

INTEGRATION AND LANGUAGE EDUCATION OF PUPILS FROM UKRAINE INTO THE CZECH PRIMARY SCHOOL SYSTEM

Jaromíra Šindelářová¹

Abstract

The aim of the study is to summarize the current education conditions and the integration of pupils from Ukraine into the Czech primary school system focusing on the teaching of Czech as a second language. Particular attention will be paid to current legislation, the curriculum of Czech as a second language and the language payments for Ukrainian pupils in the Czech primary school system from the perspective of Czech teachers.

Keywords

Ukrainian pupil, Czech teacher, integration, language education, Czech primary education, Czech as a second language, current legislation, language support

1. ON THE TOPIC OF THE UKRAINIAN PUPILS INCREASE IN CZECH ELEMENTARY SCHOOLS

With the arrival of Ukrainian refugees to the Czech Republic as a result of the war in Ukraine, the issue of the integration of foreigners into the Czech majority society and, related to it, the education of Ukrainian children, pupils and students in the Czech education system became a very actual topic, which was needed to solve as quickly as possible.

The growing number of Ukrainian pupils in Czech primary education has led to increased demands on their teaching and to a more systematic approach by professional and pedagogical staff in solving basic language didactic issues in multicultural classes. The sudden arrival of a relatively large number of Ukrainian pupils in Czech elementary schools creates a very specific school environment, not only from the point of view of these incoming pupils and their Czech classmates, but also from the position of our teachers

¹ Department of Slavic languages, Faculty of Education, J. E. Purkyně University in Ústí nad labem

and directors of primary schools. In order to work in multicultural classes, it was often necessary to involve educational advisors and school methodologies for the prevention of sociopathological phenomena related to aggression, bullying, delinquency and crime, or drug addiction of children.

Only for idea, let us state that in the school year 2021/22, according to the published statistical data provided by the Ministry of Education, Youth and Sports of the Czech Republic, 32.541 newly arrived Ukrainian pupils were admitted to Czech primary schools on 19 September 2022, then 19.566 in the 2022/23 school year. This is a total of 52.107 Ukrainian pupils, with 43.685 of them having stopped attending elementary school during these two school years, e.g. due to the family's return to Ukraine.

From the ongoing data of the current investigation by the Ministry of Education, Youth, and Sports, the number of employed pedagogues and non-pedagogues from Ukraine is also known, which was a total of 1.520 as of September 19, 2022, of which 351 were teachers. The largest number of such employees are registered in schools in Prague (369) and the Central Bohemian Region (288).

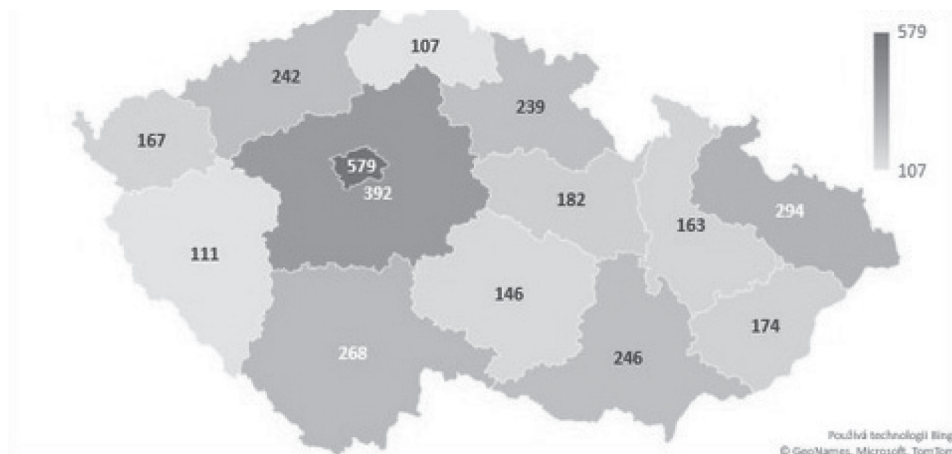
According to Štěpán Kment, an analyst at the research organization PAQ Research, only a fraction of the total number of Ukrainian pupils in the Czech Republic attended classes last school year. At primary school level it was 38% (<https://hlidacipes.org/integrace-ukrajinskych-deti-podporme-mimoskolni-aktivita-a-zlepseme-dopravu-do-skol-radi-experti/>).

From the point of view of regional education, see for comparison the data collected as of 4/7/2022 and shown in Fig. 1 in unified Czech regions with the number of children arriving from Ukraine currently placed in Czech kindergartens and the number of pupils arriving from Ukraine currently placed in Czech elementary schools.

