

# Guidebook: Providing extramural education to Ukrainian children on-site in Poland

Instruction based on gathered  
best practices

June 2022



# Purpose of the document and relevance of the proposed solution

## Purpose of the document

- The purpose of the document is to serve as a **Guidebook** for those who are interested in **setting-up Ukrainian temporary schools in Poland**
- This document was prepared based on publicly available data and the **experience of SzkoUA** in setting up the school for UA Refugees in Poland
- This Guidebook includes **justification of proposed solution** and **covers practical questions**, which need to be answered to arrange temporary Ukrainian school in Poland

## Relevance of providing extramural education to Ukrainian children on-site in Poland

- Currently, there are currently approx. 1,4 million refugees in Poland<sup>1</sup>. About 41% of them are children (about 570,000). It is expected that 0.3-0.5 million refugees, including ~150,000 of children, will stay in Poland once situation in Ukraine stabilizes or the war ends, while **the rest might return to Ukraine**.
- The Polish Ministry of Education gives Ukrainian children the opportunity to enroll in schools with Polish curriculum. This solution matches mainly the needs of those who plan to stay in Poland for a long time or permanently (including about a quarter of all refugee children).
- Proposed temporary schools/ extramural education is aimed at providing children with **stable schooling environment, releasing time for parents to have job in Poland**, creating workplaces for Ukrainian teachers in Poland and simplifying re-integration of refugees to Ukrainian economy once they return to Ukraine.

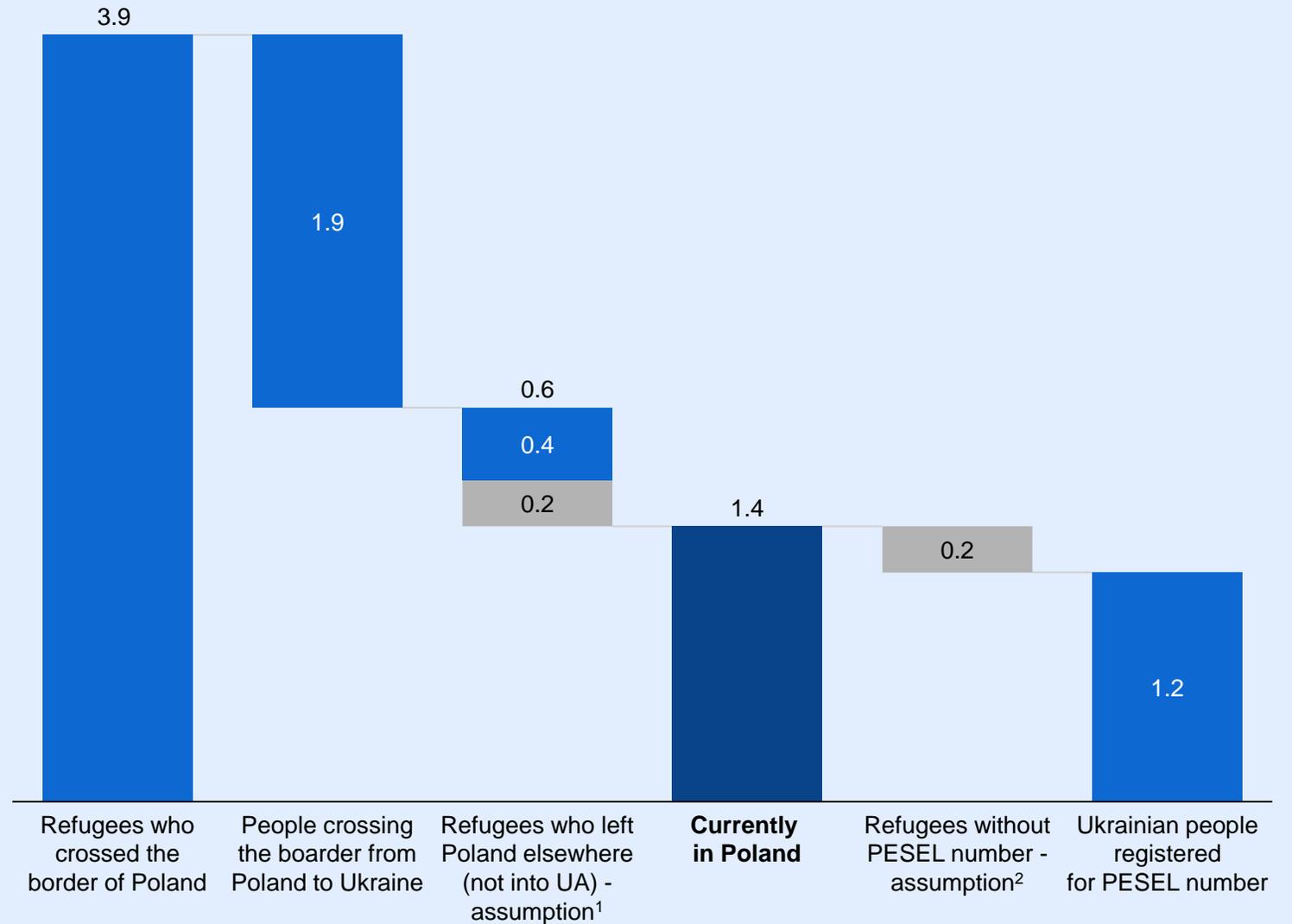
1. Throughout the document, we refer to the situation of refugees - people from Ukraine who came to Poland due to the outbreak of the war. This does not apply to Ukrainians who stayed in Poland before February 24th (mainly economic migrants or students).

AS OF 05.06.2022

## We estimate that there are approximately 1.4 M refugees from Ukraine residing currently in Poland<sup>3</sup>

1. Minimum scenario: Assuming a minimum of 50% of Ukrainian refugees in Germany coming from Poland | High likelihood the number is higher (higher share of refugees in Germany coming from Poland, high share of Ukrainian refugees in countries which do not share the border with Ukraine but came from Poland)
2. Assumption: 50% of the delta between net refugees flows on PL - UA border less refugees who fled further West and PESEL registered refugees' number
3. Minimum of 1.2 M of PESEL registered population and maximum of 1.6 M, including non-PESEL population. Most likely scenario assumes ~1.4 M refugees present currently in Poland.

