



Ukrainian Language Education Centre Newsletter

Вітаємо!

Welcome to the Ukrainian Language Education Centre Newsletter

Welcome to the 2022-23 academic year!

We begin by acknowledging National Truth and Reconciliation Day and honour the survivors and all those lost in residential schools, and their families. We also provide titles of some youth-friendly books that can help our students better understand the atrocities of colonialism.

Although the newsletter is organized according to national, provincial and international news, several themes are salient: research and activities at universities, refugees from Ukraine, Community in action and language education.

Research and activities at universities

Universities play a critical role in helping us understand the flow between the past, present and future. Research studies reflect issues of current concern as they relate to historical pasts and often recommend future directions.

Thanks to the work of [DUSS UAlberta - Disrupted Ukrainian Scholars & Students Initiative](#) ULEC will host three language and pedagogy scholars, each

for a three-month period in this academic year. They will be engaged in several research projects. We hope you will be interested in participating in them if you are invited to do so.

We congratulate Dr. Natalia Zakharchuk for earning an award for the best doctoral dissertation in the area of educational administration and leadership completed at a Canadian university in 2021. Read about her study in this issue.

Dr. Andrea Sterzuk, Director, Centre for Educational Research, Collaboration, and Development (CERCD) and Professor in Language and Literacy Education at the University of Regina, offers an overview of how Ukrainian language schools in Western Canada were shaped by shifting settler colonial policies. She reminds readers of how the Ukrainian bilingual education that emerged from the first wave of immigrants became a threat in Manitoba, Saskatchewan and Alberta in the first decades of the 20th century, and traces how Ukrainian language programming today exists due to changes in federal policies, provincial education act

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Special points of interest:

- *Ukraine Humanitarian Appeal*
- *ULEC Holds Webinar “Developing Global Citizenship in Ukrainian-Language Education”*
- *HREC Education Launches Webinars for Educators Dedicated to the 90th Anniversary of Holodomor*
- *Securing Ukrainian Studies Program at the European University of Viadrina Frankfurt (Oder)*
- *“Supporting displaced refugee students from Ukraine in our schools” - Webinar*
- *Russia’s ‘Patriotic’ Curriculum for the Upcoming School Year*
- *Putin’s War in Ukraine Prompts Ever More Ukrainians to Speak Ukrainian, Especially in Eastern Portions of the Country*
- *The Making of Modern Ukraine: A Free Online Course from Yale Professor Timothy Snyder*

Newsletter Editors:

Prof. Olenka Bilash (Acting Director, ULEC)

Dr. Olena Sivachenko (Research Associate, ULEC)

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amendments and the hard work of leaders and organizations in Ukrainian Canadian communities - who have overcome many obstacles to maintain their language and identity.

Watch ULEC's webinar with Maksym Lishchynskiy and Daria Momot, MITACS award-winning students from Ukraine. Their three month undergraduate research project entailed creating Ukrainian language videos about the United Nations (UN) sustainable development goals (SDG) for beginner and intermediate language level learners and users of Ukrainian. In their webinar they reveal the significance of the SDG's, reporting that they were not aware of them until they prepared to be interviewed as applicants for this project, led by Professor Olenka Bilash. They are eager for their videos to be shared and are awaiting feedback from others in order to revise the videos for broader viewing as they think they will be of interest in Ukraine as well as throughout the diaspora. Participate in the research survey about the effectiveness of these videos here: <https://ukrvideosurvey.ca/>. You will be asked to watch one 4 to 5 minute video and answer a few questions followed by a second video and a second set of questions. Completion of the tasks will take less than 15 minutes.

We are pleased to continue our series exploring Ukrainian studies programs at the post-secondary level around the globe through an interview with Professor Andrii Portnikov and Dr. Olesia Lazarenko at the European University of Viadrina Frankfurt (Oder) in Germany.

This newsletter also offers information about a number of Ukrainian studies programs offered at universities across Canada and the

United States. Of special note is HREC's year-long speaker series in commemoration of the 90th anniversary year of the Holodomor in Ukraine. Find information and register for the first webinar in this series on October 13th when acclaimed author Marsha Forchuk Skrypuch will talk about her newly-published novel *Winterkill*. We also include links to historian Timothy Snyder's course on the *Making of modern Ukraine* at Yale University.

Read also about the massive challenge of keeping higher education going in times of war and about how Russia has used its school curriculum to heighten nationalism and crucify Ukraine's education system in the occupied areas.

Refugees from Ukraine

Ukrainian is now among the top five languages spoken among Canadian newcomers and refugees, reports Statistics Canada. Many urban and rural schools across the country are bursting at the seams with children from Ukraine. Ukrainian speaking staff have been temporarily hired in some schools to help buffer the transition for these students. The link to a webinar by Nadia Prokopchuk and Maryam Karimi about supporting displaced refugee students from Ukraine helps us to see efforts that have been underway in Saskatchewan.

Your heart will be stirred by Alla Teteriuk's reflections on teaching Ukrainian students in Poland.

Meanwhile in Ukraine most children continue their studies online. Watch Radio free Europe – Radio Liberty's news clip about how pupils have to prepare bomb shelters before lessons start in Ukraine (<https://cutt.ly/hV6GCfZ>).

Community in action

Kudos to the Canada Ukraine Foundation for its quick action and collaboration with the Ukrainian

Canadian Congress (UCC) to make funding available for those suffering from the Russian invasion of Ukraine on February 24, 2022. To date, the Ukraine Humanitarian Appeal Fund, launched to enable the work of the Ukrainian Humanitarian Relief Committee, has raised \$45 million, of which \$22 million has already been disbursed and allocated. As of September 1, 2022, Ukraine Humanitarian Relief Committee has:

- Delivered food boxes to almost 1 million people in 21 oblasts
- Started War Trauma Therapy program for 9,900 children over 2yrs
- Purchased 1,000 new fire-fighting sets of personal equipment
- Re-launched Canada Ukraine Surgical Aid Program - first mission has been completed in Poland
- Delivered hospital supplies and medicines to 78 hospitals across Ukraine

Harvest is expected in October from the 140 metric tons of buckwheat seeds delivered in summer. The Displaced Ukrainians Appeal has funded over 1,000 displaced children in Ukrainian-Canadian summer camps across Canada.

Language Education

As parents, teachers and a community we are often concerned about our children's Ukrainian literacy development. However, perhaps we should be more interested in our children's biliteracy development. Baker and Wright (2021) have adapted the work of Ophelia Garcia in describing a typology of program models for bilingual students. With some schools being inundated with Ukrainian refugee children it is important that we help parents and administrators select the type of program that is in the

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best interest of these children over time. As Table 1 shows, mainstreaming forms of education are primarily aimed at creating a monolingual majority language. They are seen as assimilationist.

In this model, the two forms of bilingual education that promote real bilingualism are known as weak forms and strong forms. Weak forms of bilingual education are aimed at strengthening monolingualism or promoting limited bilingualism. Strong forms of bilingual education such as immersion programs (the Ukrainian Bilingual Program in the prairie provinces) and maintenance or heritage

language programs (ridni shkoly) have goals of bilingualism and biliteracy. While immersion programs tend to help language majority children become bilingual and biliterate, heritage language or community programs, or complementary schools as they are known in the United Kingdom, aim at language minority children and try to help build on their first language or mother tongue. In Canada and throughout the diaspora Ukrainian is considered a minority language. In some countries where bilingualism is already dominant in society school programs offer all children opportunities to develop bilingualism and biliteracy. Both children who use

Ukrainian at home and those in upper level bilingual programs can benefit from the Ukraine-related content of community schools and the positive identity formation approach in both.

In our next issue we will visit the report of the National Ukrainian Education Committee at the upcoming triennial Ukrainian Canadian Congress meeting in Winnipeg at the end of October. Committee chair Tatiana Sunak will summarize the progress made on the resolutions passed in 2019.

As always, YOUR news, photos and announcements are welcome. Have a great semester.

Slava Ukraini!

Table 1. Typology of Program Models for Bilingual Students (Adopted from Baker & Wright, 2021, p. 210)

Type of Program	Typical type of child	Language of the classroom	Societal and educational aim	Aim in language outcome
Monolingual forms of education				
Mainstreaming/submersion	Language minority	Majority language	Assimilation	Monolingualism
Mainstreaming/submersion with pull-out or push-in majority language instruction support	Language minority	Majority language	Assimilation	Monolingualism
Sheltered/structured immersion	Language minority	Majority language	Assimilation	Monolingualism
Weak forms of bilingual education				
Transitional	Language minority	Moves from minority to majority language	Assimilation/subtractive	Relative monolingualism
Mainstreaming with world language teaching	Language majority	Majority language with L2/WL lessons	Limited enrichment	Limited bilingualism
Separatist	Language minority	Minority language (out of choice)	Detachment/autonomy	Limited bilingualism
Strong forms of bilingual education				
Immersion	Language majority	Bilingual with initial emphasis on L2	Pluralism and enrichment	Bilingualism and biliteracy
Maintenance/heritage language	Language minority	Bilingual with emphasis on L1	Maintenance, pluralism and enrichment	Bilingualism and biliteracy
Two-way/dual language	Mixed language minority and majority	Minority and majority	Maintenance, pluralism and enrichment	Bilingualism and biliteracy
Mainstream bilingual	Language majority	Two majority languages	Maintenance and enrichment	Bilingualism and biliteracy

Notes: L2 = second language, L1 = first language, WL = world language. This table is based on discussions with Ofelia García. She provides an in-depth discussion of models in García (2009)

The CIUS Response to the War – Director’s Report

The six months of the ongoing Russian war on Ukraine have dramatically affected the work of the Canadian Institute of Ukrainian Studies. From day one of the war, my colleagues and I had to swiftly adjust and reconsider our earlier plans and priorities. On February 25, CIUS hosted “[Russia’s War Against Ukraine: What is at stake?](#)”, a blitz round table of CIUS’s key scholars focusing on the issues that brought about the current geopolitical crisis with Ukraine at its core: Ukrainian-Russian relations, democracy, and sovereignty. Since the beginning of the war, the Institute issued three official [CIUS Statements on Russia’s war on Ukraine](#).

In early March, The [Internet Encyclopedia of Ukraine](#) carried out a thorough update of articles on the Donbas (Donets Basin), Donetsk and Luhansk oblasts, and major cities in the region, most notably the city of Mariupol, and featured related information in a special e-blast.

Further mobilizing its knowledge to better engage with the world community, CIUS launched the youtube video series “[Did You Know: CIUS Answers](#)”. In these episodes, we draw on our experts as well as partners around the world to disseminate important historical information to help the public become better educated about Ukraine and Ukrainians and combat disinformation. Also in March, [Ukraine-Archives Res-](#)

[cue Team, or U-ART](#) was created, on the initiative of CIUS and the Kule Folklore Centre at the University of Alberta. Supported by several national stakeholders, this team offered free digital storage to Ukrainian scholars and institutions under threat, providing secure private data backup for archives, research institutions, and individual scholars in all disciplines. Parallel to this undertaking the CIUS also spearheaded and co-lead another broad initiative, [DUSS UAlberta - Disrupted Ukrainian Scholars & Students Initiative](#). This initiative is led by the [Canadian Institute of Ukrainian Studies](#), [Kule Institute for Advanced Study \(KIAS\)](#), [Kule Folklore Centre](#), [Department of Modern Languages and Cultural Studies](#), [Department of History, Classics, and Religion](#), and the [Wirth Institute for Austrian and Central European Studies](#), who came together and set aside research funding to support disrupted Ukrainian scholars and students. Thus far, DUSS UAlberta has reallocated \$600,000 for this purpose and supported 32 scholars. To connect with and further support Ukraine’s youth, on March 30, 2022, CIUS’s Contemporary Ukraine Studies Program organized “[Ukrainian Students Reflect on Russia’s War Against Ukraine](#)” After over a month of disruption of the peaceful lives of millions of Ukrainians,



Dr. Natalia Khanenko-Friesen, CIUS Director

including countless documented war crimes, Ukrainian students reflect on the war and speak about it from their perspective as witnesses, young citizens, and future professionals in their fields of study.

In April 2022 CIUS introduced its brand new [Media Monitoring Service](#) (MMS) to identify and critically assess dominant narratives—including disinformation—in selected key Canadian and US media. The purpose of the MMS is to inform experts and the general public about how Ukraine and Ukraine-related events are covered and reported in these media outlets. The MMS is aligned with the work of CIUS’s online [Forum for Ukrainian Studies](#). Established in 2016 under the institute’s Contemporary Ukraine Studies Program, the *Forum* has become the institute’s prime analytical platform for timely

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The CIUS Response to the War – Director’s Report

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contributions by policy experts, think tankers, practitioners, and a broad range of scholars, providing essential analysis on current issues in Ukraine, Eastern Europe, and on the global stage, helping to transform international understanding of contemporary Ukraine.

In an online round table held on 29 April, 2022 titled “[Russia’s war on Ukraine in the context of genocide](#),” The Holodomor Re-

search and Education Consortium (HREC) invited world-renowned scholars of genocide to discuss genocide theory and law as they apply to Russia’s war crimes during its invasion of Ukraine.

