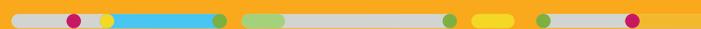


Katarzyna Potoniec

**COMPARATIVE ANALYSIS  
OF INSTRUMENTS  
SUPPORTING THE  
INTEGRATION OF PUPILS  
UNDER INTERNATIONAL  
PROTECTION  
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### Summary

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## Introduction

The Charter of Fundamental Rights of the European Union states that everyone has the right to education (Art. 14). This right, in accordance with EU regulations, also applies to children with refugee experience. Member States are obliged to ensure access to education for minor children already at the stage of their applying for international protection (Directive of the European Parliament and of the Council of 26 June 2013, Art. 14). Pursuant to the provisions of the directive, education should be provided under similar conditions as for nationals, although it may be organized in centres for foreigners. Children should have access to preparatory classes where necessary, including language courses, to facilitate their participation in the mainstream education system. Children who have been granted international protection should have access to education under the same conditions as nationals of a given country (Directive of the European Parliament and of the Council of 13 December 2011, Art. 27).

The EU's common basic principles for the integration of immigrants also refer to education. The fifth principle emphasizes the importance of making effort in the field of education as it is essential to prepare migrants, and especially their children, for success and active participation in society, which brings positive effects not only for the individual but also for society as a whole.

The implications of these provisions for the educational policies of the member states are diverse. The education of students with refugee experience as well as tools supporting their integration in individual EU countries is also varied.

This study analyses the educational situation of students with refugee experience in three countries: the Czech Republic, Poland and Hungary. What is presented within its framework are the educational systems of the individual countries in the scope of educating children under international protection and asylum seekers, the instruments supporting integration and the educational policies of a given country towards the integration of this group of students. The main challenges faced by the educational systems of the countries are also discussed and – in light of the circumstances during the preparation of this analysis – there is a description of the situation

of students with refugee experience during the COVID-19 pandemic. The summary formulates the basic conclusions drawn from the comparison of the situations in the Czech Republic, Poland and Hungary, along with recommendations for the educational policies of these countries.

This paper is based mainly on data collected during research carried out within the project „National Integration Evaluation Mechanism. Measuring and improving integration of beneficiaries of international protection”, on the analyses of available studies and reports, and interviews with experts.

## Chapter 1. The Czech Republic

### 1.1 Education of children under international protection in the Czech Republic

The issues regarding the education of foreign children in the Czech Republic are regulated by Act 561/2004 of September 24, 2004, on pre-school, elementary, secondary, higher vocational and other education, the so-called School Act (Zákon 561/2004 Sb. o předškolním, základním, středním, vyšším odborném a jiném vzdělávání - školský zákon). Pursuant to § 20, all children residing in the Czech Republic, including asylum seekers and beneficiaries of international protection, are obliged to attend school. Compulsory education lasts until the age of seventeen. Children with refugee experience have access to education in the Czech Republic on the same terms as nationals of that country.

Foreign children, including asylum seekers or those under international protection, are not treated as a separate group under Czech legislation. They fall under the category of children with special educational needs (§ 16 of Act No. 561/2004). The premise for this is, first of all, the children's insufficient knowledge of the language of instruction and their different cultural environment (Ordinance No. 27/2016 on the education of pupils with special educational needs and gifted students; Vyhláška 27/2016 Sb. o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných).

In the 2020/2021 school year, a total of 287 pupils under international protection studied in Czech elementary schools and 61 pupils in secondary schools. There is no detailed data on this subject.

### 1.2 Instruments supporting the integration of children under international protection into the Czech educational system

Czech legislation allows for specially dedicated support for foreign students to prepare them for learning in Czech schools. Pursuant to the provisions of the School Act (§ 20), all foreign students (including asylum seekers and those under protection) who are just starting elementary education or who have been in the compulsory education in the Czech Republic for no longer than 24 months, are entitled to free preparatory classes. The aim of the support is to integrate the children into the education system at the level of the

primary school curriculum and involves Czech language learning adapted to the needs of foreign students. The number of hours of language preparation lessons is from 100 to 200 hours. The scope of support for each student is determined by the school head on the basis of initial knowledge verification. In each region, there is at least one school that is responsible for conducting language preparation classes in the form of stationary or remote classes. According to the changes currently being introduced, schools where the share of foreign students in the total number of students is at least 5% will be obliged to run such classes.