Source: Border Guards, Dane.gov for PESEL data, Reuters - UA refugees in Germany

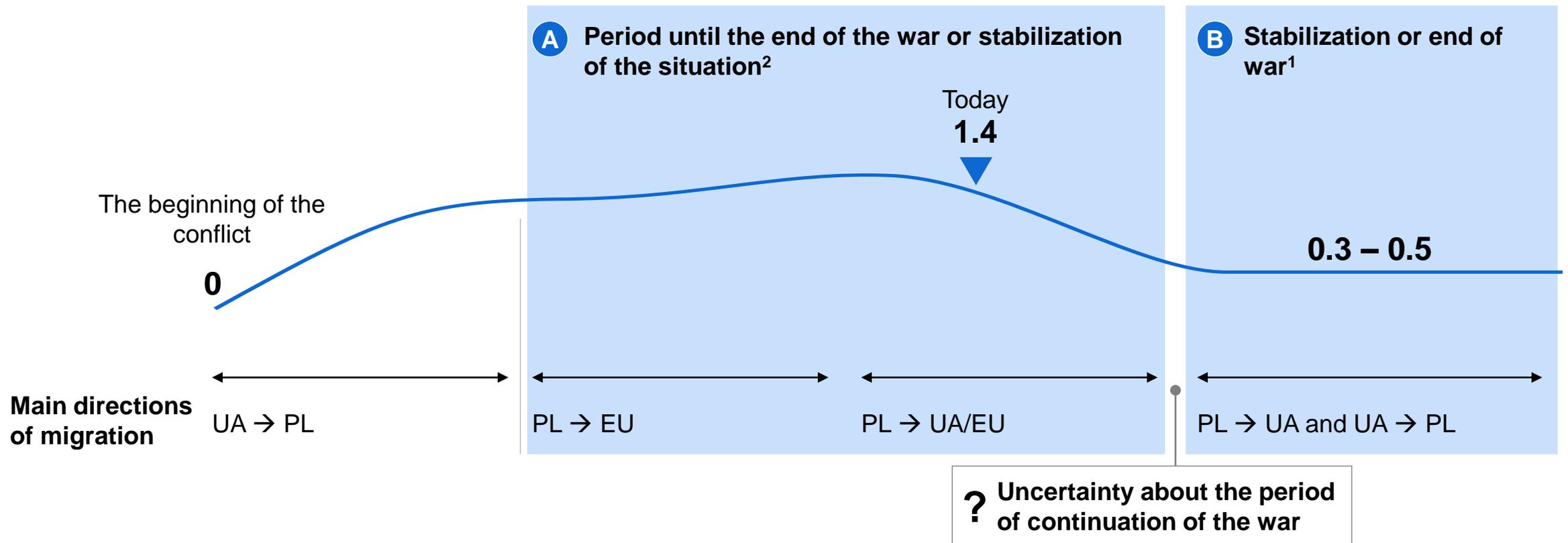


# Number of refugees in Poland is slightly decreasing and will reach an estimated 0.3-0.5 M during the stabilization or after the end of the war

ILLUSTRATIVE

In-depth analysis on the following page

## The number of refugees in Poland over time – a long-term perspective, millions

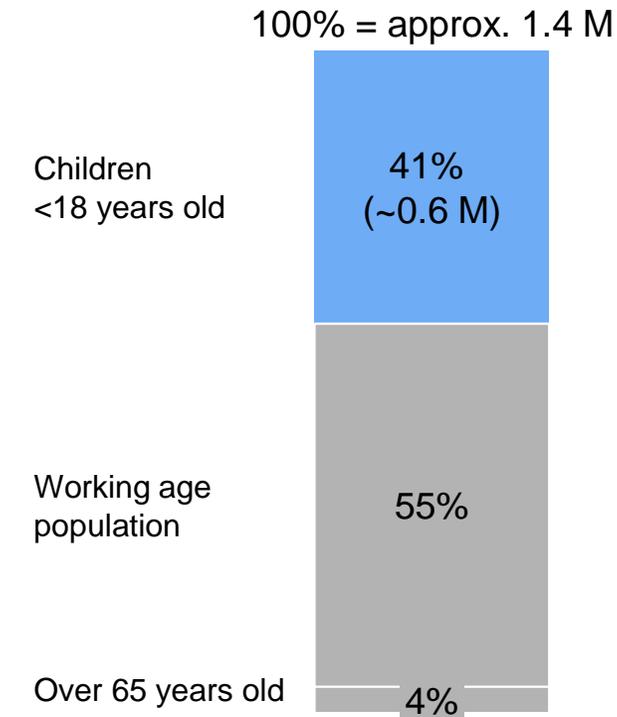


1. The assumed opening of the possibility of men of conscription age leaving Ukraine
2. Daily flows of Ukrainian refugees at the PL - UA border proves outflow of refugees from Poland of 7-10k refugees daily & approx.. 2k of UA refugees entering Germany daily (17.05), mostly from Poland

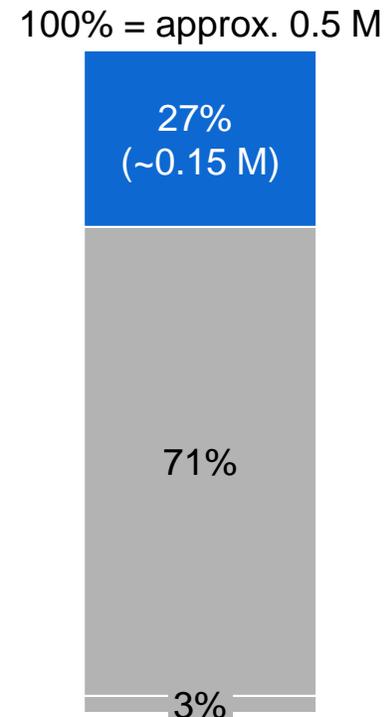
# Today, there are about 600K refugee children in Poland, with ~150K remaining after the end of the war or during the stabilization

PLEASE NOTE: ASSUMPTIONS APPLY TO AGE STRUCTURE OF POPULATION, WHO HAVE NOT SIGNED UP FOR PESEL<sup>1</sup>

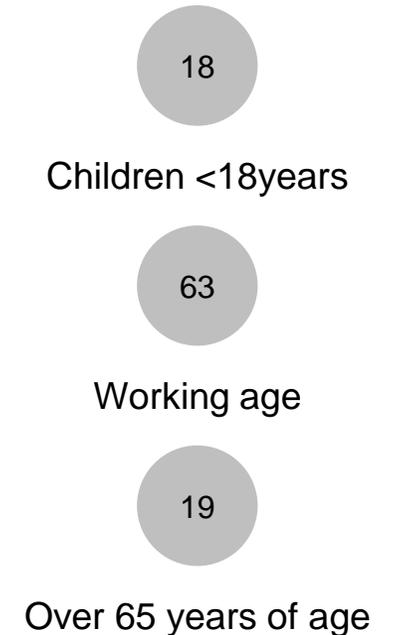
**A** Currently, until the end of the war or the stabilization of the situation<sup>1</sup>  
% Population



