**SINTONIA**

**GOOD PRACTICES**

**No 3**

***Partner references:***

*Partner organization:* Primary and secondary school. Primary and secondary school educational establishments provide education in grades 1-11. Based on the curriculum of the Ministry of Education and Science in Ukraine,

*Country of implementation:* Poland

***Good practice references:***

*Title of the excellent practice*: Organisation of a colony/education camp for young people. Organisation of teenager development courses online & offline for setting up micro-enterprises and undertaking seasonal work.

*Responsible:* Warsaw Ukrainian School & Materynka Ukrainian School

*Links to websites:* [SzkoUA - Warsaw Ukrainian School (vshkolu.edu.pl)](https://www.vshkolu.edu.pl/)

[Українська школа "Материнка" - Головна (mozello.com)](https://ukranska-shkola-materinka.mozello.com/)

***Good practice description:***

*Description (max 1000 characters)*

The organisation of a colony/educational camp for young people. Organisation of training courses for teenagers.

*Professional area of reference (max 1000 characters):*

Most teenagers, school leavers who finish their education every year, want to be able to speak an international foreign language, English, to travel and reach beyond the Polish border.

They want to promote Ukrainian culture; they are proud and never ashamed of it. Young people want to volunteer in full transparency to support the development of Ukraine, helping family and friends who have remained in Ukraine. They are looking for economic courses to work seasonally or to return to Ukraine to work. They, want to learn how to write grant applications for small business development. After finishing 11th grade, most young people do not know what they want to be or what to do next. They want to study in Poland but eventually want to return to their country.

*Main factors of success: please explain why you selected this practice as a positive example for the SINTONIA project (max 2000 characters):*

Often, refugee children experience actual developmental degradation in the new country. Because children usually identify with their parents' feelings and feelings of inferiority - the parents' feelings of inferiority quickly translate into children's feelings of inferiority, especially in the case of teenagers. This often affects relationships with the environment or the child's functioning at school.

When a child is isolated in a new environment, it is necessary to consciously work on a sense of identification with, pride in and respect for their culture.

The past experiences of refugees from Ukraine Cannot be ignored, and they pretend that their lives started from the beginning. A new life begins in a new place, but his past experiences, experiences are valid. When children do not have the support of their parents, or when they are absent, they nevertheless need the help of their cultural circle. The school is about people who care about the child, who can offer support and acceptance and allow the child to develop.

*Positive impact of the practice on the Ukrainian community and potential effects on creating bonds between the host country and Ukraine (max 1000 characters).* Many Ukrainian children perceive Poland as a close neighbour, a country with a very similar culture, from which it is not at all problematic or distant to return one day to "home". Ukrainian schools in Poland have very experienced pedagogical and psychological staff who build new relationships and expand relations with many institutions, such as foundations and associations for supporting children of war refugees in Ukraine.

Organising supporting and developmental camps and training for Ukrainian teenagers transitioning to a new period of life helps them enter the space of seeking a career path. This is all by integrating young people into Polish law, projects and the possibilities and opportunities offered by the Polish and EU careers and higher education markets.

Poland has a rich history after many experiences of repression and war. Many Poles have personal and family experiences of war, persecution, repression, imprisonment or forced emigration. These experiences have helped to build a sense of solidarity with refugees who come to Poland.

Referring to the past experiences of refugees from Ukraine cannot Be ignored, and just pretending… that their life starts from the beginning. A new life begins in a new place, but his past experiences, experiences are valid. When a child has no support from his parents, or when they are absent, he needs the help of his cultural circle. The school is about people who care about the child, who can offer support and acceptance and allow the child to develop.

*Regarding the number of students, as of 24.02.2022, we have hired more Than 40 refugee teachers, thanks to the support of the Polish Centre for International Aid Foundation. All of them are refugees who arrived in Poland after 24.02.2022. We have been committed to helping our refugee brothers and sisters from the beginning. We want to treat them as partners in action and help them get back on their feet as soon as possible. They can do this by having a job. Our professional support is aimed at teachers and psychologists who have worked in these professions in Ukraine. We have the opportunity to ensure that they continue to work as teachers or psychologists, which is not only support in terms of employment but also in working according to their qualifications.”*

*Please explain what elements of the practice could be imported into the project we are planning to create (max 1000 characters):*

1. "train - the- trainers" programme. Ukrainian schools in Warsaw are a unique resource to create a training ground for future trainers to reach more children with the: The Schools could run Ukrainian courses for participants in many locations by inviting them to its buildings or online.
2. Organizing camps/trainings as support and development for Ukrainian young people transitioning to a new period of life and seeking a career path.