Other support for foreign students, also for those who have been in compulsory education in the Czech Republic for more than 24 months, is organized on the basis of § 16 of the School Act. The starting point for receiving support is the diagnosis of a given child as a student with special educational needs. The child undergoes assessment, and on this basis, the type of support needed is assigned from a five-point scale of support measures. Special educational needs of foreign children usually result from reasons related to their different cultural environment and insufficient knowledge of the language of instruction. Depending on the level of Czech language knowledge, this may be level II or III of the support measures. Support measures from level II to V are granted upon the decision of a pedagogical-psychological centre or specialist counselling centre – this also applies to foreign children. The diagnosis is always carried out at the request of the parents, and the proposed auxiliary measures can only be implemented with their consent.

The support measures for children with migration experience depend on the defined level. These may include, among others, adapting the content of education and assessment methods, special textbooks and teaching aids (e.g. textbooks for learning Czech as a foreign language), pedagogical intervention (as part of individual work with the student or with the class, e.g. providing help with learning the Czech language), special pedagogical care, psychological support, the help of a teacher's assistant (including a bilingual assistant). In addition, pupils who qualify for support measures at levels II and III are entitled to at least three hours of Czech as a foreign language lessons per week: at level II – up to 120 hours per year, at level III – up to 200 hours per year.

The regional centres of the National Pedagogical Institute offer newly arrived foreign students the support of adaptation coordinators. The coordinators accompany the child, introducing them to the school reality during the first four weeks from the moment they start learning. They help them to get acquainted with the school and the class (with organizational issues, functioning norms and principles, orientation in the school space, etc.). They also participate in Czech as a foreign language classes. The coordinators may be employees of the school or may be employed elsewhere. This form of support is very popular among schools and currently exceeds the possibilities offered by the Institute.

### 1.3 Czech education policy towards the integration of children under international protection

The institution responsible for the integration of foreigners in the field of education is the Ministry of Education, Youth and Sports. The ministry is also responsible for the care of minor foreigners who have found themselves in the Czech Republic without legal guardians. The ministry is the founder of a centre for children with migration experience (Zařízení pro děti cizince), which provides full direct support to unaccompanied minors.

In 2014, the National Pedagogical Institute (NPI) was established. It is managed directly by the Ministry of Education, with financial support from the Ministry of the Interior. The Institute is a centrally organized support system for schools and educational institutions teaching children with migration experience. It has branches in every region. It offers a wide range of support for schools and teaching staff in methodology, information, counselling and organization related to the education of foreign children. The Institute develops and implements educational programmes focusing on increasing teachers' competencies in this area. It also provides an e-learning programme for teaching Czech as a foreign language.

The National Pedagogical Institute offers support for adaptation coordinators as well as translation and interpreting for schools and pedagogical counselling centres. It runs an online portal which is an important source of information (available at: <http://cizinci.npi.cz>). It is constantly supplemented with up-to-date information, methodological and didactic materials as well as professional articles from all areas of the education of foreign students. There are teaching materials and methodology sheets available for free download. It provides useful information and ready-to-use forms for schools,

which are translated into different languages. The Institute's branches are responsible for networking local entities related to the education of migrant children at the regional level.

The activities of NPI are implemented in cooperation with META o.p.s. – Association for Opportunities of Young Migrants. META is a non-profit organization, which provides many methodological and diagnostic materials, translated documents, forms and current information. It supports most of the changes in the education system for foreign children, including those under international protection.

The Ministry of Education, Youth and Sport had annually announced the Development Programme „Support for the education of foreigners at schools”, which financed activities related to the education of children with migration experience. As of 2021, the programme is no longer announced. The formula for financing activities in this area is changing – according to the Ministry, this will help to implement them more systematically.

#### 1.4 Educational situation of children under international protection during the COVID-19 pandemic

During the COVID-19 pandemic, no specific measures were taken to address children with refugee experience. The National Pedagogical Institute of the Czech Republic regularly published (on its pedagogical support portal) materials and translations on epidemiological measures introduced by schools and the organization of distance learning (in 14 different languages) and other translated documents which schools can use in communication with foreign students and their parents.

#### 1.5 Challenges related to the integration of children under international protection in the educational system of the Czech Republic

An important challenge in the context of educating children with refugee experience is the need to initiate a general, professional discussion on their education and presence in the education system and the need to provide them with comprehensive, systemic assistance that would take into account their specific situation. Adequate linguistic, psychological and social support, as well as their adequate financing, are essential. It is necessary to support local translators and teaching assistants who also work with the family in their environment. Neither their current number nor funding are sufficient.

