

Ukrainian Pupils in Czech Schools and History Lessons – Teaching Materials, Knowledge, Testing and Assessment¹

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The study presents the results of a questionnaire survey on the involvement of Ukrainian students (who arrived as a result of the war conflict) in the teaching of history at Czech elementary schools. It is part of a broader research, and this study focuses on the results related to the availability of teaching materials, the knowledge of Ukrainian students, their testing, and evaluation. The results indicate that in the spring of 2023, teachers did not agree on the state of availability of history teaching materials for Ukrainian students. If anything was lacking, it was most commonly worksheets and textbooks. They also often lack assistants for Ukrainian students. An interesting aspect is the effort of Czech teachers to incorporate Ukrainian history into Czech history education. Most respondents cannot assess the historical knowledge of Czech and Ukrainian students. Those who compare them mostly state that the knowledge of Ukrainian students is inferior, citing the different thematic placement of history classes in Ukraine as the main cause. It is positive that Czech teachers generally observe improvements in the history skills of Ukrainian students. They attribute this improvement primarily to the enhancement of their language skills. In the case of testing Ukrainian students in history, teachers most often choose a combination of written and oral exams, usually in the Czech language. Ukrainian students can

¹ The study was created within the project Selected Current Political, Social and Cultural Issues of Europe and the World in the Context of the Formation of Historical Consciousness and Civic Education (MUNI/A/1542/2021).

² The author's team consists of one academic and two students (recent graduates at the time of publication of the study) of history teaching for primary schools.

frequently use an online translator, especially during written tests. Only a minority of Ukrainian students have an assistant available. During the research period (spring 2023), they were mostly tested on a reduced curriculum. Evaluation is usually done using grades, but a common approach is a combined form where the evaluation is supplemented with verbal feedback. Ukrainian students are generally assessed less strictly than Czech students. The results are compared and contextualized with the findings of other research.

Keywords: *History, school subject, Ukrainian pupils, Czech schools, war situation, teaching materials, knowledge, testing, assessment*

Introduction

On February 24, 2022, the Russian Federation openly attacked the territory of Ukraine. This marked the largest military conflict in Europe since the end of World War II. The attack showed no regard for the civilian population, and initially, it was uncertain whether and where the aggression could be halted. As a consequence, there was a massive wave of refugees from Ukraine, mostly heading west, including towards the territory of the Czech Republic. By April 1, 2023, the Ministry of the Interior of the Czech Republic had granted temporary protection to over half a million Ukrainian refugees. Approximately one-third of them returned to Ukraine, voluntarily ended temporary protection, or moved to another EU state. As of April 1, 2023, there were 325,742 Ukrainian refugees (individuals with temporary protection) in the Czech Republic, according to the data provided by the Ministry of the Interior. About 68% of them were of working age, with 65% being women and 35% men. Additionally, there were 28% children and 4% seniors among the refugees.³

A significant portion of Ukrainian refugees heading to the Czech Republic comprised children. Ukrainian students were admitted to Czech schools starting from the second half of the 2021/22 school year. The Ministry of Education, Youth and Sports (MŠMT) published the numbers of Ukrainian students in Czech schools as of September 30, 2022, revealing 39,478 students in primary schools, accounting for 3.9 % of all elementary school students. Further data released on March 31, 2023, indicated that there were 39,680 Ukrainian students in Czech primary schools (still 3.9% of the total number of elementary school students).⁴ By September 30, 2023, the number

³ Ministerstvo vnitra České republiky. V České republice je aktuálně 325 tisíc uprchlíků z Ukrajiny. Available from: <https://www.mvcr.cz/clanek/v-ceske-republice-je-aktualne-325-tisic-uprchliku-z-ukrajiny.aspx> (cit. 13. 7. 2023).

⁴ Ministerstvo školství, mládeže a tělovýchovy. Počty ukrajinských dětí se ve školách oproti září téměř nezměnily. Available from: <https://www.msmt.cz/ministerstvo/novinar/pocety-ukrajinskych-deti-ve-skolach-se-oproti-zari-temer> (cit. 13. 7. 2023).

had risen to 47,858 Ukrainian children and students, making up 4.8% of all elementary school students.⁵

Czech teachers found themselves in a situation where they had to address the question of how to educate students who spoke a different language and came from a different cultural background. This situation applies to teachers of all subjects, and in this contribution, we will focus, given its numerous specifics, on the school subject of history. Personal experiences highlight that the involvement of Ukrainian students in education brings various challenges that educators must navigate. Assistance has been and continues to be provided, but due to the unexpected nature of the situation, it is gradual and sometimes somewhat spontaneous.

Research Objectives

The research presented in this study⁶ aims to analyze the state of history education concerning Ukrainian students at Czech elementary schools. Specifically, we focus on Ukrainian students who arrived at our schools after February 24, 2022. We capture the situation valid for the second half of the 2022/23 school year when the research took place. We pose the following research questions:

- RQ 1: What is the availability and quality of teaching materials for Ukrainian students in history?
- RQ 2: What else could assist teachers in educating Ukrainian students in history?
- RQ 3: What are the historical knowledge levels of Ukrainian students?
- RQ 4: Are the history skills of Ukrainian students improving over time?
- RQ 5: How is the testing of Ukrainian students in history conducted?
- RQ 6: How is the evaluation of Ukrainian students in history carried out?

⁵ Ministerstvo školství, mládeže a tělovýchovy. Aktuální počty ukrajinských uprchlíků na českých školách. Available from: <https://www.msmt.cz/ministerstvo/novinar/aktualni-pocty-ukrajinskych-uprchliku-na-ceskych-skolach> (cit. 30. 12. 2023).

⁶ Regarding further parts of the research, please refer to Jireček, M. – Bednář, M. – Moravec, J. (2023). Ukrajínští žáci na českých školách a dějepis – vybrané výsledky dotazníkového šetření. [Ukrainian students in Czech schools and history – selected results of a questionnaire survey.] *Dějiny a dějepis*, 37/1–2, in print.

Research Sample

We analyzed the state of history education through a questionnaire survey. In an effort to obtain the most representative results, we sent the questionnaire to all primary schools with the second stage in the Czech Republic (regardless of the founder). In the school year 2022/23, when the survey took place, there were a total of 2,632 such schools.⁷ The request to fill out the questionnaire was sent during the second semester of that school year to the contact emails of schools with a request to forward it to history teachers. We received responses from 476 participants, and 473 responses were deemed relevant to our study. These respondents are teachers who indicated that they teach history (three surveys were incorrectly forwarded by the school administration). We consider this number of respondents as our basic sample. The relatively high number of responses indicates that teachers are interested in and affected by this topic, making our research quite representative.