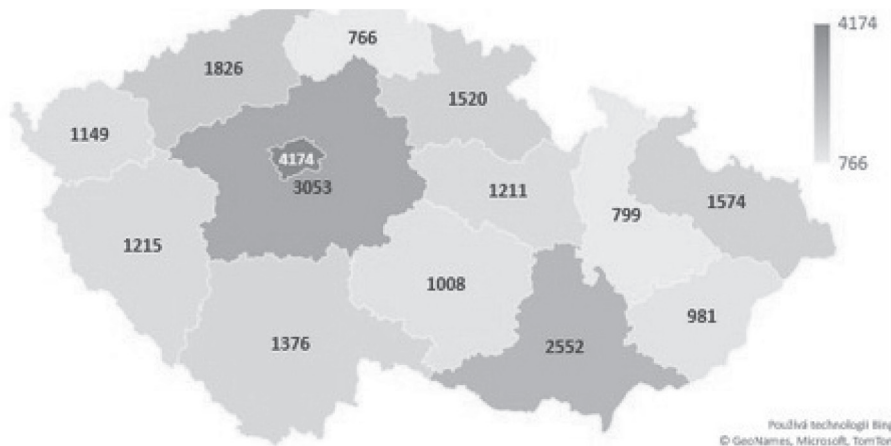
As of this date, primary schools in the Czech Republic reported a total of 150,458 vacant places. The highest capacities were in the Moravian-Silesian (19.867), South Moravian (16.008) and Usti (14.159) regions. The regions of Karlovy Vary (5.825), Liberec (6.971) and Capital city Prague (8.043) offered the fewest vacancies (<https://www.msmt.cz/ministerstvo/novinar/vysledky-mimoradneho-setreni-kapacit-ms-a-zs>). It is therefore possible to expect that school capacities will be filled, especially in larger cities such as Prague, Brno, Pilsen or Pardubice. On the contrary, the most vacancies should be in Ostrava.

Figure 1 Actual number of Ukrainian children in elementary (map 2) and kindergarten (map 1) schools (7.4.2022). The exact numbers of pupils are described next to each map in coloured column.

Map 1



Map 2



(Source: <https://www.msmt.cz/ministerstvo/novinar/prubezne-pocty-ukrajinskych-deti-v-ceskych-skolach>)

More accurate information on the actual current number of Ukrainian pupils in Czech primary education has been available since the end of November this year, based on the results of standard data collection from the opening reports for the new school year 2022/23 (see <https://www.msmt.cz/ministerstvo/novinar/prubezne-poty-Ukrainian-children-in-Czech-schools>). According to the latest collected data, as of September 30, 2022, there were a total of 50,285 children and pupils of Ukrainian asylum seekers in Czech kindergartens, primary and secondary schools, while a child or pupil of an asylum

seeker is considered to be a person enjoying supplementary protection, an applicant for the grant of international protection (according to Act no. 325/1999 Coll., as amended) and persons enjoying temporary protection (Act No. 221/2003 Coll., as amended and Act No. 65/2022 Coll.). On the same date, September 30, 2022, these asylum seekers made up 2.7% of all pupils in Czech education. In the case of elementary schools, the total number of pupils exceeded one million again after twenty years, which was significantly helped by the 39,478 newly arrived Ukrainian refugees. Asylum seekers of Ukrainian origin have also become the largest group of foreigners in Czech regional schools.

The number of pupils of Ukrainian asylum seekers in Czech primary education in all regions of the Czech Republic is shown in table no. 1 below (ordered in descending order from the highest number to the lowest).

Tab. 1 Numbers of Ukrainian asylum seekers in individual regions of the Czech Republic (30. 9. 2022)

Order	Regions	Number of Ukrainian pupils of asylum seekers	1st grade of elementary school	2st grade of elementary school
1.	<i>Capital City Prague</i>	7 728	4 369	3 359
2.	<i>The Central Bohemian Region</i>	5 875	3 386	2 489
3.	<i>The South-Moravian Region</i>	3 707	2 102	1 605
4.	<i>The Pilsen Region</i>	2 927	1 675	1 252
5.	<i>The Moravian-Silesian Region</i>	2 675	1 557	1118
6.	<i>The Usti Region</i>	2 546	1 459	1 087
7.	<i>The South Bohemian region</i>	2 262	1 302	960
8.	<i>The Hradec Kralove Region</i>	1 990	1 187	803
9.	<i>The Liberec Region</i>	1 982	1 133	849
10.	<i>The Pardubice Region</i>	1 845	1 084	761
11.	<i>The Karlovy Vary Region</i>	1 605	922	683
12.	<i>The Zlin Region</i>	1 459	839	620
13.	<i>The Vysocina Region</i>	1 446	869	577
14.	<i>The Olomouc Region</i>	1 431	833	598
Sum.	<i>Czech Republic</i>	39 478	22 717	16 761

Source: <https://www.msmt.cz/deti-ukrajinsky-ch-uprchliku-je-ve-skolach-vice-nez-50-tisic>

The staff at the Ministry of Education, Youth and Sport had to react to the situation associated with the increase in the number of pupils of younger and older school age in Czech primary education, as it became clear that the current support for the education of pupils with a different mother tongue and pupils with insufficient knowledge of Czech (i.e. natural persons with Czech citizenship who, due to a different mother tongue in the family or a long-term stay abroad, do not have a sufficient command of Czech as the language of instruction, also only pupils with OMJ) in Czech primary education was generally seen as insufficient.

