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## Facilitating the Integration of Ukrainian Students into the Polish Education: the Impact of Educational Initiatives

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### Abstract

The paper describes educational project aiming at helping Ukrainian students to integrate into Polish educational system at primary school level through activities where the Polish and English languages were languages of instructions. The paper underscores the critical role of educational initiatives in facilitating the integration of Ukrainian students into the Polish education system. The implementation of workshops provide a multifaceted approach to learning, emphasizing not only academic growth but also cultural exchange and social cohesion. Additionally, authors explores the dynamics of cooperation among teachers, parents, and pupils within this project, highlighting the benefits and challenges of a multicultural educational setting.

**Keywords:** Poland, Ukraine, integration, multiculturalism, teacher-students-parent's cooperation, educational initiatives.



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## Introduction

The Russian invasion of Ukraine in February 2022 has precipitated the largest and most rapid displacement of populations since World War II, impacting the entire region and extending beyond its borders. Notably, the neighbouring Poland has received the substantial influx of displaced individuals. According to data from the United Nations High Commissioner for Refugees (UNHCR) and the Polish government, approximately 2.1 million Ukrainian citizens crossed the Ukrainian-Polish border between February and December 2022. (Herbst & Sitek, 2023, p. 575) Additionally, as of end December 2023, 956,633 individuals from Ukraine were either active PESEL holders, recognized refugees or asylum-seekers. (Regional Refugee Response Plan: Poland, 2024, p. 3) Altogether, since January 2024, over six million refugees from Ukraine have crossed the Polish border. The largest number on March 6 — more than 142 thousand people. (Statista, 2024)

The primary motivations for Ukrainian students migrating to Poland are multifaceted and therefore various socio-economic and political factors need to be considered. As it was mentioned earlier, the ongoing conflict in Ukraine, particularly since 2014 and escalating in 2022, has created an environment of instability. Many families have sought safety and security for their children, leading to increased migration.

Fast acting Polish government permitted all Ukrainian citizens to cross the border into Poland, including those without valid identity documents. Entry into Poland required only the consent of the Commander of the Border Guard, which could be granted at the border. This authorization permits a temporary stay of up to 15 days. Following this period, refugees are tasked with deciding whether to remain in Poland or return to Ukraine, contingent on the stabilization of conditions there. Additionally, to facilitate the influx of refugees, border services have established reception points at crossing locations. Those lacking guaranteed accommodation in Poland may have sought assistance at these centers, which provided temporary housing, hot meals, beverages, basic medical care, and areas for rest. Also, Ukrainian citizens were entitled to free travel in second class on TLK and IC national economy rail trains, based on presentation of a passport that verifies Ukrainian citizenship. (Statista, 2024)

## The education of Ukrainian students in Poland

The prolonged presence of Ukrainian immigrants in Poland has necessitated the integration of their children into the Polish educational system. According to a survey conducted by the Polish Department of Statistics, 58% of respondents residing in Poland with children under the age of 18 are enrolled in Polish schools or preschools. This percentage increases significantly among respondents living with their own children, reaching approximately 85%. (Chmielewska-Kalińska et al. 2022, p. 12) Consequently, Poland offers a range of educational opportunities that are attractive to Ukrainian students. The Polish education system is perceived as high-quality. Additionally, the cultural and linguistic similarities between Poland and Ukraine facilitate easier adaptation for Ukrainian students. Many students already speak Polish or have some familiarity with the language, which aids in their integration. Still, in the survey where Ukrainians were asked to assess their command of the Polish language 70 % of refugees of 2023 stated that they can speak Polish a little, 17% that they speak it well along with 13% unable to speak the language. However, statistics look different in terms of pre-war refugees and migrants where 59% speak Polish well, 39% a little and only 2% stated that they do not speak Polish. (Chmielewska-Kalińska et al. 2022, 12) Therefore, it appears that individuals who were able to prepare for migration engaged in foreign language learning. Notably, for the refugees of 2023, it is evident that their migration was not voluntary; rather, they were compelled to leave Ukraine due to prevailing circumstances.

