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EDUCATIONAL CENTRES OF THE UKRAINIAN NATIONAL MINORITY IN THE WARMIAN-MASURIAN PROVINCE AS SUBJECTS OF THE FORMATION OF PERSONAL SECURITY AND IDENTITY

INTRODUCTION

The issue of personal security and identity for members of national minorities is extremely important in today's globalised world. The problem of studying in the native language and learning it by national minorities has always been a relevant problem in Europe, in the context of changes in the political situation, rapid development of the sphere of education, its legislation, and changes in educational trends. Bright examples for analysing the challenges of implementing education for national minorities are Ukraine and Poland, in which educational and training institutions for national minorities, in particular, Polish in Ukraine and Ukrainian in Poland, are actively functioning. For example, more than 3,000 students in 186 institutions (schools and preschools) study the Ukrainian language as a language of the national minority in Poland. In addition, the Ukrainian language is also taught in inter-school complexes on the territory of Poland. On the other hand, in Ukraine, almost 2,000 pupils study Polish in secondary schools, and more than 45,000 pupils study Polish as a subject. In Ukraine, there are 5 schools with studying in the Polish language, two schools with two languages of studying, one of them is Polish), as well as preschool institutions.

The Ukrainian national minority in the Warmian-Masurian Province of Poland is one of the largest and most active in the country. The educational centres of this minority play a key role in preserving its cultural heritage, language and traditions, as well as in educating the younger generation in the spirit of respect for their own identity.

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Taking into account the fact that a significant part of the Ukrainian national minority lives and receives educational services in the Warmian-Masurian Province, the cases of Ukrainian schools within this administrative unit, namely schools in Gorowo Ilawieckie and Bartoszyce, are interesting for research.

It should be understood that the educational issue of the Ukrainian national minority in Poland has become even more relevant with the growth in recent years of the number of Ukrainian labor migrants and Ukrainians studying in Poland, as well as citizens of Ukraine who wish to obtain a Pole's Card. The start of a full-scale Russian invasion of Ukraine caused waves of refugees, including children who needed to continue their education. Therefore, it is important to diagnose the resource potential of Ukrainian learning and educational centres in Poland, as well as the regulatory and legal conditions for studying Ukrainians in Poland. Since the recent changes in the educational legislation of Poland had a direct impact on the process of studying of Ukrainians in their native language.

Forming a sense of security and a stable identity in a foreign language environment is a difficult task. That is why the educational centres of the Ukrainian minority in the Warmian-Masurian Province should be carefully studied. An analysis of their activities will help to better understand how these institutions contribute to the preservation of national identity and at the same time integrate Ukrainians into Polish society. As the issue of studying of national minorities in their native language and learning it is debatable both in the interstate dimension and within the state – between national minorities and the state authorities, the topic of the proposed study has not only theoretical, but also practical significance. The contentiousness of such issues also mostly arises due to a lack of information or its incorrect interpretation.

Therefore, the **purpose** of the article is to study the peculiarities of the functioning of educational centres of the Ukrainian national minority in Bartoszyce and Gorowo Ilawieckie, the legal basis, possibilities and prospects of their activity.

The **research hypothesis** is that the new educational initiatives introduced in the legislative acts of Poland and the activation of migration have an impact on the functioning of educational centres for studying in the language of national minorities and its learning.

The research problem includes the following questions: 1. What changes in the educational processes of studying in the native language and learning the native language have new legislative initiatives in Poland led to?; 2. Are these centres able to face the new challenges associated with the migration of Ukrainians?

The methodological basis of the research is the institutional and legal method, the method of focused interviewing, the method of specific situations, the systemic and historical method.

HISTORICAL ASPECTS OF THE FUNCTIONING OF UKRAINIAN SCHOOLS IN THE WARMIAN-MASURIAN PROVINCE

As of today, the Ukrainian national minority in Poland numbers about 50,000 people, most of whom are descendants of immigrants forced to leave their native lands during the Vistula operation. This operation was intended to cause the complete as-

similation of Ukrainians in Poland. However, the settlers were clearly aware of the role that the intelligentsia can play in preserving the Ukrainian identity (Kysloshchuk, 2022). Therefore, already in the early 50s of the 20th century, a number of measures were organized to introduce the studying in Ukrainian language in primary schools. Such reforms in the educational centre were carried out most actively in Warmia and Mazury, where the largest number of Ukrainians were resettled in 1947, namely: about 57 thousand. Ukrainians attended the first lessons of their native language and literature in the former Gorowo Iławieckie District.

