UDC 37.014(438):323.1(=161.2)"1944/1953"
DOI https://doi.org/10.32782/2663-5984.2026/2.6

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EDUCATIONAL POLICY TOWARDS THE UKRAINIAN POPULATION IN POLAND, 1944–1953

This article examines the educational policy of the Polish communist authorities towards the Ukrainian population in Poland between 1944 and 1953. It focuses on transformations in the organization of Ukrainian schooling, the legal and regulatory framework governing its operation, and the administrative mechanisms of state control. The study traces the relationship between educational policy and the resettlement of the Ukrainian population in 1944–1946, as well as Operation Vistula (1947), both of which fundamentally altered the conditions in which Ukrainian communities existed and effectively dismantled the institutional network of Ukrainian-language schooling. Particular attention is paid to the initial attempts to restore Ukrainian schools in 1944–1945, the subsequent practices of restricting and closing them, and the consequences of the spatial dispersal of the Ukrainian population for access to education in the Ukrainian language. The period from 1947 to 1952 is examined separately, when, despite the absence of an explicit legal ban on Ukrainian-language schooling, a situation of regulatory uncertainty emerged that effectively prevented its restoration. The article demonstrates that, during this period, the school functioned not only as an educational institution but also as an important instrument of state ethnic policy, socialization, and assimilation of the Ukrainian population. It is established that the 1952 decision to introduce Ukrainian-language teaching points did not entail the restoration of a comprehensive Ukrainian schooling system; rather, it provided for the limited incorporation of Ukrainian-language instruction into the Polish state education system. The study argues that educational policy in 1944–1953 was closely intertwined with the state's deportation and demographic policies and was aimed at weakening the institutional mechanisms through which Ukrainian national identity could be reproduced.

Keywords: *educational policy, Ukrainian minority, Polish People's Republic, Ukrainian schooling, assimilation, Operation Vistula, school closures, language rights, denationalization.*

Formulation of the problem. The educational policy towards the Ukrainian population in post-war Poland, despite the substantial body of research devoted to deportations, Operation Vistula, and the national policy of the Polish People's Republic, has not yet been sufficiently examined within the broader contexts of the history of education and state ethnic policy. Ukrainian schooling has predominantly been studied either as a consequence of deportations or as part of the broader history of the Ukrainian minority. At the same time, schools played an important role in preserving language, national identity, and cultural memory and therefore inevitably became subject to state control as the authorities, after 1944, embarked on a course towards the ethnic homogenization of Polish society.

In 1944–1953, educational policy towards Ukrainians differed substantially from the practices of the interwar period. Whereas restrictions on Ukrainian schooling had previously been implemented primarily through legislative mechanisms and Polonization, the post-war period saw the introduction of deportations, administrative pressure, and demographic restructuring. As a result, Ukrainians effectively lost the opportunity to educate their children in their native language, even in the absence of an explicit legal prohibition. Schooling thus became one of the instruments through which the state pursued a policy aimed at weakening the Ukrainian cultural environment.

Analysis of recent research and publications. The historiography of educational policy towards the Ukrainian population in Poland in 1944–1953 has developed at the intersection of studies of Polish-Ukrainian relations, deportations, national policy, and the history of education. Of particular

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importance are the documentary publications of E. Misiło and the studies of I. Hałagida, K. Miroszewski, E. Mach, A. F. Majewicz, and T. Wicherkiewicz, which examine the mechanisms of resettlement, state control, and the position of national minorities in post-war Poland]. Ukrainian schooling itself has been examined by G. Pawlikowski, who analyzes its functioning in the Lublin region in 1944–1946, while T. Pron' focuses on the legal framework of the resettlement of the Ukrainian population. The work of B. Techmańska and other studies of post-war Polish education also make it possible to consider schooling as an instrument of ideological influence and socialization. At the same time, a systematic analysis of educational policy towards Ukrainians in 1944–1953 as an element of state ethnic policy, closely connected with deportations, administrative control, and assimilation practices, remains insufficiently developed. This historiographical gap determines the relevance of the present study.