Lastly, Poland's growing economy and labor market offer potential job opportunities for students after graduation, making it an attractive destination for those seeking better futures. This forced migration has led to a transformative moment in Poland's educational landscape, as schools and institutions strive

to accommodate and integrate these students. As Poland, in accordance with Article 70 of its Constitution, guarantees the right to free education for all residents, including immigrants<sup>1</sup>. Furthermore, individuals without Polish citizenship are still subject to compulsory education, which encompasses one year of kindergarten and eight years of primary schooling. Upon completion of primary education, residents are entitled to pursue secondary education until graduation or until they reach the age of eighteen. This demographic shift has brought about a need for educational systems to adapt to a multicultural environment. In schools, the presence of Polish and Ukrainian students requires not only linguistic support but also cultural understanding.

## The role of educators

*Common European Principles for Teacher Competences and Qualifications* issued by the Council of Europe in 2005, states: "Teachers should be able to promote mobility and co-operation in Europe, and encourage intercultural respect and understanding. They should have an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values. They also need to understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society. They should be able to work effectively with the local community, and with partners and stakeholders in education – parents, teacher education institutions, and representative groups. Their experience and expertise should also enable them to contribute to systems of quality assurance." (Common European Principles for Teacher Competences and Qualifications, 2005) Similar approach readers can find in the publication, where the authors of *Towards a multicultural school in Poland. Educational package with the Polish as a Foreign Language curriculum for I, II and III school circle state*: "modern educator should be able to find himself/herself in different roles: like mediator, advisor, partner or personnel manager to ensure the fulfillment of the intercultural curriculum. Also he/she should know how to cooperate with ethnically, nationally, religiously and ideologically diverse groups." (Bernacka-Langier et al., 2010, p. 11) According to the Declaration of the *European Ministers of Education of the Council of Europe*, the intercultural education should be concentrated on social and cooperative learning.<sup>2</sup> It is especially important to keep this aspect of education in mind as only through collaboration of many educational environments it is possible for Polish children to be exposed to cultural diversity with the minimal consequences for foreign students exposed sometimes to totally alien culture. It is only possible when those responsible for upbringing of young people do it through mutual respect, acceptance, overcoming stereotypes and prejudices. (Todorovska-Sokolovska, 2009, p. 3) Additionally, Savić indicates that motivation is highly influenced by the enjoyment, which depends on teachers, who are able to design engaging, varied and purposeful activities. (Savić, 2016, p. 223) Consequently, such approach kept in mind may change class's environment for the better.

## Integration into the Polish Education System

The integration of Ukrainian students into the Polish education system is a complex process that involves various stakeholders, including schools, teachers, parents, and the students themselves. Therefore numerous actions have to be incorporated to welcome Ukrainian students in Poland. Notably, language support programs. Many schools have implemented Polish language support programs

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- 1 Everyone shall have the right to education. Education to 18 years of age shall be compulsory. The manner of fulfilment of schooling obligations shall be specified by statute." (The Constitution of the Republic of Poland, 1997) [access: 5.10.2024]
  - 2 The Declaration of the European Ministers of Education of the Council of Europe, Athens, Greece, 10-12 November 2003 titled «Intercultural education: managing diversity, strengthening democracy.»

tailored specifically for Ukrainian students. These programs aim to enhance language skills, enabling students to engage fully in their academic environment. Also, bilingual resources where educational materials are often provided in both Polish and Ukrainian, helping students bridge the language gap while they learn.

What is more, cultural orientation initiatives are often organised by schools, which allow Polish and Ukrainian students to learn about each other's cultures. This fosters a sense of community and understanding to celebrate diversity. Schools promote multicultural events that present Ukrainian traditions, allowing Ukrainian students to share their culture with their peers. Additionally, many schools provide counseling services (academic support and guidance) to help Ukrainian students navigate the educational system and address any challenges they may face, including emotional and psychological support. Schools may offer individualized academic support, tailored programs for foreign students, helping students adjust to the curriculum and address any gaps in their knowledge due to previous educational disruptions. Lastly, schools should actively engage with Ukrainian parents, providing information about the educational system and ways to support their children's learning at home. Parent-teacher meetings are often held in a bilingual format or parts are translated into English to facilitate communication. Also, workshops are organized, not only for students but also to educate parents about the Polish education system, helping them become active participants in their children's education.

The success heavily relies on the collaboration between teachers and parents. Educators play a vital role in establishing a supportive atmosphere that encourages parental involvement. Key aspects of this cooperation include regular communication where teachers maintain open lines of communication with parents through meetings, newsletters, and digital platforms, ensuring that parents are informed and engaged. Schools organize workshops for parents, providing them with tools to assist their children and navigating the school system. Lastly, teachers seek input from parents (feedback mechanism) about their children's progress and challenges, fostering a sense of partnership in the educational process.