We also sought to determine and utilize the representation of various categories of participating teachers for further comparison (by qualification, gender, years of experience, and school size). In the qualification category, two groups were created (without qualification, with qualification), two groups for gender (male, female), five groups for settlement size (up to 2,000 inhabitants, 2,000–20,000 inhabitants, 20,000–100,000 inhabitants, 100,000–1,000,000 inhabitants, Prague), and four groups for years of experience (up to 5 years, 5–10 years, 10–20 years, 20 and more years).

The results show that out of 473 respondents, 373 (78.9%) teach history with qualification, and 100 respondents (21.1%)⁸ teach without qualification. Our research includes 336 female teachers (71%) and 137 male teachers (29%). Regarding the length of teaching experience, all defined groups based on years of experience are well represented among our respondents. The number of teachers with up to 5 years of experience was 75 (15.9%), with 5–10 years of experience 63 (13.3%), with 10–20 years of experience 116 (24.5%). The majority of participants were teachers with more than 20 years of experience – 219 (46.3%). The last introductory question aimed to determine the size of the municipality in which our respondents teach. 105 (22.2%) of respondents teach in a municipality with up to two thousand inhabitants, 188 (39.7%) in a municipality with between two and twenty thousand inhabitants, 105 (22.2%) in a municipality with between twenty and one hundred thousand inhabitants, 26 (5.5%) in a municipality with between one hundred thousand and one million inhabitants, and 49 (10.4%) in Prague (as our only city with a population over one million inhabitants).

⁷ Special thanks to Ing. Jaromír Nebřenský from the Ministry of Education, Youth, and Sports of the Czech Republic for providing the data and assistance in navigating the system.

⁸ Although unrelated to our research, it is certainly interesting to note the high percentage of non-qualified teachers teaching history. Given the number of our respondents, this information appears to be quite representative as well.

All the above-mentioned introductory questions aimed to determine whether our research sample broadly corresponds to the representation among history teachers in Czech primary schools. Given the size of the sample and the distribution among individual items, we can conclude that our sample is informative and representative. Furthermore, we used the described individual categories (by qualification, gender, years of experience, school size) to determine whether there are differences in opinions among them and, if so, in which areas the greatest differences occur. Each category consisted of several groups based on the obtained data from the questionnaire. Based on the analysis of the data, it can be assumed that there are no statistically significant differences across all groups in all mentioned categories for any of the research questions. For this reason, in the following section, we will present the results for history teachers as a whole without describing individual categories.

The research sample used for this specific study consists of 354 respondents. This is a selection of teachers from the above-mentioned sample of 473 teachers who teach history to Ukrainian students at their schools.

Research Results

Availability and Quality of Teaching Materials for Ukrainian Students in History (RQ 1)

Certainly, the success of the educational process is influenced by the availability of teaching materials. We proceeded on the assumption that teachers need special materials for Ukrainian students, especially in the current situation where Ukrainian students are not yet proficient in our language (the necessity of such materials will likely decrease in the future). Due to the unforeseen nature of the situation, there were initially few or, to be more precise, almost no materials available for teaching history to Ukrainian students. However, the situation began to change gradually. Therefore, we were interested in how teachers perceive the current availability (spring 2023) of teaching materials for Ukrainian students in history. The question was posed as a closed-ended one, with respondents able to choose from options – "sufficient", "sufficient with reservations", and "insufficient" (see Table 1). Responses this time are balanced, nearly evenly divided into thirds among respondents.

At the same time, for this question, we gave participating teachers the option to freely comment on their choices. Fifty of them took advantage of this opportunity. The responses were very diverse, with the most common comments stating that teachers create materials themselves, possibly with the help of assistants (8 mentions). Specific materials mentioned included those from the Česká televize (Czech TV) ČT edu portal (3 mentions) and available Ukrainian textbooks (3 mentions). However, for the latter, it was noted that they

cover the history of Ukraine and the world, which does not correspond to our curriculum. One respondent generally mentioned that there are "plenty of materials" available on the internet. One teacher stated that they obtained materials through contact with Ukrainian educators. Two respondents stated that they did not have any materials. A sigh of dissatisfaction with the insufficient support from the Ministry of Education was expressed once. Other teachers noted that Ukrainian students do not need these materials (4 mentions). Some teachers also mentioned that they do not want any such materials (2 mentions) or do not see the point in studying in Ukrainian because students have to and need to study in Czech (2 mentions). With hindsight, it is clear that the frequency of this group would likely increase now.

Table 1: Availability of Teaching Materials for Ukrainian Students in History

Availability of teaching materials	Number of Responses
Sufficient	113
Sufficient with reservations	115
Insufficient	126

In connection with teaching materials, we also inquired about the type of materials that teachers lack for the teaching of history to Ukrainian students. This question was posed as an open-ended one, and it was optional to answer. 68 respondents stated that they do not lack any such materials. On the other hand, nine teachers mentioned, with the justification of their overall absence, that they would welcome any materials. Further responses were very diverse, and we will attempt to categorize and summarize them. The results also include responses to another open-ended question where we asked teachers if there was anything else that could help them in teaching history to Ukrainian students, and some of them returned to material requirements related to Ukrainian students (see Table 2).

Most frequently, teachers request **worksheets** for Ukrainian students, mentioned by 82 teachers (the need for compatibility with our textbooks was mentioned, and there is a demand for their brevity and simplification; once they were specifically requested for the history of Ukraine).

Another requested material is **textbooks** – a total of 54 teachers from our sample lack them. However, this does not only concern textbooks of Czech history in the Ukrainian language. As many as 20 teachers out of that number requested a textbook of Ukrainian history in the Czech language – here, the effort to connect Czech and Ukrainian history and accommodate Ukrainian students is evident. Four teachers stated that a simplified textbook with basic concepts and data would be useful for Ukrainian students, and one respondent mentioned materials related to the textbook in general. In addition to textbooks, **workbooks** are also in demand, lacking for ten teachers from our research sample. Other **text documents** were mentioned in the responses. 44 respondents

would use bilingual documents and texts (in high-quality translation, with a request for their simplification also mentioned), three teachers miss bilingual research materials (here, the impact of the Dějepis+ project, which supported the introduction of constructivist history teaching, is likely evident). One teacher wrote that they lack simple texts in the Czech language suitable for the students' age.