Task statement. The aim of the article is to analyze the educational policy of the Polish communist authorities towards the Ukrainian population in 1944–1953, with particular attention to its legal and regulatory foundations, administrative mechanisms, and relationship with deportation policy. Special emphasis is placed on the discrepancy between official declarations of civic equality and the actual functioning of Ukrainian schooling, as well as on the role of education in the processes of denationalization of the Ukrainian population.

Outline of the main material of the study. In Polish-Ukrainian relations, the school was not merely an educational institution but also an important space of national interaction and conflict. As one scholar of the Second Polish Republic observed, the school "brought together, as if in a focus, the national problems" of the Polish-Ukrainian borderland [18]. This observation remains relevant to the period 1944–1953, although the nature of educational policy had changed considerably. Whereas during the interwar period schools served as instruments of Polonization and state integration, after 1944 they were increasingly used to weaken the Ukrainian cultural and national environment.

Polish state educational policy towards Ukrainians after 1944 did not emerge in a vacuum. To a considerable extent, it was shaped by the legacy of the interwar period, when Ukrainian schooling had already undergone significant structural changes. One of the key stages was the 1924 educational reform ("Lex Grabski"), which introduced a system of bilingual, or utrakvist, schools. Despite the official declaration of equality between the Polish and Ukrainian languages, the practical outcome was a reduction in the network of Ukrainian schools and the expansion of Polish-language education. While 3,662 Ukrainian primary schools operated in the Ukrainian territories incorporated into Poland in 1918, only 144 remained after the reform [15]. At the same time, in the 1929/1930 academic year, there were 790 public schools with Ukrainian as the language of instruction, 24 secondary schools, and one teacher-training seminary. The Ukrainian university in Lviv, despite the Sejm's 1922 decision to establish it, was never opened [5].

Thus, the post-war communist authorities began developing their educational policy in a context of an already weakened Ukrainian school network and a reduced institutional base. At the same time, the policy pursued in 1944–1953 was not simply a continuation of the interwar model. Whereas legislative and administrative measures had previously been the principal instruments of state intervention, after 1944 they were supplemented by deportations, changes in the ethnic and demographic structure of the population, and control over its spatial settlement. This combination of measures fundamentally altered the conditions under which Ukrainian education could function.

At the time the Polish communist administration was established in the summer of 1944, approximately 700,000–800,000 Ukrainians and Lemkos lived in the Zakerzonnia region, according to various estimates. The largest Ukrainian communities were concentrated in Chełm Land, the Przemyśl region, Lemkivshchyna, and the San River area. Religious, cultural, and educational institutions continued to support the internal life of these communities. These territories subsequently became a major focus of post-war policies aimed at transforming the ethnic and demographic structure of the Polish-Ukrainian borderland.

Despite extensive wartime destruction, some elements of the Ukrainian educational network remained operational or were partially restored between 1939 and 1944. This was particularly the case with rural primary schools and parish-based educational centres supported by Greek Catholic clergy during the German occupation. The continued existence of these institutions provided the basis for the first appeals by the Ukrainian population to the Polish authorities in the summer of 1944 to restore schools with Ukrainian as the language of instruction.

Thus, at the initial stage, the Polish authorities were not dealing with a completely dismantled

Ukrainian educational system. Some school facilities and teaching resources remained, while local communities continued to demand its restoration. The subsequent decline of Ukrainian schooling was primarily associated with changes in state ethnic policy and with administrative and demographic measures aimed at reshaping the ethnic structure of post-war Poland.

The Polish communist administration began adopting its first measures concerning Ukrainian schooling even before the final institutional consolidation of the Polish Committee of National Liberation. These measures sought to provide temporary arrangements for the educational needs of the population in territories coming under the control of the new authorities. At the same time, the initiative to restore Ukrainian schools came primarily from local Ukrainian communities, which sought to re-establish educational institutions after the disruptions caused by the war.