## **The Role of English as a Second Language**

The English language plays a pivotal role in bridging the gap for non-native speakers. For Polish and Ukrainian students, mastering English not only enhances their academic performance but also facilitates social integration. The project employs various ESL strategies tailored to the needs of these students, including: specialized ESL classes designed to improve language skills in a supportive environment. Most importantly, English proficiency can facilitate smoother integration into Polish society, allowing for better communication in diverse settings. Many employers in Poland value English skills, especially in industries that engage with international clients or require collaboration with global partners. English is often the medium of instruction in higher education and professional development courses, providing access to a broader range of educational resources. Nowadays, proficiency in English allows access to a wealth of information, including media, literature, and online resources, which can enhance personal and professional development. Lastly, Learning English can be advantageous for those considering further migration or travel opportunities within Europe or beyond.

## **Challenges to integration**

While many Ukrainian students are successfully integrating into the Polish education system, several challenges persist. As despite language support programs, some students may struggle with the Polish language, which can affect their academic performance and social interactions. Also, cultural adjustments can be difficult, as Ukrainian students may experience a sense of dislocation or identity challenges while trying to adapt to a new environment. Moreover, building friendships and social networks can be challenging, particularly for students who are shy or unsure of their language skills. Ensuring

inclusive environments is essential for fostering social connections. Lastly, many Ukrainian students have experienced trauma related to the conflict in their home country. Addressing mental health needs is crucial for their overall well-being and successful integration.

## The importance of school and educational environment

The importance of school expresses Smarzyński stating that “the second significant educational environment in the lives of children and adolescents, after the family, is the school.” (Smarzyński, 1987) Unlike familial settings, schools operate under clearly institutionalized conditions, subject to oversight by relevant state authorities, and engage in close consultation with these authorities, requiring their consent to function effectively. According to Okoń, the school as an educational institution is responsible for “the education and upbringing of children, adolescents, and adults in accordance with the goals and objectives adopted in a given society, as well as educational concepts and programs.” (Okoń, 2001, p. 383)

Numerous definitions and descriptions of “educational environments” exist. For instance, Florian Znaniński defines it as “a separated social environment, which is created for an individual who is about to become its member.” (Znaniński, 1973, p. 64) Stanisław Kowalski views the educational environment as “socially controlled and directed at the fulfillment of educational purposes, comprising a system of social, cultural, and natural stimuli.” (Kowalski, 1974) Aleksander Kamiński elaborates that “the educational environment is a part of an objective social environment (including its geographical and cultural contexts), created by social groups, individuals, and institutions providing educational services to stimulate individuals and groups of children, teenagers, and adults to absorb moral values and engage in actions aligned with societal and educational expectations.” (Kamiński, 1978) Pieter characterizes the educational environment as “a specific area of activity in which developmental stimuli are controlled in accordance with the educational goal, and which simultaneously produces permanent changes in individual behavior.” In this context, it represents “a complex arrangement of repeated or relatively permanent situations.” (Pieter, 1960, p. 49) Łobocki categorizes various educational environments, identifying the family as a natural educational environment and the school as an intentional educational environment, with the school classroom functioning as a social group. (Łobocki, 2009, p. 297)

## The project: “Polish-Ukrainian Meetings”

Jan Henryk Dąbrowski Primary School in Kraków currently serves 700 pupils, and each year, an increasing number of foreign students are admitted. The largest contingent comes from Ukraine, with enrollment figures rising from 3 students in 2014 to 15 in 2015, and reaching 21 in subsequent years, culminating in number of 30 in 2024. In response to this growing demand, a new initiative was launched to facilitate the integration of Ukrainian students with their Polish peers. The project, titled “Polish-Ukrainian Meetings” (Polish: *Spotkania Polsko-Ukraińskie*), consists of a series of intercultural workshops and educational classes aimed at fostering awareness of social, cultural, and linguistic diversity. To enhance the project’s appeal and promote participation, a logo was designed by Adam Krzyk that features a combination of the school’s official emblem alongside the Polish and Ukrainian flags. The imagery includes a Polish boy and a Ukrainian girl running towards each other, symbolizing unity and cooperation. (Pic. 1)