Less frequently mentioned in the responses were **non-text materials**. Once they were mentioned directly in the sense of 'non-text = interesting' materials. Three teachers miss comics (e.g., for understanding life and institutions). One teacher requests visual material and visual aids. Three teachers stated that they lack **Czech-Ukrainian flashcards** (similar to 'memory' cards).

Our respondents also mentioned the need for **dictionaries and translators**, with a total of 43 mentions in the responses that could be categorized in this group. Among them, dictionaries of historical terms and life and institutions (terminological dictionaries) clearly dominated (34 mentions). Twice, the request for an illustrated dictionary appeared, four times the request for a translator for students, and even once an interpreter.

Another category that can be distinguished is **documentaries and videos**. A total of 25 of our respondents mentioned them, specifically citing videos with Ukrainian subtitles or commentary, videos in the Ukrainian language, videos that would contribute to the explanation of our life and institutions, generally documentary films, and educational videos.

Surprisingly, **methodologies and teaching manuals** were less frequently mentioned by teachers. We can include a total of 15 mentions from our respondents in this category. Most often (7 mentions), there was a request for the selection of recommended curriculum for Ukrainian students (a summary of what they should learn, what can be expected of them). Twice, methodology on how to work with Ukrainian students was mentioned, once a manual that would include the diversity of students based on the regions of Ukraine (religion, customs, traditions, etc.), and twice illustrative examples/topics of selected lessons for inspiration.

The request for **presentations** was not very frequent – four teachers mentioned that they lacked bilingual presentations, and one mentioned the general absence of explanatory material.

Among the responses about missing materials, there were also those related to **portals and applications**. Five respondents mentioned that they lack a single clear place where materials for Ukrainian students would be divided by grades and subjects for easy orientation (a centralized collection of materials in a bilingual version). Four respondents mentioned interactive and digital materials in Ukrainian in general. One teacher requested the *Didakta – dějepis* (*Didakta – history*) application, and one mentioned the need for an online consultation service. Eight teachers stated that they lack **atlases or maps** with Czech-Ukrainian nomenclature.

Another interesting category that we can distinguish based on the responses is related to **the connection between Czech and Ukrainian history** (see also above in the textbook category – those are not included here). Immediately, 23 teachers mentioned that they lacked materials that would introduce the history of Ukraine and Ukrainian life and institutions to other students (e.g., in an effort to select curriculum and not overwhelm students). Six respondents stated that they lack information about the teaching methods in Ukraine (plans, methodologies, curricula of Ukrainian history teachers), two are missing the identification of common points in Czech and Ukrainian history for possible connection, and one teacher each is missing the following: the absence of the Ukrainian teacher's perspective (history teacher); materials for connecting the history of the Czech Republic and Ukraine; knowledge of sources of materials in Ukrainian; chapters on Ukrainian history in Czech textbooks; the possibility of choosing topics focused on Ukraine. On the other hand, three teachers mentioned that they lack a summary of older Czech history for Ukrainian students (the history that they did not cover in our schools), and one teacher lacks materials to familiarize Ukrainian students with life and institutions common to Czech students.

From other responses that are **difficult to categorize into the mentioned categories**, the following emerged: three mentions of tests (one request for their translation by a native speaker); three mentions of materials focused on world history for Ukrainian students; two mentions of timelines; one mention of materials for independent work, preparation, free use of 3D models in teaching, and generally better aids.

Table 2: Materials Requested by History Teachers for Ukrainian Students

Type of Material	Number of Responses
Worksheets	82
Textbook	54
Workbooks	10
Other textual material	44
Non-textual material	9
Dictionaries and translators	43
Documentaries and videos	25
Teaching methodologies and manuals	15
Presentations	4
Web portals and applications	10
Atlases and maps	8
Materials for connecting Czech and Ukrainian history	23
Tests	3
Materials for world history	3
Timelines	2
Other (materials for independent work, preparations, 3D models, aids)	4

Further Possible Assistance to Teachers in Teaching History to Ukrainian Students (RQ 2)

In the next question, we asked the respondents an open-ended question about whether there is anything else that could help them in teaching Ukrainian students in history. The respondents had an option to skip this question. Some of them returned to material requirements, and these responses were included in the previous question (see above). Additionally, other types of responses emerged, which we will attempt to further categorize (see Table 3).

Mentions of the need for **assistants** were repeatedly present. Twenty-two of our respondents mentioned this, with five envisioning assistants who speak the Ukrainian language. A request for a Ukrainian teacher directly appeared once.

Responses related to **language, understanding, and greater knowledge of Czech** among Ukrainian students were also very common (which corresponds with other parts of our research⁹). Twenty-two teachers cited this as a factor that would help them in teaching history to Ukrainian students. Another six stated that it would be appropriate to introduce language courses (or courses in reading and writing with the Latin alphabet) or intensive Czech language learning before the arrival of Ukrainian students at school.

⁹ Jireček, M. – Bednář, M. – Moravec, J. (2023). et seq.

Conversely, one respondent mentioned the need for language courses for Czech teachers.

Frequent mentions were also made regarding the **low effort, motivation, and interest** of Ukrainian students. In various forms, this was stated by 20 of our respondents. Another three mentioned that better cooperation with the parents of Ukrainian students would help them.

Other categories that can be identified based on responses are **time and the number of students in the class**. Six respondents stated that more time would help them in teaching history to Ukrainian students (e.g., including time outside regular teaching hours), and one directly mentioned a reduction in the direct teaching workload. Regarding the number of students in the class, four of our respondents stated that a smaller number of students in the classes or the creation of smaller groups would help them. One respondent mentioned the appropriateness of including separate teaching (partial teaching only with Ukrainian students).

Other responses were more closely related to **school policy and management**. Two teachers mentioned that an adjustment of mandatory outputs for (some) Ukrainian students would help them. Three mentioned the need for greater support from the state and the Ministry of Education, Youth, and Sports, and one from the school management. A sigh regarding the need to improve the social situation in our country and the approach of Czech students and parents to schoolwork appeared once.

Responses related to **methodological issues and teacher cooperation** were less frequent. Two teachers mentioned that training for sharing experiences with colleagues would help them, and one expressed the need to understand how to motivate Ukrainian students.

Other responses are **challenging to categorize** within the established categories. One respondent mentioned that knowing the plans of Ukrainian students related to the Czech Republic, money, and peace would help them. One respondent wrote that, in his opinion, Ukrainian students should not study history at all.

