%	Hard to say	9%	7%	5%	6%	5%
Using assessment methods tailored to diverse classrooms.						Integrating culturally and nationally diverse classrooms.					
	< 10,0	10-20	20-30	30-40	40,0+		< 10,0	10-20	20-30	30-40	40,0+
Not important at all or rather not important	6%	8%	5%	6%	10%	Not important at all or rather not important	3%	4%	1%	1%	5%
Rather important and very important	85%	84%	90%	88%	85%	Rather important and very important	90%	91%	95%	94%	88%
Hard to say	10%	8%	5%	6%	5%	Hard to say	7%	6%	4%	5%	7%

Identifying the psycho-emotional needs of migrant children.					
	<10,0	10-20	20-30	30-40	40,0+
Not important at all or rather not important	3%	2%	2%	1%	1%
Rather important or very important	89%	91%	93%	92%	90%
Hard to say	9%	6%	5%	7%	9%

Table 9 How important are the following aspects of knowledge and skills to effectively achieve teaching and educational goals in a class with students of different nationalities?

Using teaching methods tailored to diverse classrooms.						Using assessment methods tailored to diverse classrooms.						
	Number of foreign students in the classes taught by the teacher						Number of foreign students in the classes taught by the teacher					
	fewer than 5	'6-10	'11-20	20-50	more than 50		fewer than 5	'6-10	'11-20	20-50	more than 50	
Not important at all or rather not important	5%	3%	4%	6%	0%		Not important at all or rather not important	6%	1%	2%	3%	0%
Rather important or very important	90%	91%	91%	87%	93%		Rather important and very important	88%	86%	86%	86%	90%
Hard to say	6%	6%	4%	7%	8%		Hard to say	6%	7%	5%	7%	8%

Table 10 How would you assess your preparedness – in the following areas – to work in a classroom with students of different nationalities?

Knowledge of how migration experiences may affect learning.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	19%	30%	28%	20%
Fairly well or very well	69%	58%	62%	68%
Hard to say	12%	12%	10%	12%

Using teaching methods tailored to diverse classrooms.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	12%	21%	20%	13%
Fairly well or very well	80%	69%	73%	80%
Hard to say	8%	10%	8%	7%
Using assessment methods tailored to diverse classrooms.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	13%	19%	20%	15%
Fairly well or very well	78%	71%	72%	76%
Hard to say	8%	10%	8%	9%
Simplifying language to make instructions and entire lessons more understandable for new students.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	11%	14%	15%	13%
Fairly well or very well	81%	76%	76%	77%
Hard to say	8%	10%	9%	10%
Integrating culturally and nationally diverse classrooms.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	11%	16%	19%	15%
Fairly well or very well	80%	73%	73%	74%
Hard to say	9%	11%	8%	11%
Resolving conflicts based on cultural or national differences.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	16%	21%	23%	19%
Fairly well or very well	73%	65%	64%	68%
Hard to say	11%	14%	13%	13%

Identifying the psycho-emotional needs of migrant children.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
Very poorly or rather poorly	19%	29%	30%	20%
Fairly well or very well	71%	57%	59%	69%
Hard to say	10%	14%	12%	11%

How would you assess your preparedness – in the following areas – to work in a classroom with students of different nationalities?

Knowledge of how migration experiences may affect learning.					
	< 10,0	10 - 20	20 - 30	30 - 40	40,0+
Very poorly or rather poorly	22%	24%	23%	17%	26%
Fairly well or very well	65%	63%	67%	70%	64%
Hard to say	13%	13%	10%	13%	11%
Integrating culturally and nationally diverse classrooms.					
	< 10,0	10 - 20	20 - 30	30 - 40	40,0+
Very poorly or rather poorly	15%	16%	12%	11%	11%
Fairly well or very well	72%	75%	81%	80%	80%
Hard to say		12%	9%	7%	9%

Table 11 How would you assess your preparedness – in the following areas – to work in a classroom with students of different nationalities?

Knowledge of how migration experiences may affect learning.					
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	22%	21%	20%	13%	5%
Fairly well or very well	65%	70%	73%	76%	90%
Hard to say	13%	10%	7%	12%	5%
Using teaching methods tailored to diverse classrooms.					
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	16%	13%	11%	9%	10%
Fairly well or very well	78%	81%	84%	77%	85%
Hard to say	7%	6%	5%	14%	5%
Using assessment methods tailored to diverse classrooms.					
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	16%	13%	11%	13%	15%
Fairly well or very well	77%	81%	84%	73%	83%
Hard to say	8%	6%	6%	14%	3%