Children with refugee experience are identified in the Czech education system as children with special educational needs. On this basis, they can be supported by pedagogical and psychological counselling centres. However, these institutions often do not have sufficient competencies to work with pupils who are beneficiaries of international protection; they are unfamiliar with their specific situation and are under pressure to cut costs. Therefore, it happens that they issue recommendations for support measures at a lower level than the student requires and is entitled to get. As a result, he or she does not receive sufficient language assistance or other support measures (e.g. in the form of a teaching assistant). In such a situation, the school faces the need to provide assistance from its own resources or to independently seek funds for this purpose.

It is necessary to provide more training courses for bilingual assistants, teachers of Czech as a foreign language and for teachers and school principals. A coherent procedure for placing foreigners in the education system should also be developed – at present, each school prepares it independently. As a consequence, some schools have detailed plans and a support system, while others have virtually nothing. The procedure should cover not only the student but also the family, along with a plan for working with them.

Currently, in the Czech Republic, changes in the organization of teaching Czech as a foreign language and the method of financing are entering into force. The year 2021 is a transition year, so it is too early to assess the new solutions and the related challenges.

## Chapter 2. Poland

### 2.1 Education of children under international protection in Poland

The Constitution of the Republic of Poland (Art. 70, sections 1 and 2) grants all children residing in Poland the right to free education in public schools. This right also covers foreign children, including children with refugee experience. Children under international and humanitarian protection and children applying for protection do not constitute a separate group of pupils in Polish legislation. They are treated like all other foreign children. Children without Polish citizenship who are subject to compulsory education (up to the age of 18 or completion of secondary school education) may study in public educational institutions on the same terms as Polish children (Education Law Act, Art. 165, sections 1 and 2).

Polish legislation defines the procedures for admitting foreign children to public educational institutions. Enrolment at schools for children applying for international protection is organized on a continuous basis. According to the Office for Foreigners, this should take no longer than two weeks after arrival at a centre for foreigners. When choosing a school, the location principle applies – children are admitted ex officio to the schools in the district where they live. If one wishes to enrol their child at another school, the decisive factor is whether there are any vacancies there (Regulation of the Minister of National Education of 23 August 2017 on the education of non-Polish citizens and persons who are Polish citizens who have studied in schools operating in the education systems of other countries, § 4, section 1, points 1 and 2). Children are qualified for the appropriate class on the basis of their school records. If a student arriving from abroad is unable to submit the required documents, he or she is assigned to the appropriate class on the basis of an interview, the student's age, the parent's opinion or – in the case of adult students – his or her own opinion (§§ 11 and 12). Ultimately, it is the school head who decides which class a student should be in and which criteria should be considered the most important.

Data on the number of foreign children is collected through the nationwide Educational Information System. On its basis, it can be concluded that in March 2021, there were 278 children under international protection, 474 under humanitarian protection and 247 seeking protection enrolled in elementary schools. As for secondary schools, there were 66 beneficiaries of international protection, 118 beneficiaries of humanitarian protection and

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140 asylum seekers. The analysis of this data and comparing it with other information shows that the system of collecting information on foreign students is flawed and the data are not complete. This is mainly due to the difficulties in determining the legal situation of a given student by the school staff.

## 2.2 Instruments supporting the integration of children under international protection into the Polish educational system

The provisions of Polish law provide for specially dedicated support for children coming from abroad consisting of additional classes in Polish as a foreign language, remedial classes in other subjects, help of an assistant, and in the form of preparatory departments (Education Law, Art. 165, Regulation of the Ministry of National Education of 23 August 2017, § 16-19).

Polish as a foreign language and remedial classes in other subjects are organized by the school for all children coming from abroad who do not know Polish or know it at a level insufficient to study in an efficient way – both for foreign children and Polish children returning from abroad (beneficiaries of international protection are not indicated as a special group). Classes can be organized individually and in a group. Polish as a foreign language classes should be held at least two hours a week, and the total number of supplementary lessons (Polish and remedial classes) cannot exceed five hours per week per student. There is no information on the number of children participating in particular activities and their effectiveness. The Supreme Audit Office indicates that in the schools it had audited, these classes were often organized insufficiently and without taking into account the needs and capabilities of students (Supreme Audit Office, 2020).