Table 3: Other Possible Assistance for History Teachers in Teaching Ukrainian Students

Possible Assistance in Teaching	Number of Responses
Assistants	22
Language, Understanding, and Better Knowledge of Czech	29
Effort, Motivation, and Engagement of Ukrainian Students and Parents	23
Time and Number of Students in the Class	12
School Policy and Management	7
Methodological Matters and Collaboration Among Teachers	3
Other	3

Knowledge of Ukrainian Students in History (RQ 3)

The next research question focused on the knowledge of Ukrainian students in history. We asked respondents about their perception of the historical knowledge of Ukrainian students (i.e., considering the date of the questionnaire survey, mainly from Ukrainian schools) in comparison to the knowledge of Czech students. The question was posed as a closed-ended question, with respondents able to choose from six options: significantly better; better; at the same level; worse; significantly worse; I cannot assess (see Table 4).

Table 4: Historical Knowledge of Ukrainian Students Compared to Czech Students

Historical Knowledge of Ukrainian Students	Number of Responses
Significantly better	3
Better	7
At the same level	83
Worse	85
Significantly worse	56
I cannot assess	120

The most frequently chosen answer among respondents was the option "I cannot assess." It can be assumed that one of the factors for respondents most often choosing this option may be the higher number of Ukrainian students in one school during various history classes and their differing levels of knowledge. Overall, responses that teachers evaluate Ukrainian students worse than Czech students prevail, with only a few cases where they are evaluated better. There can be several factors contributing to this, such as

a poorer understanding of the teaching language or the distance and an entirely new cultural environment for Ukrainian students. To delve into these factors in more detail, a follow-up question was asked, where respondents were queried about what they consider to be better or worse in the knowledge of Ukrainian students and why they think so.

The question was posed as open-ended, and respondents had the option to skip answering this question. The query yielded varied responses, which were summarized and categorized. For teachers who consider the knowledge of Ukrainian students to be worse, responses predominantly fell into the category of **a different thematic focus of history classes in Ukraine** (different curricula). Ukrainian schools often focus more on the history of the East, leading to Ukrainian students having poorer knowledge of Western Europe, global history, and, of course, Czech history. Additionally, they lack the basics of local studies and information that Czech students acquire from family, books, movies, etc., which encompasses knowledge of Czech life and institutions, environments, etc. This is related to different outputs in individual grades, different textbooks in Czech and Ukrainian schools, etc. This category included 79 responses. The second most mentioned response to this question was related to **the language barrier**. Altogether, 41 teachers mentioned this as a reason for poorer knowledge.

Motivation, interest (especially in Czech history), **and effort** from Ukrainian students were also frequently mentioned (19 respondents). Some teachers (8 respondents) highlighted **significant differences between Ukrainian schools** or generally **lower standards in Ukrainian schools** (repeatedly, responses indicated that students from Ukrainian rural schools are inadequately prepared, depending on the school they attended before coming to the Czech Republic). Some teachers (4 respondents) mentioned that students from Ukraine haven't "learned how to learn" and have a worse attitude towards responsibilities (responses indicated that, according to students' testimonies in Ukraine, they allegedly go to school when they want, don't have to be in school throughout the entire lesson, etc.).

Among the responses, there were also statements that Ukrainian students have **a lesser general overview** (sometimes even including Ukrainian history), and we included 19 responses in this category. Other respondents mentioned **poorer skills** of Ukrainian students **in certain areas** – critical thinking about the curriculum, reasoning, understanding connections, the ability to discuss, the absence of guidance for activity to create something on their own (7 responses altogether). Furthermore, some respondents (5) see the cause of Ukrainian students' poorer knowledge of history **in different teaching methodologies and approaches** in Ukrainian schools (without providing a qualitative evaluation), as mentioned by five of our respondents.

Other responses were not as frequent, but for a comprehensive overview, we consider it appropriate to mention them. Four respondents believe that the cause of the Ukrainian students' weaker historical knowledge is that these students

often do not attend school. Three respondents mentioned that Ukrainian students have **poorer map orientation and worse geographical knowledge.** An equal number of respondents attribute the issue to supposedly **smaller hourly allocations in Ukrainian schools or not covering the material in depth.** Other reasons mentioned include Ukrainian students **having breaks in their education** (2 respondents), coming to a **foreign (different) cultural environment** (2 respondents), relying on the **expectation of soon returning home** (1 respondent), focusing on **distance learning** (1 respondent), **not understanding abstract concepts** (1 respondent), **being significantly worse in modern history** (1 respondent), **reduced interest in the general study due to the war in their country** (1 respondent), **lower expectations placed on them** (1 respondent), **being worse "in everything"** (1 respondent).

Less common were responses regarding what Czech teachers consider better about Ukrainian students in history and why (some arguments were also provided by teachers who see the historical knowledge of students of both nationalities at the same level). The most common response (4 respondents) was that Ukrainian students have **greater motivation** (greater interest in certain topics and an effort to learn something). All other responses were provided by one respondent each, and they included the following statements: **simultaneously covering the curriculum in Ukrainian schools**, having a **greater interest in regional history** (without specifying this term), being **better in the history of the "East"**, having a **better orientation in 20th century history**, some dedicating **more time to history in their homework**, usually **entering lower grades than those they attended in Ukraine**, having a **broader general overview**, possessing **quicker understanding**, **better deducing sequences of events**, and having a **better ability to empathize with situations** (having experienced many things), **in connection with the war, they are more interested in history.**

Improvement of Ukrainian Students in History Over Time (RQ 4)

In connection with the above-mentioned issues, we were also interested in whether there is an improvement in the historical knowledge of Ukrainian students over time. The question was initially posed as a closed-ended question, and respondents could choose one of four options: yes, significantly; yes, partially; I don't observe improvement; cannot assess, it is significantly individual (see Table 5).

Table 5: Improvement of Ukrainian Students in History

Improvement of Ukrainian Students in History	Number of Responses
Yes, significantly	31
Yes, partially	182
I don't observe improvement	51

The majority of teachers see at least partial progress in their students, which is undoubtedly good news for both parties (teachers and students). A significant portion of teachers responded to this question with the last option, indicating that it is not possible to assess improvement or that the progress of students in history at the school varies significantly, with some students advancing and others not. A notable portion of teachers do not observe any progress in their students. We partially focused on the reasons and factors that may contribute to this in RQ 3. Additionally, depending on the responses of the respondents, we also asked a follow-up question – why they think Ukrainian students are (not) improving in history.