In August 1944, the Lublin School District authorities and the Education Department of the Polish Committee of National Liberation received a number of collective petitions from residents of Chełm Land requesting the establishment of schools with Ukrainian as the language of instruction. On 17 August, a delegation of Ukrainians from Hrubieszów County submitted such a request; on 21 August, a similar appeal was made by residents of Hrubieszów; and on 27 August, the authorities received a petition signed by 230 residents of the county [4]. The scale of these appeals indicates that the restoration of Ukrainian schooling was viewed by local communities not as a secondary concern but as an important condition for the reconstruction of social life after the war.

The state administration responded by issuing a circular of 17 August 1944 by Franciszek Krzemen-Ojakoberta, the Lublin school superintendent, followed by an order of the Education Department of the Polish Committee of National Liberation (PKWN) dated 5 September 1944, which established procedures for opening and operating Ukrainian schools [4]. Preserved in the holdings of the State Archive in Lublin (Chełm branch) and the Archives of Modern Records, this document effectively became the sole regulatory basis for Ukrainian schooling during the first post-war academic year [16].

By 30 September 1944, the Lublin School District had considered 26 applications to establish Ukrainian educational institutions. Eighteen were approved: 15 Ukrainian-language and 3 bilingual schools, located primarily in Hrubieszów, Włodawa, and Krasnystaw counties [16]. However, the authorization contained a crucial proviso: the schools could operate only "until the completion of the resettlement of the Ukrainian population". Thus, from the outset, Ukrainian schooling was treated as a temporary phenomenon without prospects for stable development, directly linking its existence to the forthcoming resettlement policy.

Formal legalization did not create favourable conditions for the expansion of Ukrainian schooling. At the same time, state authorities introduced administrative measures that restricted the development of the Ukrainian educational network. According to H. Pawlikowski, the actions of central and local authorities were aimed at limiting this process. One mechanism was personnel policy: Polish teachers were frequently appointed to managerial positions in Ukrainian schools despite the availability of Ukrainian teaching staff. Documents of the Lublin School District confirm such appointments of school principals and teachers [16].

Systematic inspections of Ukrainian schools constituted another instrument of state control. Official documentation indicates that these inspections concerned not only the organization of teaching but also the broader activities of Ukrainian communities. The development of Ukrainian schooling was further constrained by shortages of Ukrainian-language textbooks, curricula, and other educational materials.

Nevertheless, demand for education in Ukrainian remained strong. For local communities, the school was not merely a place of instruction but also one of the few institutional spaces in which cultural continuity and national identity could be maintained. This largely explains the continued efforts of the Ukrainian population to defend its right to restore and preserve Ukrainian schooling [18].

A turning point came with the signing of the 9 September 1944 agreement between the Polish Committee of National Liberation (PKWN) and the government of the Ukrainian SSR on population resettlement. Although the agreement officially declared resettlement to be voluntary, its implementation involved considerable administrative coercion. This is evidenced, in particular, by a secret instruction transmitted to the Polish side on 22 September 1944. It prescribed measures against those who refused to leave their places of residence, including the closure of Ukrainian schools, restrictions on the activities of the Greek Catholic Church, and exclusion from access to land reform [1].

Thus, the closure of Ukrainian schools was not merely a consequence of deportation but also one

of the means through which the resettlement policy was implemented. Depriving Ukrainian families of the opportunity to educate their children in their native language increased administrative pressure and created additional incentives to leave Poland.

As the resettlement campaign expanded, the Ukrainian school network rapidly contracted. Reports by district education inspectors document the successive closure of schools in areas affected by resettlement. By mid-1946, Ukrainian schooling in Chełm Land had virtually ceased to exist. Fear of deportation also affected family behaviour: some parents concealed their children's Ukrainian identity or chose not to enrol them in Ukrainian schools [16]. Under these conditions, schools gradually lost their role as stable institutions of socialization and increasingly reflected the consequences of state ethnic policy.