In May, to reassess the field of Slavic Studies in the light of the Russian brutal invasion of Ukraine, we launched an international lecture series “Historians and the War: Rethinking the Future.” This is a joint initiative of the [Canadian Institute of Ukraini-](#)

[an Studies](#), the [Department of Eastern European History at Munich University](#), the [German-Ukrainian Historians' Commission](#), and the Ukraine-based scholarly [journal *Ukraina Moderna*](#).

As the war continues, the Canadian Institute of Ukrainian Studies remains firmly committed to its work in support of Ukraine in these devastating times.

Dr. Natalia Khanenko-Friesen,
CIUS Director

Tatiana Tairova-Yakovleva is a renowned Russian historian and researcher who, in 1991, was the first fellowship holder at CIUS's Peter Jacyk Centre for Ukrainian Historical Research. She has also published her work with CIUS Press (check out her books here: <https://tinyurl.com/37t7dpz7>).

In March 2022, Dr. Tairova-Yakovleva recorded a Ukrainian-language video message condemning the Russian Federation's war against Ukraine (watch her English-language message here:

https://m.facebook.com/watch/?v=386207423502733&_rdr) — one of only a handful of Russian academics to do so.

In June she was dismissed from her position at [Санкт-Петербургский государственный университет / St Petersburg University](#), where she had been Professor at the Institute of History and Director of the Centre for Ukrainian Studies. More recently, she was also dismissed from the Russian Academy of Sciences.

CIUS stands with Dr. Tairova-Yakovleva as an exceptional scholar and condemns the seemingly retaliatory nature of her dismissals.

Source: <https://www.istpravda.com.ua/short/2022/09/5/161755/>



ULEC News

ULEC Holds Webinar “Developing Global Citizenship in Ukrainian-Language Education”

On August 30, 2022, the Ukrainian Language Education Centre held a webinar “Developing Global Citizenship in Ukrainian-Language Education,” which reports on ULEC's most recent project with Mitacs Globlink interns, overseen by Prof. Olenka Bilash. The ultimate goal of the project is to prepare educational videos aimed at the development of global citizenship in Ukrainian-language education. Each video is grounded in the Sustainable Development Agenda of the Education 2030 Agenda and Framework for Action (UNESCO) and thus reflects contemporary realities, cultural representations and topics of sustainability around the world, including in today's Ukraine and the Ukrainian diaspora. Each video's objective is to instill in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.

If you were unable to attend it, you are welcome to watch the video recording of the webinar here: <https://www.youtube.com/watch?v=CmQ-tAAZ3U>



Ukrainian Language Education Centre
Canadian Institute of Ukrainian Studies
University of Alberta

Join our Zoom webinar to meet Mitacs interns sharing their experiences about working on the ULEC project:

Developing Global Citizenship in Ukrainian-Language Education

August 30, 2022
10:00am (Edmonton)
7:00pm (Kyiv)

Join: <https://ualberta-ca.zoom.us/j/94904584552>

Dear All,

Today's world is constantly changing. Every day, new global problems emerge. What are these problems like? What are the ways of dealing with them? What contribution can each of us make in order to solve them?

If you are 18 years or older, ***we are cordially inviting you to participate in a research project “Learning about UNESCO Sustainable Development Goals in Ukrainian”*** (Pro00122204) that asks people who speak or are learning Ukrainian outside of Ukraine for their feedback on videos about contemporary realities, cultural representations and topics of sustainability in today's Ukraine, the Ukrainian diaspora and around the world and share your opinion of them. Your feedback is very important to us: it will help us create learning resources that can be appealing to you personally!

After watching videos, we are kindly asking you to fill out the following online questionnaire, which should take no longer than 10-15 minutes to complete.

The link to the videos and the questionnaire is as follows: <https://ukrvideosurvey.ca/>

For more information about the research study please go to the link: https://docs.google.com/document/d/145h-e4QUqNGsmnd6EXKkcJm3LHHaI16H/edit?fbclid=IwAR11L3Vv3nG4RHCO9dRB3UwwVqA_t6UaxV3Wc7xXTGrWc39dQnG2UoylPyQ

With gratitude,

Prof. Olenka Bilash (obilash@ualberta.ca)
Dr. Olena Sivachenko (ulec@ualberta.ca)

Holodomor Research and Education Consortium News

The Holodomor in Global Perspective — conference co-organized by HREC and University of Cambridge, 28–29 September 2022

Although the Holodomor affected global economics, politics, and international relations and was covered in hundreds of press accounts, its role in global history has yet to receive adequate attention. Presenters at the conference will address aspects of the Holodomor that contribute to an understanding of how the famine shaped, and was shaped by, global processes at work during the interwar period. Among the topics to be considered:

- Foreign workers engaged in Soviet industrial and agricultural projects in the USSR
- Grain and wheat imports and exports; the role of the Soviet Union in the global economy
- The famine in international relations and in the context of Soviet denial
- Government and organizational responses (or lack thereof) to the famine
- The famine in the context of humanitarian aid and relief
- Coverage of the famine in the press
- The famine as a multiethnic experience of minority groups who lived in Soviet Ukraine
- Displaced famine victims; refugee and migration history

Call for papers here: <https://holodomor.ca/call-for-papers-the-holodomor-in-global-perspective/>

2022 Toronto Annual Famine Lecture: “Understanding Russia’s War on Ukraine through the Holodomor”

Date: Wednesday 9 November 2022

Location: Vivian and David Campbell
Conference Facility, Munk School of Global Af-
fairs & Public Policy - 1 Devonshire Place

Speaker: Daria Mattingly, University of
Cambridge and Leverhulme Early Career Fellow

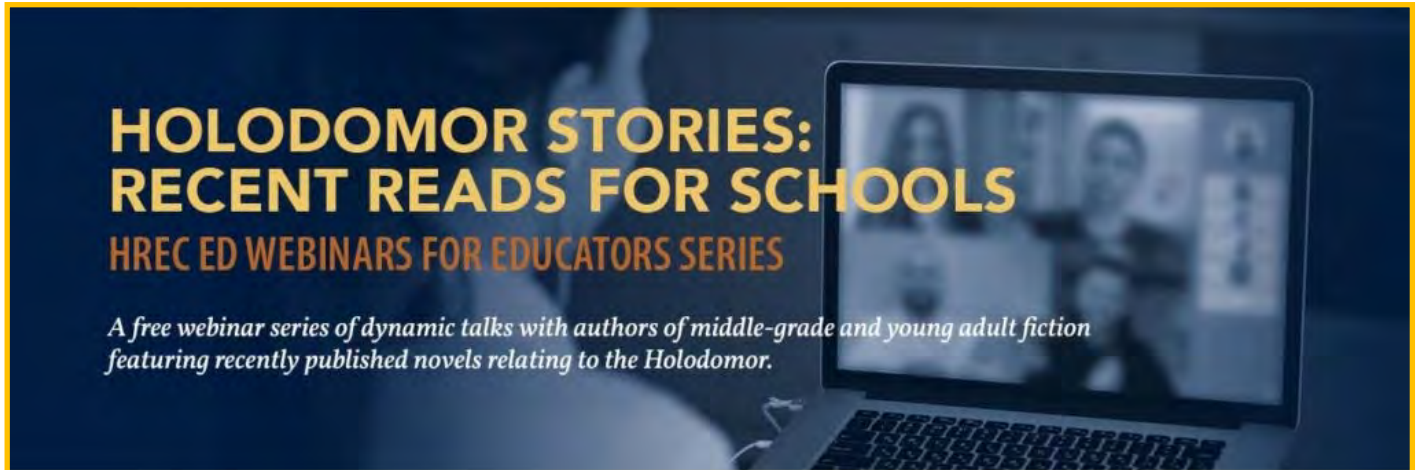


Dr. Mattingly will explore how the Holodomor offers a key to understanding the current war in Ukraine, both from a historical perspective and by revealing parallels in the objectives, methods and outcomes. She will discuss how further studies of the Holodomor are pertinent to explaining the war and its international implications in an increasingly interconnected world.

The Toronto Annual Ukrainian Famine Lecture was initiated in 1998 and is organized by HREC and co-sponsored by the Centre for European, Russian, and Eurasian Studies, University of Toronto; the Canadian Foundation for Ukrainian Studies; the Ukrainian Canadian Congress, Toronto; the Petro Jacyk Program for the Study of Ukraine, University of Toronto; and St. Vladimir Institute (Toronto).

Holodomor Research and Education Consortium News

HREC Education Launches Webinars for Educators



HREC Education presents a free webinar series of dynamic talks with authors of middle-grade and young adult fiction featuring their recently published novels relating to the Holodomor. The series will run from Fall of 2022 into Fall of 2023. Webinars will be introduced by HREC Director of Education Valentina Kuryliw and hosted by Mateusz Świetlicki. <https://education.holodomor.ca/webinars90th/>



Speaker: Author Marsha Skrypuch talks about her latest novel, *Winterkill*

This incredibly gripping and timely story set during the Holodomor in 1930s Ukraine introduces young readers to a pivotal moment in history – and helps students understand current events in Ukraine. *Winterkill* book trailer:

www.calla.com/wordpress/winterkill-book-fairs-trailer

Date: Thursday October 13, 2022

Location: Zoom

Please register to attend:

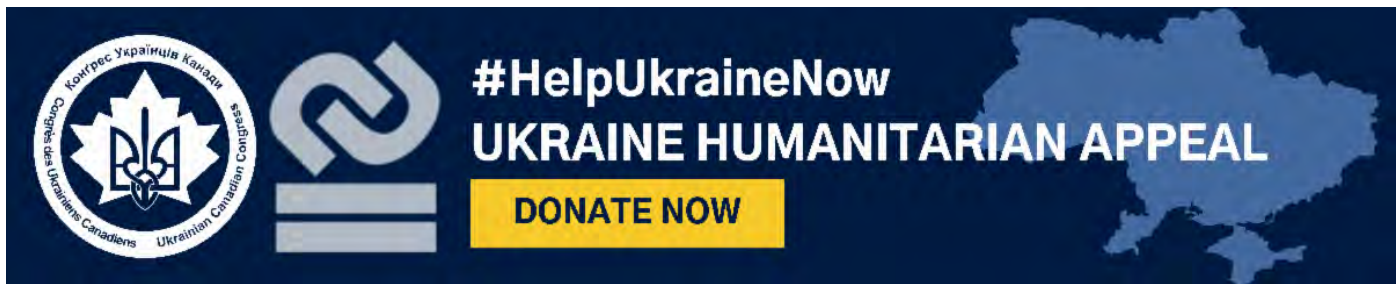
https://us06web.zoom.us/webinar/register/WN_hNjUNIfGRLapjCXiUCJZ-Q

Virtual School Visits

To commemorate the 90th anniversary year of the Holodomor in Ukraine, HREC Education is making a limited number of virtual school visits with Marsha possible for middle-grade groups who are in schools with financial challenges. For more information, please visit: www.calla.com/wordpress/funding-available-for-winterkill-virtual-visits

National News: Stand with Ukraine

Ukraine Humanitarian Appeal



Since Russia's invasion, Ukrainians have continued to see their loved ones killed, injured and traumatized, their families separated, and their homes, schools and hospitals attacked.

Death, destruction and devastation haunt the country's streets, and the war shows no signs of abating. Some 6.6 million people are internally displaced. 5,587 civilians, including 358 children, have been killed, and over 7,890 civilians, including 693 children, have been injured – although the true numbers are expected to far exceed these. Russia's fatal attack on Ukraine's Independence Day is yet another example of the ongoing and uninterrupted trauma inflicted upon the people of Ukraine. (OCHA, Dattalion)

On the heels of the story shared last week about the Open-Door project, the Centre of Psychological Counselling and Trauma Therapy in Kyiv, this week's update will discuss another mental health program supported by Ukraine Humanitarian Appeal.

"Helping hand for Ukraine: War Trauma Therapy for Displaced Children" is a humanitarian project of Hope World Wide Canada in Ukraine that provides psychological support to internally displaced children affected by the war.

This project has been operating in Ukraine since 2015, and from its inception, the program has successfully trained 636 facilitators who have gone on to provide therapy to 3,688 children and 984 adults.

Ukraine Humanitarian Appeal has committed to provide \$364,000 over a two-year period, starting September 2022. As needs have grown exponentially since the escalation of war in Ukraine on February 24th, this funding will increase this program's capacity for aid and enable more support to be provided overall.

The methodology of this program, "Children and War. Teaching Recovery Techniques", centres around PTSD and depression prevention for children with war trauma. This strategy averts the need for specialized psychotherapy and helps youth learn to cope with stressful and complicated life situations in the future.