Later, classes with the Ukrainian language of study were opened at the Bartoszyce Pedagogical Lyceum. At that time, this institution became an educational centre for the best personnel of Ukrainian educational, cultural and civic life in Poland. However, this lasted only until the next reorganization of the state education system, which led to the liquidation of lyceums of this type.

In 1968, Ukrainian classes were founded at the General Educational Lyceum in Gorowo Iławieckie, aimed at continuing the education of Ukrainian youth at the secondary education level. Thus, Gorowo Iławieckie became the only non-county town in the Warmian-Masurian Province with a functioning secondary school. It is worth noting that the process of establishing such classes with the Ukrainian language of study was very difficult. But the indomitable desire to preserve the Ukrainian identity and native language inspired the immigrants to take such steps (Official website...).

The perseverance of Ukrainians led to the fact that already in 1990, the II General Educational Lyceum with the Ukrainian language of study was established in Gorowo Iławieckie. The independent Ukrainian state also joined the rapid development of the lyceum. Gradually, the institution expanded, so a gymnasium and a professional lyceum were additionally formed within its framework. The high level of provision of educational services in the complex of schools in Gorowo Iławieckie has the consequence of the fact that more than two thousand graduates now occupy high positions in the fields of science and business, religion and culture, and even politics. It is these individuals who take an active part in the development of the social and cultural life of Ukrainians in Poland.

In addition, in 1990, an elementary school with the Ukrainian language of study was founded in Bartoszyce, which in 1997 received the name of the famous Ukrainian poetess Lesya Ukrainka. On September 1, 1999, gymnasium No. 3 with the Ukrainian language of study was also established. However, the school reform of 2017, which focused mostly on the liquidation of gymnasiums, became the reason that the school complex, which included an elementary school, a gymnasium, and a kindergarten department with the Ukrainian language of study, once again, as in the first place, became only an elementary school (*Koncepcja pracy...*, 2014: 1–14).

FEATURES OF THE ACTIVITIES OF UKRAINIAN SCHOOLS IN GOROWO ILAWIECKIE AND BARTOSZYCE

One of the largest educational institutions with the Ukrainian language of study for representatives of the Ukrainian minority in Poland is an educational centre in the

Warmian-Masurian Province, namely: Complex of schools with the Ukrainian language of study in Gorowo Iławieckie. The level of education at the school is very high, as evidenced by the results of the so-called matriculation certificate (in Ukraine) or matura (in Poland). High exam results helped the school to take 15th place in the "Perspectives 2022" rating among the 47 best secondary schools in the Warmian-Masurian Province and 526th place in the country. The school was also awarded the titles "Bronze School 2021" and "Bronze School 2022" (Gazeta Olsztyńska, 2022).

The complex of schools with the Ukrainian language of study in Gorowo Iławieckie has a multicultural character, as pupils from not only Ukraine, but also Poland, Russia and Austria study there. Pupils living together in a boarding school affects the formation of tolerance and respect for the cultural and religious values of another person. The participation of high school pupils in international youth exchanges, in particular the Polish-Ukrainian-German one, contributes to the expansion of the worldview and popularization of their culture.

The director of the school, Maria Olha Sych, believes that the Complex of schools with the Ukrainian language of study in Gorowo Iławieckie has a special character due to its focus on preserving and supporting Ukrainian traditions, which in turn forms the national identity of pupils. Studying the history, geography, culture and language of their ancestors in conjunction with active extracurricular activities makes schoolchildren true ambassadors of Ukrainian culture who remember their roots (*Karta Oceny Pracy*, 2022: 1–21).