In June 2016, with financial support from the Ministry of National Education, the “Polish-Ukrainian Meetings” project was initiated. Subsequently, the head teacher of Jan Henryk Dąbrowski Primary School appointed a project coordinator Jacek Porzycki and assembled a team of teachers who were eager to conduct a series of workshops. These educators possessed the necessary knowledge, experience, skills, and competencies required for the project. At the outset of the 2016/2017 school year, the project activities were organized into five distinct areas of focus. Each teacher was tasked with developing a draft workshop plan, taking into account the school’s facilities and available multimedia resources. In September, the inaugural meeting of the participating teachers convened, providing a platform for educators to exchange ideas and collaboratively refine their plans. Each workshop was meticulously designed to facilitate measurable outcomes, enabling effective evaluation in collaboration with the appointed coordinator. Additionally, it was decided that a camcorder would record each workshop session, documenting the educational outcomes as part of the project’s deliverables. Throughout the project’s design phase, teachers were encouraged to promote active participation among both Polish and Ukrainian students, fostering an inclusive environment that engaged all participants.

During the initial meeting, a group of 20 primary school pupils was formed to participate in the project, comprising 10 students from Poland and 10 from Ukraine. This group participated in each workshop, although attendance occasionally increased due to the popularity of certain sessions. Additionally, parents were present during the meetings, further enhancing the community involvement. The project was designed to engage the entire school community, with the aim of creating a film that would illustrate the process of intercultural integration for all students. This video was intended to showcase the numerous benefits of an educational process focused on promoting respect for every individual within the school, particularly those from Ukraine. By making the film accessible, it was hoped that all students would gain a greater appreciation for diversity and inclusion within their educational environment.

The first group of workshops focused on music, dance, and regional clothing from both Poland and Ukraine. Initially, the teacher provided participants with theoretical knowledge about the characteristic features of Polish and Ukrainian dances. Following this introduction, the students engaged in learning national dances, singing traditional songs, and playing musical instruments. All to boost their creativity and make the process more enjoyable.

In the second part of the workshop, participants used colorful paper, cardboard, and other materials to create male and female regional costumes. It is noteworthy that all participants eagerly engaged in the activities, enjoying regional songs and dances such as the *krakowiak*, *arkan*, and *hopak*. This collaborative effort among students, teachers, and parents allowed for an appreciation of the richness of each other’s cultures and fostered mutual learning.

Subsequently, the second workshop centered on regional cuisine, where participants were tasked with preparing traditional Polish and Ukrainian dishes. To kick off the session, students solved crosswords that ultimately revealed the hidden keyword “CUISINE,” thus introducing the theme of their upcoming workshop. All participants were offered traditionally made bread and were prompted to discuss their familiarity with the food pyramid and its key characteristics. During the workshop, students were also asked to identify and compose lists of typical Polish and Ukrainian dishes. Following this, they had the opportunity to taste the prepared dishes and exchange opinions, discussing their nutritional values. In addition, the students engaged in various food-related games that fostered teamwork and cooperation as they completed challenges. They were introduced to traditional Polish and Ukrainian dishes and learned about the principles of a healthy lifestyle. This experience enabled the pupils to connect with one another and foster a sense of unity through food preparation and participation in games. As a result of the workshop, students developed skills in acceptance and cooperation with peers. Conducted in Polish, the classes provided foreign participants with exposure to a new language and learning environment. Notably, throughout the workshop, teachers, students, and parents actively participated; some prepared presentations on different Polish and Ukrainian dishes and subsequently assisted in their preparation.

The third workshop focused on the linguistic aspects of Polish and Ukrainian. Pupils utilized Polish-Ukrainian and Ukrainian-Polish dictionaries to engage in various quizzes, including memory games, story cubes, crosswords, and rebuses, designed to enhance their vocabulary in both languages. The goal was to highlight the similarities between the two languages. Polish students had the opportunity to learn the Ukrainian alphabet and write a short story in Ukrainian, while Ukrainian participants wrote a longer story in Polish. This segment of the Polish-Ukrainian Meetings initiative was particularly significant for fostering collaboration among students. Both groups worked closely together, assisting one another in correcting and explaining unfamiliar vocabulary. The workshop concluded with mixed groups presenting scenes that depicted school life. Students also engaged in discussions about whether the Polish and Ukrainian languages share common elements, further deepening their understanding of each other's cultures and languages. This collaborative effort not only enhanced their linguistic skills but also strengthened the bonds between the participants.