Many children affected by war develop traumatic symptoms and post-traumatic stress disorders after experiencing life-threatening situations. Given the increasing number of children in Ukraine who are being traumatized by war, it is important to equip them with better coping strategies so that they are able to feel sufficiently more in control of their reactions and benefit from the support of their families and use the services available in their schools. Over the next two years, 240 psychologists, educators, and social workers will be trained to provide mental health support for 9,900 internally displaced children with war trauma. This humanitarian program will be held in the Western region of Ukraine, specifically Lviv, Ternopil, Ivano-Frankivsk, and Chernivtsi oblasts. Due to the ongoing Russian invasion, the need for psychological support continues to grow. Thanks to our generous donors, Ukraine Humanitarian Appeal is able to fund these incredibly important projects in Ukraine.

The Ukraine Humanitarian Appeal Committee was established jointly by the Ukrainian Canadian Congress (UCC) and the Canada-Ukraine Foundation (CUF) to formalize a coordinated approach in providing humanitarian assistance quickly and efficiently to those in need in Ukraine and address any further aggression by Russia. The committee works with the Ukrainian Canadian community across Canada to reduce duplication of effort, increase efficiency and ensure aid efforts have the most effective impact for Ukrainian citizens affected by the crisis.

Donations in support of humanitarian relief can be made through: cufoundation.ca

For further information: ukraineappeal@cufoundation.ca

Source: <https://cutt.ly/dO3geml>

National News

Ukrainian Language Schools in Western Canada Were Shaped by Shifting Settler Colonial Policies

Since the Russian invasion of Ukraine, the number of people studying Ukrainian globally [via the language learning app Duolingo](#) has grown: figures [from March 20 showed a 577 per cent increase](#).

«Українськомовна освіта в преріях формувалася під впливом національної, провінційної та територіальної політики. У канадському колоніальному контексті ця політика з часом змінилася в тому, як вона йде на поступки, маргіналізує та надає привілеї мовам поселенців».

In Canada, there is also new interest in learning Ukrainian.

As solidarity with Ukraine grows, Canadians may be curious to know more about the history of Ukrainian-language schools in Alberta, Saskatchewan and Manitoba, spanning roughly 125 years.

Ukrainian-language education in the Prairies has been shaped

by national, provincial and territorial policies. In Canada's settler colonial context, these policies have shifted over time in how they accommodate, marginalize and privilege settler languages other than English.

Colonial settlement

Following Canadian Confederation in 1867, interconnected approaches and policies were consolidated and developed to displace Indigenous Peoples from their lands. Canada used dispossession to make the territory that would become Alberta, Saskatchewan and Manitoba available for European settlement.

As historian James Daschuk explains, "[clearing the plains](#)," entailed using starvation against Indigenous people to clear the way for settlement.

In 1876, Canada passed [the Indian Act, designed to assimilate and control First Nations](#). After the [Red River Resistance](#) of 1869-70, the Manitoba Act transferred land from the Hudson's Bay Company to the Dominion of Canada.

The Canadian government created a system called [Métis scrip](#) to provide Métis families already living in the area with titles to their lands (land scrip) or money in exchange (money scrip). The process was slow, complicated and served [to extinguish Métis title to land](#). Métis scrip commissions coincided with the [numbered treaties](#) (1871-1921),

which pertained to lands from [Lake of the Woods in the east to the Rocky Mountains in the west, and to the north, as far as the Beaufort Sea](#).

In this era, as historian Kenneth Taylor notes, Canadian immigration law was "[explicitly racist in working and intent](#)": it discouraged and prohibited non-white and non-European immigration in several ways.

The 1910 Canadian Immigration Act provided the Ministry of the Interior with the authority to ban entry of people of any race "deemed unsuited to the climate or requirements of Canada." Immigration officials used this section [to limit Black settlement](#) in the Prairies. Prior to this policy, [roughly 1,500 Black settlers](#) moved to [the Canadian Prairies](#) and research has [documented long Black community histories](#) and ongoing presence there.

While there were well-established Chinese communities in British Columbia prior to 1923, and [Chinese immigration to the prairies between the 1870s and 1923](#). Widespread Asian [immigration to the prairies](#) did not happen until the 1960s due to federal legislation including [1908 amendments to the Immigration Act](#) and exclusionary 1923 amendments to [the Chinese Immigration Act](#).

While the promotion of Eastern European immigration was [not without some controversy](#), the recruitment of these early "agricultural immigrants" became government practice.

Canada opened the door to the [first wave](#) of Ukrainian settlement in 1890.



Poster advertising free farms of 160 acres for settlers in Manitoba, Canadian North-West (present-day Alberta and Saskatchewan) and British Columbia, from circa 1890. ([BiblioArchives/Flickr](#)), [CC BY](#)

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National News

Ukrainian Language Schools in Western Canada Were Shaped by Shifting Settler Colonial Policies

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Ukrainian women cutting logs, Athabasca, Alta. Year unknown. (BiblioArchives/Flickr), CC BY

400 Ukrainian schools

Ukrainians arriving during this period were [pushed out of Ukraine](#) by overpopulation, poverty and foreign domination, and pulled to Canada by the prospect of what Canada billed [as free farm lands](#) and jobs.

At the time of this wave of settlement, western Ukraine was part of the Austro-Hungarian Empire. Ukrainians from Galicia, Bukovyna and Transcarpathia were [officially called Ruthenians](#) in the Austro-Hungarian Empire.

«Від самого початку іміграції до Канади, найбільше своїх зусиль українці спрямовували на збереження своєї мови. Станом на 1915 р. в Західній Канаді було близько 400 українських шкіл».

[schools](#) in Western Canada.

‘Laurier-Greenway Compromise’

How were Ukrainians able to create Ruthenian bilingual schools and teacher training programs?

An 1896 agreement for bilingual schooling in Manitoba called the [Laurier-Greenway Compromise](#) holds part of the answer.

This regulation stated that when there were 10 or more students who spoke French or another language, the school could provide instruction in a language other than English. This policy made it possible to [establish Ukrainian bilingual schools](#) in Manitoba, and influenced their creation in Saskatchewan

and Alberta too.

Teacher shortages

Another reason for the creation of Ukrainian schools was a teacher shortage in Ukrainian districts. Historian Orest T. Martynowych explains that English-speaking teachers were unwilling to work in Ukrainian communities due to [“prejudice, a sense of cultural superiority and more lucrative positions elsewhere.”](#)

To address the shortage, the provincial governments assisted young Ukrainian men in qualifying as teachers. The Ruthenian Training School opened in Manitoba in 1905 and operated for 11 years. Similar programs opened in Saskatchewan in 1909 and in Alberta in 1913.

In Manitoba, the province also produced a Ukrainian bilingual school textbook called the [Manitoba Ruthenian-English Reader](#).

As historian Cornelius Jaenen notes, the success of bilingual Ukrainian education programs angered influential members of society who wanted [schools to assimilate immigrants](#) towards building an English-speaking Prairies.

‘Enemy aliens’

The outbreak of the First World War in 1914 further threatened these programs as [Eastern Europeans fell under surveillance and suspicion](#). The issue of bilingual schools became mixed up with the question of “enemy aliens,” which included [people from Germany, the Turkish Empire, Bulgaria and the Austro-Hungarian Empire](#).

The same year, the government of Alberta declared itself [opposed to bilingualism in its school system](#).

By 1916, the option for bilingual schooling was [also removed in Manitoba](#). Saskatchewan waited until 1919 to [introduce a regulation naming English](#) as the sole language of instruction.

English-only status quo

For [the next 50 years](#), the Prairie provinces maintained an English-only status quo, resulting in considerable language shift in Ukrainian and [Francophone communities](#) and many other immigrant language communities also.

During this time, 66 Indian residential schools operated in Alberta, Saskatchewan and Manitoba [under federal responsibility](#).

(Continued on p.12)

National News

Ukrainian Language Schools in Western Canada Were Shaped by Shifting Settler Colonial Policies

(Continued from p.11)

First Nations children were taken from their families to attend these institutions and forced to learn English, [systematically resulting in Indigenous language loss](#).

As a result of Métis scrip, many Métis people were living on [road allowances](#), settlements they created on unused portions of Crown land. There, multilingual Métis people maintained community languages, including [Michif](#) and other Indigenous languages. Between the 1920s and 1960s, however, provincial governments forcibly dispersed these communities, [introducing a period of rapid language shift to English](#).

«Дітям часто не дозволяли говорити українською в школі. Дорослі ж стикалися з дискримінацією на роботі, і багато українців були змушені англізувати свої прізвища».

Ukrainian children were [often not permitted to speak Ukrainian at school](#). Adults faced workplace discrimination and many Ukrainians anglicized their family names.

New era of bilingual Ukrainian schooling

In 1969, [Canada introduced the Official Languages Act, and the Multiculturalism Policy](#) followed in 1971. Soon, the Prairie provinces' education acts were changed to allow languages other than English to be used for instruction in schools again.

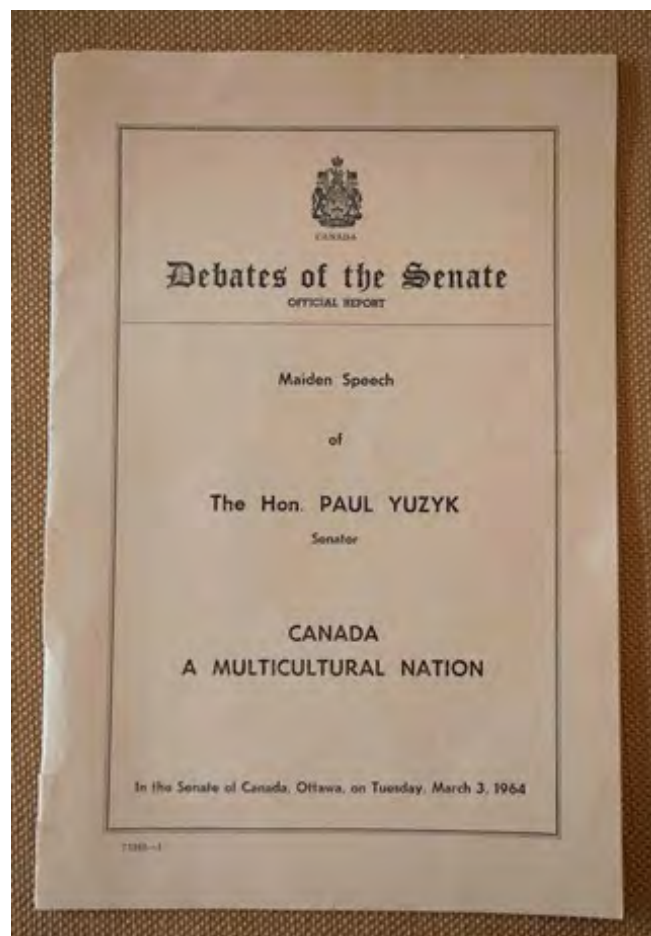
These developments led to a [new era of Ukrainian bilingual Prairie schools](#). In 1974, advocates established a bilingual Ukrainian program in Edmonton. In 1979, programs in Manitoba and Saskatchewan classrooms followed.

Today, Ukrainian bilingual programs are once again found in school divisions in all three provinces. [Ukrainian learning opportunities](#) also include heritage language classes for children (*Ridna Shkola*), summer camps, preschool programs (*Sadochok*) and adult language classes.

As Canada begins to receive displaced Ukrainians, [Ukrainian language education programs](#) can help bridge communication gaps.

Laws, culture and languages

Language policies and language-in-education policies shape the ability of individuals, families and communities to maintain minoritized languages. When languages are under-protected by policy — or



Ukrainian Canadian Senator Paul Yuzyk discussed Canada as multicultural nation a year after Liberal Prime Minister Lester Pearson launched the Royal Commission on Bilingualism and Biculturalism in 1963. [THE CANADIAN PRESS/Sean Kilpatrick](#)

intentionally attacked through cultural genocidal policies, as in the case of [Indigenous languages in Canada](#) until [recently](#) — language loss is difficult to prevent.

Confronting settler colonial legacies is a reminder of why the Truth and Reconciliation Commission of Canada [urgently advocated policy](#) to bolster [Indigenous language resurgence](#).

In the case of the Ukrainian language, today's programs exist due to changes in federal policies, provincial education act amendments and the hard work of Ukrainian Canadian communities who have maintained their language despite many obstacles.

Source: <https://cutt.ly/tVjbhqu>

Truth and Reconciliation

Books to Read on Orange Shirt Day

Orange Shirt Day, which takes place Sept. 30, is an annual event that honours the survivors of residential schools and their families. It is [inspired by Phyllis Webstad](#) who, at the age of six, was stripped of her new orange shirt on her first day at St. Joseph Mission residential school.

"The colour orange has always reminded me of that and how my feelings didn't matter, how no one cared and how I felt like I was worth nothing," [Webstad told CBC News in 2016](#).

Below is a list of books by Indigenous writers about Indigenous history, the residential school system and its traumatic impact on survivors, their families and the generations that follow.

Source: <https://cutt.ly/ZVjWg1E>

[Billy-Ray Belcourt](#) was the youngest-ever winner of the Griffin Poetry Prize. He was also the first First Nations Rhodes scholar from Canada. But he was once a young boy, growing up in Driftpile Cree Nation in Alberta. [A History of My Brief Body](#) tells his story: how his family was impacted by colonialism and intergenerational trauma and yet still hold joy and love in their hearts and lives, how he came into his queer identity and how writing became both a place of comfort and solace and a weapon for a young man trying to figure out his place in the world.