The set-up system was not functional, both due to the unpredictability of the necessary financial support from the reserves of the regional offices and the development program of the Ministry of Education, Youth and Sport, and due to its insufficient scope. This was reflected not only in the low interest of foreign pupils in language training, but also in the uncertainty of the teaching staff teaching these pupils in Czech elementary schools. Therefore, with effect from September 1, 2021, the system solution for the education of children and pupils of foreigners and children and pupils with OMJ in schools was newly set up, namely by Decree No. 271/2021 Coll., which amends Decree No. 14/2005 Coll., on pre-school education, as amended, and No. 48/2005 Coll., on basic education and certain requirements of compulsory school attendance, as amended, with the exception of some provisions that only came into force from the school year 2022 /23 (<https://www.msmt.cz/dokumenty-3/vyhlaske-ke-skolskemu-zakonu>).

This set support system is then based on the newly created curriculum of Czech as a second language for basic education (see <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/kurikulum-cestiny-jako-druheho-jazyka>), in which the staff of the National Pedagogical Institute of the Ministry of Education and Culture of the Czech Republic participated with the support of academics and teachers from practice. In it, the goals and educational content of the language preparation of foreign pupils and pupils with OMJ in basic education (with zero or very low knowledge of Czech as the language of instruction), expected learning outcomes according to the RVP ZV, educational content for ten thematic units and two language levels were determined. including an entrance orientation test to determine the specific level of the Czech language for pupils with OMJ in primary education.

With the arrival of Ukrainian children in the Czech Republic in connection with the armed conflict in Ukraine caused by the invasion of the troops of the Russian Federation, a special law abbreviated as Lex Ukraine I was adopted in March 2022, i.e. a few weeks after the beginning of this Russian invasion. On June 29, 2022, the president of the republic, Miloš Zeman, signed the second law, called Lex Ukraine II for short. The Ministry of Education, Culture, Sports and Science of the Ministry of Education, Culture, Sports, Science and Technology in creating its amendment was based on the principle of the maximum possible integration of Ukrainian children into ordinary classes at all levels of education, i.e. including primary education. The law was discussed both in the working team of Education at the Strategic Group for solving the effects of the wave of refugees from Ukraine, as well as with representatives of umbrella school associations and regional authorities.

This amendment to the law was supposed to significantly help schools with the integration of Ukrainian pupils in the upcoming school year 2022/2023, namely in regular mixed classes. Its content consists in more effective and faster teaching of Czech as a second language, including the competences and literacy required by the Czech education system, and social integration.

The text of the amendment also offers the possibility of creating homogeneous/segregated classes, but only in necessary and exceptional cases. A teacher who does not meet the condition of knowledge of the Czech language will be able to continue working in such classes. However, the condition remains that even in these classes, children and pupils will be educated according to the Czech framework and school educational programs, but with the possibility of adapting the content of the education to the needs of the child, pupil or student in order to adapt it. Given that a further increase in newly arrived children from Ukraine can be predicted, the law of the Ministry of Education and Culture allows to adjust the terms and conditions for accepting or terminating education in the form of measures of a general nature (<https://www.msmt.cz/ministerstvo/novinar/prezident-republiky-signed-law-lex-ukraine-2?highlightWords=ukraine>).

According to the PAQ Research study and its conclusions, according to analyst Gargulák, the participation of Ukrainian children in classes during the 2021/22 school year was complicated by the lack of awareness of their parents or legal representatives, which, according to the conclusions of the conducted investigation, affected every sixth student. According to him, another problem was the rejection of Ukrainian pupils by some schools, which affected almost every fourth Ukrainian. In the same study, Kment draws attention to the differences in the approach to integration of Ukrainians, because according to him, they almost always corresponded to the abilities and imagination of the principals of individual schools. While in some schools Czech language classes were organized to an above-standard extent so that the refugees had a meaningful learning experience, in other schools little attention was paid to these children at risk. The conclusions of the study also showed that the situation was particularly difficult in primary schools outside large cities, which had not yet encountered the integration of foreign-language pupils. They were forced to create a system of their support almost „on the green field”.

The situation in the school year 2021/2022 was also complicated to a large extent by the ongoing Ukrainian online teaching. Indeed, some Ukrainian principals insisted on the attendance of their pupils „remotely”, including children who went abroad because of the war. This concurrence therefore led to pupils focusing exclusively on online learning from Ukraine, which concerned about a tenth of children and young Ukrainians. According to the PAQ Research study, however, in order for Ukrainians to better manage their studies in the Czech Republic, it is necessary to focus on other aspects of participation in education. This includes, for example, higher support for Czech language classes, as well as leisure activities. They should contribute to the integration of children into the Czech collective and support their knowledge of the Czech language, which according to the study, up to two thirds of Ukrainian children struggle with.

