

The purpose of “**Structure and Agency: Transnational and School Transitions of Ukrainian Forced Migrant Adolescents in Poland**” is to study the *transnational transitions*, which envelop shifts from one social, cultural and educational context to another (Pustułka & Trąbka, 2021) of Ukrainian forced migrant adolescents (FMA) in Poland (in two cities Warsaw and Lublin). We also aim to study **the school transitions** (the so-called middle-to-high-school transitions) of Ukrainian adolescents in times of forced migration. In particular, the project aims to study how young migrants (aged 13-17), who left Ukraine due to Russia’s invasion in 2022, build new models of adaptation to social change during the critical period of academic and social transition from middle (which is upper primary school in Poland, grade 8) to high school during forced migration. We also seek to provide a holistic analysis of the role of structures (viewed as institutions and practices, such as school, family, peer groups, etc.), agency and culture (SAC) in transnational and school transitions of Ukrainian FMA in Poland. We are interested in how the transnational transitions shape and constrain adolescents’ agency within the changing social, cultural, economic and education structures in the times of adolescents’ development: growing autonomy on the one side, and amplified uncertainty and temporality on the other.

School (middle-to-high-school) transition is undeniably among the critical turning points in the lives of adolescents (Felmlee et al., 2018; Queen, 2002). Graber and Brooks-Gunn (1996) pointed out, that ‘the occurrence of multiple life events within a transitional period migrant has a stronger or more long-lasting effect than the events occur at the other point of the life course’ (p. 769). Therefore, we adopt the **Qualitative Longitudinal Research (QLR)** (Neale, 2019) methods and employ the agency and structure theory (Archer, 1995; Giddens, 1984) under the **critical realism (CR) paradigm** to research middle-to-high-school transitions of forced migrant adolescents from Ukraine in Poland in the times of political, economic, social, cultural and educational changes and challenges spread over the borders and across the time.

This project seeks to answer the main research question on **the role of structure and agency in school (middle-to-high-school) transitions overlapped with the transnational transitions of forced migrant adolescents from Ukraine in Poland**. The specific questions of the research are:

R.Q.1: How do Ukrainian forced migrant children in Poland experience middle-to-high-school transitions?

R.Q.2: How do transnational transitions (social, cultural, educational, etc.) affect middle-to-high-school transitions of Ukrainian forced migrant adolescents?

R.Q.2.1.: What is the role of governmental and non-governmental organizations in middle-to-high-school transitions of Ukrainian FMA in Poland?

R.Q.3: How do structures and agency determine middle-to-high-school transitions of Ukrainian forced migrant adolescents in Poland?

R.Q.4: How does adolescents’ agency shape the structures and culture across time and space?

While the lives of adult migrants and migrant children in Poland have been recently intensively studied (Duszczuk et al., 2020; Kindler et al., 2022; Popyk et al., 2019), the situation of migrant adolescents, transnational and school transitions have been largely overlooked. Therefore, we will address a major knowledge gap and societal need, with a focus on **developing a theoretical model on transnational and school transitions**, which helps to understand contemporary structural, educational, cultural, and social transitions in times of emergency, post-pandemic, war and migration. This research will have an international influence on how adolescents’ agency is conceptualized within adolescence and migration studies, which hitherto has not included an analysis of the unique and major role different actors (institutions, people, culture and ICT) play in tackling transnational transitions and forced migration in adolescents’ lives. We will also contribute to the development of qualitative methodology by elaborating **reflexive (adolescents-led) participatory research methods** based on enhancing adolescents’ agency. FMA are seen as active participants in every stage of the study: planning the research, designing the research techniques, conducting the study, analysing and discussing the findings, and developing theoretical concepts.

The results of this project will be presented in the Working paper and at least **five scientific articles** (published in high-impact international journals) **and a PhD thesis of the student**. The outcomes will also state the ground for the **recommendations for institutions** responsible for the education and socialization of forced migrant adolescents in Poland, and **the recommendations for parents and practitioners** to strengthen adolescents’ post-migration agentic actions and school transitions. Finally, the project’s outcomes will be presented at **national and international conferences**.