In this dystopian narrative by [Cherie Dimaline](#), residential schools have been reinstated in North America. Recruiters hunt and capture Indigenous people, bringing them to facilities to extract their bone marrow. It is believed the bone marrow of Indigenous people can bring back the widely lost ability to dream. [The Marrow Thieves](#) follows a young teenager named Frenchie who, along with his newfound family, has taken to the woods to escape from recruiters.

Writer Bevann Fox blends biography and fiction to tell her story in [Genocidal Love](#). Fox tells her story as "Myrtle," a young girl who is sent to residential school at seven years old, and the abuse she suffers there traumatizes her for years to come. But Myrtle eventually finds healing as she finds her voice and discovers the power of storytelling. She faces her painful past to create a better future for her children and grandchildren. Fox is a member of Pasqua First Nation, originally from Piapot First Nation. She is a writer, broadcaster, artist, motivational speaker and yoga instructor. She self-published her debut novel, [Abstract Love](#), in 2011.



In [Five Little Indians](#), Kenny, Lucy, Clara, Howie and Maisie were taken from their families and sent to a residential school when they were very small. Barely out of childhood, they are released and left to contend with the seedy world of eastside Vancouver. Fuelled by the trauma of their childhood, the five friends cross paths over the decades and struggle with the weight of their shared past. [Five Little Indians](#) is on the longlist for the 2020 Scotiabank Giller Prize. Michelle Good is a Cree writer and lawyer, as well as a member of Red Pheasant Cree Nation in Saskatchewan. [Five Little Indians](#) is her first book.

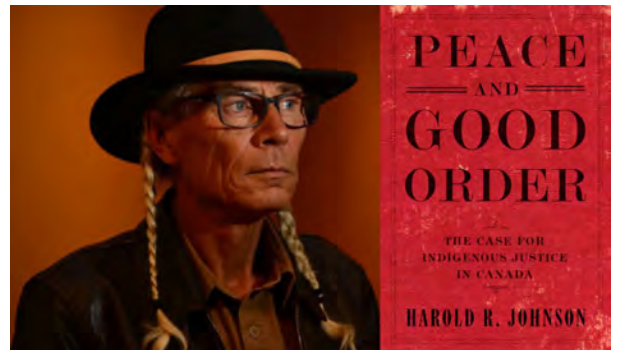
Truth and Reconciliation

Books to Read on Orange Shirt Day



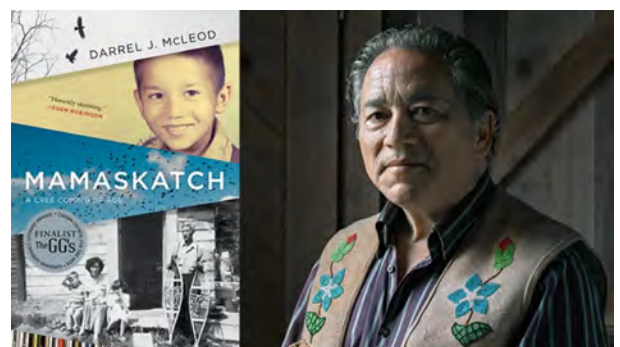
In *Speaking Our Truth*, Cree, Lakota and Scottish author [Monique Gray Smith](#) makes the topic of reconciliation accessible to a young audience of Indigenous readers and aspiring allies alike. The innovative book helps young readers understand the history of the residential school system in Canada and its lasting effects on survivors today. Inspired by Canada's Truth and Reconciliation Commission, the book includes questions and prompts to help young people think about these complicated issues, and how to move forward with understanding and empathy.

Harold R. Johnson is a former prosecutor and the author of several books. In his latest, *Peace and Good Order*, Johnson makes the case that Canada is failing to fulfil its legal duty to deliver justice to Indigenous people. In fact, he argues, Canada is making the situation worse and creating even more long-term damage to Indigenous communities. Johnson is the author of several works of both fiction and nonfiction. His nonfiction work *Firewater: How Alcohol Is Killing My People (and Yours)* was a finalist for the Governor General's Literary Award for nonfiction.



Helen Knott is a poet and writer of Dane Zaa, Nehiyaw and European descent. Her memoir, *In My Own Moccasins*, is a story of addiction, sexual violence and intergenerational trauma. It explores how colonization has affected her family over generations. But it is also a story of hope and redemption, celebrating the resilience and history of her family. Knott is a social worker and writer. *In My Own Moccasins* is her first book.

Darrel McLeod's *Mamaskatch* is a memoir of his upbringing in Smith, Alta., raised by his fierce Cree mother, Bertha. McLeod describes vivid memories of moose stew and wild peppermint tea, surrounded by siblings and cousins. From his mother, McLeod learned to be proud of his heritage and also shares her fractured stories from surviving the residential school system. McLeod is a Cree writer from treaty eight territory in Northern Alberta. Before his retirement, McLeod was chief negotiator of land claims for the federal government and executive director of education and international affairs with the Assembly of First Nations.



Two Earth Protectors are charged with saving the planet from evil pioneers and cyborg sasquatches in *Dakwākāda Warriors*. The comic, translated into two dialects of Southern Tutchone, serves as an allegory for colonialism. Cole Pauls is a Tahltan comic artist. He created *Dakwākāda Warriors* as a language revival initiative. In 2017, it won Broken Pencil Magazine's Best Comic and Best Zine of the Year

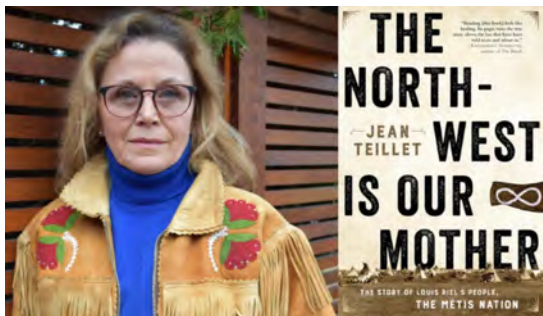
Truth and Reconciliation

Books to Read on Orange Shirt Day



While working in the garden, a girl asks her grandmother about why she wears her hair in a long braid and why she speaks in another language. Her grandmother responds by describing her childhood, growing up in a residential school. *When We Were Alone* won the 2017 Governor General's Literary Award for young people's literature — illustrated books.

After Canada's Truth and Reconciliation Commission report was released, Paul Seesequasis felt compelled to do something to contribute and understand what his mother, a residential school survivor, went through. He began to collect and share archival photos of Indigenous communities, and learned the stories of those photographed. *Blanket Toss Under Midnight Sun* shares some of the most compelling images and stories from this project.



The North-West is Our Mother is a history of the Métis Nation. It begins in the early 1800s, when the Métis became known as fierce nomadic hunters, and continues to the late 19th-century resistance led by Riel to reclaim the land stolen from them, all the way to present day as they fight for reconciliation and decolonization.

Phyllis's Orange Shirt is a picture book about when Phyllis Webstad was six years old and was sent to residential school. Her favourite orange shirt was taken from her on her first day. It is the inspiration for the Orange Shirt Day movement, which is a day to reflect upon the treatment of First Nations people in Canada. It is for readers aged four and up.



This children's book shares Rita Joe's iconic poem *I Lost My Talk* with a new generation. *I Lost My Talk* is about how Joe, a Mi'kmaq elder and poet, lost her language and culture after she was sent to residential school.

What the Eagle Sees is a follow-up to 2017's *Turtle Island*. It looks at historical events to reflect an underrepresented Indigenous perspective of our collective past and how to move on in the present and future. Academic Eldon Yellowhorn again works with author Kathy Lowinger to continue an examination of the lasting impact of settler culture on the Indigenous community. It is for readers aged 11 and up.



Regional Highlights: British Columbia

Interest in Learning Ukrainian Language on the Rise in the Lower Mainland, and the Rest of the World



Dr. Florian Gassner with the Ukrainian flag at UBC in Vancouver.

More people in the Lower Mainland are showing an interest in learning to speak Ukrainian in solidarity with the country amid Russia's assault, according to a Vancouver-based language school and a university professor.

Terry Wintonyk, a board executive of the Taras Shevchenko

«Все більше людей на південному заході Канади виявляють інтерес до вивчення української мови на знак солідарності з Україною після вторгнення Росії».

Ukrainian School, has been learning the vernacular in the basement of St. Mary's Catholic Church or over Zoom on Monday nights since 2019.

The 58-year-old is far from the only person taking steps to learn more about the language, which Wintonyk grew up hearing his parents and grandparents utter in the comfort of their homes, whilst cooking in the kitchen or labouring on the farm.

Since Russian President Vladimir

Putin announced the military invasion of Ukraine on Feb. 24, the Taras Shevchenko school has received an influx of inquiries from adults and youth who want to become proficient in the Slavic language.

“We've had a dozen more calls from prospective students in our registration off-season,” Wintonyk said. “For the first time ever, we have had interest from teenagers who wanted to learn.”

Luis von Ahn, CEO of the digital application Duolingo, has also borne witness to an influx of users, worldwide, who have signed up to learn Ukrainian. “Since the invasion of Ukraine began, we've experienced a large (485 per cent) spike in people learning Ukrainian.”

Putin's reasoning for war has included claims of a “genocide” committed by the Ukrainian authorities against the population of Russian-occupied eastern Ukraine, many of whose native language is Russian due to it being the dominant political and cultural language of the Soviet Union.

As early as 1863, the Valuyev Circular order, which prohibited publications in the Ukrainian language, was issued by a minister of the Russian Empire. After the Russian Revolution of 1917, the Ukrainian language was afforded equal status in the region and become the official language of Ukraine in 1989.

However, forced erasure of the Ukrainian language resumed in

the 1930s, even as the Ukrainian Soviet Socialist Republic claimed independence, said Florian Gassner, a professor of Central-Eastern European Studies at the University of B.C.

“The decision to speak the language now, in wartime, is an act of solidarity. For Ukrainians, it signals their identify as Ukrainian even though the Russian government would label them otherwise.”

Gassner, who previously taught in Damask, Ukraine, said most of his students who were native Russian speakers identified as Ukrainian. According to the latest census, 30 per cent of Ukrainians learned Russian as their first language.

“Russia or Putin's interpretation is that the Ukrainian language did not exist in early modern history — evidence shows otherwise, that there was a distinct language spoken in the territories of present-day Ukraine in medieval and early modern times,” Gassner said.

Wintonyk, a third-generation Ukrainian, continues to learn the language of his ancestors, practising it each week joyfully among his classmates.

“It's a complete tragedy what's going on in Ukraine. How lucky am I to sit on Zoom and learn without having a missile come into my home?” Wintonyk said. “Learning the language helps us connect with and celebrate our culture.”

Source: <https://cutt.ly/kCMnCqY>

Regional Highlights: Alberta

Enrollments in Ukrainian Language Courses at the Beginner Level at the U of A See Enormous Growth

Russia's aggression against Ukraine has had a devastating effect on the lives of millions of Ukrainians. On another note, since the start of the invasion, interest in Ukrainian Studies has seen an enormous growth across the globe. At the post-secondary level, new courses on Ukraine are offered and a lot of new content with a Ukraine focus has been added to existing courses in political science, criminal justice, media, law, sociology, anthropology, literature and cultural studies. Enrollments in Ukrainian language courses have also seen some increase. While enrollments in intermediate and advanced courses have not changed much compared to previous years, the number of students at the beginner level has almost doubled! On September 1st, almost 60 students were registered in UKR 111, which makes the Ukrainian Studies program at the U of A the biggest program outside Ukraine in terms of enrollment. We are wishing the Program's students and instructors a very productive year!



This academic year, beside Ukrainian language courses, students at the U of A are offered the following courses with a strong Ukrainian component:

Fall Semester:

SLAV 320: Ukrainian Canadian Culture. In this popular course, students will be critically revisiting the traditional heritage of Ukrainians in Canada while exploring early settlers' culture and its role in Ukrainian Canadian community development. In particular, students will examine the settlement patterns, material culture, spiritual culture, traditional customs and cultural practices, period media and communication, and visual arts.

WGS 298 : Gender Equality and Women's Rights in Ukraine. The purpose of the course is to demonstrate both global European trends in the field of gender inequality and the Ukrainian local context, as well as to improve students' skills in recognizing the discrimination. Topics include: History of feminism in Ukraine, impact of the pandemic on women's rights, and gender-based violence during the armed aggression of the Russian Federation on the territory of Ukraine.

SLAV 399: Comic, Memes and Tattoos. Comics, Memes, and Tattoos are all media that tell a story. They are forms of folklore that are common to many cultures around the world, both in the past and current in 21st century lifestyles. This course specifically explores expressions of resistance and solidarity in everyday life.

Winter Semester:

SLAV 204: Slavic Folklore and Mythology. This course covers pre-Christian deities and neopaganism, legends and lower mythology, folktales and folk songs, and the use of folklore in literature, film, and music.