Another complication is, for example, the transport of Ukrainian children to primary

schools, which is often made difficult by the lack of transport connections. According to the researchers of this study, the state should therefore consider funding so-called busing, i.e. taking children to school (<https://hlidacipes.org/integrace-ukrajinskych-deti-podporme-mimoskolni-aktivity-a-zlepseme-dopravu-do-skol-radi-experti/>).

2. OBJECTIVES OF THE EXPLORATION AND ITS CHARACTERISTICS

Given that the majority of Ukrainian refugees are currently attending Czech elementary schools (hereafter referred to as primary schools), we decided to carry out a survey focusing on integration and education in a new way incoming Ukrainian pupil in Czech elementary schools. We have thus followed up on several of our investigations carried out recently on the issue of the integration of foreign students into Czech education and their education in Czech as a second language (Šindelářová, 2008, 2015, 2016a, 2016b; Šindelářová, Drtinová, 2016, Šindelářová, Adámek, 2021). and methodologies created for them (Šindelářová, Škodová, 2012, 2013).

Although we are aware that the newly set method and change in the organization of teaching in the education of Ukrainian pupils in Czech primary education are only in the beginning, we approached several principals and pedagogues from elementary schools teaching newly arrived pupils of Ukrainian origin in various regions of the Czech Republic. Our aim was to find out from them, through a guided interview focused on current legislation, language support and language training, and usage Czech as second language, at least a rough idea of how they manage to integrate these pupils into Czech primary education according to the set and currently valid legislation, to what extent the newly set up system of language support is working for them in practice, and to get to know more about specific steps and procedures of schools in the integration and education of newly arrived pupils from Ukraine, including methodical support. Our intention is to draw attention to the knowledge gained from principals and pedagogues from practice, so that in the coming period the integration of Ukrainian asylum seekers into Czech primary schools and their education in Czech as their second language can take place in an even more effective and faster way

In our survey, we tried to equally involve respondents from all fourteen regions of the Czech Republic. They were pre-selected so that the assessed sample contained a proportional representation of principals and teachers working in both urban and rural elementary schools in individual regions, both with a high and a low number of pupils of Ukrainian nationality. As of 30/10/2022, a total of 2.966 Ukrainian asylum-seeker pupils were being educated at the primary schools selected by us, of which 1.654 were in the 1st grade and 1.321 were in the 2nd grade (for more details, see the values shown in the following table no. 2).

Tab. 2 The number of Ukrainian asylum-seeking pupils in individual regions of the Czech Republic at selected elementary schools (30. 10. 2022)

Order	Regions	Number of Ukrainian pupils of asylum seekers	1st grade of elementary school	2st grade of elementary school
1.	<i>Capital City Prague</i>	296	153	143
2.	<i>The Central Bohemian Region</i>	279	141	138
3.	<i>The South-Moravian Region</i>	263	140	123
4.	<i>The Pilsen Region</i>	257	137	120
5.	<i>The Moravian-Silesian Region</i>	246	135	111
6.	<i>The Usti Region</i>	241	131	110
7.	<i>The South Bohemian region</i>	226	129	97
8.	<i>The Hradec Kralove Region</i>	206	118	88
9.	<i>The Liberec Region</i>	199	115	84
10.	<i>The Pardubice Region</i>	184	108	76
11.	<i>The Karlovy Vary Region</i>	175	101	74
12.	<i>The Zlin Region</i>	163	89	74
13.	<i>The Vysocina Region</i>	132	85	47
14.	<i>The Olomouc Region</i>	99	63	36
Sum.	<i>Czech Republic</i>	2 966	1 645	1 321

Source: own research

Our study was conducted over the months September and October 2022. A total of 210 people took part in it, fifteen from each region (of which there were always five primary school principals, five teachers teaching in mixed classes or pedagogues teaching Czech in a class for language preparation at the 1st grade of elementary school and five teachers teaching the subject Czech language or Czech in a class for language preparation at the 2nd grade of elementary school).

Unfortunately, the distribution of respondents according to male and female gender was not even in our sample. Evenness was verified by the chi-square goodness-of-fit test, in which significant deviations from an even distribution were demonstrated, as in Czech elementary schools' female teachers predominate over their male counterparts. 86% of women and only 14% of men participated in the overall composition of our target group.

With regard to the initial phase of solving the given issue and the limited experience of pedagogical workers in Czech elementary schools, we decided to focus our attention within the framework of the guided interview on the following three areas: the legislative framework for the integration and education of Ukrainian refugee children (see subsection 3.1), the provision of language support and organization of free language training and separate classes for Ukrainian pupils (see subsection 3.2), the CJD curriculum and the school's procedure, including methodical support for the integration of newly arrived pupils from Ukraine (see subsection 3.3). We will try to briefly outline some partial results from this probe in the next chapter.