The director represents the school at the external level, participating in cultural and educational events, national and church holidays, giving interviews about school life for various mass media. Among the traditional events in which the director is involved are the annual celebrations of the Independence Day of Ukraine, organized by the embassy in Warsaw and the consulate in Gdańsk, and events organized by the Union of Ukrainians in Poland (Shevchenko Days in the region, the fair "From a painted box" in Kętrzyn, the Children's Culture Festival in Elbląg and Koszalin, celebration of the anniversary of the "Vistula" operation). In addition, the director supports social and cultural events, such as the Festival of Ukrainian Culture "Ekolomiya," concerts dedicated to Shevchenko Days, meetings with famous figures in the field of culture and sports and also contributed to the organization of a scientific conference: "Ukrainian Education in Poland."

The school holds Open Door Days for Polish citizens, Open Door Days for foreigners, as well as ceremonial parades for the Independence Day of Poland and Ukraine, commemoration of the victims of the Holodomor in Ukraine in 1932–33, Defender of Ukraine Day, concerts of patriotic songs and carols, excursions following the traces of Polish and Ukrainian history All-Polish football tournament for youth of national minorities. The school encourages artistic groups of the school to participate in cultural and artistic events in Poland and abroad. The ensemble "Dumka" is well-known, which forms the national consciousness of the young generation, strengthens the connection of pupils with their roots, and promotes knowledge of family lands, which is an eternal value of Ukrainians. The team often takes part in concerts both in Poland and abroad (*Karta Oceny Pracy*, 2022: 8).

As part of the interview, school director Maria Olha Sych also shared that the school takes into account the needs of everyone and is ready to apply an individual approach.

For example, teachers conduct individual classes for a pupil with cancer. The school also supports children from single-parent families and children with disabilities.

Among the statutory tasks of the school, it is worth highlighting the need to maintain students' awareness of their own heritage, which requires the implementation of activities aimed at improving the ability to communicate in the Ukrainian language, deepening knowledge of the history and geography of Ukraine, promoting Polish-Ukrainian integration, as well as functioning in the multicultural region of Warmia and Masuria. Thanks to the school director's cooperation with Ukraine, the necessary literature and dictionaries are systematically purchased for improving the Ukrainian language and deepening knowledge about Ukrainian culture, literature, history, and geography (*Karta Oceny Pracy*, 2022: 1–21).

As already mentioned, within the Warmian-Masurian Province, studying in the Ukrainian language is also available at the school in Bartoszyce. Among the factors that influence the development of the concept of school work with the Ukrainian language of study, it is worth highlighting the current legislation in the field of education, the diagnosis of the school's situation, the goals of the programs and projects implemented in the school. It is important that the requests of the school community, which are discussed during meetings with parents and pupils, are also taken into account, since the school in Bartoszyce adheres to the principle of triangulation: "student – teacher – parents."

A special feature of the Ukrainian school in Bartoszyce is the focus on tasks that contribute to the development and preservation of Ukrainian national identity. Realizing this goal, the school conducts a number of activities that contribute to the development and study of Ukrainian culture and traditions, deepening knowledge of the geography and history of Ukraine, and improving the ability to speak fluently in the Ukrainian language (*Koncepcja pracy...*, 2014: 1–14).

Strengthening Polish-Ukrainian integration, popularization of Ukrainian culture in the region of the Warmian-Masurian Province, which is characterized by multiculturalism, is also included in the concept of activity of the Ukrainian school in Bartoszyce. To fulfill such tasks, as well as to ensure the comprehensive development of the student's personality, artistic groups are actively function, including: the school choir "Lisova Pisnia," the vocal group "Vodogray," the theater group "Pleiad," the girls' quartet "Veselinka," and the religious and musical "Dar Liubovi" ensemble (Tkhir, 2017).

The traditional cultural events in which the above-mentioned artistic groups take part include: Festival of Ukrainian children's ensembles in Koszalin; Children's festival of Ukrainian culture in Elbląg; Regional Ukrainian folklore fair "From the painted chest" in Kętrzyn; Festival of European nations "Under the common sky" in Olsztyn; Festival of national minorities in Puńsk; Archdiocesan review of the religious activities of the Greek Catholic Church in Gorowo Iławieckie; Meetings with Ukrainian folklore in the Dobre Miasto.

An integral attribute of training is the regular holding of competitions. Among the most famous are the All-Polish and Voivodeship competition of readers of Ukrainian poetry "Know our country" under the patronage of the Warmian-Masurian Province Department of Education in Olsztyn or the Province review of small theatre forms

“I and the Small Theatre” for pupils from the voivodship and all over Poland (*Koncepcja pracy...*, 2014: 3).