The fate of the Markian Shashkevych School in Przemyśl provides a particularly illustrative example. At the beginning of the 1945/1946 academic year, it had 397 pupils and was headed by Ivan Paidyak. Yet on 1 October 1945, only one month after the start of classes, the school was closed due to the mass deportation of the Ukrainian population from Przemyśl and surrounding villages to the Ukrainian SSR [8]. This case demonstrates how directly the survival of Ukrainian educational institutions depended on the state's resettlement policy.

The episode also highlights a fundamental feature of educational policy at the time. Ukrainian schools were not closed because of a shortage of pupils or educational resources, but as a result of the deliberate transformation of the region's ethnic and demographic structure. The destruction of the Ukrainian school network was therefore not an incidental consequence of deportation but an integral outcome of the broader resettlement process.

Operation Vistula, carried out between April and August 1947, marked the final stage of this policy and fundamentally altered the conditions for Ukrainian schooling. Whereas the 1944–1946 resettlements led to the closure of schools in areas of traditional Ukrainian settlement, after 1947 their restoration was made difficult by the very nature of the deported population's dispersal.

During Operation Vistula, approximately 140,000–150,000 Ukrainians were deported from south-eastern voivodeships to the northern and western regions of Poland, including the Olsztyn, Szczecin, Wrocław, Poznań, and Gdańsk voivodeships [7]. The crucial issue was not only relocation itself but also the manner in which the deportees were resettled. A decision of the Political Bureau of the Polish Workers' Party of 29 March 1947 stipulated that Ukrainians should be dispersed so as not to form compact settlements and should live no closer than 100 kilometres from the state border [2]. In this way, the state disrupted not only established patterns of settlement but also the local social networks that sustained Ukrainian communities.

The consequences for Ukrainian education were immediate. The spatial dispersal of the population deprived communities of the number of pupils and parental support necessary to sustain separate Ukrainian-language schools. After 1947, educational policy therefore became closely intertwined with the demographic restructuring of the country: changes in settlement patterns effectively prevented the restoration of the Ukrainian school network.

One of the most significant consequences was the near-complete cessation of education in Ukrainian. According to researchers, Ukrainian-language instruction was virtually absent in 1946–1952 [19]. Importantly, this was not the result of a formal legislative ban. Rather, it resulted from the combined effects of administrative decisions, deportations, population dispersal, school closures, and the absence of state support for Ukrainian-language education.

Ukrainian schooling thus disappeared not because of state inaction but because policies were implemented that made its functioning practically impossible without an explicit legal prohibition. This represents an important feature of post-war policy towards Ukrainians: administrative and demographic mechanisms proved more decisive than formal legal restrictions.

The contrast with other national minorities is particularly revealing. Education in native languages was restored for the Jewish population shortly after the end of the war, for the Czech minority in 1947, and for the German minority in 1950. Ukrainians gained a comparable opportunity only following the decisions adopted in 1952, apart from the brief existence of Ukrainian schools in 1944 [20, p. 75]. This chronology indicates that the authorities approached Ukrainian schooling primarily through the prism of security, control, and the restructuring of the borderland rather than as a conventional means of safeguarding minority cultural rights.

The elimination of Ukrainian schools did not end the transmission of the Ukrainian language and cultural traditions, but it substantially altered the ways in which these were maintained. In the absence of formal educational institutions, some of their functions were assumed by families and religious communities. Where Greek Catholic or Orthodox clergy remained

active, Ukrainian language and religious traditions continued to be transmitted through catechetical instruction and parish life.

However, the suppression of the Greek Catholic Church in 1946 and the arrests of Bishop Josaphat Kotsylovsky and Auxiliary Bishop Hryhoriy Lakota significantly restricted these possibilities for cultural reproduction [9]. State policy thus weakened two principal institutions through which the Ukrainian community transmitted its identity to younger generations: the school and the Church.