3. THE RESULTS OF THE EXPLORATION FOR INDIVIDUAL AREAS OF OUR INVESTIGATION

3.1 Toward current legislation

The creation of special laws – the so-called Lex Ukraine I and Lex Ukraine II – were positively received by all our respondents, which, according to the primary school principals we interviewed, made it possible to integrate Ukrainian pupils into regular mixed classes more quickly and efficiently and to support their social integration as well. A total of 73% of the respondents we surveyed appreciated the possibility of the creation of homogeneous/segregated school classes, in which a teacher who does not meet the condition of knowledge of the Czech language could continue to work. In practice, a total of 13 surveyed schools used this option. Less than 45% of our respondents stated that separate classes only for Ukrainian pupils were set up at their school. All the school principals and pedagogues we contacted then appreciated the detailed methodological material for the first amendment, which was sent to them through the Ministry of Education and Culture. However, the teaching staff at all selected schools lacked timely delivery of the methodology for the second amendment.

None of our interviewed principals or teachers sees a problem in the legislative definition of so-called „designated” and „regular” schools. The designated school represents

the elementary school that was included in the list of schools for the provision of free language training according to § 20 of the Education Act (hereinafter referred to as ŠZ). It is always a school established by a municipality, region or association of municipalities. The primary school is the primary school where the pupil fulfills compulsory school attendance. On the basis of our investigation, we found that workers at all regional offices (hereinafter referred to as KÚ) in the Czech Republic were accommodating to the individual primary schools we approached and allowed them to open a new or additional class to provide language training for newly arrived Ukrainian pupils.

Almost all of our respondents (98%) also agreed to the provision of free language training, i.e. to the fact that even newly arrived pupils of Ukrainian origin continue to be entitled to free language training for inclusion in basic education according to Section 20 of the Social Code. At the same time, everyone also welcomed the fact that the KÚ is responsible for ensuring free preparation according to the pupil's place of residence in cooperation with the school founder, while according to them, further details are quite clearly contained in § 10 to § 11b of Decree No. 48/2005 Coll., on basic education and certain requirements of compulsory school attendance, as amended by Decree No. 271/2021 Coll. All of them also commented positively on the fact that all foreign pupils, including pupils of Ukrainian origin, can also be entitled to support measures according to Section 16 of the Social Code. Our respondents did not have any comments on the fact that the language training provided under § 20 ŠZ and the support implemented through support measures according to § 16 ŠZ are not mutually exclusive, but for reasons of efficiency it is recommended to primarily use § 20 ŠZ for language training. With regard to the use of Section 16 of the Social Code for Ukrainian pupils, 70% of our respondents told us that almost three quarters of the parents or legal representatives of Ukrainian children they approached refused to have them examined in a pedagogical-psychological consultancy.

A total of 63% of our target group also agreed that, in accordance with the Social Security Act, the newly set up system is primarily about language preparation for inclusion in basic education for newly arrived foreign students, i.e. including newly arrived Ukrainians who fulfill the compulsory school attendance in the Czech Republic for a period of twelve months. The remaining 40% of respondents believe that language training should also be intended for foreign students and Ukrainian refugees who have been living in our territory for more than one year. Everyone also unanimously appreciated the fact that, in view of the disease caused by the coronavirus (COVID-19) and the closure of schools in the 2021/22 school year, all foreign students (including Ukrainians) who have already come to us in the past can use this support twenty-four months.

According to the valid legislative framework, the already functioning group for language preparation can be supplemented by other foreign pupils (with a longer stay) or pupils with Czech citizenship with insufficient knowledge of the Czech language due to their different cultural environment and other living conditions (these pupils are then referred to in the documents of the Ministry of Education and Culture as pupils with OMJ, while 55% of our respondents believe that this term is not the most appropriate, because

in their opinion the term pupil with OMJ already includes a foreigner). A total of 75% of the principals or teachers we contacted are convinced that many students of Ukrainian origin with a longer stay in the Czech environment should also be entitled to language support in a separate group (not just for the purpose of supplementing the already formed group).

Everyone agreed that language preparation cannot be used by students from preparatory classes with a small number of children, as the support is already sufficiently individualized. In addition, 38% of the directors or teachers we contacted said that all the parents or legal representatives of Ukrainian children they contacted refused to take advantage of this offer.

A total of 69% of our respondents also expressed their approval of the Ministry of Education and Culture's call for Holiday language courses for children of foreigners migrating from Ukraine 2022, as they believe that face-to-face language courses for children aged 6 to 18 migrating from Ukraine can help them increase their language skills in the Czech language, and thus also eliminate early exits from education due to insufficient knowledge of the Czech language. Everyone from our target group appreciated the fact that the course can take place at any time of the day. However, in practice, only 10% of Ukrainian pupils from the surveyed schools showed an interest in these holiday courses (see <https://www.msmt.cz/mladez/prazdninove-jazykove-kurzy-pro-deti-cizince-migrujici-z?highlightWords=ukrajina>).