It is worth understanding that extracurricular activities of pupils are important for their development and world perception. Thus, the inclusion of a component of the development of Ukrainian culture and language in extracurricular activities, circles, and sections contributes to the preservation of the Ukrainian identity of pupils. For example, the functioning of the radio-journalism club at the school results in periodic radio programs in the Ukrainian language on Radio Olsztyn, and the cultural master classes of pysankari, folk art, caroling, and charity reinforce the value of preserving and developing Ukrainian traditions.

In 2014, the school was visited by the Sejm Commission on National and Ethnic Minorities. In addition, as part of the International Festival of Television and Radio Programs “Viburnum Bridges,” meetings with journalists from Ukraine, Poland and Belarus periodically take place. And representatives of the Ukrainian diplomatic service or clergy may be involved in certain important events (*Koncepcja pracy...*, 2014: 5).

So, the school with the Ukrainian language of study, which bears the name of the Ukrainian poetess Lesya Ukrainka and uses her creative creed “*Contra spem spero*” as its slogan, faithfully preserves Ukrainian values, traditions, customs and language. The basis of its activities are traditions and patriotism, tolerance, security and hard work. That is why the festive clothes of the students are embroidery, and extracurricular activities are aimed at the development of Ukrainian culture even beyond its geographical borders.

Having analyzed the peculiarities of the functioning of schools with the Ukrainian language of instruction in Gorowo Iławieckie and Bartoszyce, it is possible to draw a conclusion not only about the high level of education in both institutions, but also about a significant emphasis on preserving the Ukrainian identity, respecting and popularizing Ukrainian culture. This is important, as it indicates the realization of the rights of national minorities, who are given the opportunity to learn their native language and contribute to the development of their culture.

PROBLEMS AND PROSPECTS OF THE DEVELOPMENT OF UKRAINIAN SCHOOLS IN THE WARMIAN-MASURIAN PROVINCE

Educational centres of national minorities often face challenges during their functioning. The most common aspect that can affect the occurrence of problems is the specifics of legislation. In the context of consideration of schools in Gorowo Iławieckie and Bartoszyce, the analysis of changes to the Law on Education in Poland becomes important.

After the start of the war in Ukraine, the flow of labor migrants began to increase significantly, and accordingly the number of children of labor migrants and internally displaced persons who expressed a desire to study in Ukrainian schools in Poland began to grow. Traditionally, these institutions supported the education of Ukrainian children and also formed the optimal payment for living in dormitories. It is worth

noting that the study of the Ukrainian language, literature and history is mandatory in Ukrainian schools in Poland.

However, problems began to arise after the adoption in 2021 of a law on the education of foreigners in Poland, according to which school principals must treat students from national minorities as Polish citizens. The Ministry of Education of Poland calculates subventions for the education of students from national minorities, and the principals provide information on the number of such students. The government's new decision that students from Ukraine should be considered as foreigners, and not as representatives of national minorities, seemed paradoxical, because it means that children cannot study in schools with the Ukrainian language of study in Poland, and therefore cannot study their native language, history and literature (Tereshchuk, 2021).

According to the residents of Gorowo Iławieckie, the problem of financing education for Ukrainians has become acute in the local school. This issue can also be considered in the context of manifestations of discrimination on the basis of nationality. The case was also complicated by the demands of the Ministry of Education of Poland to return the previous subventions that had already been allocated for the education of Ukrainians in schools.

Before the changes in the educational legislation, the school only had a positive effect on the development and future of the children of labor migrants from Ukraine, who could provide their children with a quality education. Subsequently, the situation in schools has become controversial, as the principal has no right to ask parents whether they want their children to study as minority citizens or as foreigners. On the other hand, students of Polish schools in Ukraine do not have such restrictions on learning their native language and history that students of Ukrainian schools in Poland have.

In general, the problem is explained by the different legal statuses of national minorities and foreigners in Poland. Citizens of Poland of Ukrainian origin have the status of a national minority, granted on the basis of the provisions of the Act of January 6, 2005 on National and Ethnic Minorities and on Regional Languages. Normative provisions of the Law on the Polish Education System made it possible to organize in public schools the support of the linguistic, national and cultural identity of students who belong to national and ethnic minorities and communities that use a regional language. This is done by organizing training in minority languages, studying the history, culture and geography of their country (*Act...*, 2005).