**B** Stabilization or end of war<sup>2</sup>  
% Population



Current demographic structure in Poland<sup>1</sup>  
% Population

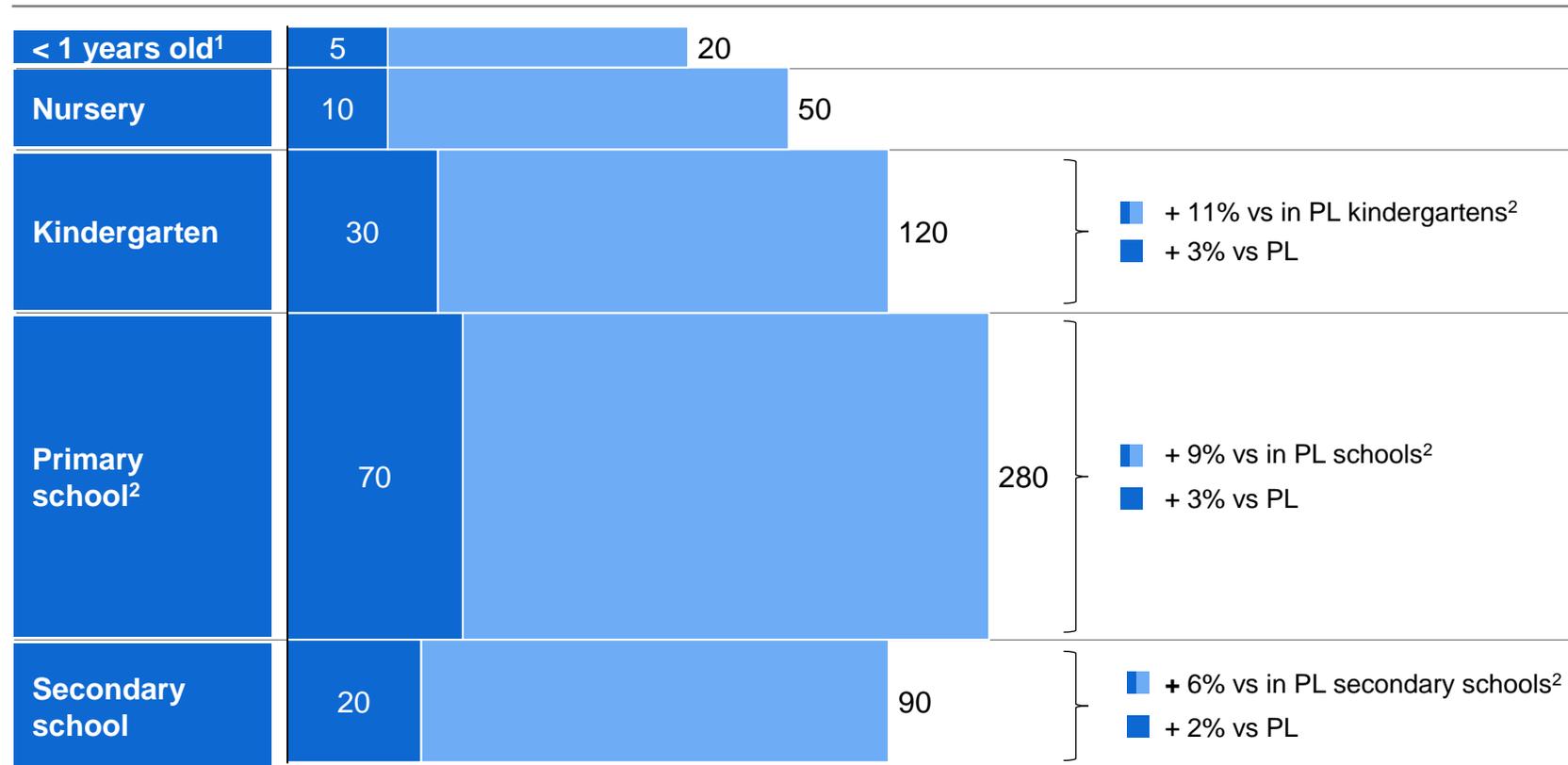


1. Assuming 1.4 million refugees in Poland, the share of age categories based on the demographic structure of the PESEL registry for PESEL population and demographic structure of incremental PESEL population for non-PESEL population  
 2. Share of refugees deciding to stay in Poland based on ARC Rynek i Opinia research | For demographic modelling the movement of men of conscription age across the border to rejoin the families was assumed  
 3. As of 2021 GUS data

# About 500K children aged 3-17, with more than half aged 7-14 (primary school)

PLEASE NOTE: ASSUMPTIONS APPLY TO AGE STRUCTURE OF POPULATION, WHO HAVE NOT SIGNED UP FOR PESEL<sup>1</sup>

## Structure of all Ukrainian children by school level age (regardless of school enrollment status) – comparison of pre- and post-end of the war period, thousands



- Increase in number of children in Poland today
- Increase in number of children in Poland after the end of the war

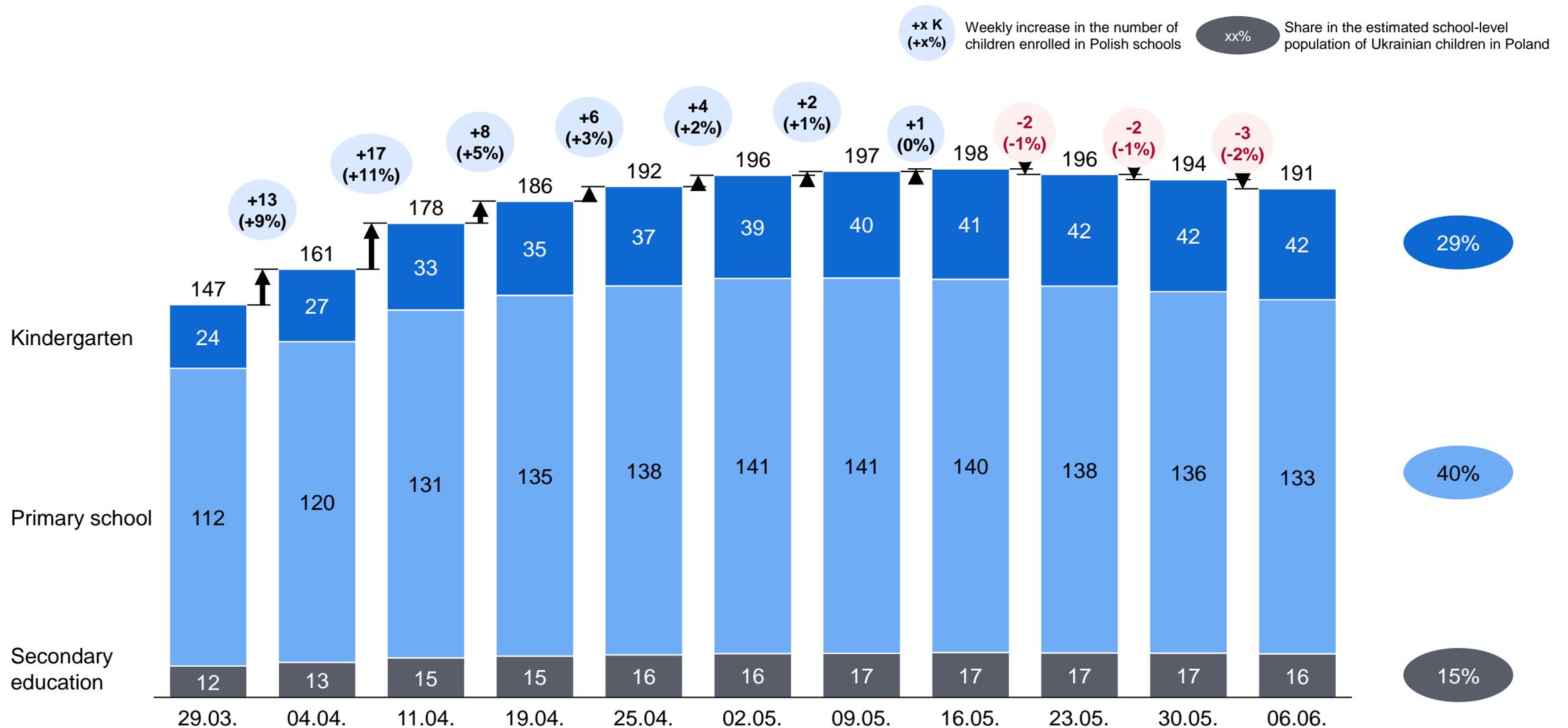
# ~500K

Estimated number of refugee children from kindergarten to secondary school age

After the end of the conflict or during stabilization, ~150K children may remain in Poland