3.2 To provide language support, organize language training and separate classes

None of our respondents commented negatively on the fact that the schools are determined by KÚ employees and that, due to the funding system, they can only be schools established by a territorial self-governing unit. All the principals from our sample are also convinced that at least one such school should operate in every municipality with extended jurisdiction (hereafter referred to as ORP). However, a total of 75% of people from our sample did not agree that the basic criterion for the designated school is that the share of foreign students in it is five percent or more (usually according to data as of March 31 of the previous school year). Most of them suggested 3%, some even 2%. However, all those interviewed completely agreed that instead of such a school, another primary school with more suitable personnel, space or other conditions can be designated by KÚ, as well as on the fact that in exceptional cases another primary school can also be entrusted, but only with the consent of the Ministry of Education and Culture. Therefore, 20% of our respondents (especially from rural or smaller urban elementary schools) welcomed the update of the Methodological material for providing free language training by amendment No. 250/2022 Coll. For a time-limited period of the 2022/23 school year, i.e. until 31 August 2023, it allows the responsible staff of the KÚ to include in the list of designated schools also a school that does not meet the other criteria set by the decree. However, if the school has at least five pupils entitled to language support (i.e. the pupils fulfill compulsory school attendance in the Czech Republic for a maximum

of 12 months), the regional office can apply for designation. Such a school must then have personnel and spatial conditions to ensure language training (§ 10, paragraph 1 of Decree No. 48/2005 Coll.). However, only two of the schools we approached used this option.

A total of 90 % of our respondents further agreed that foreigners from non-designated schools (including private and parochial schools) can study at a designated school, and that the designated school and the tribal school should cooperate and exchange information about the student.

All respondents agreed on the size of the group of up to ten pupils (the first group of at least two pupils, the next group of 1–10 pupils after the existing groups of up to ten pupils have been filled). However, a total of 60 % of them would welcome a more detailed division of foreign pupils or pupils with OMJ, i.e. including Ukrainian pupils, into groups according to the grades they attend in the Czech primary school (1st-2nd grade, 3rd-5th grade, 6th–7th grade, 8th–9th grade). A total of 20 % of our respondents then proposed separate groups for the 1st grade and then for the 2nd grade, which would be applied in practice by 85 % of the principals from the schools we contacted.

As for the scope of support in the set range of 100–200 hours for a period of ten months (according to the level of knowledge of the Czech language determined by the entrance test), our respondents expressed their opinion in favor of its increase (75 % 300–400 hours for a period of twenty months, 25 % up to 500 hours also for a period of twenty months). A total of 65 % of our respondents justified this on the basis of their own many years of experience with Ukrainian pupils, who need this support even later during their compulsory school education in the Czech Republic, despite the fact that Ukrainian as an East Slavic language is very close to Czech as a West Slavic language.

Everyone agreed on face-to-face or distance learning, and 90 % of the respondents also agreed on teaching primarily in the morning hours. 65 % of our respondents are convinced that the group can function even in the afternoon. Of the total sample we contacted, 25 % believe that afternoon classes are not suitable, especially for pupils of younger school age, who are already tired and are not able to concentrate adequately on the teaching of the Czech language.

However, a total of 85 % of our interviewed principals or pedagogues do not agree with the fact that foreign pupils (including Ukrainians) are released from other subjects during this time. They justified this by the fact that the teachers then do not have enough materials for classification from the very subjects from which the pupils are exempted, while often the pupils also miss the content of the subject matter covered. During the assessment on the report card in the mid-term, foreigners or a pupil with OMJ may write to the pupil that he was „released” from the given subject, but at the end of the school year they are faced with how to resolve this issue so that the pupil does not have to repeat the year and can progress to senior year. A total of 85 % of our sample of interviewed principals then correctly stated that this does not apply to a newly arrived Ukrainian pupil. That is why, on the recommendation of the Ministry of Education, the wording „released” is not written on the report card. Only those subjects in which the Ukrainian pupil participated at least in part are listed here. The subject title is important, not the modified content. All

the principals of the schools we spoke to, in the event that the pupil's educational content was adjusted according to § 3 Lex Ukraine, used the opportunity to state on the certificate that: „The pupil was educated in accordance with Act No. 67/2022 Coll.“

If a Ukrainian pupil cannot participate in a face-to-face form of education, 90% of our respondents agree that the pupil can attend a distance learning group. Authorized KÚ staff will then determine which designated schools will provide language training remotely (it does not have to be all designated schools, but at least one in the region). None of the interviewees objected to the fact that the background for distance learning will be created for the student by his or her primary school (space, technology, supervision). All of our respondents positively appreciated the fact that KÚ has the obligation to publish on the website a list of designated schools with face-to-face and distance education, which made their work easier especially for principals from our target group (39 %). According to our respondents, only 2% of their Ukrainian pupils switched from face-to-face to distance education in the Czech environment, due to the implementation of online education at the Ukrainian school. Indeed, some Ukrainian principals insisted on the attendance of their pupils „remotely“, including children who went abroad because of the war. This concurrence therefore led to the fact that some pupils focused exclusively on online education from Ukraine, which concerned about 15% of Ukrainian pupils from the schools we approached. According to the conclusions of the research organization PAQ Research, this concurrence affected a tenth of all children of Ukrainian origin in our country (<https://hlidacipes.org/integrace-ukrajinskych-deti-podporme-mimoskolni-aktivita-a-zlepseme-dopravu-do-skol-radi-experti/>).