Regional Highlights: Alberta

New Ukrainian Students in Edmonton Look Forward to a Normal School Year

Among the thousands of children heading back to Edmonton schools this fall are students from Ukraine, who will be learning in Canada for the first time after fleeing war in their home country.

Nine-year-old Alisa Timokhova and her five-year-old brother Dmytro are going to St. Martin Catholic Elementary School in south Edmonton — Alisa in Grade 4 and Dmytro in kindergarten.

Their mother, Daria Timokhova, said the children are really excited for their upcoming school year. The family arrived in Edmonton in late May without their father, who is fighting against Russians in Ukraine.

"My children want school because in Ukraine they not want to go to school," said Timokhova, who is learning English.

«Католицька шкільна система в Едмонтоні прийняла у свої школи 237 учнів з України. Переважна більшість учнів зареєструвалися на українські двомовні програми».

On top of challenges from the COVID-19 pandemic, which changed learning for students around the world, Ukrainian students have also been dealing with war after Russia invaded the country in February.

"For children this is very hard," Timokhova said.

She said that while they were still in Ukraine, Dmytro had a kindergarten teacher who worked with him. But she worried for Alisa,

who spent days alone at home, attending classes online.

Timokhova said she is very happy that her daughter will finally go to a real school.

St. Martin offers a Ukrainian bilingual program for students in kindergarten through Grade 6.

Canada has welcomed more than 77,000 Ukrainians between January and Aug. 21.

The Edmonton Catholic School Board is welcoming 237 Ukrainian students into their schools.

Sarah Federation, languages manager for the board, said the majority of those students are registering in schools that have the Ukrainian bilingual program.

The school board has offered the bilingual program for more than 20 years, Federation said.

"It seems like a natural fit for them," Federation told CBC's *Edmonton AM* on Monday.

Besides St. Martin, most Ukrainian students are going to St. Matthew elementary, St. Brendan elementary/junior high and Austin O'Brien High School.

No stranger to newcomers, even those fleeing war, the board's teachers understand the trauma, sense of uncertainty and pressures to adjust to a new normal that these students experience, Federation said.

That's why they are provided with structure and support right away.

"That really creates ease," she said. "And our teachers, of course, are so good at welcoming students and



Daria Timokhova holds her son Dmytro, 5, and daughter Alisa, 9.

building relationships."

She said these relationships help the teachers assess individual needs for students down the road.

Federation said the school started preparing for the Ukrainian students right after the war broke out. "We knew that we would be expecting students," she said.

The teachers and staff have gone through professional learning around trauma associated with war and are making adjustments to their classes to make sure students have what they need to have a good start to the school year, she said.

Leduc-based Black Gold School Division is welcoming 13 Ukrainian students into their schools.

St. Albert Public Schools confirmed they have 30 students from Ukraine, although a spokesperson said they are expecting more in the coming days.

Edmonton Public Schools could not provide the number of Ukrainian students entering schools at the time of publication.

Source: <https://cutt.ly/WCMbz17>

Regional Highlights: Saskatchewan

USask PhD Graduate Earns National Recognition for Her Research Focused on Leadership in Ukrainian Higher Education

Zakharchuk is the recipient of the Tomas B. Greenfield Award from the Canadian Association for the Study of Educational Administration (CASEA). The award recognizes the best Doctoral Dissertation in the area of educational administration and leadership completed at a Canadian university in 2021. In addition, she received a USask Graduate Thesis Award (Doctoral) in the Social Sciences B category for the 2021-22 academic year.

«Докторка Наталія Захарчук (PhD), випускниця відділу управління освітою педагогічного коледжу, отримала національну нагороду та нагороду Університету Саскачевану за дисертацію, присвячену трансформації управління ВНЗ в Україні».

“My research focused on the transformation of governance and administration in Ukrainian universities under multiple and sometimes contradictory influences,” said Zakharchuk. “Historically, seven decades of Soviet totalitarianism affected higher education in Ukraine more than in other 14-member countries.”

She explained how during the Soviet era, Ukraine survived collectivization, three famines (including the Holodomor genocide of 1932-33), mass repression, mass resettlement of Ukrainian people and fierce eradication of Ukrainian national self-consciousness. The country continues to experience Russia’s destabilizing political and economic pressures, most notably with Russia’s recent escalation of

war as it attempts to occupy the whole of Ukraine through military force.

“The Soviet totalitarian regime manifested in hyper-centralized control over the education system, with universities resembling factory-like organizations,” said Zakharchuk. “The administrative hierarchy was reinforced by extreme bureaucracy, hyper-control over faculty and students, regulated access to buildings, controlled classes and surveillance of teachers outside universities.”

In 2005, Ukraine committed to the Bologna Process which aimed to ensure comparability in the standards and quality of higher-education qualifications. The process brought profound reforms, including reforms in higher education governance. In her dissertation, Zakharchuk investigated the interrelated political, economic and social contexts and their influence on education governance.

“I selected three Ukrainian public universities as research sites due to their legal status, similar historical background and recent governance changes,” said Zakharchuk. “In 2017, for the first time in the history of the three universities, their labour collective elected university rectors without the direct involvement of the Ukrainian Ministry of Education and Science.”

Zakharchuk spent the summer of 2019 in her native Ukraine con-



ducting interviews with eleven university presidents, provosts and other senior administrators. Data analysis helped her identify that the higher education governance in Ukraine is transforming in two directions: toward decentralizing higher education inherited from the Soviet times and responding to European education policies.

“My findings showed that on the one hand, Europeanization had become a change-promoting force and accelerated higher education governance reforms. On the other hand, inherited Soviet structures persisted as professional values and invoked conformity to the past and resistance to the Bologna changes,” she said.

Her supervisor, Dr. Jing Xiao (PhD), associate professor in the Department of Educational Administration, spoke enthusiastically of the recognition and Zakharchuk’s research.

“With the ongoing Russian military invasion of Ukraine and its implications for the world, Dr. Zakharchuk’s dissertation is particularly timely as an original interdisciplinary study on Ukraine,”

(Continued on p.20)

Regional Highlights: Saskatchewan

USask PhD Graduate Earns National Recognition for Her Research Focused on Leadership in Ukrainian Higher Education

(Continued from p.19)

said Xiao. “Her dissertation vividly depicts the voices and perspectives of Ukrainian university senior administrators, which are rarely represented in the existing educational literature. Her findings will have a significant impact on the development of policies and practices in university governance and leadership [in post-Soviet countries].”

“I am immensely grateful and humbled by this award and such recognition,” said Zakharchuk.

When speaking about the effects that the current conflict will have on post-secondary education, Zakharchuk spoke about how the two recent revolutions in Ukraine (the Orange Revolution on the cusp of 2005 and the Revolution of Dignity in 2014) set a distinct direction toward democratic processes in Ukrainian society and education governance.

“The war has destroyed numerous Ukrainian universities and interfered with the usual education process. However, there are many reasons to believe that the war will reinforce national self-determination similar to the one already initiated by the [previous revolutions],” said Zakharchuk. “The war might also strengthen Ukraine’s commitment to the Bologna Process and erase all remnants of the Soviet oppressive practices.

Source: <https://cutt.ly/oCMWkI6>

New Certificate in Ukrainian Studies at the University of Saskatchewan

Great news for the University of Saskatchewan! Culminating more than two years of work, the new Certificate in Ukrainian Studies is now live. As opposed to the previous Minor in Ukrainian Studies, the Certificate streamlines Ukrainian Studies offerings, includes new courses, and is available to students of all colleges and programs on campus.

Source: <https://cutt.ly/1C5qTHT>

Students From Ukraine Finish School Year in Saskatoon at Bishop Filevich

Nikita Karakuts has made many friends in Saskatoon since he and his mother Iryna fled the Russian war in Ukraine and came to Saskatoon.

The 11-year-old sixth-grader’s adjustment to school at Bishop Filevich Ukrainian Bilingual School has been “fast and easy,” his mom said. Many of his new friends speak Ukrainian, and he’s making an effort to speak English with those who don’t.

“I think, maybe, he teaches a little bit (to) his English-speaking friends (in) Ukrainian. He says, ‘They speak Ukrainian so funny, mama,’” she said with a laugh.

Nikita is one of the 60 children from Ukraine the school has welcomed this year after the Russian

invasion more than 120 days ago. After starting the school year in Ukraine, they’re finishing this week in Saskatoon.

Iryna, who taught and translated English in Ukraine, is at ease talking about Nikita, describing his good grades in math — his favourite subject — with pride. Outside of school, he takes taekwondo and piano lessons.

With translation from his EAL teacher, Olena Kovpak, Nikita said his favourite things about school are his friends, recess and essentially, the way subjects are taught.

He looks forward to going for walks, riding his bicycle, exploring the city, playing soccer and continuing to learn English this sum-



Nikita Karakuts and his mother Iryna.

mer, he said.

Iryna said school in Canada and their village, Bila Tserkva, can’t be compared, but he is much happier to be at school in Saskatoon.

During the COVID-19 pandemic, the village school offered distance

(Continued on p.21)

Regional Highlights: Saskatchewan

Students From Ukraine Finish School Year in Saskatoon at Bishop Filevich

(Continued from p.20)

education, but not by video chat platforms until the beginning of this school year, when it started to hold classes using Zoom.

The town's name means "White Church" and is an ancient city founded nearly a thousand years ago, Iryna said. She was born in Luhansk and moved to Kharkiv for university. It brings tears to her eyes to see images of Kharkiv bombed by Russian forces, she said.

They left with Iryna's sister and niece. All four now live in Saskatoon. Iryna's brother-in-law, who is in the Ukrainian Army, remains in Ukraine.

Principal Stacia Horbay Ugalde noted the school was on winter break when war broke out in

Ukraine on Feb. 24. Knowing her community would be affected, she asked a Greater Saskatoon Catholic Schools superintendent to send a trauma response team when classes were back the following Monday. The students and three-quarters of the staff of 16 have family and friends in Ukraine.

The school division sent counselors, and superintendents visited the school.

"That first week was a bit quieter here in the halls, and a super emotional week. As a school community, we came together to ensure that we were there to listen to each other," Horbay Ugalde said.

The staff discussed how to approach speaking about the war to students in the classroom, and ways to keep the children coming

from Ukraine from facing classmates' questions about what they experienced.

The school population has grown to 210 in two and a half months, and Horbay Ugalde said it will accept registrations of more new students over the summer months.

«За два з половиною місяці війни кількість учнів зросла до 210 і продовжує зростати».

Community donations have supplied the new students with backpacks, lunch kits, water bottles and other items. Horbay Ugalde measures their feet and buys them indoor running shoes, also funded through donations.

Source: <https://cutt.ly/hVpSbXz>

New booklet now available: Good night, my lovely dancer!

The companion booklet to "Good night, my little dancer!" is now available! In this light-hearted poem, written in English and Ukrainian, a young girl's vinok (dance wreath) springs to life, taking her on a magical adventure into a moonlit flower garden. Will the little girl remember her dance dream when she awakes?

The booklet includes explanatory notes for several dance steps to encourage practice at home with siblings, parents, or friends. Key words and symbols reflect Ukrainian Canadian cultural elements.

Маленька дівчинка танцює у нічному садку поміж квітками завдяки чарівному віночку. Це мила двомовна книжечка про народні танці. На останніх сторінках - пояснення головних українських танцювальних кроків.

This booklet is perfect for bedtime reading or for joyful dancing around the house to lift a child's heart and spirit.

Author: Nadia Prokopchuk njprokopchuk@gmail.com

Illustrator: Volodymyr Povoroznyk

Soft cover, full colour, 20 pages.

Available at: [Musee Ukraina Museum, Saskatoon](#); [Koota Ooma Ukrainian Bookstore](#), Toronto; [Alberta Council for Ukrainian Arts \(ACUA\)](#), Edmonton.

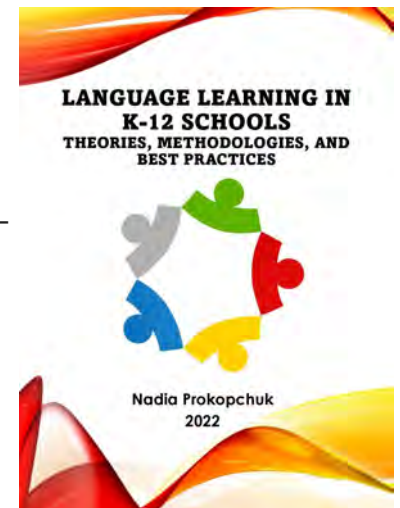


Regional Highlights: Saskatchewan

New Online Resource Text: ‘Language Learning in K-12 Schools: Theories, Methodologies and Best Practices’ by Nadia Prokopchuk

This Open Educational Resource (OER) text is intended for both pre-service and practicing teachers who are interested in gaining professional knowledge about language teaching methodologies, strategies, and best practices in K-12 settings. The text may be used as an *academic resource text* for language education courses and academic programs, or as a *self-study text* for educators who want to become more informed about the process of learning an additional language at school. The text is user-friendly and engaging, comprised of eight learning modules, a glossary, and a reference scale that identifies skill development in four areas: listening, speaking, reading, and writing. Modules contain bright visuals and charts, as well as links to video clips and resource sites to help teachers extend their knowledge beyond the pages of this OER text. The text is accessible online, through EPub, or as a downloadable PDF:

<https://openpress.usask.ca/languagelearningk12>



“What struck me in particular as I read the book is the respect for the reader that is shown throughout. Readers are given many options to engage with the ideas presented in ways that reflect their learning preferences. The modules and supporting multimedia resources also lend themselves to discussion among teachers across a wide range of second language teaching contexts. This book represents an invaluable resource for the development of school-based language policies that respond to expanding diversity of student populations across Canada and internationally.”