1. Only ~5k registered Ukrainian children under 1 year old; the higher number shows the expected number of refugee newborns in Poland directionally based on the demographic structure
2. Compulsory education in Poland also applies to children who do not have Polish citizenship, regardless of the legal status of parents - the obligation to complete primary school with a cap of 18 years old age limit

# Almost 200K children have been enrolled in Polish schools; number of enrolled children has been declining since mid-May



# Providing education on-site is crucial to enable caregivers to take up employment, especially in the period till the end of the war

Potential solutions that can respond to the needs of Ukrainian refugees in Poland

	<b>Ukrainian curriculum taught completely remotely</b> Current practice of the Ukrainian Ministry of Education	<b>Polish curriculum taught in Polish schools</b> Current practice of the Polish Ministry of Education	<b>Ukrainian curriculum in schools / on-site</b> Private initiatives in Poland (e.g. SzkoUA)
	Standard solution, however, limiting mothers from going to work	The best solution only for those who plan to stay in Poland permanently	<b>Temporary solution</b> <b>The best solution for those who plan to return to Ukraine</b>
<b>The perspective of refugees</b>	<b>Providing care during the day</b>	✗	✓
	Continuity of Ukrainian curriculum & possibility of continuation after returning to Ukraine	✓	✗
	Integration into society and peer group	✗	✓ <sup>2</sup>
<b>The perspective of schools</b>	<b>Teachers</b>	Ukrainian teachers	Polish teachers (Ukrainian teaching assistants <sup>1</sup> )
	<b>Infrastructure</b>	Fully online	Polish schools / public buildings
	<b>Financing</b>	Ukrainian Ministry of Education	Polish Ministry of Education (with potential EU support)
			Ukrainian teachers
			Application of temporary solutions
			Donors / International organizations / Companies

1. Teachers from Ukraine who know Polish language can be employed in Polish schools as a teacher's assistant

2. Possibility to provide joint activities, e.g., physical education, foreign language learning

# Extramural Education for UA Refugees could reach multiple goals

Extramural Education - purpose of the solution

## List of the potential goals

### Children / students

- ✓ Ensuring Ukrainian children have **continuous Ukrainian education until their return to Ukraine**
- ✓ Ensuring more stable school environment and providing emotional / psychological safety for all refugees at school (including adults)

### Parents / caregivers

- ✓ Releasing time for the Ukrainian parents & legal guardians to be able to work in Poland

### Teachers

- ✓ Providing Ukrainian teachers & other Ukrainians who are qualified to become teachers or administrative staff with an **on-site work** at schools utilizing their qualifications as per Ukrainian Educational system
- ✓ Providing them jobs with **salaries adjusted to the cost of life in Poland**

### Ukrainian economy

- ✓ Assuming the notion that the further the refugees go from Ukraine, the less likely they are to return, **the solution would increase the share of refugees staying in Poland instead of moving further west** by providing them with one of three key elements<sup>1</sup>. Once the situation in Ukraine stabilizes, the closure of Ukrainian extramural education in Poland would support the return to Ukraine

1. Accommodation, labor, education for children

# Proposed guiding principles to address needs all initiative's stakeholders

Extramural Education - guiding principles

## List of the guiding principles

### Children / students

- ✓ Students to be provided with a **physical place for education** and **in-person teaching** per **Ukrainian curriculum** as free service by legal entity registered in Poland (e.g., by an NGO)
- ✓ Joint operations of the entity in Poland and **schools in Ukraine** in order to provide formal education in line with Ukrainian curriculum<sup>1</sup>

### Teachers

- ✓ The potential employment of Ukrainian teachers in Poland will be **treated as extracurricular activity** in Poland hence the **Polish entity should provide the teachers with salaries**

### Ukrainian economy

- ✓ The program should be **financed by donors**; thus, no additional budget is required from Ukrainian and Polish Ministries of Education
- ✓ Described Ukrainian schools in Poland should be by default **a temporary solution** (lasting while war and the demand for such services continues); however, a minimum period of operation is to be one semester

! In the following pages, any references to *temporary schools, extramural education, initiative* refer to the form of education that may be provided on-site in Poland but is not a stand-alone school in legal terms.

Students attending such schools should also be enrolled in a school in Ukraine which will provide the school certifications, validating the received education.

[More details on the following pages](#)

1. Solution is supported by recent decree of Ministry of Education of Ukraine [decree #274 of 28 March 2022](#) – Please note: the regulations might be a subject of change

# Concept of the approach covers key strategic questions

Strategic area	Key topics
1 Organization structure	Institutions needed to prepare extramural education in Poland for Ukrainian children
2 Responsibilities of engaged parties	Core responsibilities / tasks / roles of the involved institutions
3 Formal requirements to provide extramural education	Formal requirements, registration of the initiative, formal recognition of learning progress / legal validity of education received
4 Financing	Financing sources, budget estimation, main cost categories
5 People	Recruitment, employment (contracts, salaries, employer), list of employees
6 Processes	Children's enrollment in school, selection criteria, school size, curriculum
7 Infrastructure	Possible options available on the market, standards / norms for school buildings, necessary spaces /rooms
8 Equipment & materials	Necessary materials and equipment, challenges related to with their accessibility
9 Others	Website, ID cards, transport, fundraising, integration with Polish children and more

1. SzkoUA started operating within 3 weeks from the initiative concept creation.
2. By using the almost-fully-equipped school building of a tertiary education institution.

The approach presented on the following pages is based on the experience of *Warsaw Ukrainian School: SzkoUA*, project-school initiated by KIK (*Club of Catholic Intelligentsia*) and Foundation *Our Choice*, in cooperation with *Przymierze Rodzin Association* and *Polish School Foundation*, as well as it is also based on the publicly available information.

**PLEASE NOTE:** This is a directional guidance, not an official instruction of how to successfully provide an on-site education

SzkoUA's approach serves as a case study, proving the possibility to set up a school in a limited period of time<sup>1</sup> and with a limited investment<sup>2</sup>.