	Simplifying language to make instructions and entire lessons more understandable for new students.				
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	13%	10%	10%	10%	15%
Fairly well or very well	80%	82%	85%	80%	78%
Hard to say	7%	8%	5%	10%	8%
	Integrating culturally and nationally diverse classrooms.				
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	13%	12%	11%	8%	13%
Fairly well or very well	79%	81%	83%	80%	78%
Hard to say	8%	7%	6%	13%	10%
	Resolving conflicts based on cultural or national differences.				
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	19%	16%	16%	13%	20%
Fairly well or very well	70%	75%	76%	73%	75%
Hard to say	12%	9%	8%	14%	5%
	Identifying the psycho-emotional needs of migrant children.				
	fewer than 5	'6-10	'11-20	20-50	more than 50
Very poorly or rather poorly	21%	21%	19%	18%	25%
Fairly well or very well	69%	71%	73%	68%	65%
Hard to say	10%	8%	9%	14%	10%

6. Professional Development for Teaching in a Multicultural Classroom – Current Practices and Identified Needs

Chart 15

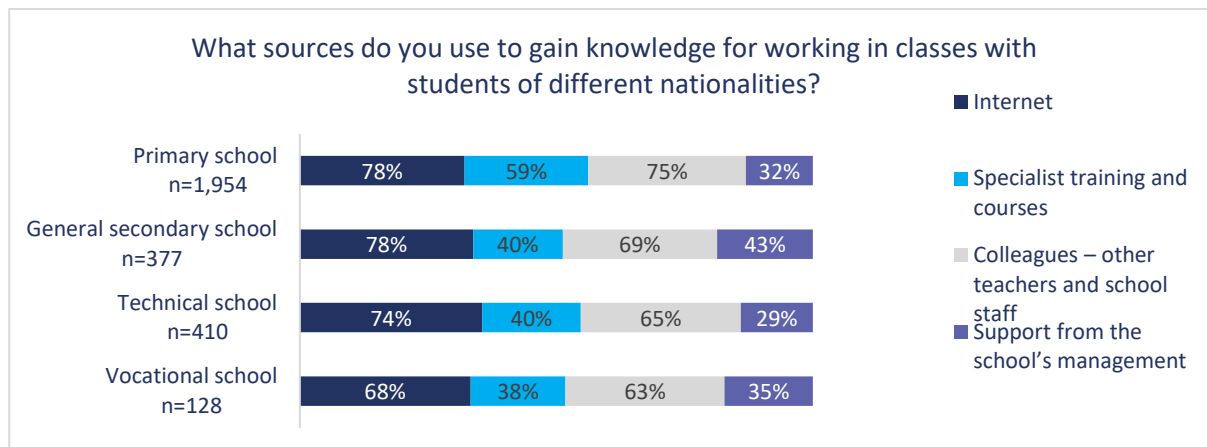


Table 12

What sources do you use to gain knowledge for working in classes with students of different nationalities?					
	Length of work experience				
	< 10,0	10,0 - 19,9	20,0 - 29,9	30,0 - 39,9	40,0+
Internet	78%	80%	77%	76%	66%
Professional literature	26%	27%	29%	33%	34%
Friends or family	16%	16%	13%	13%	7%
Colleagues – other teachers and school staff	76%	72%	71%	72%	66%
Support from the school's management	34%	37%	30%	32%	34%
Polish students	15%	17%	14%	14%	24%

Table 13 In what forms of professional development in the area of student integration and cultural diversity have you participated in the last 2 years?

In-person workshops or courses run by external institutions or individuals					
	Number of foreign students in the classes taught by the teacher				
	fewer than 5	'6-10	'11-20	20-50	more than 50
I took part one or twice	29%	34%	39%	39%	40%
I took part multiple times	7%	10%	13%	14%	28%
I did not participate but would like to	33%	30%	26%	20%	20%
I did not participate and do not wish to	32%	26%	22%	27%	13%
Webinars and individual online events run by external institutions or individuals					
I took part one or twice	38%	46%	49%	37%	33%
I took part multiple times	15%	19%	20%	33%	38%
I did not participate but would like to	27%	20%	19%	16%	18%
I did not participate and do not wish to	20%	15%	13%	14%	13%

Postgraduate studies					
I took part one or twice	3%	4%	6%	9%	5%
I took part multiple times	1%	1%	1%	2%	8%
I did not participate but would like to	13%	14%	15%	9%	23%
I did not participate and do not wish to	83%	81%	79%	80%	65%
Individual consultations with a specialist (psychologist, expert in working with children with migration and refugee experience)					
I took part one or twice	19%	26%	30%	24%	40%
I took part multiple times	13%	14%	15%	22%	28%
I did not participate but would like to	39%	34%	31%	28%	20%
I did not participate and do not wish to	30%	26%	25%	27%	13%
In-school Teacher Training – subject teams, task teams, and other forms.					
I took part one or twice	34%	40%	41%	39%	48%
I took part multiple times	15%	17%	23%	28%	25%
I did not participate but would like to	30%	22%	20%	17%	23%
I did not participate and do not wish to	21%	21%	16%	16%	5%
Self-study (reading literature, analysing resources available online)					
I took part one or twice	32%	34%	33%	26%	18%
I took part multiple times	44%	49%	50%	58%	68%
I did not participate but would like to	11%	9%	9%	8%	8%
I did not participate and do not wish to	13%	9%	8%	8%	8%