Dr. Jim Cummins, Professor Emeritus, Ontario Institute for Studies in Education (OISE) and Canada Research Chair (Tier 1), University of Toronto, Canada

“Supporting displaced refugee students from Ukraine in our schools” - Webinar September 27, 2022

Since February 24, 2022, Saskatchewan has welcomed over 1,000 displaced refugee families from Ukraine, particularly mothers with young children. Many more are expected to arrive in the coming months. To help teachers and school administrators understand this unprecedented situation, a webinar took place on Sept. 27, 2022, sponsored by the College of Education, University of Saskatchewan.

Presenters were Maryam Karimi, Prairie and NWT Settlement

Workers in Schools program coordinator for SAISIA (Saskatchewan Association for Immigrant Settlement and Integration Agencies) and Nadia Prokopchuk, English as an Additional Language specialist in the College of Education.

Presenters shared information about the invasion of Ukraine, current immigration data, and the experiences of SWIS (Settlement Workers in Schools) who are working hard to assist new arrivals.

The webinar also included a reminder about university courses in EAL education that support teachers' professional needs when working with newcomers and refugees making transitions to life in Canada.

The recording can be accessed here:

<https://youtu.be/LFvxb5COvSo>

Please go to the next page for the links to resources shared with webinar participants

Regional Highlights: Saskatchewan

“Supporting displaced refugee students from Ukraine in our schools” - Webinar September 27, 2022



Webinar: Supporting Displaced Refugee Students from Ukraine in our Schools and Communities

SWIS and the College of Education - September 27, 2022

Links to Resources and Support Material

English-Ukrainian Pictograms for Students and Teachers (European Union)

<https://op.europa.eu/en/publication-detail/-/publication/af0e9d8c-ac59-11ec-83e1-01aa75ed71a1>

Note: Free Download. This document is available in other languages.

Talking to Children About War (National Child Traumatic Stress Network/USA)

English: <https://www.nctsn.org/sites/default/files/resources/fact-sheet/talking-to-children-about-war.pdf>

Ukrainian: <https://www.nctsn.org/resources/talking-to-children-about-war-uk>

Note: Free Download. This document is available in other languages.

Parenting in time of war (UNICEF pdf - Free download, Ukrainian Ministry of Education)

Video Clip: <https://www.unicef.org/emergencies/war-ukraine-pose-immediate-threat-children> (1:41 min)

English: <https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war>

Ukrainian: <https://mon.gov.ua/ua/news/yak-doglyadati-za-ditinoju-pid-chas-vijni-i-vimushenogo-peremishennya-poradi-vid-ekspertiv-yunifef>

Saskatchewan teachers may also access resources on the Ministry of Education *EAL and Immigration Web Page* (in Blackboard), under the title: Supporting Newly Arrived Learners from Ukraine.

BC Teachers' Federation (Canadian perspective)

<https://www.bctf.ca/whats-happening/news-details/2022/03/02/resources-to-help-navigate-students-through-the-war-in-ukraine>

Colorin' Colorado (US perspective)

<https://www.colorincolorado.org/article/invasion-ukraine-resources-educators-and-families>

New York Times (US perspective, suitable for high school Social Sciences)

<https://www.nytimes.com/2022/03/16/learning/lesson-plans/teaching-resources-to-help-students-make-sense-of-the-war-in-ukraine.html>

OECD – Organization for Economic Cooperation and Development (Global perspective)

<https://www.oecd.org/ukraine-hub/policy-responses/supporting-refugee-students-from-ukraine-in-host-countries-b02bcaa7/>

For those interested in languages, Duolingo staff have written a blog highlighting important differences between Ukrainian and Russian. <https://blog.duolingo.com/ukraine-language/> *Note: This is not meant as an endorsement of Duolingo.*

Regional Highlights: Manitoba

Earn a Letter of Participation Program in Ukrainian Canadian Heritage Studies at the University of Manitoba

Are you passionate about Ukrainian Canadiana? Earn a Letter of Participation in Ukrainian Canadian Heritage Studies.

Open to community members, alumni and students who would like to further their knowledge of Ukraine and Ukrainian Canadiana. Attend a series of lectures with local and international guests and join the reading club featuring Ukrainian Canadian books to earn points toward the letter.

Participants are welcome to join the program at any point during the year. Credits can be transferred from year to year. Email cucs@umanitoba.ca to register.

Centre for Ukrainian Canadian Studies

203 St. Andrew's College
University of Manitoba
R3T 2N2
204 474 8905



EARN A LETTER OF PARTICIPATION IN
Ukrainian Canadian Heritage Studies

SEPTEMBER 2022 - MAY 2023

Канадська фундація українських студій Canadian Foundation for Ukrainian Studies
Fondation canadienne des études ukrainiennes

Centre for Ukrainian Canadian Studies University of Manitoba

REQUIREMENTS

Entrance Requirements:

Any individual that resides in Canada who is interested in Ukraine or Ukrainian Canadiana is welcome to pursue the Letter of Participation in Ukrainian Canadian Heritage Studies. Expressions of interest can be submitted to cucs@umanitoba.ca.

Participation Requirements:

To be eligible to obtain the letter of participation, participants are required to attend either

- a minimum of seven lectures,
- a minimum of seven reading club meetings, or
- any combination of seven lectures & reading club meetings.

Performance Requirements:

Participants will be evaluated based on attendance. Participation in the discussions and Q&A sessions is recommended.

There is no application deadline. Participants are welcome to join the program at any point during the year. Credits can be transferred from year to year.

The mission of the Centre for Ukrainian Canadian Studies is to create, preserve and communicate knowledge related to Ukrainian Canadian culture and scholarship.

Letters of Participation in Ukrainian Canadian Studies will allow students and members of the Ukrainian community to further their knowledge of Ukraine and Ukrainian Canadiana.

ACTIVITIES

The **monthly lecture series** runs September 2022 - May 2023. Lectures cover a wide range of Ukrainian and Ukrainian Canadian topics. *Viewing lectures on YouTube after the session has taken place will not count toward the minimum requirements.

Reading club meetings take place every two months featuring a new Ukrainian/Ukrainian Canadian book at each session.

Ukrainian Language and Culture Programs at the Post-Secondary Level: the European University of Viadrina Frankfurt (Oder)

In our August 2020 newsletter, we initiated a series of articles highlighting the current situation of Ukrainian Studies at the post-secondary level. ULEC's earlier articles focussed on the Ukrainian programs at the University of Alberta, the University of Cambridge, the University of Victoria, Indiana University, the University of Kansas, Monash University, and the University of Michigan. This newsletter offers an interview with Dr. Andrii Portnov and Dr. Olesia Lazarenko at the European University of Viadrina Frankfurt (Oder). The interview took place in late 2021.

Can you tell us about the Ukrainian Program at the European University Viadrina Frankfurt (Oder)?

Andrii: Our Program is quite new—it was started in 2018 as a result of increased interest in Ukraine after the Revolution of Dignity in 2014. I was appointed a Professor for Entangled History of Ukraine in May 2018. Noteworthy, this position is the only professorship position in Germany and even, maybe, in all of

«Позиція професора з історії зв'язків України у нашому університеті є єдиною професорською посадою в Німеччині і навіть, можливо, у всій Західній Європі, яка б мала слова «історія України» у назві.

Western Europe that has “Ukrainian history” in the title.

Beside me, there is a lecturer position and a student assistant. Olesia teaches Ukrainian language on various levels at the Viadrina's Language Center. Her responsibilities include teaching Ukrainian language courses, which are, in fact, the only Ukrainian language courses offered at post-secondary in Berlin and

Brandenburg federal districts.

Why was the Program launched at Viadrina? Why not in other universities?

Andrii: I assume it is because of the strong connection of Viadrina to Eastern Europe, first of all, due to its geographical location. Our university campus is located on both banks of the Oder river, i.e., in two countries -Germany and Poland. Not surprisingly, the interest in European Studies has always been strong in Viadrina. Additionally, after the Revolution of Dignity, the geopolitical role of Ukraine in the region has grown as has the interest in Ukrainian Studies. So it is only logical that our university launched a

program here.

What is the main focus of the Ukrainian program at Viadrina?

Andrii: Since we have started offering Ukraine-related courses relatively recently, we do not have a specialization or a separate track for Ukrainian Studies. All Ukrainian courses are electives. Right now Ukrainian Studies is a part of a larger program called *Cultures and History of Central and Eastern Europe*. As part of this program, we offer my seminars and lectures on the history of Ukraine. Also, there is another colleague, Bozhena Kozakevych, who teaches courses on various aspects of Ukrainian history and culture. Notably, every semester we offer different courses, e.g., last semester we offered a course on the Holodomor and next semester we are doing a course on the German-language historical sources on Ukraine. So, every semester it is something different, but it is always related to the topics on the history of Ukraine.

What were some of the challenges that you faced at the very beginning of the Program's establishment?

Andrii: One of the challenges of establishing the Ukrainian Studies Program at Viadrina is linked to the fact that in German academia devoting an entire course to one country is generally avoided unless this country plays a major geopolitical role in the world, like the US or China. Instead, professors normally focus on a region, like Eastern Europe, Southern Europe or the Post-Soviet region. Therefore, it was not easy, as far as I know, for my colleagues to convince the University leadership to create a position in Ukrainian Studies. But luckily, they managed to do that. However, this position has the word ‘entangled’ in its title, which means that the focus is not exclusively on Ukraine, but rather on the relations of

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the European University of Viadrina Frankfurt (Oder)

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Ukraine with other countries and cultures, e.g., Ukrainian-Polish, Ukrainian-Jewish, Ukrainian-Ottoman relations. In a nutshell, Ukrainian topics should be treated broadly.

You have mentioned that your Program offers Ukrainian language courses. Are they credit courses? How many levels do you offer? What are the enrollments? What type of students are attracted to your Program?

Olesia: Хотіла би почати з того, що мій досвід викладання української мови у Німеччині почався з Гумбольдтського університету. У 2016 р. відбувся невеличкий експеримент: студентам-славістам запропонували пройти курс, 2 семестри по 2 год. на тиждень, української мови, по закінченні якого студенти здали екзамен і отримали кредити. Звичайно, 2 год. на тиждень - це дуже мало, але це відкрило перспективи для навчання української мови. Слід зауважити, що, у першу чергу, приходили студенти-славісти, які для себе хотіли відкрити ще одну слов'янську мову і з'ясувати, чим українська мова

“Many of our students major in Slavic languages and take interest in learning Ukrainian to see how it is different from Russian and/ or Polish.”

відрізняється від російської. Цікаво також, що більша частина групи, яка тоді налічувала близько 20 студентів, що за німецькими мірками вважається великою групою, це були діти емігрантів з України, але з російськомовних родин. Їхнім бажанням було вивчити свою рідну мову. Тобто, вони вважали українську своєю рідною мовою, хоча вони нею не розмовляли, оскільки у них не було можливості її вивчати у Німеччині. Експеримент протривав 1 рік.

До слова, нещодавно друком вийшов німецький переклад славнозвісного роману Валер'яна Підмогильного “Місто” і одним з перекладачів цього твору став мій колишній студент, який брав згаданий вище курс з української мови. По закінченню курсу він поїхав на навчання до Львова та Києва, де вдосконалив свої знання української, що допомогло йому взятися за такий складний переклад. Але, безсумнівно, поштоухом



Photo: Alicja Pitak

до його українознавчих студій став саме практичний курс української мови у стінах Гумбольдтського університету.

Потім у мене з'явилася нагода перейти в Європейський університет Віадрина, оскільки там відкрили вакансію при Центрі викладання іноземних мов. Коли я туди прийшла у 2017 р., то груп, які б представляли усі рівні, не було, бо це була нова ініціатива. Нам вдалося набрати групу початківців рівня А1 та, що цікаво, Б1. Групу Б1 склали студенти, які попередньо вивчали українську на різноманітних факультативах. Ці факультативи часто викладали студенти-волонтери, які приїхали з України навчатися за різними спеціальностями до Віадрини.