Under these conditions, Ukrainians adopted various strategies of adaptation. Dispersed resettlers sometimes concealed their origins during official registration or avoided using Ukrainian in public. Eyewitness accounts indicate that some parents even deliberately reduced their use of Ukrainian at home, fearing potential repercussions for their children [17]. Such practices should be understood less as a rejection of Ukrainian identity than as attempts to protect families under conditions of administrative surveillance and social stigmatization.

At the same time, the new authorities officially proclaimed different principles. The Manifesto of the Polish Committee of National Liberation of 22 July 1944 identified the reconstruction of the education system and free education at all levels among its priorities [10]. In practice, however, the declared principle of equal access to education increasingly diverged from national policy. While rebuilding the education system, the authorities gradually moved away from the multinational model of pre-war Poland and towards an ethnically homogeneous state. Within this transformation, Ukrainian schools became institutions whose continued existence increasingly conflicted with the new direction of state policy.

A key contradiction of post-war educational policy was therefore the gap between declarations of equal educational access and their implementation with regard to particular national groups. Post-war Poland did not de jure define itself as a multinational state and gradually developed a model of an ethnically homogeneous political community. As a result, the issue of national minorities increasingly shifted from the legal sphere to administrative and demographic policy [12].

This contradiction was particularly evident in educational policy towards Ukrainians. Between 1947 and 1952, no specific legal act directly prohibited education in Ukrainian. This, however, did not provide a genuine opportunity to organize it. The absence of clear legal mechanisms left the future of Ukrainian schooling largely dependent on local administrative decisions and the actions of other state institutions. Thus, the authorities did not formally prohibit Ukrainian-language education while simultaneously failing to create the conditions necessary for its functioning.

This model differed from interwar practices, when restrictions on Ukrainian schooling relied largely on explicit legislative and administrative measures. In the early post-war years, restrictions were imposed primarily through indirect means: deportations, population dispersal, the closure of Ukrainian educational institutions, and the lack of state support. The effective disappearance of Ukrainian-language education was therefore not the result of a direct legal prohibition but of a combination of administrative and demographic measures.

After Operation Vistula, Ukrainian children resettled to the so-called "Recovered Territories" were incorporated into the general Polish education system. Between 1947 and 1953, this system increasingly aimed to shape the "new human being" in accordance with socialist ideology [11]. Schools performed not only educational but also political and socializing functions, fostering loyalty to the new state order.

Under these conditions, national identity was increasingly marginalized as an independent cultural value. The school became a major institution for integrating children into the new political and cultural environment. For the Ukrainian population, this meant not simply a transition to Polish-language education but a gradual weakening of the institutional mechanisms through which Ukrainian cultural identity could be reproduced.

For children displaced from Ukrainian villages and small towns, this educational model had particularly significant consequences. Instruction in Polish, the absence of Ukrainian history and culture from the school environment, and the involvement of children in state-sponsored youth organizations created conditions in which Ukrainian identity gradually lost its place in everyday life. The school thus became one of the mechanisms of assimilation, as the marginalization of the Ukrainian language and cultural narratives occurred not through an explicit prohibition, but through the lack of institutional space for their reproduction.

Particular attention should also be paid to the position of Ukrainian teachers. During the deportations of 1944–1947, some teachers were displaced together with their communities, while others were deprived of opportunities to continue working in their profession. Under the new circumstances, professional activity often required adaptation to a Polish-language

educational environment and restraint in the public expression of Ukrainian identity. The dissolution of Ukrainian schools therefore resulted not only in the loss of educational institutions but also in the weakening of the local Ukrainian pedagogical and cultural milieu.