The next workshop focused on Polish and Ukrainian fairy tales and legends. During this session, students left the school premises for an educational trip, where they had the opportunity to explore several Krakow monuments, including Saint Mary's Basilica, the Cloth Hall, the Wawel Castle, and the Dragon's Den. As they navigated the city center, the pupils recounted well-known Polish legends, such as the bugle call associated with Saint Mary's Basilica, the knife hanging in the Cloth Hall, and the tale of the Wawel Dragon. In turn, Ukrainian participants shared stories and legends from their own cultural heritage. At the end of the trip, all students were asked to illustrate a story depicting one of the legends they found most captivating.

As the year progressed and the holiday season approached, students were invited to explore and describe both Polish and Ukrainian Christmas traditions. This involved creating presentations, writing papers, and engaging in discussions about Christmas Eve, Christmas caroling, and New Year's Eve celebrations. Participants listened to and sang traditional songs in both Polish and Ukrainian, enhancing their cultural understanding. Additionally, students had the chance to taste traditional Christmas dishes from both countries. In the second part of the workshop, they were divided into four groups and given wooden cribs to decorate using their preferred techniques. This activity aimed to foster collaboration and boost creativity. Finally, the pupils danced to a Santa Claus song, following along with the lyrics and gestures displayed on a multimedia whiteboard, which added an engaging element to the festive atmosphere.

## Evaluation of the project

The project emphasizes the importance of active participation in the learning journey for pupils. By engaging students from diverse backgrounds, the initiative encourages collaboration through pair and group work, allowing Polish and Ukrainian students to support each other in language acquisition. Methodologically speaking Savić explains „when teaching young learners, TPR can be very beneficial as it responds favourably to their tendency to learn best by doing; it also respects children's need to develop listening comprehension before speaking...” (Savić, 2014, p. 447)

Integrating multicultural perspectives into lesson plans enhances students' feelings of representation and value within the school community. Activities that celebrate different cultures not only foster a sense of belonging but also promote socialization among students, creating a more inclusive and supportive educational environment. As Król-Gierat & Savić state „the attitude towards the learning situation has a great impact on motivation, and it turns on the ultimate attainment.” (Król-Gierat & Savić, 2023, p. 285)

Each workshop concluded with a summary of the expected outcomes and the completion of an evaluation form. Both students and their parents were given the opportunity to express their opinions regarding each session. The collected feedback provided invaluable insights for educators, allowing them to assess the strengths and weaknesses of the workshops. This feedback was carefully reviewed after

each workshop, facilitating a thoughtful evaluation process. Importantly, it fostered communication between teachers and parents, enabling them to exchange perspectives. The involvement of parents was notably significant throughout the project. Furthermore, Ukrainian pupils demonstrated enthusiastic participation, likely motivated by a desire to share their cultural traditions with their Polish peers while also learning about new customs and how people in Poland celebrate. This mutual exchange enriched the experience for all participants, enhancing cultural understanding and connection within the school community. It is noteworthy that Ukrainian students displayed a remarkable openness, actively participating in each task and consistently arriving well-prepared for meetings. Polish students warmly welcomed their Ukrainian peers, helping them feel at home in the school environment. Throughout the workshops, both Polish and Ukrainian parents provided invaluable support, particularly during the culinary sessions, where the expertise of mothers was especially beneficial.

The involvement of parents fostered a greater awareness of their children's academic progress and highlighted the importance of parental participation and collaboration with the school. This cooperation is vital for effective intercultural education, as emphasized by the understanding that "an individual's behavior is shaped throughout life, with the foundational influences stemming from the family home. It is within this environment that young individuals encounter prejudices and stereotypes directly from their parents. Thus, it is crucial for parents to embody honest and mature attitudes, which will enable their children to build acceptance toward differences and cultivate positive relationships with others." (Szczurek-Boruta, 2004, p. 58) The workshops demonstrated that Ukrainian pupils are eager to learn about Polish culture, reflecting their interest in a country they consider a second home. Their high motivation is evident, with some achieving fluency in Polish. Similarly, Polish students enthusiastically share their traditions and express curiosity about different cultures. As Alina Szczurek-Boruta asserts, "discovering someone else is always happening through finding out things about yourself, and that thanks to intercultural communication, a person grows rich." (Szczurek-Boruta, 2004, p. 57) Jerzy Nikitorowicz views intercultural education as a discipline that fosters cooperation and equality, encouraging students to develop comparative skills that promote understanding differences as intriguing rather than categorizing them as better or worse. Importantly, throughout various stages of the workshops, students assumed the roles of guides, enhancing their sense of importance and belonging. (Nikitorowicz, 2004, p. 20) Anna Bernacka emphasizes the need for full integration of foreign students within the school environment, noting that such elements are crucial for healthy child development. This cooperation and integration fulfill the natural needs for security, acceptance, and self-development, ultimately enriching the educational experience for all involved. (Bernacka, 2012)