Викладання кредитних курсів з української протривало до 2019 р. У 2019 р., у зв'язку з фінансовими труднощами, курси закрили, однак мене запросили на факультет соціальних та культурних студій на кафедрі міжкультурної комунікації, де прагнули зберегти і продовжити традицію викладання української мови в університеті. Тут про рівні викладання А1, А2, Б1 чи Б2 не йшлося. Основна мета була підготувати студентів до проживання в українськомовному середовищі, оскільки ці курси переважно беруть магістранти, які пишуть роботи з україністики, або ті студенти, які збираються до України за програмою ERASMUS. У межах цієї програми їм потрібно було навчатися в українських університетах-партнерах Віадрини – Українському Католицькому Університеті у

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the European University of Viadrina Frankfurt (Oder)

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Львові, Києво-Могилянській Академії у Києві або у Харківському національному університеті ім. Каразіна. Тому, практичні знання, навички та особливо вміння послуговатися мовою їм вкрай необхідні.

Однак, окрім практичних знань, навичок та вмінь, у межах своїх курсів я намагаюся вчити своїх студентів послуговатися мовою через певні теми, пов'язані з культурознавством та літературою. Тобто, я практикую так звані content-based language topics and courses, як от курс "Українська мова у ЗМІ". Також, я торкаюся таких аспектів, як викладання української у порівнянні з іншими слов'янськими мовами. Через близькість Віадрини до Польщі, до мене на курси буває записуються поляки, або ті студенти, які вже володіють польською мовою.

Щодо віку студентів, то це можуть бути люди від 20 до 60 років. Скажімо, минулого року у мене було двоє чоловіків у старшому віці, які здобували другу освіту. До того ж, це можуть бути люди різних національностей: турки, поляки, росіяни, білоруси, болгары, німці тощо. У мене був студент з Аргентини і його мотивацією було те, що він жив у гуртожитку і його найкращі друзі були українці, і він хотів розуміти, про що вони говорять. Але при цьому варто зазначити, що філологічна підготовка моїх студентів дуже потужна. Багато студентів є славістами, що і спонукало мене

"Minimum enrollment requirement in our language courses is 5 students. However, sometimes we struggle to get even this number."

розробити курс "Українська мова у порівнянні з іншими слов'янськими мовами". Ці студенти дуже мотивовані, вони прагнуть через мову відкрити для себе ще одну слов'янську культуру. І дуже часто трапляється, що ми з Андрієм маємо спільних студентів.

І вже з наступного зимового семестру 2022/2023 планується відкрити три курси з вивчення української мови на базі Центру вивчення іноземних мов Європейського університету Віадрина у Франкфурті-на-Одері: початковий рівень, середній рівень та курс з українознавства для студентів з високим рівнем володінням



The delegation of the Kyiv-Mohyla Academy at the stand of the Ukrainian language together with the Lecturer Dr. Olesia Lazarenko. Photo: Wendy Bell

української мови.

Andrii: I just wanted to add that not all universities in Germany that have Slavic Programs offer language courses. And if they do offer Slavic languages, these are normally Russian and/ or Polish. In this sense, Viadrina stands out, as it is the only university in the land of Brandenburg that offers Ukrainian, too.

Do you have any minimum enrollment requirement?

Olesia: Так, звичайно. Це п'ять студентів. Хоча, зібрати навіть таку кількість студентів не завжди легко. Але завдяки тому, що минулого року навчання було онлайн, до моїх курсів змогли долучитися студенти Гумбольдтського, Вільного у Берліні та Марбурзького університетів.

Can you give examples of the courses in Ukrainian Studies that you offer at Viadrina?

Andrii: We cannot offer the same courses every semester. We always need to develop something new. I once taught a course called "Entangled History of Ukraine: Introduction." The follow-up course was "Ukrainian-Polish relations in Historical Perspective." A few years ago I taught a course on Crimea as a Ukrainian region. Then, there was a course on Ukrainian-Belarusian relations, comparing two models of historical, political and cultural development. So, my colleague Bozhena and I are always discussing what other new exciting courses we can develop for our students. For example, she taught a course on

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the history of Ukrainian cities before the Second World War, then a course on the Ukrainian cities during the Second World War, and now she is doing a course on cities after the Second World War. So, the main idea behind all these courses is that Ukrainian history should always be reflected in the University's course calendar every semester, which is a very unusual presence for a German university.

What type of students are attracted to your courses?

Andrii: Student demographics vary from year to year. For example, once I had around 50-60 students from around the globe in my course on Soviet history of Ukraine, which is a very big number for Viadrina.

Based on my observations, I can identify the following trends. Firstly, if a course is taught in English, it attracts more international students, particularly those, who are not very fluent in German. Secondly,

«Курси з історії України, які викладаються англійською мовою, приваблюють, в основному, міжнародних студентів. Більшість з них майже нічого не знає про Україну і мені часто доводиться починати з азів - географічного положення».

if Ukraine gets in international focus due to some geopolitical issues, enrolments in my courses instantly grow. Notably, student groups are very diverse in these classes. I get students from Mexico, China, Italy, Portugal, France, Romania, Ukraine, and, of course, from Germany and Poland. On the one hand, it is very good that courses about Ukraine attract international students. On the other

hand, it is quite challenging to work with such students as most of them have next-to-zero knowledge about the country, and I normally have to start my courses with very elementary things by showing Ukraine's geographical location on the map instead of instant immersion into the subject matter.

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The opening of Andrii and Lia Dostlievi Holodomor exhibition, December 2019. Photo: Roman Boychuk

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What extracurricular activities do you organize in order to attract students to your courses? Or to raise students' awareness about the Program?

Andrii: In Germany, you cannot expect too many people to study Ukrainian or about Ukraine out of pure interest. We literally have to fight for visibility and for every student. Therefore, programming is a key factor for our program success. Before the pandemic, we, especially Olesia, went above and beyond to make the Program visible on campus. Olesia organized film screenings, poetry readings, excursions, e.g., "Ukrainian Berlin" to show students places and we will pass "the torch" to another university.

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associated with Lesia Ukrainka, Oleksandr Dovzhenko, etc.

The Chair of Entangled History of Ukraine has a YouTube channel on which we post videos about Ukraine that we make. The most recent project is *Student Challenge*, which was initiated by Rory Finnin, a Professor at the University of Cambridge and my very good friend. Students have to make a video response on Dovzhenko's way of portraying nature in his films. Rory started it in Cambridge and my students in Viadrina are now working on the response.

Can you provide more details about the YouTube channel? What purpose does it serve?

Andrii: Our channel is trilingual and has the same title as my position "Entangled History of Ukraine" and its aim is to increase the visibility of our Program. There we upload recordings of our public events, like guest lectures, colloquiums, etc. Olesia and I make some short videos, highlighting prominent Ukrainians or providing an overview of some events. I also encourage my students to prepare vlogs or short movies on Ukrainian topics. For example, video accounts of their trips to Ukraine. In a way, our

"Tours of Ukrainian Berlin have been our most successful extracurricular project over the last four years."

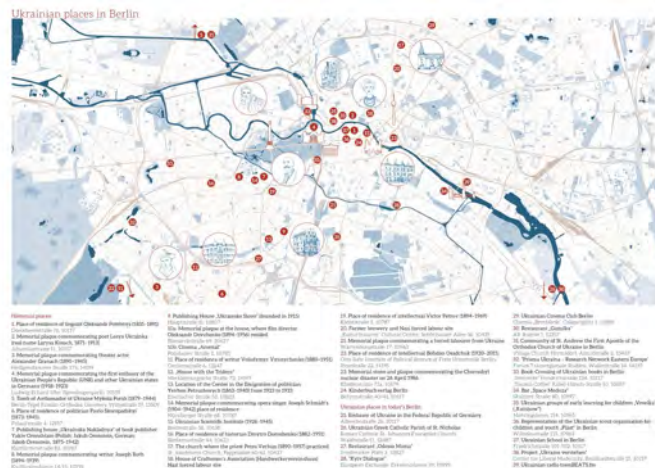
channel serves as a means of recording the history of the Ukrainian Program at Viadrina.

What are the topics that students select for their vlogs?

Andrii: If I were to speak about our students' Ukraine-related interests, I would say that it is everything that is new and contemporary. Therefore, I always try to encourage them to look at contemporary things through a historical perspective. I keep telling them that in order to have a better understanding of contemporary things you need foundational knowledge of the context.

What are the highlights of the extracurricular activities in Viadrina?

Olesia: Нашим найуспішнішим проектом останніх чотирьох років є проведення екскурсій українськими місцями у Берліні. Варто зауважити, що ми не зупиняли цього проекту



Tours of Ukrainian Berlin map

навіть під час пандемії і упродовж останніх двох років ми проводимо онлайн екскурсії у вигляді презентацій. Ми сподіваємось, що після пандемії студенти самостійно захочуть пройтися цими місцями.

У цьому проекті мені допомагає Олександра Бінерт, відома громадська діячка, організаторка різних місцевих культурно-політичних заходів, співзасновниця Українського Кіноклубу та Сіне-Мова в Берліні.

Досвід проведення цих екскурсій ми зуміли реалізувати у вигляді двомовної (англійською та німецькою мовами) туристичної карти "Українські місця у Берліні". Я відповідала за інформацію про історичні місця, починаючи з місць, пов'язаних з іменем відомого українського мовознавця Олександра Потебні, який проживав у Берліні в 1862 р. під час свого науково відрядження від Харківського університету. На карті позначені місця, пов'язані з Лесею Українкою, Володимиром Винниченком, Олександром Довженком, Віктором Петровим, Богданом Осадчуком та ін. Важливо зазначити, що під час роботи над картою ми користувалися виключно архівними даними.

На карті позначені і місця, які пов'язані з сьогоденням. Наприклад, на ній є Українська школа, яка функціонує у Берліні з 2017 р., Український Пласт, бар "Спейс Медуза", який заснували українці і де часто проходять різноманітні українські заходи. Є українські ресторани, наприклад, "Одеса-Мама", "Туцулка".

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the European University of Viadrina Frankfurt (Oder)

(Continued from p. 29)

Тобто, на карті позначені не тільки історичні місця, а й місця, які близькі сучасним українцям, котрі проживають у Берліні. Ми свідомо вирішили зробити карту і німецькою, і англійською мовами, з тим, щоб німці і туристи могли познайомитися з українською частиною Берліну.

Разом з колегою ми плануємо податися з цим проектом до Посольства України у ФРН та Міністерства закордонних справ України, щоб зробити з цієї карти електронний застосунок, щоб зацікавлені особи могли подорожувати українським Берліном.

While learning a language, exposure to the target culture is vitally important. Your excursion project is a wonderful example of how this can be done. However, during the pandemic, the live excursions have been put on hold. Do you offer your students other opportunities for immersion into Ukrainian culture?

“In language classes, students are particularly interested in such topics as Ukrainian Culinary History and the education system. When we discuss the topic of sports, I always link it to the 2012 UEFA European Football Championship, which was hosted by Poland and Ukraine.”

студентів з дуже цікавою краєзнавчою інформацією. Ось, наприклад, під час вивчення чисел студентам пропонується ознайомитися з українськими грошовими купюрами, на яких зображені історичні постаті. Все це супроводжувалося прекрасними культурознавчими коментарями. До речі, така цікавинка – нашим купюрам дуже дивуються поляки, бо у них на купюрах зображені лише королі певного періоду. А на українських грошах відображена тяглість історії України від Володимира Великого до Вернадського і це їм дуже подобається.

Olesia: Так, звичайно. Під час пандемії я почала до своїх занять додавати країнознавчий компонент. Також, на щастя, вже є підручники з української мови як іноземної для німецьких



MYKOLA LUKASCH :
Der Mozart der ukrainischen Übersetzung
Poesieabend zum 100. Geburtstag des ukrainischen Übersetzers von Goethes „Faust“

Wann: Dienstag, 3. Dezember 2019, 17:00 - 19:00 Uhr

Wo: Bibliothek am Collegium Polonicum in Stubice
Kościuszki 1, 69-100 Stubice Polska

„Geschrieben steht: „Im Anfang war das Wort!“ Hier stock ich schon! Wer hilft mir weiter fort?“ (J. W. von Goethe, „Faust“)
«Написано: «Було в початку Слово» А, змож, переконатися зразу поміжкою?» (Й. В. Гете, «Фауст»)

Professor Multicultural Communication
(Slavonic and English Linguistics and Language Use)

COLLEGIUM
POLONICUM



Sprachtutoring

Дуже цікаво студентам вивчати українську кулінарну культуру. Цікавими темами для студентів є освіта та її ступенювання в Україні. Також, студенти дуже люблять тему “Спорт”, яку я пов’язую з Чемпіонатом Європи з футболу у 2012 р.

Коли ми вивчаємо сторони світу, я завжди згадую Чумацький Шлях. У цьому контексті я розповідаю їм про чумаків, чим вони займалися - все це викликає у студентів захоплення і величезне зацікавлення.

Does your Program offer Study Abroad opportunities?

Olesia: Поки що ні, але хороша ідея.

Andrii: Actually, if they want to learn the language in Ukraine, they often do it on their own. I know many students who after taking our language courses continue learning the language in the Summer School at the Ukrainian Catholic University. Clearly, it has not become possible since the full-scale Russia`s military aggression against Ukraine that started on February 24th.