However, the law does not allow Ukrainians who are not a national minority to study in the Ukrainian language and are therefore considered foreigners for whom education in the language of the national minority cannot be financed.

The fact that national minorities have certain rights to education guaranteed by the Constitution is important. Instead, teaching their language to foreigners can be organized by a diplomatic mission, associations or foundations that are allowed to provide such study. Given the legal and financial implications, the Education Act makes a clear distinction between these two categories. The explanation of this distribution is also the programmatic aspects related to the construction of the educational system. The teacher must have a special curriculum for the student that is approved at the school level, a specific timetable and funding from a single source (Portal samorządowy, 2023).

After the start of a full-scale war in Ukraine, not all students were able to return to school, as most of them had difficulty leaving the country, in particular from those settlements where battles with Russian troops were taking place. For example, the director of the school in Gorowo Iławieckie noted that she could not even get in touch with several students for a long time at the beginning of the full-scale war (Bulakovskiy, 2022).

The increase in migration from Ukraine to Poland, which has been observed in the last few years, has also been a challenge for Ukrainian schools in Poland both in terms of resource potential and in terms of readiness to support Ukrainians who fled the horrors of war.

According to the director of the school in Gorowo Iławieckie, the management was ready to accept as many children as possible. During the first 15 days of the full-scale war in Ukraine, the number of students there increased from 80 to approximately 150 people. Providing psychological help was a problem, as the school needed more psychologists to cover all students. At the beginning of the full-scale war, the number of students increased by 35 in the school with the Ukrainian language of study in Baroszyce (Głosnauchyzycielski, 2022).

It is worth noting that the factor of the influx of refugees showed the cohesion of the teaching and student staff. For example, the school in Gorowo Iławieckie now plays a significant role in the organization and coordination of aid to refugees from Ukraine who were forced to leave the Motherland due to the full-scale war unleashed by the Russian Federation. In addition, the director of the school, Maria Olha Sych, cooperates with the leading authority in order to attract additional funds to finance the education and support of foreign students whose parents have lost financial support due to the war in Ukraine. The director organized the creation of the Coordination Centre for Assistance to Ukraine at the school, which provides information about the needs of refugees and volunteers who offer assistance; provides refugees with the necessary means of subsistence and housing. The school promotes the involvement of children and young people in the educational process, also supporting their psychological state. The director of the school established cooperation with charitable organizations from Poland and other countries that provide humanitarian aid to refugees in the city, needy school students, as well as military personnel in Ukraine and their families. School students take an active part in rallies and demonstrations for peace in Ukraine and the world.

The results of the refugees' education positively surprised the school's administration, as it expected that their enrollment would bring more problems. The first semester was enrolled for those who finally stayed in school from March 2022. The school guarantees an opportunity to additionally learn the Polish language for those who want to do it. In this context, pupils, parents and teachers single out among the advantages of the Ukrainian school in Gorowo Iławieckie safety, comfort, additional classes and financial support from the responsible body. A class teacher or a teacher in a dormitory can make an application for financial assistance to pupils in relation to paying for food and staying in a dormitory. The director of the school says that it is less and less possible to hear the Russian language from the students from Ukraine, because they have already realized in which school they study and whose fault they got here (Sporadyk, 2023).

School named after Lesya Ukrainka in Bartoszyce also provides significant assistance to refugees from Ukraine, organizes the collection of necessary items. The director of the school, Lyubomyra Thir, takes care of creating comfortable psychological conditions for refugee students, conducting speech therapy examinations and psychological care of children. Emphasis is placed on the integration of children into school life, which is why extracurricular activities, including excursions, exhibitions, and master classes, are of great importance. The director claims that the Polish education system does not discriminate against guests from Ukraine, giving them equal access to all services, but they also need to realize that all opportunities should be used for their development. According to the director, the education of young Ukrainians in the Polish education system is also important because about half of their families plan to stay in Poland for a long time (Sporadyk, 2023).