The questions were chosen as semi-closed. We provided four answers each time (no, their language skills are not improving; no, their preparation is not improving; no, better materials are not available; no, they haven't learned to operate in our educational system), and in addition, respondents could freely add another answer. It was possible to choose multiple answers (see Table 6 and 7). Respondents were further divided based on their previous responses into those who stated that students have improved and those who did not observe improvement.

Table 6: Reasons for the Improvement of Ukrainian Students in History

Reasons for the improvement of Ukrainian students in history	Number of Responses
Improvement in their language skills	197
Improvement in their preparation	50
Better materials are available	7
They have learned to navigate in our educational system	126
Other	7

Among teachers who believe that Ukrainian students are improving in history over time, there is a clear dominance of the conviction that this improvement is due to the enhancement of their language skills. The ability to master the Czech language makes it easier for Ukrainian students to understand and integrate into Czech teaching and the Czech community. At the same time, it is easier for students to engage in lessons in various scientific subjects (such as history), which traditionally rely on a solid foundation of using the Czech language for work and knowledge transfer. A significant number of teachers also see better integration into our educational system as a factor contributing to improvement. Fewer teachers attribute the improvement to better preparation, with only seven teachers mentioning the possibility of using better materials. Only seven teachers provided a free

"other" response, five of which explained the improvement in Ukrainian students' history: two teachers mentioned that they see the students' determination to stay and study here as a factor, which manifests in their goal-oriented approach. One teacher each attributed the improvement to: more innovative history teaching than at their previous schools; better connections within the collective; and interest in the subject and teaching.

Among educators who stated that Ukrainian students are not improving in history over time, the most common response was that it was due to the lack of improvement in their preparation. This could be a factor, for example, for students who know that they will return to Ukraine in the foreseeable future and therefore lose motivation and interest in trying, especially in a subject like history, which, in their eyes, cannot compare to the teaching of a foreign language, mathematics, or the Czech language. Other responses were roughly balanced, indicating that students did not fit into our educational system, teachers do not have access to enough quality materials, and naturally, that their language proficiency is not improving. The response that they have not learned to operate in our educational system follows (see Table 7). Four teachers used the option to provide a free response, three of which included explanations for why Ukrainian students are not improving in history. All these explanations revolved around the students' lack of interest and motivation (both in general and regarding history), and there was also mention of the students' desire to return to Ukraine.

Table 7: Reasons for Improvement of Ukrainian Students in History

Reasons for improvement of Ukrainian students in history	Number of Responses
Improvement in their language skills	19
Improvement in their preparation	38
Better materials are available	20
They have learned to navigate in our educational system	23
Other	4

Method of testing Ukrainian students in history (RQ 5)

We were also interested in how testing of Ukrainian students in history classes is conducted. The question was presented as semi-closed, and respondents could choose from three provided answers (oral examination, written examination, oral and written examination) or provide a free-form answer. Most teachers opt for a combination of oral and written tests (see Table 8). Written testing closely follows, with the least number of teachers conducting solely oral tests.

Table 8: Method of Testing Ukrainian Students in History

Method of Testing Ukrainian Students in History	Number of Responses
Oral examination	7
Written examination	137
Oral and written examination	143
Other	67

Regarding this question, we received 67 free-form responses. Let's attempt to categorize and summarize them. Let's start with the category of **written and oral examinations** since it was further elaborated within the free-form answers (the following values are not included in the statistics above). Three teachers mentioned that Ukrainian students have access to a textbook, notebook, or can search for information during written exams. One noted that they had visual aids during the test, and another mentioned that they could use a translator on their mobile phones. Three other teachers stated that their Ukrainian students are tested using online assessments (Google Forms and wizer.me website were mentioned). In the case of oral testing, the free-form responses mentioned the category of interviews (once with the use of a map), and an equal number mentioned "questioning" based on assigning images.

Other responses were primarily based on students' work in a home environment. **Homework** was mentioned twice, **presentations and reports** ten times (including once directly in the Ukrainian language and once related to

Ukrainian realities). Six times, projects were mentioned as a form of assessment (including once in the English language).

Some expressions primarily focused on assessing Ukrainian students based on their **work during class hours**. Our respondents mentioned classroom activities and work eight times in general, with three specifying it as research work (working with sources during research lessons or sheets). Connected to this, group work was mentioned seven times, and working with worksheets was mentioned five times (including twice with the use of a translator). There were also responses focused on independent work and task completion (mentioned five times, with one instance in Ukrainian) or working with a textbook and workbook (one mention).

Other mentioned ways of testing Ukrainian students in history were not very common but interesting and contributed to the overall understanding of the issue. Working with text was mentioned twice without specifying the details. One respondent mentioned the following activities: working with a timeline, completing concepts, puzzles, mind maps, history quizzes and competitions, and escape games. One respondent generally noted that they use Ukrainian teachers. Two teachers mentioned that they let Ukrainian students choose the testing method according to their preferences.

In the case of written testing in history, we were interested in the support that Ukrainian students can use (we did not focus on language mutations of tests, as we addressed that in another question – see below). The question was posed as semi-closed, where teachers could choose from one of the provided answers (assistant's help, dictionary in book form, internet translator /on a mobile device/, internet sources), or they could add their free response. Multiple answers were allowed (see Table 9). The most mentioned response was the internet translator (on a mobile device). Assistance from an assistant followed at a significant distance, then internet sources and the least utilized was a dictionary in book form. A total of 78 respondents used the relevant free response options. Their responses will be presented according to the number of mentions – a notebook with notes (22), assistance from the teacher – consultations, questioning (16), textbook (15), map or history atlas (4), receiving the test in advance (2), concept maps; knowing in advance what they will be tested on; a test modified by the teacher in Czech for foreigners; notes from lessons; worksheets; own materials; unspecified use of the teacher's knowledge of the Russian language; the possibility of writing some words in Ukrainian or Russian (each mentioned once). One teacher stated that they allow Ukrainian students to use "anything" during testing, while six teachers mentioned that they do not allow them to use anything.