3.3 To use the Czech as a second language for basic education curriculum, to the progress of the school, including methodical support

Almost all of the respondents (96%) we contacted welcomed the creation of the ČDJ curriculum (for details, see <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/kurikulum-cestiny-jako-druheho-jazyka>), which they also use in practice. It sets out the goals and educational content of the language training of foreign pupils or pupils with OMJ in basic education with zero or very little knowledge of Czech as the language of instruction. A total of 83 % of our respondents particularly appreciated not only the two language levels, but above all the specified expected learning outcomes according to the RVP ZV and the educational content of the ČDJ for ten thematic units, which are formulated collectively for 1–9. year basic education.

A total of 88% of the respondents we surveyed also positively evaluated the methodological notes on the educational content specifying the requirements for individual age categories: 1–2. year, 3–5. year, 6–9. year and two levels of language proficiency. A total of 86% of respondents appreciated the set goal of CJD teaching, which is to provide students of Ukrainian origin with not only basic linguistic but also socio-cultural competences. All our respondents are convinced that follow-up language support is necessary and very necessary, according to the individual needs of a specific Ukrainian student.

Although all interviewed principals from our research sample responded positively to the procedure of the principal of the tribal school, 80% of them would welcome it if a pupil with zero or very little knowledge of Czech as the language of instruction was not only entitled to language training, but obliged to it participate regularly, including Ukrainian pupils.

All those interviewed then stated that they did not take advantage of the opportunity to conduct a language diagnosis by means of an entrance orientation test when a student of Ukrainian origin joined the school. On the basis of them, it can be determined whether the pupil needs intensive language training carried out according to the ČDJ curriculum, or whether he is able to participate in teaching in a regular class with language support with a lower time allowance, or at which language level (0, 1, 2) the student is in Czech according to speaking/understanding/interaction, reading and writing. In unison, all our respondents stated that all newly arrived Ukrainian pupils had zero knowledge of Czech, and that is why they did not carry out a language diagnosis for them. Depending on the possibilities of the particular elementary school, when the number of refugees was higher, they were placed in a separate class (35% of respondents), and when the number was low, they were placed in a mixed class and a class for language preparation (65%). All our respondents generally took a positive attitude to the inclusion of the relevant pupil in the group, to the application for funding from the KÚ reserves in accordance with the set rules, to the organization and content of the ČDJ teaching and to the inclusion of the pupil in regular teaching, if necessary. with the setting of additional individualized support that many Ukrainian pupils greatly needed.

Almost 85% of those surveyed positively evaluated the methodical support for schools provided by the regional support centers of the National Pedagogical Institute of the Czech Republic (see <https://cizinci.npi.cz/> for details). Almost 42% of our respondents appreciated the methodological help for teachers, 15% the content of educational programs for pedagogues and primary school principals, 30% used the free services of adaptation coordinators (see <https://cizinci.npi.cz/adaptacni-koordinatori/>) and 60% of interpreters (see <https://cizinci.npi.cz/tlumoceni-a-preklady/>). Almost 55% of the respondents also appreciated, for example, the simple and very clear material about where and what kind of support primary schools can get when educating Ukrainian asylum-seekers. This file was prepared by the staff of the Ministry of Education and Culture, and according to our respondents, it contains very useful links (see <https://cizinci.npi.cz/prehled-moznosti-podpory-skol-ukrajinsti-zaci/>).

A total of 62% of the sample of pedagogues we contacted also positively evaluated the cooperation with many non-profit organizations (e.g. Meta, see <https://inkluzivniskola.cz/>) and regional centers for the integration of foreigners in all regions of the Czech Republic. Through their activities, they also facilitate their difficult work in integrating and educating Ukrainian refugees into Czech majority society and the Czech education system. Less than 2% of the principals we contacted also positively evaluate the cooperation with the staff of the Czech School Inspectorate (<https://csicr.cz/cz/Kontakty/Krajske-inspektoraty>).