Considering the advantages and prospects for the development of schools with the Ukrainian language of study in Poland, which are included in the object of our study, it should be noted that in order to support the high-quality educational process, the school director establishes cooperation with other educational institutions, institutions and organizations of local, regional, state and international level. In the context of co-operation regarding internships, students from the Catholic University of Lublin, from the Warmian-Masurian University in Olsztyn, the Olsztyn Higher School, Humanitarian and Economic Higher School in Brzeg, University of Information Technologies and Economics in Olsztyn, etc. Regarding various educational issues, the school in Gorowo Iławieckie also cooperates with schools with the Ukrainian language of instruction in Biały Bór, Bartoszyce, Przemyśl and Legnica, Lyceum No. XV named after the United Europe in Gdańsk, as well as the Lviv Polytechnic National University and secondary school No. 97 in Lviv.

Established communication with the Association of Central European Youth Educational Centres in Gorowo Iławieckie promotes the implementation of educational and cultural projects, additional financing of school holidays and trips, co-organization of the Festival of Ukrainian Culture “Ekolomiya” and the celebration of the anniversary of Ukraine’s independence. It is important that the centre was created on the initiative of teachers working in the School Complex, and its main goal is to support Ukrainian schooling, promote the cultural and educational activities of the city, organize free time for young people, find patrons and raise scholarship funds for students and school graduates. The Central European Youth Educational Centre promotes the development of culture and traditions of national and ethnic minorities by providing multifaceted education; supports comprehensive development of students and professional development of teachers of the Complex of schools with the Ukrainian language of study Gorowo Iławieckie, looking for sources of funding (*Karta Oceny Pracy*, 2022: 18).

Help with the organization of teacher training, educational seminars and webinars is provided by the Warmian-Masurian Teacher Training Center in Olsztyn and Elbląg. The school’s cooperation with the Association of Economic Development of the City and Commune of Gorowo Iławieckie is aimed at the joint implementation of social and cultural projects, and with the State Employment Bureau in Bartoszyce – educational projects. It is important for the school to consult with the Committee on the Affairs of National and Ethnic Minorities regarding changes in educational

draft laws, including provisions related to the functioning of national minorities (*Karta Oceny Pracy*, 2022: 20).

In order to strengthen Ukrainian-Polish relations, deepen knowledge about the history and popularize the culture of both countries, since 2007, Lesya Ukrainka School in Bartoszyce has been implementing youth exchange projects. Thus, cooperation was established with schools in Lviv, Bashtanka, Synkov, Cherkasy and some other Ukrainian cities. The result of such Polish-Ukrainian youth cooperation, which is also coordinated by the Ministry of National Education in Warsaw, was the reception of delegations of teachers and students from partner schools.

As part of its activities, the school participates in initiatives and projects co-financed by the European Union within the framework of the European Social Fund. A striking example is the "Student Open to Knowledge" project, which covered a wide range of disciplines and included extracurricular classes in mathematics, English, natural science, biology, geography, information technologies, and socio-therapeutic classes (*Koncepcja pracy...*, 2014: 3).

Summarizing, it is worth emphasizing that legislative changes affected the education of Ukrainian children in Poland, caused restrictions and division into foreigners and national minorities, the former of whom do not have the right to study in their native language. The increase in the scale of migration, and especially the wave of refugees to Poland after the full-scale war in Ukraine, did not create a crisis situation in schools in Gorowo Ilawieckie and Bartoszyce, but on the contrary, solidarity and willingness to help was demonstrated. Schools with the Ukrainian language of study in the Warmian-Masurian Voivodeship have many prospects for development, the main ones of which are cooperation with other educational institutions, institutions, authorities and participation in projects.

CONCLUSIONS

Opportunities to preserve own identity, study native language and history, and develop national culture are the opportunities that schools with the Ukrainian language of study in the Warmian-Masurian Province provide to representatives of the Ukrainian national minority. Despite this, pupils also have the opportunity to reveal their talents by participating in extracurricular activities, develop skills and build their future.

The formation of Ukrainian schools in the Warmian-Masurian Voivodeship has come a long way from just a few lessons of the Ukrainian language in Gorowo Ilawieckie or Ukrainian classes in Bartoszyce to developed modern schools with statutes, goals and a desire to improve.