Table 9: Auxiliary Tools during Written Testing

Auxiliary Tools During Written Testing	Number of Responses
The help of an assistant	94
Dictionary in book form	47
Online translator (on mobile)	258
Online resources	72
Other	78

In the context of testing Ukrainian students, we were also interested in the language in which history testing takes place. This question was also posed as semi-closed. Respondents could choose one of three answers (in the Czech language; in the Ukrainian language; in both Czech and Ukrainian) or provide their own free response. The results indicate that the majority of teachers tested Ukrainian students in history in the Czech language in the spring of 2023 (see Table 10). Respondents, with a greater gap, chose a combination of both languages. Only four history teachers tested exclusively in the Ukrainian language. Another 32 teachers provided a free response. Ten of them mentioned that they use (also) the Russian language during testing, one teacher mentioned the English language, and one stated that students choose the language in which they want to speak. Eleven respondents stated that they use Czech, but students can use a translator; one teacher noted the use of an interpreter's assistance. Three respondents mentioned that they do not test students (or choose other forms of assessment), one uses visual material and pictograms. One of the teachers mentioned the use of the Cyrillic alphabet (without specifying the language). It should be noted that these are results from a period shortly after the arrival of Ukrainian students, and today, due to the gradual integration of Ukrainian students, the results would likely be significantly different, with the use of the Ukrainian language decreasing further.

Table 10: Language of Testing Ukrainian Students

Language of Testing Ukrainian Students	Number of Responses
Czech language	235
Ukrainian language	4
Combination of both languages	82
Other	32

Regarding testing Ukrainian students in history, we were also interested in whether teachers use any kind of help from teacher's assistants. This question was also asked as a semi-closed question. Respondents could choose one of the three offered answers (with the help of an assistant; without the help of an assistant; I don't have an assistant) or provide a free answer. The most

common response to this question was that teachers do not have an assistant available (see Table 11). With a greater margin, the number of teachers who do not use the assistant's help during testing follows. Only a few respondents less utilize the help of assistants. In addition, our respondents provided another 21 free answers. Here, five of them specified that they use an assistant only occasionally; four stated again that they use a translator or pre-prepared translations; three mentioned that they themselves assist Ukrainian students; the same number specified in various variants that they do not use assistants; two respondents reiterated that they do not test (they evaluate based on work in class); the same number stated that there is an assistant in the class for Czech children, but who also helps Ukrainian children. Single responses included mentions of using the help of a teacher from Ukraine; using the assistance of Ukrainian children who already master the Czech language and act as interpreters; and that Ukrainian students have access to class notes.

Table 11: Utilization of Assistants in History Testing

Utilization of Assistants in History Testing	Number of Responses
With the help of an assistant	61
Without the help of an assistant	78
I don't have an assistant	193
Other	21

The last point we were interested in regarding the testing of Ukrainian students in history concerned the amount of material covered. We asked our respondents whether their Ukrainian students have reduced curriculum content within testing. This question was also constructed as semi-closed – respondents could choose one of the three offered answers (they have reduced curriculum; they do not have reduced curriculum; some have reduced curriculum, while others do not), or provide a free answer. The results show that the reduction of curriculum for Ukrainian students mostly occurred. The largest number of respondents reduces the curriculum content for all Ukrainian students (see Table 12). The next two responses have almost the same representation among our respondents. The larger of these two groups admits that some Ukrainian students are tested on reduced curriculum content, while others are not. Meanwhile, the smaller group mentioned that Ukrainian students do not have reduced curriculum within history testing. Another 25 teachers provided a free response, often stating and describing the ways in which they reduce the curriculum for Ukrainian students, with nine mentions of these. Others mentioned different forms of relief during testing (translator, adapted test preparation, the option to search for answers in notes, answers to the test), with a total of five teachers. Two respondents described that some Ukrainian students have reduced curriculum, while others do not. In contrast, four stated

that the curriculum is not reduced ("there is no need to make distinctions"). Another three respondents mentioned that they do not test Ukrainian students. In the case of this question, it should be noted that the situation likely changes over time from the time of the survey.

Table 12: Adaptation of History Curriculum for Ukrainian Students

Adaptation of History Curriculum for Ukrainian Students	Number of Responses
They have a reduced curriculum	181
They do not have a reduced curriculum	68
Some have a reduced curriculum, some do not	80
Other	25

Assessment of Ukrainian Students in History (RQ 6)

Referring to testing, we also wanted to find out how the assessment of Ukrainian students in history is conducted. First, we were interested in the form of assessment. The question was presented as semi-closed – respondents could choose from three provided answers (grades; verbally; a combined form) or provide a free response. The results show that teachers most commonly opt for traditional grading when assessing Ukrainian students (see Table 13). A relatively significant representation is also seen in the combined form of assessment (both grades and verbal feedback). In contrast, verbal assessment had the smallest representation among our respondents. Eight teachers utilized the option to provide a free response. Three of them, with different justifications and limitations, stated that they do not evaluate Ukrainian students. One response mentioned formative assessment occasionally converted into grades. The remaining responses elaborated on the options we provided.

Table 13: Method of Assessing Ukrainian Students in History

Evaluation Method	Number of Responses
By Grades	191
Verbally	9
Combined Form	146
Free Response	8

We are aware that Ukrainian students coming to the Czech Republic due to the war conflict must deal with several challenges. On the other hand, they usually attend our schools for a certain period, and there are voices (including the Ministry of Education) calling for limitations on the provided benefits and advantages. These opinions were already present during the research, and since then, they have significantly intensified. In this context, we were interested in how Ukrainian students in history are evaluated compared to Czech students. We asked this question in a closed format, and respondents could choose from three possible answers: equally strictly, less strictly, more strictly. The results show that, in terms of evaluation, the majority of allowances for Ukrainian students are maintained. More than four out of five teachers evaluate them less strictly than Czech students (see Table 14). A clear minority of teachers in our sample apply the same strictness to Czech and Ukrainian students. None of them claim to evaluate Ukrainian students more strictly.