The help of an intercultural assistant (teacher's aide) is addressed to students who are not Polish citizens and do not know the Polish language at a level sufficient to study. Persons employed in this role must speak the language of the student's country of origin. Pupils may use this help for no longer than 12 months. It is difficult to calculate the number of people employed as intercultural assistants. Experts estimate that in total it is a group of 60-70 people (working with all foreign children). It should be emphasized that the vast majority of teaching assistants are employed not by schools, but by non-governmental organizations as part of projects co-financed by the European Union or other funds.

Polish schools have the possibility of establishing preparatory departments for children coming from abroad. Their aim is to ensure appropriate conditions of education and adjust its organizational form to the needs and possibilities of children who are adapting to education in Polish schools. Classes in the departments may be conducted with the support of a person who speaks a language known by the children (an intercultural assistant). The number of pupils in a department cannot exceed 15. Classes are conducted according to the curricula implemented at schools, with the adaptation of methods and forms of implementation to the individual learning and development needs and psychophysical abilities of the pupils. Polish as a foreign language classes are held at least three hours a week. The curriculum for the implementation of compulsory education ranges from a minimum of 20 hours a week in grades 1-3 of elementary school to a minimum of 26 hours a week in secondary school. Lessons in combined classes are allowed. In 2020, there were 61 preparatory departments with 658 students coming from abroad.

### 2.3 Polish education policy towards the integration of children under international protection

Children with refugee experience are treated by the education system in accordance with the rules relating to children coming from abroad, including Polish children. There are no dedicated specific solutions that would take into account their special needs. There are also no mechanisms to monitor the educational policies, legislation, programmes and educational practices aimed at children under international protection and asylum seekers. There are no activities monitoring the educational results of this group of pupils.

The Ministry responsible for education does not conduct any information or educational campaigns that would promote information about the situation of children with refugee experience. A few activities are undertaken by the Centre for Education Development (ORE), which is the national teacher training institution. ORE systematically organizes training courses for teachers concerning work with students with migration experience.

In accordance with Polish legislation, the authorities running schools in which foreign children study may apply for an increased educational subsidy. However, this applies only to pupils of preparatory departments and those benefiting from additional Polish language learning. In practice, these

funds are part of the overall budget allocated to education. The local governments are not obliged to allocate them to support foreign students.

## 2.4 Educational situation of children under international protection during the COVID-19 epidemic

Remote teaching, introduced as a result of the COVID-19 epidemic, had a significant impact on the education process in general and also for children under international protection and asylum seekers in Poland.

The main problem faced by children and their parents was their access to the technical equipment necessary to participate in remote classes. The Commissioner for Human Rights (Ombudsman) pointed to the particular difficulty in this area for asylum seekers living in centres for foreigners and in guarded centres of the Border Guard. Another major difficulty was that remote education was conducted entirely in Polish, which was a challenge for students and their parents, who were not able to help their children in learning (Letter of the Ombudsman of April 24, 2020, to the Minister of National Education). In this situation, a large part of teachers' tasks were shifted to intercultural assistants (at schools cooperating with assistants).

No systemic support measures on the part of the state were taken. The responsibility for this rested primarily with schools, parents and non-governmental organizations (Dąbrowa, 2020).

## 2.5 Challenges related to the integration of children under international protection in the educational system of Poland

A major challenge for the education of children under international protection in Poland is the lack of appropriate (also long-term) policies – there is no formal long-term strategy involving all concerned partners (ministry, educational institutions, research institutions, expert organizations, representatives of schools and local authorities) to facilitate the integration of beneficiaries of international protection through education. At the central level, there is no mechanism for monitoring and evaluating educational policy and the educational outcomes of children and teenagers. There are no permanent anti-discrimination or intercultural education classes in the school curricula that could sensitize Polish students to the situation of children with refugee experience.

As the report of the Supreme Audit Office shows, the existing legal provisions do not guarantee adequate support for children with migration experience. The inspections carried out in twenty-six schools educating foreign children indicate that they are not sufficiently prepared to effectively teach and support this group of pupils. Schools and teaching staff still lack competencies and skills in the field of educating foreign children and do not have adequate funds for this purpose.

Practice shows that intercultural assistants are one of the most effective ways of supporting children with migration experience. Despite the fact that legal regulations have allowed schools to employ people in this role since 2010, it is still not a widely used solution. This is due both to ignorance of the guidelines in this area and insufficient financial resources for this purpose.