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
1 Organization structure	What parties are needed to set up an extramural education for Ukrainian children in Poland?	<ul style="list-style-type: none"><li>• NGO or other organization in Poland – legally responsible for the project</li><li>• NGO or other organization in Poland - leading the efforts</li><li>• Local authority / institution managing a set of schools in Ukraine (a municipality / gromada)</li><li>• Sponsor / Donor</li><li>• Experts on Polish &amp; Ukrainian education systems, preferably current / former school principals</li></ul>
2 Responsibilities of engaged parties	What are the minimum responsibilities of the NGO in Poland?	<ul style="list-style-type: none"><li>• <b>Legal responsibility</b> (running of the „school”) and <b>representation in internal &amp; external relations</b>, including responsibility for signing of contracts</li><li>• Responsibility for <b>securing financing</b> &amp; signing contact with donors, <b>budget management and reporting to donors</b> (financial &amp; performance)</li><li>• Responsibility to schools / to entity representing schools in Ukraine for <b>ensuring the education</b> for the children enrolled in extramural education via those schools <b>and all pass requirements in line with Ukrainian curriculum</b></li><li>• Responsible for provision of <b>proper quality, safety &amp; cleanliness of the physical studying environment</b> for the children to study &amp; for the teachers to work (including teaching and supporting staff, infrastructure, equipment, studying &amp; teaching materials, and others, as well as optionally: meals/lunches, transportation)</li><li>• Responsible for <b>ensuring emotional safety of refugees at school, incl. employed staff</b> (stable environment, psychological support, security at school – monitoring and security guard)</li><li>• Acting as an employer for teachers, administration &amp; service staff; providing salaries to employees</li><li>• <b>Student enrollment warrantor</b>: signing enrollment contracts with parents/caregivers and ensuring the rightful enrollments of those students into the cooperating public schools in Ukraine</li><li>• <b>Other responsibilities related to running of the school</b> - long-term and daily management &amp; responsiveness to the needs of involved parties</li></ul> <p><b>These responsibilities can be split between two closely cooperating parties, with clear division of the obligations, with one of them being superior bearing the full responsibility to the partners</b></p>

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
<b>2</b> Responsibilities of engaged parties	What are the minimum responsibilities of the <b>financial donor</b> ?	<ul style="list-style-type: none"><li>• Providing funding required to running the schools</li><li>• Providing clarity of the level of financing and timing of the tranches' transfers</li><li>• Providing clarity of the subject of financing (what can or cannot be financed with the dotation)</li></ul>
	What are the minimum responsibilities of the <b>institution managing a set of schools</b> in Ukraine (a municipality / gromada)?	<ul style="list-style-type: none"><li>• Confirmation of how many children can get enrolled into their schools (&amp; of which grades)</li><li>• Guarantees of enrolment of the children who reach out to the NGO in Poland for sign up into the school</li><li>• Sign up / sign off simplified processes and support in streamlining the enrollment</li></ul>
	What are the minimum responsibilities of the <b>schools</b> in Ukraine?	<ul style="list-style-type: none"><li>• Approval for extramural education for a group of children</li><li>• Validation of education (pupils being officially part of such schools)</li><li>• Acknowledging the progress in education of the pupils &amp; providing school certificates</li></ul>
	What are the minimum responsibilities of the <b>experts on Polish &amp; Ukrainian education systems</b> (e.g. school principals)?	<ul style="list-style-type: none"><li>• Support in preparation of school statute and regulations</li><li>• Support in preparation of lesson timetable, curriculum execution plan, other key documents</li><li>• Providing contacts with other principals, expert / decision making figures in the education sphere</li><li>• General advisory – on processes, recruitment of teachers, enrollment of students, curriculum, school operations coordination</li></ul> <p><b>In the case of SzkoUA, the organizers established cooperation with an educational NGO, which facilitated contact with the Ukrainian side and provided educational and organizational support.</b></p>

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
<b>3</b> Formal requirements to provide extramural education	What form of approval is needed from Ukrainian Ministry of Education?	<b>Currently – none.</b> The Ministry issued a note giving the obligation to local authorities in Ukraine to simplify the enrollment process into any Ukrainian public school via written application, regardless whether students are currently located in Ukraine or abroad.
	What form of approval is needed from Polish Ministry of Education?	<b>Currently – none.</b> The education provided in an extramural form in cooperation with already existing Ukrainian schools is not part of Polish education system and does not come under the responsibility of the Polish Ministry of Education.
	How should the initiative be registered in Poland?	The organization which acts as the legal entity in Poland responsible for organization & running of such school should have <b>educational activities / education provision</b> in their <b>official statute</b> to run such a <b>project</b> .
	How to ensure the validity of the education for the children (acknowledgement of the progress)?	<ul style="list-style-type: none"> <li>• The leading institution in Poland should cooperate with schools in Ukraine. Due to the potential limits in number of children per school, the cooperation may happen with the local authority in Ukraine which manages a set of schools.</li> <li>• Once parents / legal guardians reach out to Polish entity to sign up a child to study in Poland, they should sign the contract with the Polish entity.</li> <li>• The Polish entity reports the sign ups of children to the party in Ukraine (schools or local authority, based on the simplified procedure) within the student number limits, shares the profiling information required to formally accept a child to school. A confirmation of acceptance of the pupils should be issued.</li> </ul>
<b>4</b> Financing	Who can provide financing?	<ul style="list-style-type: none"> <li>• Companies &amp; large corporations / International organizations / Funds / Foundations / other NGOs</li> <li>• Verified, transparent, reliable &amp; solvent organizations or sources of financing</li> </ul>
	How to estimate the total required funding?	<b>Level of required financing depends on multiple factors</b> and the major ones include: <ul style="list-style-type: none"> <li>• School size (number of children, number of classes)</li> <li>• Level of non-financial (usually material) donations</li> <li>• Payroll approach</li> <li>• Quality of the service</li> <li>• Location</li> </ul>

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

## Strategic area

## Key questions

## Example approach

### 4 Financing

What are the key operating cost categories?

- Salaries for teachers' and principals, administration, service staff
- Building / space rental
- Meals / catering
- School transportation
- Utilities & media bills
- Insurance (for school, for employees, for children)
- Regular purchases of materials (educational & teaching, artistic, school maintenance)
- Other (incl. administrative costs of the involved entities)

What are the key investment categories?

**They depend mostly on the infrastructure & its equipment readiness to start operating as a school.**

**Example categories:**

- Adjustment of the space into school (e.g. turning open office space into multiple classrooms)
- Infrastructural renovations
- Adjustments to meet safety (OHS) requirements / standards
- Monitoring
- Classroom equipment (desks & chairs adjusted to the pupils height, whiteboards, projector, ...)
- Laptops / other devices (for IT classroom, for teachers and administration)
- Educational materials (guidebooks, maps, globes, sport equipment, chemistry lab elements, library books)

How much does it cost to run a full-size school (grades 1-11)?

**It depends:**

- The initial investment could be minimized by finding a ready to use school building – only minor adjustments would be required, which would save money and time (important when planning only a temporary school).
- Both capital and operating costs could be minimized by finding material donors (e.g. providing meals or education materials for free or discounted).
- Not all of the categories mentioned above might be needed at the newly created temporary school (e.g. transportation, if the school is located in the well communicated city but children commute from too many directions for long distances).

**An example split of costs is attached in the appendix.**

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
5 People	Who should be employed (based on the experience of 250-student school)?	<ul style="list-style-type: none"><li>• 3 principals</li><li>• 22 Ukrainian curriculum teachers</li><li>• 2 Polish language teachers<sup>1</sup></li><li>• 2 school common room teachers / caregivers</li><li>• 1 teacher assistant for children with special needs</li><li>• 2 psychologists (min.)</li><li>• 2 secretaries</li><li>• 1 handyman</li><li>• 1 supplier / provider</li><li>• 1 service person (managing the dressing room, overall cleanliness, distribution of catering meals, etc.)</li><li>• Cleaning service<sup>2</sup></li><li>• Security guard<sup>3</sup></li></ul>
	How to organize a recruitment?	<p><b>Example based on SzkoUA experience:</b></p> <ul style="list-style-type: none"><li>• Dedicated team focused on recruitment processes (recruitment &amp; contracts preparation)</li><li>• Initial application via survey distributed via social media (e.g. Facebook groups for Ukrainians in Poland / specific city)</li><li>• Review of the initial applications based on the program requirements</li><li>• Request for more details to selected candidates and review</li><li>• Interviews</li><li>• Contract signing</li></ul>
	How to estimate the number of teachers to hire?	Based on the studying program by calculating the number of teaching hours required for every class and for every subject. School management experience will be beneficial for that matter (e.g. principals).
	Who should hire the staff?	The organization in Poland which is responsible for running the school and budget management. The employees should have Polish contracts (contract of mandate or employment contract) and pay taxes in Poland.