To confirm the research hypothesis of the article that the new educational initiatives introduced in the legislative acts of Poland have an impact on the functioning of schools with the Ukrainian language of instruction, it is worth using the examples of the problem of financing education and the demand for the return of subventions caused by the update of the Law on Education in Poland. As for the impact of migration on the educational process, it should be noted that schools in Gorowo Ilawieckie and Bartoszyce were able to adapt to the increase in the number of students and their

provision. However, changes in education legislation and migration trends are, to some extent, interrelated, as often the updating of regulatory provisions is a reaction to changes that occur at the state and/or international level.

However, despite all the challenges, Ukrainian schools in the Warmian-Masurian Province are developing successfully, providing quality education, occupying decent positions in the rankings, and also helping refugees from Ukraine and victims of the Russian-Ukrainian war. Prospects of development for such schools remain the search for financing extracurricular activities and projects, cooperation with other subjects of the educational and social process, learning from experience and the application of various practices.

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ABSTRACT

The article analyses the peculiarities of the functioning of educational centres of the Ukrainian national minority in the Warmian-Masurian Province – the complex of schools in Gorowo Iławeckie and the school named after Lesya Ukrainka in Bartoszyce. The historical aspects of the establishment and development of such schools, their problems and perspectives of functioning have been considered. The purpose of the article is to study the peculiarities of the functioning of educational centres of the Ukrainian national minority in Gorowo Iławeckie and Bartoszyce, the legal basis, possibilities and prospects of their activity. The thesis that the new educational initiatives introduced in the legislative acts of Poland and the activation of migration have an impact on the functioning of educational centres for studying in the language of national minorities and learning the language of national minorities is the research hypothesis of the article. The research problem includes the following questions: 1. What changes in the educational processes of studying in the native language and learning the native language have new legislative initiatives in Poland led to?; 2. Are these centres able to face the new challenges associated with the migration of Ukrainians? The methodological basis of the research is the institutional and legal method, the method of focused interviewing, the method of specific situations, the systemic and historical method.

Keywords: Ukrainian national minority, educational centres, Ukrainian schools, native language, Warmian-Masurian Province

OŚRODKI EDUKACYJNE UKRAIŃSKIEJ MNIEJSZOŚCI NARODOWEJ W WOJEWÓDZTWIE WARMIŃSKO-MAZURSKIM JAKO PODMIOTY KSZTAŁTOWANIA BEZPIECZEŃSTWA I TOŻSAMOŚCI OSOBISTEJ

STRESZCZENIE

W artykule przeanalizowano specyfikę funkcjonowania placówek oświatowych ukraińskiej mniejszości narodowej w województwie warmińsko-mazurskim – Zespole Szkół w Górowie Iławeckim oraz Szkole im. Łesi Ukrainki w Bartoszycach. Rozważono historyczne aspekty powstania i rozwoju takich szkół, ich problemy i perspektywy funkcjonowania. Celem arty-

kułu jest zbadanie specyfiki funkcjonowania ośrodków edukacyjnych ukraińskiej mniejszości narodowej w Górowie Iławeckim i Bartoszycach, ram prawnych, możliwości i perspektyw ich działalności. Hipotezą badawczą artykułu jest twierdzenie, że nowe inicjatywy edukacyjne wprowadzone do polskiego ustawodawstwa oraz nasilenie migracji mają wpływ na funkcjonowanie ośrodków edukacyjnych nauczania w językach mniejszości narodowych i nauki języków mniejszości narodowych. Problem badawczy obejmuje następujące pytania: 1) Jakie zmiany w procesach edukacyjno-wychowawczych nauczania języka ojczystego i uczenia się języka ojczystego spowodowały nowe inicjatywy legislacyjne w Polsce?; 2) Czy ośrodki te są w stanie wytrzymać nowe wyzwania związane z migracją Ukraińców? Podstawą metodologiczną badania jest metoda instytucjonalno-prawna, metoda wywiadów zogniskowanych, metoda konkretnych sytuacji, metoda systemowa i historyczna.

Słowa kluczowe: ukraińska mniejszość narodowa, ośrodki edukacyjne, szkoły ukraińskie, język ojczysty, województwo warmińsko-mazurskie