Table 14: Strictness of Evaluation of Ukrainian Students in History

Evaluation Strictness of Ukrainian Students in History	Number of Responses
Equally Strict	67
Less Strict	287
More Strict	0

Summary, Interpretation, and Comparison of Results

Based on the data obtained from the European Commission, we can compare some of our results with those of our European neighbours and the current situation. Several different approaches to newly arrived Ukrainian students can be mapped in different countries. Based on this, we can also compare the transformation of curricula in these countries concerning these students. In countries like France, Sweden, Iceland, and others, all incoming Ukrainian students must undergo a mandatory entrance examination to assess their level of education and knowledge. According to the results, they are then placed in the appropriate grade. These entrance exams and interviews are designed to help schools adequately respond to the educational needs of these students

by placing them in the corresponding grade. In Finland, schools are recommended to consider the background of Ukrainian students and their age.¹⁰ In the Czech environment, no similar process has been implemented yet. However, based on the data obtained from teachers, the majority of them consider the initial knowledge of Ukrainian students to be worse than that of Czech students (in the case of our research with a focus on history and all its specifics). While the educational process and information acquisition are certainly influenced by the language barrier, we can argue whether a more adequate response to the educational needs of Ukrainian students in schools could help accelerate the equalization of the knowledge gap between Czech and Ukrainian students. At the same time, our research identifies possible causes of the poorer knowledge of Ukrainian students. Among them is the difference between Czech and Ukrainian education and different outcomes in individual grades. Essentially, different curricula. Adequate placement in grades could mitigate this cause, which our respondents consider crucial. According to a study from the National Institute SYRI, academic adaptation is considered more challenging than social adaptation.¹¹ Teachers in Czech primary schools are therefore unsure how to adequately respond to the involvement of Ukrainian students in lessons and to what extent to adjust the curriculum.

Another valuable study for our comparison deals with comparing the abilities of Ukrainian students with European countries.¹² Based on the interpretation of the obtained data, it was found that the average Ukrainian student has below-average abilities compared to European students. Based on our data, it is possible to confirm these conclusions with respect to history as a school subject. However, it is necessary to reiterate the specifics of the subject, including the differences in the content of the subject in individual countries.

The arrival of Ukrainian students has contributed to the time burden on teachers. For this reason, it seems appropriate to consider increasing the number of teachers to adequately provide education and meet the educational needs not only for incoming students but also for domestic ones. In Poland, they have resorted to employing Ukrainian citizens as teacher assistants. In Lithuania, steps have been taken to allow Ukrainian migrants to work directly as teachers in classes with a smaller number of Ukrainian

¹⁰ Supporting refugee learners from Ukraine in schools in Europe. Eurydice report. Available from:

<https://op.europa.eu/en/publication-detail/-/publication/51d16f1b-0c8f-11ed-b11c-01aa75ed71a1/language-en> (cit. 30. 12. 2023).

¹¹ Hlad'o, P. – Šed'ová, K. Obrovská, J. – Lojdoová, K. – Stupak, O. – Lintner, T. – Fico, M. (2023). *Adaptace ukrajinských žáků na vzdělávání v českých základních školách. Studie SYRI*. Available from: <https://www.syri.cz/data/uploadHTML/files/PUBLIKACE/adaptace-ukrajinskych-zaku-na-vzdelavani-v-ceskych-zakladnich-skolach-syri.pdf> (cit. 30. 12. 2023).

¹² Skills comparison between Ukraine and the EU-27. Available from: <https://www.cedefop.europa.eu/en/news/skills-comparison-between-ukraine-and-eu-27> (cit. 30. 12. 2023).

students.¹³ According to the data we obtained, Czech teachers would also welcome the presence of assistants in the classroom, which would contribute to the smoothness of the educational process for Ukrainian students. In practice, their presence is noted, but it is not a widespread phenomenon.¹⁴ From the same source, we can learn about testing and entrance exams for Ukrainian students in subsequent years. For example, in Lithuania, students can progress to the next grades unconditionally. In some schools, they may not have to take the final state exam (in primary schools and vocational schools). We can therefore conclude that testing for Ukrainian students is accommodating. In the Czech context, primary schools are not obligated to conclude school attendance with an exam.¹⁵ Nevertheless, our data indicate tests and assessments taking place directly in history lessons. In most cases, Czech teachers tend to evaluate Ukrainian students more leniently than Czech students. From this, we can infer that both abroad and in the Czech Republic, lower expectations are placed on Ukrainian students shortly after their arrival, and the process of equilibrating is gradually accelerating and is going to accelerate even more over time.

The same interpretation as presented in our study can be found in a study conducted by the National Institute SYRI,¹⁶ which also focused on Czech teachers. According to this study, Czech teachers set lower expectations for Ukrainian students and, at the same time, grade them more leniently. Ukrainian parents observe that Czech schools are perceived as easier compared to Ukrainian ones. Although the parents of Ukrainian students appreciate efforts towards social integration, they also believe that academic integration is equally important.

Other research studies and reports provide general conclusions regarding the education of Ukrainian students in specific countries. Our research, in addition to general findings, provides data on specific factors influencing the educational process for Ukrainian students in history classes. Overcoming the language barrier is considered one of the key factors for the successful involvement of Ukrainian students, which is mentioned as one of the main challenges faced by teachers working with Ukrainian students across Europe.

¹³ Mapping host countries' education responses to the influx of Ukrainian students. Available from: <https://reliefweb.int/report/ukraine/mapping-host-countries-education-responses-influx-ukrainian-students> (cit. 30. 12. 2023).

¹⁴ For comparison see e.g. Minaříková, K. (2023). Učitelky z Ukrajiny do českých škol chtějí. *Chrudimský, Svitavský a Orlický deník*, 27. června 2023, s. 4.

¹⁵ In Czech schools, the transition of Ukrainian students to secondary schools is considered problematic, particularly when many of them encounter a language barrier. This barrier often becomes a factor preventing them from passing entrance exams. Although they could request an exemption from the unified Czech language exam, they still had to undergo an entrance interview, prepared and evaluated by the schools. See e.g. Hronová, Z. (2023). Snaha Ukrajinců o střední školy končila na zkoušce z češtiny. *Chrudimský, Svitavský a Orlický deník*, 9. srpna 2023, s. 4; Hronová, Z. (2023). Místo studia se ukrajinská dívka zaučuje v restauraci. *Chrudimský, Svitavský a Orlický deník*, 26. září 2023, s. 1, 6.

¹⁶ Hlad'o, P. – Šed'ová, K. – Obrovská, J. – Lojdová, K. – Stupak, O. – Lintner, T. – Fico, M. (2023). et seq.

This issue is discussed in articles by the European Commission¹⁷ and the *European Migration Network*,¹⁸ the second of which highlights the impact of the language barrier on the integration process of Ukrainian students. UNICEF shares a similar view on the language barrier, emphasizing its influence on the enrollment of Ukrainian students in schools.¹⁹ A study focused on the Polish context also observes the same problem.²⁰ Therefore, it can be assumed that the language barrier significantly affects both the integration and the education of Ukrainian students. According to research from the National Institute SYRI,²¹ even though the acquisition of the Czech language is crucial for the proper integration of Ukrainian students into the Czech environment, some important support positions for ensuring a smooth integration process are lacking in Czech schools. Specifically, there is a shortage of teachers specializing in teaching Czech as a foreign language. The current state of support positions in schools is therefore insufficient to eliminate the language barrier for Ukrainian students.