1. Polish language as a foreign language teachers (no requirements to speak Ukrainian)

2. Might already be included in the rental, leaving no need to hire a person or a service

3. Depending on the surroundings safety (to guard the entrance or prevent the interactions of strangers with pupils)

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
5 People	How much should the employees be paid?	<ul style="list-style-type: none"><li>• Based on the SzkoUA experience the net salaries should be adjusted to the cost of living in Poland and also specifically in the city where the school is organized.</li><li>• The proportion between salaries (principals – teachers – administration &amp; experts – service) should reflect the ratio of such salaries in Ukraine or in Poland as well as the level of responsibility for the project.</li></ul>
	How many people among the staff should speak Polish & Ukrainian?	<ul style="list-style-type: none"><li>• To ensure smooth operations of the school it would be recommended to have at least 2-3 people who speak both Polish and Ukrainian: 1 secretary, 1 principal.</li><li>• This should be decided based on the language skills of the staff: alternatively sometimes English or Russian language knowledge would also be beneficial.</li></ul>
6 Processes	How to organize the enrollment process for children?	<p>*As mentioned earlier, because the temporary schools in Poland would technically work as a project with the goal of provision of extramural education, the actual school enrolling the children is the one in Ukraine.</p> <p><b>Pupils enrollment steps:</b></p> <ul style="list-style-type: none"><li>• Parent / legal guardians fill out the survey with initial application.</li><li>• Selected applicants are asked to provide further information based on the selection criteria (see next question) and per-grade-limits.</li><li>• Parent / legal guardians of the pre-accepted students should sign the contract (with the leading organization in Poland).</li><li>• The entity running the temporary school forwards the applications to the schools in Ukraine.</li><li>• The schools in Ukraine send a confirmation of acceptance.</li></ul>
	What selection criteria should be considered?	<ul style="list-style-type: none"><li>• Selection criteria should be in line with the regulations related to public Ukrainian schools as well as selection criteria specific to the school in Ukraine which will formally enroll those students.</li><li>• A proposed selection criteria would cover regionalization (to minimize the commute duration for pupils) as well as giving the priority to the children which have no possibility to continue the remote education from Ukraine (e.g. due to lack of equipment) or in other way facing challenges in accessing the education.</li></ul> <p>Second priority should be given to children who already attend schools in Poland.</p>

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
6 Processes	Where should the enrollment be announced?	<ul style="list-style-type: none"><li>• The initiative website</li><li>• Websites of the involved parties</li><li>• Social media groups for Ukrainians in a given city</li><li>• Local authorities website</li><li>• Word of mouth</li></ul>
	How many students per grade should be accepted?	<ul style="list-style-type: none"><li>• The number of students per grade should be determined based on the Ukrainian and Polish regulations, classroom sizes and budget restrictions.</li><li>• SzkoUA provides 11 classes – 1 class per grade.</li></ul>
	What lessons are served at the school?	<ul style="list-style-type: none"><li>• The subjects taught in the school should be in line with Ukrainian curriculum and studying program.</li><li>• The only variations from the program should remain within the regulatory acceptable ranges.</li><li>• Additional classes are recommended, such as: Polish language, Polish history &amp; culture.</li></ul>
7 Infrastructure	What kind of buildings could be used as a full-time school?	<ul style="list-style-type: none"><li>• <b>Already existing school buildings<sup>1</sup></b><ul style="list-style-type: none"><li>– Not utilized due to shifting toward remote education or closed</li><li>– Underutilized due to system changes (e.g. junior high school buildings) or demographic situation, with the possibility to run a school simultaneously in a dedicated section of the building or in the form of afternoon classes</li></ul></li><li>• <b>Available office spaces</b><ul style="list-style-type: none"><li>– Older office spaces were most often divided into rooms, while new office spaces are usually an open-space.</li><li>– The latest may require investment for adjusting it to the school standards and turning open space into classes.</li></ul></li><li>• <b>Available public institution spaces</b></li><li>• <b>Available tenement houses</b></li></ul> <p>The advantage of using existing school buildings is the fact that (1) it requires little investment; (2) it usually meets infrastructural &amp; safety standards for a school; (3) it is already equipped with desks, chairs, and others.</p>

1. In case of SzkoUA it is a private tertiary education institution (University of Ecology and Management)

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
7 Infrastructure	To what standards / norms should the building adhere?	Building should be adjusted to the functioning as a school and <b>a safe space for children</b> , meeting the <b>OHS criteria</b> and other requirements specific for school operations. Additional safety could be provided with monitoring and / or security guards.
	What spaces / rooms should be allocated?	<b>Aside from sufficient number of classrooms, the space should include:</b> <ul style="list-style-type: none"><li>• Teachers' room</li><li>• Secretariat</li><li>• Principal / meeting room</li><li>• Sport facility</li><li>• School common room</li><li>• Sufficient hallway space (for the time between classes)</li><li>• Storage room</li><li>• Cloak room</li><li>• Medical aid room</li><li>• Dining room</li></ul>
8 Equipment & materials	What kind of materials & equipment are needed?	<b>Example categories of materials required (please note it is not an exhaustive list):</b> <ul style="list-style-type: none"><li>• Laptops (for administration, teachers and IT classes)</li><li>• Projectors to present online/digital materials</li><li>• Boards &amp; other teaching materials (maps, sport equipment, etc.)</li><li>• Desks and chairs (adjusted to the children's height)</li><li>• Stationary materials (art materials as well as regular, such as pens, notebooks, ...)</li><li>• Multifunction device (laser printer), toners &amp; printing paper</li><li>• School maintenance products (cleaning &amp; bathroom products)</li><li>• Drinking water / water bottles</li><li>• Other</li></ul>
		<b>It is recommended to try to find donors / sponsors for such products.</b>