An additional factor was state surveillance of educated and socially active members of the Ukrainian community. Teachers, clergy, and other community activists were regarded by the security authorities as potentially influential individuals capable of maintaining internal networks within the Ukrainian population. Some were included in the files of the Office of Public Security (Urząd Bezpieczeństwa Publicznego, UBP) and placed under surveillance [17]. During the repressive measures undertaken in 1947, some teachers and members of the Greek Catholic clergy were detained in the Central Labour Camp in Jaworzno [13–14]. Ukrainian educators therefore became objects not only of educational policy but also of the broader security policy of the post-war Polish state.

A certain shift in the state's approach became apparent in April 1952, when the Political Bureau of the Central Committee of the Polish United Workers' Party adopted a decision concerning the "stabilization of the Ukrainian population resettled in 1947 as part of Operation 'Vistula' in their places of settlement in the 'Recovered Territories'". One of its provisions concerned the establishment of Ukrainian-language teaching centres (*punkty nauczania języka ukraińskiego*), which began operating in the 1952/1953 academic year [19].

The establishment of these centres did not signify a departure from the previous assimilationist policy. Rather, it represented an adjustment of that policy. The authorities were compelled to acknowledge that, despite deportation and spatial dispersal, Ukrainians had retained a sense of communal belonging, family and social ties, as well as a continuing demand for the transmission of the Ukrainian language to younger generations. The limited restoration of Ukrainian-language education enabled the state to regulate this process while simultaneously responding, albeit only partially, to the cultural needs of the Ukrainian community.

The Ukrainian-language teaching centres introduced in 1952/1953 did not restore a separate Ukrainian educational system. There were no autonomous Ukrainian schools in Poland; instead, Ukrainian-language instruction was provided within the framework of Polish state educational institutions [19]. Thus, this development did not constitute the restoration of national schooling but rather the reintroduction of the Ukrainian language into the Polish educational system as a separate subject.

This model had clear limitations. Ukrainian did not become a language of instruction or everyday school communication but remained an additional component of the curriculum. Consequently, schools continued to operate within the Polish state educational system, while opportunities for the comprehensive cultural reproduction of the Ukrainian community remained restricted.

Within this context, the Ukrainian population occupied a distinctive position. Following the deportations and Operation "Vistula", Ukrainians remained subject to enhanced state surveillance, while educational initiatives were placed under administrative supervision. The implementation of Ukrainian-language teaching centres took place within the Polish educational system, where their activities were monitored by educational authorities, while the Ukrainian community as a whole remained under the scrutiny of the security services [6].

Thus, 1952 marked an important yet limited turning point in the policy toward Ukrainian schooling. The authorities permitted the teaching of the Ukrainian language but did not restore the Ukrainian school as an autonomous institution. Rather, this represented a controlled compromise intended to partially accommodate the cultural needs of the Ukrainian population without altering the fundamental model of its integration into Polish society.

Conclusions. The study demonstrates that the educational policy pursued by the Polish communist authorities toward the Ukrainian population in 1944–1953 constituted an integral component of a broader strategy aimed at the formation of an ethnically homogeneous state. Its development proceeded through three interconnected stages: the short-lived and partial institutionalization of Ukrainian schooling in 1944–1945; its near-complete dismantling as a result of the deportations of 1944–1946 and Operation "Vistula" in 1947; and the limited and tightly controlled restoration of Ukrainian-language instruction following the decision of the Political Bureau of the Central Committee of the Polish United Workers' Party in 1952. None of these stages, however, entailed recognition of the Ukrainians' right to a comprehensive system of national education.

An analysis of the normative framework and administrative practices reveals a substantial discrepancy between official declarations of civic equality and the actual policies implemented by the state. A distinctive feature of the period was the

use not only of direct administrative measures but also of a regulatory vacuum as an instrument of ethnic policy. The absence of a formal legal ban on Ukrainian schooling was accompanied by the absence of effective legal guarantees for its functioning. This combination created conditions in which education in Ukrainian could be effectively dismantled without the adoption of explicitly discriminatory legislation. In this respect, schooling became one of the mechanisms of demographic and cultural engineering, while the closure of Ukrainian educational institutions was directly linked to the implementation of resettlement policies and the disintegration of Ukrainian communities.