Table 14

Why have you not attended specialist courses or training on student integration and cultural diversity?				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
The programme of these courses/training does not meet my needs	12%	6%	6%	9%
Our school has not received such offers	15%	23%	22%	19%

Table 15 In what forms of professional development in the area of student integration and cultural diversity have you participated in the last 2 years?

In-person workshops or courses run by external institutions or individuals				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
I took part one or twice	35%	23%	21%	26%
I took part multiple times	10%	6%	6%	6%
I did not participate but would like to	29%	35%	36%	38%
I did not participate and do not wish to	27%	36%	37%	30%

Webinars and individual online events run by external institutions or individuals				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
I took part one or twice	45%	31%	32%	37%
I took part multiple times	20%	10%	10%	10%
I did not participate but would like to	20%	32%	30%	30%
I did not participate and do not wish to	15%	27%	28%	23%
Individual consultations with a specialist (psychologist, expert in working with children with migration and refugee experience)				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
I took part one or twice	25%	20%	20%	18%
I took part multiple times	15%	7%	7%	9%
I did not participate but would like to	34%	40%	36%	40%
I did not participate and do not wish to	26%	34%	37%	32%
In-school Teacher Training – subject teams, task teams, and other forms.				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
I took part one or twice	39%	30%	29%	30%
I took part multiple times	19%	9%	11%	12%
I did not participate but would like to	24%	34%	32%	31%
I did not participate and do not wish to	18%	28%	29%	28%
Self-study (reading literature, analysing resources available online)				
	Primary school n=1,924	General secondary school n=377	Technical school n=410	Vocational school n=128
I took part one or twice	32%	31%	35%	25%
I took part multiple times	50%	39%	32%	39%
I did not participate but would like to	9%	13%	14%	18%
I did not participate and do not wish to	9%	18%	19%	18%

Table 16a In what forms of professional development in the area of student integration and cultural diversity have you participated in the last 2 years?

In-person workshops or courses run by external institutions or individuals					
	Length of work experience				
	< 10,0	10,0 - 19,9	20,0 - 29,9	30,0 - 39,9	40,0+
I took part one or twice	29%	30%	32%	32%	22%
I took part multiple times	7%	11%	7%	9%	15%
I did not participate but would like to	38%	31%	32%	25%	37%
I did not participate and do not wish to	26%	28%	29%	34%	27%
Webinars and individual online events run by external institutions or individuals					
I took part one or twice	40%	39%	40%	45%	36%
I took part multiple times	16%	18%	15%	18%	28%
I did not participate but would like to	28%	25%	25%	18%	19%
I did not participate and do not wish to	17%	19%	20%	19%	17%
Postgraduate studies					
I took part one or twice	7%	5%	3%	2%	3%
I took part multiple times	1%	2%	1%	1%	1%
I did not participate but would like to	21%	13%	13%	9%	25%
I did not participate and do not wish to	72%	79%	83%	88%	71%
In-school Teacher Training – subject teams, task teams, and other forms.					
I took part one or twice	35%	37%	35%	37%	37%
I took part multiple times	14%	16%	15%	19%	23%
I did not participate but would like to	32%	27%	27%	22%	22%
I did not participate and do not wish to	20%	20%	22%	22%	19%

Table 16b In what forms of professional development in the area of student integration and cultural diversity have you participated in the last 2 years?

In-person workshops or courses run by external institutions or individuals					
	Length of work experience				
	< 10,0	10,0 - 19,9	20,0 - 29,9	30,0 - 39,9	40,0+
I participated	36%	41%	39%	41%	37%
I didn't participated	64%	59%	61%	59%	63%
Webinars and individual online events run by external institutions or individuals					
I participated	56%	57%	55%	63%	63%
I didn't participated	44%	43%	45%	37%	37%
Postgraduate studies					
I participated	7%	7%	4%	3%	4%
I didn't participated	93%	93%	96%	97%	96%

In-school Teacher Training – subject teams, task teams, and other forms.					
I participated	49%	53%	50%	56%	59%
I didn't participated	51%	47%	50%	44%	41%

Table 17 In what forms of professional development in the area of student integration and cultural diversity have you participated in the last 2 years?