However, despite the overwhelmingly positive outcomes of this initiative, several challenges must be addressed to further enhance cooperation among teachers, parents, and students. Communication barriers can arise, particularly if parents possess limited proficiency in Polish. In such cases, enlisting the assistance of students who can translate or communicate in English may prove beneficial. Moreover, differing cultural backgrounds can lead to misunderstandings or varying expectations regarding educational practices. To mitigate these issues, sensitivity training for teachers and staff can foster greater cultural awareness and understanding. Additionally, ensuring that schools are equipped with sufficient resources to implement effective Polish as a Second Language programs is essential. This requires ongoing support from educational authorities and community organizations. Such support is crucial for facilitating the full integration of Ukrainian parents and their children into Polish society, ultimately contributing to positive educational experiences throughout their academic journey.

## Conclusion

The close collaboration between parents and teachers during the execution of the *Polish-Ukrainian Meetings* project enabled students at Jan Henryk Dąbrowski Primary School to experience the cultural



diversity and similarities between Poland and Ukraine. This initiative provided an opportunity for children to confront and challenge any prejudices and stereotypes they may have held. Participants gained deeper insights into their respective cultures, customs, and traditions, fostering mutual understanding and the realization that the two countries share more commonalities than they had previously assumed. The workshops also facilitated the development of cooperation and teamwork skills among the students. Conducted primarily in Polish and English, the program allowed Ukrainian pupils to acquire new vocabulary and practice known language structures, highlighting the importance of both languages in their education. Ultimately, this initiative served as an important lesson in tolerance and mutual respect. It also empowered Ukrainian students to connect with their Polish peers and discover their own latent talents and skills, whether organizational or artistic.

The success of this project was largely attributable to the cooperation between parents and teachers, as well as the school's commitment to fostering dialogue and embracing diversity. The project exemplifies how community partnership synergy is a crucial element in achieving educational success. Furthermore, it demonstrates that intercultural discourse is thoughtfully integrated into curriculum design, reflecting a comprehensive approach to education that values diverse perspectives and experiences. The active participation of students, parents, and educators was pivotal to the success of these initiatives. By engaging parents in the process, the workshops strengthened the partnership between families and schools, reinforcing the importance of a supportive home environment in shaping children's attitudes toward diversity. Furthermore, the positive outcomes observed among participants highlight the potential of intercultural education to enrich the experiences of all students. As Ukrainian pupils expressed a keen interest in Polish culture and language, the initiatives not only supported their integration but also encouraged Polish students to embrace diversity and explore different cultural perspectives.

For the educators facilitating the meetings, this initiative represented an opportunity to exchange both pedagogical and methodological experiences. They navigated a novel situation that required them to engage with literature focused on teaching foreign students. Through this process, teachers gained insights into effective methods and tools for activating collaboration among learners in a new educational context. The collaborative nature of the workshop creation involved active participation from all three stakeholders: students, teachers, and parents. This synergy fostered the development of new initiatives and innovative approaches to cooperation within the school environment. Many participants worked together for the first time, highlighting the importance of such collaboration. Without this collective effort, the successful execution of the project and the achievement of its various stages would not have been possible. It is pertinent to reference the framework established by Joyce L. Epstein, an American sociologist, who strongly advocates for cooperation between schools and families based on principles of shared responsibilities, specifically coordination, collaboration, and complementarity. Epstein's model emphasizes the importance of engaging families as active partners in the educational process, thereby enhancing student success and fostering a supportive learning environment. (Epstein, 2011, p. 26) This approach underscores the necessity of building strong relationships among educators, parents, and the community to effectively address the diverse needs of students and promote holistic educational outcomes.

Overall, the project contributes to the understanding of effective strategies for integrating immigrant students into new educational contexts. It advocates for continued investment in intercultural educational programs that recognize and celebrate diversity, ultimately enriching the educational landscape for all students involved. Future studies should explore long-term impacts and further refine approaches to support the ongoing integration of Ukrainian students and other immigrant populations in Poland.

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