The study also demonstrates that after Operation "Vistula", the destruction of Ukrainian schooling resulted not only from the physical dismantling of the existing educational network but also from the deliberate dispersal of the Ukrainian population, which made the maintenance of national schools structurally difficult. Educational policy was reinforced by restrictions on religious institutions, the persecution of Ukrainian intellectuals, and state control over teaching personnel. Taken together, these measures substantially weakened the institutional mechanisms through which Ukrainian national identity could be reproduced. Even after 1952, the state did not restore a Ukrainian-language school system but merely permitted the establishment of individual Ukrainian-language teaching centres within Polish schools, a model fundamentally different from education conducted in the native language.

A comparative analysis of the position of Ukrainians and other national minorities in the Polish People's Republic indicates the distinctive status of the Ukrainian question within the state's post-war ethnic policy. Whereas other minorities were granted opportunities to organize education in their respective languages considerably earlier, educational policy toward Ukrainians was for an extended period determined primarily by considerations of state security rather than by the protection of cultural rights. Consequently, education performed not so much a social or cultural function as a mechanism of integration, assimilation, and political control.

Overall, the findings support the interpretation of educational policy toward the Ukrainian population in 1944–1953 as a key component of Poland's post-war state ethnic policy. Its strategic objective was not the reform or modernization of Ukrainian schooling but the restriction of the institutional capacity of the Ukrainian national community to reproduce itself through control over the language of instruction, the teaching environment, and the socialization of younger generations. This perspective makes it possible to reconsider the role of education in post-war Polish-Ukrainian relations, viewing the school not merely as an element of social policy but as one of the principal instruments of state governance of ethnocultural processes.

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Кіцак В. М. ОСВІТНЯ ПОЛІТИКА ЩОДО УКРАЇНСЬКОГО НАСЕЛЕННЯ В ПОЛЬЩІ У 1944–1953 рр.

У статті досліджено освітню політику польської комуністичної влади щодо українського населення в Польщі у 1944–1953 рр. У центрі уваги перебувають зміни в організації українського шкільництва, нормативно-правові засади його функціонування та адміністративні механізми державного контролю. Простежено взаємозв’язок освітньої політики з переселенням українського населення у 1944–1946 рр. та операцією «Вісла» 1947 р., які докорінно змінили умови існування українських громад і фактично зруйнували мережу національного шкільництва. Проаналізовано перші спроби відновлення українських шкіл у 1944–1945 рр., практику їх обмеження та ліквідації, а також наслідки просторового розпорошення українського населення для доступу до освіти рідною мовою. Окрему увагу приділено періоду 1947–1952 рр., коли за відсутності прямої законодавчої заборони українського шкільництва склалася ситуація нормативної невизначеності, що фактично унеможливлювала його відновлення. Показано, що школа в цей період була не лише освітньою установою, а й важливим інструментом державної етнополітики, соціалізації та асиміляції українського населення. Встановлено, що рішення 1952 р. про запровадження пунктів навчання української мови не означало відновлення повноцінної системи українського шкільництва, а передбачало обмежену інтеграцію української мови до польської державної освітньої системи. Обґрунтовано висновок, що освітня політика 1944–1953 рр. була тісно пов’язана з депортаційними та демографічними заходами держави й спрямовувалася на послаблення інституційних механізмів відтворення української національної ідентичності.

Ключові слова: *освітня політика, українська меншина, Польська Народна Республіка, шкільництво, асиміляція, операція «Вісла», ліквідація шкіл, мовні права, денаціоналізація.*

Дата першого надходження статті до видання: 07.08.2026
Дата прийняття статті до друку після рецензування: 27.08.2026
Дата публікації (оприлюднення) статті: 30.10.2026