## Chapter 3. Hungary

### 3.1 Education of children under international protection in Hungary

Access to education for children with refugee experience in Hungary is regulated by Act CXC of 2011 on National Public Education (2011. évi CXC. törvény a köznevelésről). According to its provisions, every child of compulsory school age (from 6 to 16) must attend institutional education (section 92, point 1 (a); Langer-Buchwald, 2019, p. 442). Children who have been granted international and humanitarian protection as well as children applying for refugee status have access to education under the same conditions as Hungarian children. This does not apply to post-secondary and higher education – in this case, persons within the asylum procedure are not entitled to free access to post-secondary and higher education. The remaining groups (persons granted refugee status, subsidiary protection or humanitarian protection) face barriers in the form of a lack of knowledge of the Hungarian language and difficulties in having their previous education recognized which would entitle them to start education at a given level. As a result, asylum seekers over the age of 16 are not allowed to attend school until they are granted international protection. In practice, however, it depends on the availability of places in schools admitting foreign children (The Asylum Information Database, 2021).

The system of collecting data on the number of foreign children at different stages of education has many gaps, which makes it difficult to estimate the exact number of students from particular groups in different types of institutions. Schools report the number of admitted foreign children to the competent authority (the Education Authority), which provides aggregated data on asylum seekers and beneficiaries of international protection. According to the Office, in the 2020/2021 school year, there were 29 asylum seekers and beneficiaries of international protection enrolled in kindergartens, 69 in elementary schools and 56 in secondary schools (in Hungary there is no distinction between lower and upper secondary education). In 2021 (as of July 6), three people with tolerated status and four refugees studied at Hungarian universities.

Public education legislation declares focusing on the special needs of children with integration difficulties. Nevertheless, beneficiaries of international protection are not identified as a group that needs special attention in

this regard. There are also no educational programmes available to address the specific needs of this group. The state does not provide schools with any assistance in the admission and education of beneficiaries of international protection.

Hungarian legislation does not condition any special procedures for admitting children with refugee experience to schools (e.g. national criteria for assessing their level of education and prior learning, carrying out an assessment with an appropriate translation or in the child's first language, assessment guidelines in the absence of documents from the country of origin, etc.). Assigning foreign students to a given class is a decision of the school head who takes into account the number of school years the student has already completed, their level of knowledge of the Hungarian language, but also available places in individual classes and their composition. It is best to place children in grades according to their age, but in practice, they can sometimes be placed a year or two lower in order to give them the opportunity to learn Hungarian, especially if the pupil is planning to take the final exams (Hetzer, 2018, p. 28).

As a rule, beneficiaries of international protection do not face administrative barriers during the procedure of admitting children to schools. Asylum seekers are an exception, in whose case the decisions made by school authorities regarding their admission to a given institution or not are discretionary.

### 3.2 Instruments supporting the integration of children under international protection into the Hungarian educational system

Hungarian legislation does not provide for special support for foreign children attending educational institutions in the field of learning Hungarian or other programmes supporting their adaptation at school. Only a few schools and non-governmental organizations organize Hungarian language lessons on their own – without state support (both organizational and financial).

The only help children under international protection can count on when attending schools is the free provision of school textbooks. Pursuant to the provisions of the Public Education Act, a citizen of a country other than Hungary is entitled to free textbooks under the same conditions as Hungarian citizens (Langer-Buchwald, 2019, p. 442).

There are also no educational programmes to prepare the teaching staff to work with children who are beneficiaries of international protection. There are no specialized training courses on the specific needs of this group of pupils.

### 3.3 Hungarian education policy towards the integration of children under international protection

The Ministry responsible for education (Emberi Erőforrások Minisztériuma / Ministry of National Resources) has not adopted any mechanism enabling the inclusion of beneficiaries of international protection into mainstream education policy. There is a lack of coordination between government institutions and regional and local education authorities and school councils as far as the education of beneficiaries of international protection is concerned. There are no partnerships in the field of education with specialized NGOs. The state undertakes no actions which would be aimed at raising public awareness of the specific situation of beneficiaries of international protection.

In January 2018, the government decided to withdraw almost all calls for proposals under the national Asylum, Migration and Integration Fund (AMIF) programme, and since then, it has not announced new calls to support activities in the area of access to education for beneficiaries of international protection. In practice, this means that since July 2018, AMIF-financed projects in this area have not been implemented in Hungary. The state budget also does not allocate other funds for targeted educational activities for beneficiaries of international protection.