The data we obtained also provides insights related to the quality of available materials that teachers can use in history lessons. Here, we find that teachers would most appreciate worksheets that are adjusted to an adequate extent specifically for Ukrainian students. This would streamline the curriculum and simplify its understanding. Similarly, teachers view textbooks with adjusted content positively. Some respondents expressed interest in connecting Czech and Ukrainian history, allowing Czech students to work with Ukrainian history. Understanding Ukrainian history and life and institutions would likely make the integration of Ukrainian students into the Czech environment smoother. However, incorporating Ukrainian history into regular teaching may impact the fulfillment of outcomes embedded in our curriculum documents, which are the cornerstone of Czech education. Therefore, if partial integration of Ukrainian history into history lessons was to be considered, it must be done in accordance with these documents. Despite these challenges, the obtained data offer valuable insights that can be focused on when seeking appropriate solutions to improve history education and the integration process of Ukrainian

¹⁷ Supporting refugee learners from Ukraine in schools in Europe. Eurydice report. Available from:

<https://op.europa.eu/en/publication-detail/-/publication/51d16f1b-0c8f-11ed-b11c-01aa75ed71a1/language-en> (cit. 30. 12. 2023).

¹⁸ Students from Ukraine in the Irish educational system. Available from: <https://emn.ie/students-from-ukraine-in-the-irish-educational-system/> (cit. 30. 12. 2023).

¹⁹ More than half of Ukrainian refugee children not enrolled in schools in Poland – UNICEF-UNHCR. Available from: <https://www.unicef.org/eca/press-releases/more-half-ukrainian-refugee-children-not-enrolled-schools-poland-unicef-unhcr> (cit. 30. 12. 2023).

²⁰ Herbst, M. – Sitek, M. (2023). *Education in exile: Ukrainian refugee students in the schooling system in Poland following the Russian–Ukrainian war*. European Journal of Education 58(4), s. 575–594. Available from: <https://doi.org/10.1111/ejed.12587>

²¹ SYRI. Českým školám chybí učitelé češtiny jako cizího jazyka. Available from: <https://www.syri.cz/tiskove-zpravy/ceskym-skolam-chybi-ucitele-cestiny-jako-ciziho-jazyka> (cit. 30. 12. 2023).

students into the Czech environment. The data we gathered may prove important for enhancing the academic integration of Ukrainian students. As mentioned in the study from the National Institute SYRI,²² academic integration of Ukrainian students is considered more challenging than social integration. Parents of Ukrainian students would welcome greater academic demands on Ukrainian students. Our research has identified various measures that can be focused on to better integrate Ukrainian students into history lessons.

At the same time as addressing the mentioned challenges, it is essential to consider data indicating that Ukrainian students are improving in history. This viewpoint is held by most of our respondents, ranging from partial to significant progress. The overwhelming majority of teachers who believe in the improvement of students in history lessons attribute it mainly to the minimization of the language barrier. The impact of the language barrier on the educational and integration process is mentioned across various studies, such as the aforementioned study focusing on the Polish environment²³ and also on the *Hype and Hyper*²⁴ portal. Other significant factors include the adaptation of Ukrainian students to the Czech school environment and home preparation. According to teachers, if the preparation at home is adequate, it has a positive impact on the entire process. This can be observed in the responses of teachers who perceive that Ukrainian students are not improving. Other factors include unfamiliarity with the Czech school environment and a lack of materials.

In our research, we also explored the methods by which Ukrainian students are tested. While various studies focus on national exams, here we concentrate specifically on testing within the teaching process. The majority of teachers opt for both written and oral examinations. Almost the same number of teachers choose only written forms of testing, and only seven teachers from our sample prefer oral examinations. In this question, we received numerous open-ended responses offering a spectrum of different methods and approaches to evaluating Ukrainian students without a prevailing majority. However, it can be generally noted that Ukrainian students have modified conditions for assessment and testing in various forms. Some teachers provide Ukrainian students with various aids during examinations and tests. Others evaluate their work in class or assess various projects, presentations, or homework. Some Ukrainian students are even tested online using online questionnaires. We specifically asked teachers who exclusively conduct written tests whether and how assistance is provided to Ukrainian students. In most cases, we learn

²² Hlad'o, P. – Šed'ová, K. – Obrovská, J. – Lojdová, K. – Stupak, O. – Lintner, T. – Fico, M. (2023). et seq.

²³ Herbst, M. – Sitek, M. (2023). *Education in exile: Ukrainian refugee students in the schooling system in Poland following the Russian–Ukrainian war*. *European Journal of Education* 58(4), s. 575–594. Available from: <https://doi.org/10.1111/ejed.12587>

²⁴ Johanyák, C. (2022). *Education for Ukrainian refugee children – how European countries help*. *Hype&Hyper*. Available from: <https://hypeandhyper.com/education-for-ukrainian-refugee-children-how-european-countries-help/> (cit. 30. 12. 2023).

that Ukrainian students are allowed to use mobile phones and online translators. Aid from assistants, online resources, and printed dictionaries follow. However, numerous free responses were provided, mentioning various aids that Ukrainian students may use during written tests.

We considered the language in which Ukrainian students are tested to be equally important. The language barrier represents one of the main challenges in teaching Ukrainian students (see above). The majority of teachers stick to the Czech language, while a minority opt for a combination of Czech and Ukrainian. Some teachers also use the Russian language during examinations. Although adhering to the Czech language may enhance the ability of Ukrainian students to work with a new foreign language, it can simultaneously result in lower pressure on academic integration. As mentioned above, the language barrier is one of the main challenges in the mentioned process. However, teachers also perceive that students who improved (see above) did so primarily through acquiring a new language. A similar discussion of the obtained data can lead to finding a solution regarding which language would be more suitable for integrating Ukrainian students into the Czech environment. If Czech is chosen as the dominant language, the emphasis will be on improving understanding of the new language, but academic integration pressure will also be (temporarily) limited. If Ukrainian is chosen, academic integration could proceed without major difficulties, but the acquisition of the Czech language will be limited. We must approach this issue as a complex topic that does not have a single correct solution.

It is also necessary to note that this statement is valid at the time of the research (spring 2023), and it is evident that in some areas, the situation and attitudes of teachers may change over time. Therefore, it will be important and interesting to compare the results with new findings conducted in the future.

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