4. CONCLUSION

Based on the results of our investigation, it can be stated that the interviewed principals and teachers in Czech primary education, in whose schools newly arrived Ukrainian pupils are educated, agree with the legislative framework, the introduction of the ČDJ curriculum and its content, as well as with the newly set up organization of language support in practice. Elementary school quite satisfied. On the basis of the knowledge gained, we proved that the newly set up system significantly helped the teaching staff and made their work in the school's multicultural classroom much easier. It then enabled the Ukrainian asylum-seekers to streamline and speed up their integration into the Czech education system. However, it also emerged from the answers of our respondents that they would welcome minor adjustments and changes, especially in the organization of language training for Ukrainian asylum-seeking pupils at individual elementary schools.

References

Česká školní inspekce. [online]. Accessed 9th August 2022. Dostupné z: <https://csicr.cz/cz/Kontakty/Krajske-inspektoraty>.

Inkluzivní škola. [online]. Accessed 9th August 2022. Dostupné z: <https://inkluzivniskola.cz/>.

Integrace dětí z Ukrajiny. Experti radí podpořit mimoškolní aktivity a zlepšit dopravu do škol [online]. Accessed 2nd September 2022. Dostupné z: <https://hlidacipes.org/integrace-ukrajinskych-deti-podporme-mimoskolni-aktivity-a-zlepseme-dopravu-do-skol-radi-experti/>.

Kurikulum češtiny jako druhé jazyka pro předškolní a základní vzdělávání. [online]. Accessed 2nd September 2022. Dostupné z: <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/kurikulum-cestiny-jako-druheho-jazyka>.

Metodický materiál MŠMT k poskytování bezplatné jazykové přípravy v předškolním a základním vzdělávání (aktual. verze k 1. 9. 2022). [online]. Accessed 9th August 2022. Dostupné z: <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/metodicky-material-msmt-k-poskytovani-bezplatne-jazykove>.

Počet žáků přichozích z Ukrajiny aktuálně umístěných v českých mateřských školách a v českých základních školách. [online]. Accessed 2nd September 2022. Dostupné z: <https://www.msmt.cz/ministerstvo/novinar/vysledky-mimoradneho-setreni-kapacit-ms-a-zs>.

Portál podpory pedagogických pracovníků vzdělávajících děti/žáky cizince. [online]. Accessed 2nd September 2022. Dostupné z: <https://cizinci.npi.cz/>.

Prezident republiky podepsal zákon Lex Ukrajina 2. [online]. Accessed 2nd September 2022. Dostupné z: <https://www.msmt.cz/ministerstvo/novinar/prezident-republiky-podepsal-zakon-lex-ukrajina-2?highlightWords=ukrajina>).

Prázdninové jazykové kurzy pro děti cizince migrující z Ukrajiny. [online]. Accessed 2nd September 2022. Dostupné z: <https://www.msmt.cz/mladez/prazdninove-jazykove-kurzy-pro-deti-cizince-migrujici-z?highlightWords=ukrajina>.

Průběžné počty ukrajinských dětí v českých školách [online]. Accessed 2nd September 2022. Dostupné z: <https://www.msmt.cz/ministerstvo/novinar/prubezne-pocty-ukrajinskych-deti-v-ceskych-skolach>.

Šindelářová, J. & Adámek, P. Nově nastavený systém jazykové podpory při vzdělávání žáků cizinců v českém základním školství. *Didaktické studie. Čeština pro žáky se znevýhodněním*. 2021, 13 (2), s. 77–85.

Šindelářová, J. & Drtinová, H. Problematika začleňování dětí-cizinců do českých MŠ v Ústeckém kraji. *Trendy a perspektivy předškolního vzdělávání*. 2016, 68–75.

Šindelářová, J. & Škodová, S. *Metodika práce s žáky-cizinci v základní škole*. Ústí nad Labem: UJEP, 2012.

Šindelářová, J. & Škodová, S. *Čeština jako cílový jazyk I*. Praha: MŠMT, 2013.

Šindelářová, J. *Čeština jako cizí jazyk v evropském kontextu*. Ústí nad Labem: Acta universitatis Purkynianae, 2008.

Šindelářová, J. Jak začleňovat žáky-cizince do českých základních škol? *Školní poradenství v praxi* (odborný časopis pro poradenské pracovníky). 2015, 2 (4), s. 13–16.

Šindelářová, J. Problematika vzdělávání žáků-cizinců v české primární škole. *Nová čeština doma a ve světě*. 2016a, 1, s. 118–132.

Šindelářová, J. Problematika vzdělávání a začleňování žáků s odlišným mateřským jazykem v českém základním školství. *Didaktické studie. Teorie a praxe didaktiky mateřského jazyka*. 2016b, 8 (2), s. 84–92.

Vyhlášky ke ŠZ [online]. Accessed 9th August 2022. Dostupné z: <https://www.msmt.cz/dokumenty-3/vyhlaske-ke-skolskemu-zakonu>.

Author

doc. PaedDr. Jaromíra Šindelářová, CSc.

Department of Slavic languages, Faculty of Education, J. E. Purkyně University in Ústí nad Labem

České mládeže 8

400 96 Ústí n. Labem

jaromira.sindelarova@gmail.com