# Concept of the approach covers key strategic questions

Based on the experience of SzkoUA

Strategic area	Key questions	Example approach
8 Equipment & materials	What are the challenges identified by SzkoUA regarding obtaining materials?	<p>Providing coursebooks and exercise books is challenging due to low availability of the books. It is suggested to search for Ukrainian coursebooks providers/publishers and work out a solution regarding meeting the demand, for example:</p> <ul style="list-style-type: none"><li>• Obtaining online version with a licence for the specific number of copies / items / passes</li><li>• Obtaining physical books with a written permission of the publisher to copy the books</li><li>• Preparation of own materials by the teachers or utilization of the materials developed by the teachers in Ukrainian schools</li></ul>
9 Other	What are other suggestions from the experience of SzkoUA?	<ul style="list-style-type: none"><li>• <b>Entity's relation to Ukraine:</b> The leading legal entity in Poland should be related to Ukraine or have statutory goals focused on supporting Ukrainians, aside from providing education. This builds initial trust in the organization among other parties, such as donors/sponsors as well as parents/legal guardians. Ukraine-related logotype creates a trust bridge.</li><li>• <b>Principal's experience:</b> There should be at least one principal with an experience in such role in Ukrainian system.</li><li>• <b>Website:</b> The school website should be the main source of information for all involved stakeholders, and therefore it should provide information in 3 languages - Ukrainian, Polish, English (at least in a form of raw automatic translation).</li><li>• <b>Fundraising:</b> A fundraising person / volunteers should be involved at least at the set-up phase of the initiative to attract major donor as well as minor donors with material support.</li><li>• <b>Student ID:</b> The children should receive a form of student ID (of student status statement), even though the recognition of such documents is not regulated.</li><li>• <b>Public transportation:</b> The issue of payment for public transportation for Ukrainian children enrolled into the Ukrainian schools is not regulated at the national level. Once setting up a school, it is suggested to engage the city's authorities / public transport company to obtain permission for free transportation or a discounted transportation.</li><li>• <b>Integration with Polish children:</b> It is suggested to provide some integration opportunities for Ukrainian and Polish children as an extracurricular project (summer camps, trips, sport events, PE lessons, etc.).</li></ul>

If you are interested in learning more on how to set up Ukrainian temporary schools in Poland, please contact:



**Warsaw Ukrainian School: SzkoUA**

[cancelaria@vshkolu.edu.pl](mailto:cancelaria@vshkolu.edu.pl)

[www.vshkolu.edu.pl](http://www.vshkolu.edu.pl)

### Main project partners



**Fundacja Nasz Wybór /Ukraiński Dom w Warszawie**  
(Foundation *Our Choice* /The Ukrainian House in Warsaw)  
– initiator of the SzkoUA project and the institution running it



**Klub Inteligencji Katolickiej w Warszawie** (Club of Catholic Intelligentsia in Warsaw)  
- initiator of the SzkoUA project, KIK coordinated the establishment of the school and takes care of its everyday functioning





# Appendix

# Decree of the Ukrainian Ministry of Education improves access for refugees to Ukrainian school education

Ministry of Education of Ukraine decree #274 of 28 March 2022

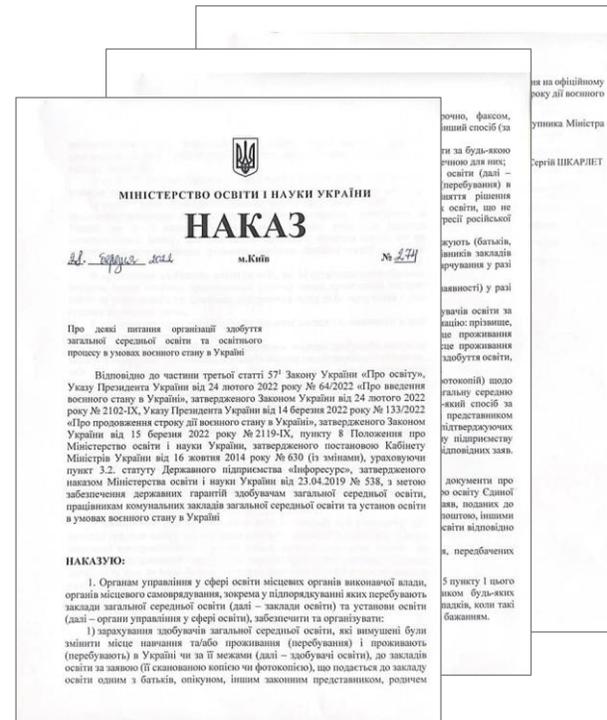
## Obligations of local educational authorities under new decree

### Students

- Students could enroll into any Ukrainian school via written application, regardless whether students are currently located in Ukraine or abroad
- Application of students is simplified, allowing electronic applications and any form of education
- Students and their parents receive support with accommodation and food (if requested)

### Teachers

- Teachers should receive their salaries regardless whether they are currently located in Ukraine or abroad

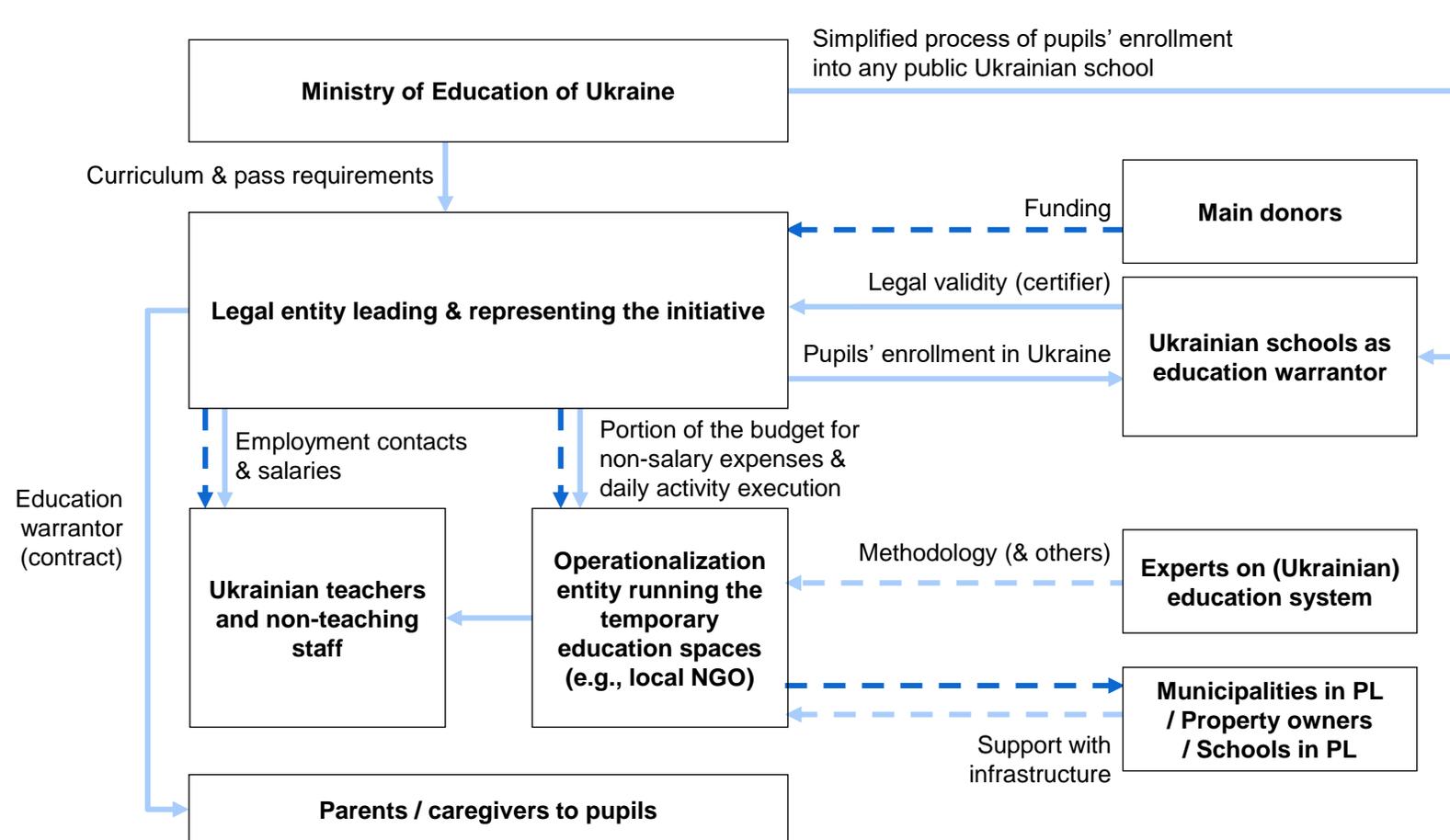


The process of enrolment to different Ukrainian schools is simplified for refugees  
Students may participate in any form of education from Ukrainian schools  
As result, students could easily access Ukrainian education remotely or in-person in case their original schools are not operating