### 3.4 Educational situation of children under international protection during the COVID-19 epidemic

There is no dedicated support for children under international protection, and the problems of this group are not recognized by local and national authorities. Some local governments have provided computer equipment for students who have difficulty accessing remote education. Refugee children were given tablets or laptops, but this support was not specifically targeted at foreigners, including refugees, but generally at students who had difficulties with technical equipment. Help is organized by the Hungarian Association for Migrants Menedék – online mentoring and psychological support for refugee children was provided.

### 3.5 Challenges related to the integration of children under international protection in the educational system of Hungary

The biggest challenge in the education of refugee children in Hungary is the lack of systematic activities supporting the education and integration of children under international protection, especially Hungarian language courses and educational programmes introducing them to the education system. There are no such activities carried out on the part of the state. Such activities are undertaken only by a few schools and non-governmental organizations (without government funding). Another serious problem is the lack of specialist training for teachers in the specific needs of foreigners, especially of persons under international protection.

The education of children asylum seekers is also a challenge. The experience of the Menedék Association shows that many local schools are reluctant to accept foreign children. The reason is that the schools are not prepared to educate children seeking asylum and beneficiaries of international protection. Some schools report that Hungarian parents are unfavourable to the prospect of accepting these children. It also happens that schools admit asylum seekers only to separate classes, but without providing them with an appropriate educational programme and only for two hours a day (Hungarian pupils spend 5-7 hours a day at school) (The Asylum Information Database, 2021).

Until May 2020, educating children in transit zones was a big challenge. From September 2015, and especially in spring 2017 and May 2020, asylum seekers (including children with their families and unaccompanied minors aged 14 and over) were usually placed in transit zones. The authorities provided them with education, but the schools operating there did not fit into the Hungarian education system. Therefore, education in transit zones was not considered to be formal public education. Schools in transit zones only had a temporary operating license and the school certificates they issued are not valid in Hungary. In May 2020, the government decided to close the transit zones. All foreigners placed there were accommodated in other open or semi-open facilities.

## Conclusions

Legal regulations in the Czech Republic, Poland and Hungary guarantee free access to education to all children covered by compulsory education. This also applies to children with refugee experience, who can receive education on the same terms as nationals of the countries. However, it should be emphasized that this does not guarantee that adequate support will be provided to children under international protection, and in practice, this area needs to be improved in each of the countries described.

In the three analysed countries, the number of students with refugee experience is not high. Nevertheless, it is difficult to collect detailed data on the exact size of this group of children, their legal situation, gender, etc. This makes it difficult to perceive them as a separate, specific category of students, with specific needs and problems, importantly, different from those experienced by other children with migration experience. This difference mainly concerns the legal situation of the children and their families, frequent traumatic experiences (in the country of origin, but also during flight and travel) and the compulsion to leave their homes. These factors influence their psychological situation and the process of adapting to life in a new country.

Failure to perceive the distinctiveness of children under international protection and asylum seekers makes it difficult to adequately support them and to select appropriate methods and tools for their assistance and education. It also results in insufficient measures to support schools educating children with refugee experience and those addressed to the teaching staff. It is necessary to provide teachers, educators and school management, as well as employees of pedagogical counselling centres, with training that would familiarize them with the specific situation of refugee children and instruct them how to provide adequate help to such students. Actions already being taken are not sufficiently evaluated, making it impossible to assess their effectiveness and to make improvements.

The analysis of the situation in the Czech Republic, Poland and Hungary shows the need to initiate a general debate on children with refugee experience and the challenges related to their integration into the education

systems of these countries. On the one hand, such a debate should sensitize the community to the situation of this group of children, and on the other, provide an impulse to establish professional partnerships for the education of refugee students.

It is advisable for the described countries to learn from each other and draw from their experiences in the field of educating children under international protection. Solutions implemented in the field of language classes and organization of the work of assistants supporting children with refugee experience in Polish and Czech schools, or activities undertaken by the National Pedagogical Institute in the Czech Republic can be a starting point for the exchange of good practices and mutual learning. This will contribute to the development of instruments supporting the integration of pupils under international protection into the educational systems of the Czech Republic, Poland and Hungary, and, consequently, will improve the situation of this particular group of pupils.

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