In-person workshops or courses run by external institutions or individuals					
	Number of foreign students in the classes taught by the teacher				
	fewer than 5	'6-10	'11-20	20-50	more than 50
I took part one or twice	29%	34%	39%	39%	40%
I took part multiple times	7%	10%	13%	14%	28%
I did not participate but would like to	33%	30%	26%	20%	20%
I did not participate and do not wish to	32%	26%	22%	27%	13%
Webinars and individual online events run by external institutions or individuals					
I took part one or twice	38%	46%	49%	37%	33%
I took part multiple times	15%	19%	20%	33%	38%
I did not participate but would like to	27%	20%	19%	16%	18%
I did not participate and do not wish to	20%	15%	13%	14%	13%
Postgraduate studies					
I took part one or twice	3%	4%	6%	9%	5%
I took part multiple times	1%	1%	1%	2%	8%
I did not participate but would like to	13%	14%	15%	9%	23%
I did not participate and do not wish to	83%	81%	79%	80%	65%
Individual consultations with a specialist (psychologist, expert in working with children with migration and refugee experience)					
I took part one or twice	19%	26%	30%	24%	40%
I took part multiple times	13%	14%	15%	22%	28%
I did not participate but would like to	39%	34%	31%	28%	20%
I did not participate and do not wish to	30%	26%	25%	27%	13%
In-school Teacher Training – subject teams, task teams, and other forms.					
I took part one or twice	34%	40%	41%	39%	48%
I took part multiple times	15%	17%	23%	28%	25%
I did not participate but would like to	30%	22%	20%	17%	23%
I did not participate and do not wish to	21%	21%	16%	16%	5%
Self-study (reading literature, analysing resources available online)					
I took part one or twice	32%	34%	33%	26%	18%
I took part multiple times	44%	49%	50%	58%	68%
I did not participate but would like to	11%	9%	9%	8%	8%
I did not participate and do not wish to	13%	9%	8%	8%	8%

Table 18

What was the topic of professional development activities in the area of student integration and cultural diversity that you participated in over the past two years?				
	Primary school n=1,726	General secondary school n=287	Technical school n=303	Vocational school n=92
Topics related to students' countries of origin and their cultures	32%	38%	35%	25%
Methodology for teaching and assessing students of nationalities other than Polish	44%	50%	39%	38%
Teaching Polish as a second language	31%	17%	18%	25%
Educational work with children with refugee experience or war trauma	49%	29%	34%	39%
How to integrate children in multicultural classrooms and schools	24%	31%	33%	29%
Diagnosing and resolving conflicts based on national or cultural differences	18%	23%	21%	13%

Table 19

Was the professional development support you received over the last 2 years sufficient for you?				
	Primary school n=1,726	General secondary school n=287	Technical school n=303	Vocational school n=92
Yes, it was entirely sufficient.	27%	30%	36%	39%
Quite, but I still feel the need to develop in this area.	41%	38%	34%	39%
Not really – what was provided was a drop in the ocean of needs.	25%	23%	22%	16%
No, it was entirely insufficient	7%	8%	8%	5%

Table 20

What would you need to strengthen the quality of your work with students with migration or refugee experience?

	Primary school n=1,830	General secondary school n=270	Technical school n=184	Vocational school n=56
Provision of regular training on educational integration, working with children with migration or refugee experience, and their psycho-educational needs, including war trauma.	20%	21%	28%	30%
Mutual support (collaboration) among schoolteachers – regular discussions and sharing best practices within staff meetings or teams of subject teachers / classroom teachers.	25%	30%	31%	20%
Opportunities to consult specialists in the field of education of children with migration or refugee experience.	38%	42%	46%	54%
Ensuring the support of multicultural assistants in classrooms with children with migration or refugee experience.	35%	25%	21%	14%
Ministry-level standards and recommendations for implementing the curriculum, assessment, and classification of students with migration or refugee experience	24%	33%	26%	21%
Special recognition (e.g., awards) of teachers engaged in integrating new students.	11%	6%	12%	4%

Table 21

What would you need to strengthen the quality of your work with students with migration or refugee experience?

	Number of foreign students in the classes taught by the teacher				
	fewer than 5	'6-10	'11-20	20-50	more than 50
Access to teaching materials, such as lesson plans, textbooks, or worksheets, for working with children with migration or refugee experience.	54%	53%	50%	38%	48%
Greater support from school counsellors and psychologists in working with children with migration or refugee experience.	17%	20%	19%	26%	8%
Ensuring the presence support of multicultural assistants in classrooms with children with migration or refugee experience.	29%	36%	33%	35%	45%
Special recognition (e.g., awards) of teachers engaged in integrating new students.	9%	12%	13%	12%	20%