# Organization structure requires involvement of NGOs – at least one in Poland, school in Ukraine, donors and others

- - - > Flow of funds    
 - - - > Non-monetary support    
 — Organisational relations

EXAMPLE STRUCTURE – SIMPLIFIED MODEL<sup>1</sup>



## To be specified by initiative operationalization team during implementation

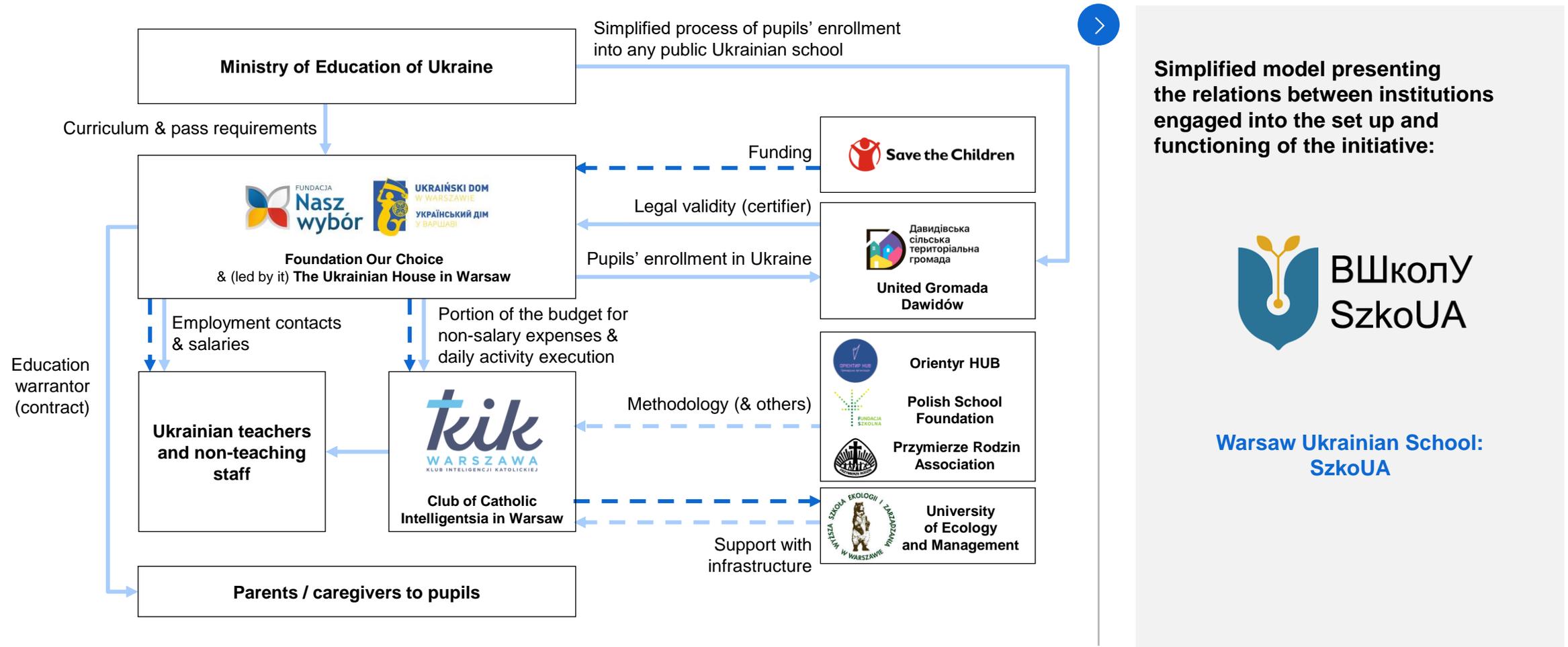
- Attraction and selection of donors
- Identification of schools acting as a warrantor of validity of education in a form of extramural teaching
- Securing infrastructure from municipalities / other schools or private property owners
- Optional: Entities supporting additional processes – experts or organizations (e.g. recruitment, provision of educational materials, etc.)

1. The presented structure is a simplified organizational model and does not include additional parties involved in daily operations such as service providers (e.g., internet, catering, ...), donors of educational materials, and others.

# Organization structure requires involvement of NGOs – at least one in Poland, school in Ukraine, donors and others

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 ————— Organisational relations

EXAMPLE STRUCTURE – SIMPLIFIED MODEL<sup>1</sup>



1. The presented structure is a simplified organizational model and does not include additional parties involved in daily operations such as service providers (e.g., internet, catering, ...), donors of educational materials, and others.

# Annual expenses per average size school could amount to ~0.7-1.0 USDm, equivalent of 2.4-3.5 USDk per pupil

**DIRECTIONAL ESTIMATIONS:** WHILE PLANNING A BUDGET ONE SHOULD ADJUST THE ASSUMPTIONS TO SPECIFIC CONDITIONS & ACTION PLAN | ESTIMATES BASED ON THE PUBLICLY AVAILABLE DATA ([NOT SZKOUA'S](#))

## Top-down estimate based on education costs in Poland, USD

OUTSIDE-IN ESTIMATION

Total annual education cost in Poland <sup>4</sup>	9 093 M
	÷
# of children in schools <sup>5</sup>	3 735 K
	=
<b>Average cost per pupil per year</b>	<b>2 500 USD</b>
<b>Average cost per school per year</b>	<b>750 K USD</b>

## Bottom-up estimate based on education cost buckets, USD

	Per school <sup>1</sup>	Per pupil
Teachers' salaries <sup>2</sup>	~550 K	~1 900
Administration's salaries	~55 K	~190
Service staff salaries	~40 K	~130
Building / space rental <sup>3</sup>	~170 K	~570
Transportation <sup>3</sup>	~100 K	~330
Utilities & other regular expenses <sup>6</sup>	~70 K	~230
Other <sup>7</sup>	~55 K	~190
<b>Total average</b>	<b>~1 040 K</b>	<b>~3 500</b>
Total excl. rental, transportation & other	~720 K	~2 400

1. Assuming average school size of 300 children

2. Calculated per FTEs

3. Ukrainian schools in Poland specific

4. Total annual education cost of primary schools & high school in Poland, excluding transportation & building rentals; source: GUS

5. Primary schools & high schools only; source: GUS 2020

6. Including all utilities (water, sewage, waste management, electricity, heating), media (Internet), basic teaching materials and medical expenses

7. Unexpected operating expenses