Olesia: Також, німецька агенція DAAD, яка займається обмінами науковців, цього року запропонувала німецьким студентам оплатити курси літньої школи у Львівському національному університеті ім. Івана Франка. І деякі мої студенти скористалися цією нагодою.

Where does the funding for your Program come from? Do you receive any financial support from the community? Or the government?

Andrii: Viadrina is a state university and it is financed from the budget of the State of

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the European University of Viadrina Frankfurt (Oder)

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Brandenburg. This means that our Program is also supported by the State government. At the same time, any professor can apply for external funding from Germany or the EU. Currently, my position is part of a very big project, financed by the federal Ministry of Education.

Regarding the support from the Ukrainian community, it is necessary to note that the Ukrainian community in Eastern Germany is quite young - it is mostly made up of people who came here in the 90s and later. Of course, we stay in touch with our community members, mostly through our children at the Ukrainian Saturday school. However, at the moment the community is not capable of supporting any initiatives financially. Support from the Ukrainian govern-

«Наша програма, як і наші посади, фінансуються університетом, який, у свою чергу, фінансується з бюджету Землі Бранденбург. Також, ми подаємося на різноманітні освітні та наукові гранти у Німеччині та Євросоюзі».

ment is not possible either. I tried to approach some Ukrainian top businessmen, but they, unfortunately, are not interested in investing into the development of Ukrainian Studies.

which I call a biography of my native city Dnipro. I am planning to publish it in the US in English. Also, Olesia and I have just finished working on another book, a diary of Victoriia Kolosova, our former colleague and a scholar in Ukrainian literature. She kept this diary when as a young girl she lived in Kyiv, then occupied by the German army. I find these book projects very important, particularly for the advancement of Ukrainian cultural history. Projects like these are my priority at the moment.

Olesia: Я наразі працюю над невеличким літературним проєктом. Тут у Німеччині я

either. I tried to approach some Ukrainian top businessmen, but they, unfortunately, are not interested in investing into the development of Ukrainian Studies.

What projects are you currently working on?

Andrij: I am currently finalizing a book,



Source: <https://cutt.ly/jV8oRCj>

відкрила для себе творчість Ігоря Костецького та його дружини Елізабет Котмаєр. У Німеччині є кілька їхніх перекладів творів українських письменників німецькою, які би я хотіла опублікувати. Наприклад, їхній переклад (який залишився лише у рукописному варіанті) п'єси Миколи Куліша “Народний Малахій”.

Коли я читала курс про українську драматургію, мені було дуже цікаво представити цей переклад своїм студентам, бо в оригіналі їм було поки що важко читати цей твір. І от моя мета - опублікувати твори двома мовами, де одна сторінка була б українською мовою, а інша німецькою. Книги такого формату були б корисними для студентів, які вивчають українську мову.

Global Highlights: Poland

Освіта за кордоном очима вчителя



Алла Тетерук

Читаю про захоплення українських мам школами різних країн Європи. Побачила, що декількох зацікавило, як виглядає освіта з іншої сторони, очима вчителя, який працював і в Україні, і працює в Європі.

Можу розповісти про Польщу, тут, напевно, наших дітей найбільше.

Я пропрацювала 20 років в Україні (вітання колегам, які мене читають), зараз працюю в ліцеї у Вроцлаві. Якщо зовсім коротко, то суттєва різниця – менталітет.

“The first thing that struck me on the first day at school was the silence during the recess, no one shouted or hit others, and I never saw a student running down the hallway. Children know how to communicate, they never make insulting jokes, and weight, height, skin color or the cost of the cell phone do not matter.”

Найперше, що мене вразило в перші дні у ліцеї – тиша на перервах, ніхто не кричить, не товче один одного, ну і учня, який біжить коридором, не бачила жодного разу. Діти вміють спілкуватися, ніколи не жартують «по чорному», вага,

зріст, колір шкіри і вартість телефону значення не мають.

У польських школах батьки самостійно купують підручники, канцелярію, рюкзак. Це коштує не так мало. Правда, держава компенсує 300 злотих на ці витрати. Тож якщо комусь дали повний рюкзак підручників і канцелярії, це означає, що батьківський комітет скинувся грошима для дитини, або школі дали гуманітарну допомогу зовні (за яку теж хтось заплатив).

Батьківські комітети тут теж є... Кажу, як мама і вчитель. Гроші теж збирають, але на трохи інші потреби. На екскурсії, походи, подарунки на свята, подарунки вчителям. Яхт і дорогих телефонів не дарують, але кілька разів на рік квіти, цукерки, можливо, щось ще (мені не дарували щось ще).

Дуже відрізняються стосунки вчитель-дитина-батьки.

Наприклад, за 3 роки навчання моєї дитини в ліцеї у мене не було жодного телефону вчителя. Я могла їй тільки написати на електронну адресу. Учителі так само не дзвонять батькам. У разі потреби є пошта. Не більше. У робочий час.

Ніхто не примушує вчитися, не «втовкмачує» в голови. На все добра воля дитини. Але... у 8 класі є екзамени. Якщо їх завалити, то пряма дорога тільки у робітничу сферу. Хто здасть, може вибрати між технікумом і ліцеєм.

Ліцей – наші старші класи. У кінці матура (ЗНО), не здав – немає можливості вступити у вуз.

Оцінювання шестибальне з різними нюансами (я ледве навчилась рахувати). З балом 1 не переводять у наступний клас. Одиницю отримуєш, як система (не вчитель) порахує, що навчальний матеріал засвоєно менше, ніж на 45%...В Україні тягнуть за вуха! Тут можна в 20 років школу закінчити.

Неможливою є неповага до вчителя, принаймні зовні. Хамства від учнів я не бачила жодного разу, як і п'яної мами з татом «на разборках» у школі. За 5 хвилин приїде поліція. Але й жодного вчителя, який верещав би «ви всі debilи» тут теж нема. Так можна зробити перший і останній раз у житті.

Заробітна плата вчителя без досвіду невелика, але існують надбавки, категорії. Тож вчитель з 10-річним стажем може собі дозволити відпустку в гарному місці.

Ремонт вчителі на канікулах тут не роблять, тим паче за свої гроші...(я так робила в Україні фактично завжди). Папір для принтера – скільки треба...навіть А3, власний ноут і різні «навороти» в класі.

І дозволю собі дати пораду вчителям: будьте добрішими, йдіть зі школи, якщо ви розумієте, що ненавидите учнів, а батькам – виховуйте своїх дітей вдома, а не чекайте, коли це зробить за вас вулиця і школа.

Р. S. Адаптаційну школу для іноземців «злі язики» назвали «гетто для українців». Образливо...

Source: <https://cutt.ly/5VpJoZt>

Global Highlights: Russia

'True Patriots are Willing to Defend the Motherland with Arms in Hand' Russia's 'Patriotic' Curriculum for the Upcoming School Year

It's back-to-school season, and for Russian students, this semester will be a bit different from previous ones. As part of the government's mission to "protect Russian society from destructive informational and psychological influence," the country's

«У рамках урядової місії захистити російське суспільство від деструктивного інформаційно-психологічного впливу» Міністерство освіти країни витратило сотні тисяч доларів на розробку навчальної програми нового щотижневого заняття під назвою «Бесіди про важливе», у межах яких учнів будуть навчати «патріотизму» та «любви до росії».

Education Ministry has spent hundreds of thousands of dollars to develop curriculum for a new weekly class called "Conversations About What's Important." Students in grades one through four will be taught about "patriotism" and "love for Russia," while students in the fifth grade and above will be fed pro-Kremlin narratives about Russia's war against

Ukraine. Meduza summarizes the ministry's new lesson plans.

Russia's Education Ministry has [published](#) instructional materials, including scripts for teachers to follow, for an extracurricular lesson series titled "Conversations About What's Important" that's slated to begin in Russian schools in September.

The ministry's site includes [materials](#) for lessons scheduled until the end of November. The curriculum reportedly cost the government 22 million rubles (about \$361,000) to develop.

The classes designed for **first and second graders** are aimed at instilling in them a love for Russia's nature, which the lesson plan refers to as "one manifestation of love for one's Fatherland." Students will look at Russian landscapes, hear recordings of sounds from nature, and listen to patriotic songs. The lesson plan suggests having students listen to the Soviet song "Where does the Motherland begin?"

Third and fourth graders' lessons will be dedicated to "fostering the idea of effective love for the Motherland." One of their assignments will be to explain the meaning of the saying "To love the Motherland is to serve the Motherland." The cur-

riculum suggests teachers write two definitions for the word "serve" on the board: "performing one's military duties; participating in military service" and "working [...] for the good of something or someone."

In **fifth graders'** classes, teachers will begin speaking directly about the "special military operation," which is the Russian government's euphemism for its war against Ukraine. Proposed class activities include an assignment intended to help students solve "problematic situations" based on the model of the "special military operation." In addition to learning about the "reasons" for the "operation," preteens will study the "heroes" and "patriots" of the Russian military.

"The goals of the special military operation include protecting the people of the Donbas, who have suffered abuse and oppression at the hands of the Kyiv regime; disarming Ukraine; and preventing NATO from putting military bases on [Ukrainian] territory. [...] The immense amount of military and other aid the collective West has given to the Ukrainian authorities is prolonging the hostilities and raising the death toll of the operation," reads one of the lesson scripts.

The stated goals of the **eighth and ninth graders'** lesson on the "special military operation" include teaching students that "residents of the DNR [Donetsk People's Republic] and LNR [Luhansk People's Republic] are Russians, so it's important that they return to Russia," and that "Russian soldiers are heroes."

Students in the **tenth and eleventh grades** will be tasked with comparing various signs and photographs from Russian history. For the period 2000 – 2020, the curriculum's creators selected a picture of a Russian tank convoy and a picture of a woman crying next to a stand showing pictures of children who were killed during the terrorist attack in [Beslan](#).

At the end of the lesson for upperclassmen, teachers are told to explain what it means to be a patriot and to love one's motherland: "You can't be a patriot if all you do is repeat slogans. People who are truly patriotic are willing to defend their Motherland with arms in hand, but that's not the only way to express one's patriotism. Patriotism is exhibited in small acts, [...] therefore each and every one of us who's prepared to act for the benefit of his country, of his fatherland, is a patriot."

Source: <https://cutt.ly/QVjDf2u>

News From Ukraine

This is What the 'Russification' of Ukraine's Education System Looks Like in Occupied Areas

When masked Russian soldiers ransacked Nina's home in north-eastern Ukraine at 6 a.m. one day in late April, they were not searching for weapons. Instead, they were looking for her Ukrainian textbooks.

The troops held her husband and daughter at gunpoint, but the 48-year-old told CNN she knew it was her they'd come for. As a school principal, she believes they saw her as the enemy.

"They were searching everywhere, even the drains and outdoor toilet," she explained. "They found schoolbooks and tutorials for Ukrainian language."

Nina is not alone. Ukrainian officials say educators in newly Russian-occupied areas of the country have reported increasing cases of intimidation, threats and pressure to adapt school programs to align with pro-Russian rhetoric.

«Питали про мое ставлення до «військової операції», звинувачували в патріотизмі, націоналізмі. Питали, чому я спілкуюся українською мовою... чому я ходжу до української церкви».

After searching her home, Nina said the soldiers -- who forced her to speak Russian -- "gave me a minute to dress and took me to the school."

Once they arrived, she was ordered to hand over history textbooks and quizzed about the school's curriculum. "They came with demands but were speaking very politely," the educator recalled. "They took a laptop from the safe -- it wasn't even mine; it was the laptop of a primary teacher -- and two history books

for eighth grade."

"They asked about my attitude to the 'military operation,' they accused me of being too patriotic, too nationalistic," she said. "They asked why I use the Ukrainian language ... why I go to Ukrainian church."

Nina said they wanted her to reopen the school and ensure that the children returned, but she argued that it wasn't safe for students or teachers.

Eventually she was released -- but not before her captors had "emphasized that they know about my son and reminded me that I have a daughter," she said, adding: "I considered it a threat."

Nina's experience is not an isolated incident. Reports of threats against educators in newly occupied regions have been steadily growing as the conflict has escalated.

One teacher told CNN that Russian troops had approached the principal of her school and "ordered her to hand over all the schoolbooks of Ukrainian language and history, but the principal refused. Her position was so strict that somehow they didn't put any other pressure ... They left emptyhanded."

Some teachers have been able to resume classes for students online, using virtual classrooms similar to those set up during the coronavirus pandemic. But for others, lessons have ground to a halt as internet services are disrupted and schools near the fighting have been forced to close their doors.

Ukraine accused Russia of dropping a bomb on a school in Luhansk region on May 7 where the building was leveled in the strike. Sixty people are feared



A damaged playground is seen next to the Barvinok kindergarten building in Makariv, Ukraine, on April 19

dead.

The country's Education Ombudsman, Serhii Horbachov, told CNN the government had received more than 100 reports and appeals for help from teachers, parents and students in occupied regions since February.

"The employees of educational institutions who remained in the occupation risk their own lives and health, [and] are subjected to coercion, violence, and pressure," Horbachov said.

"There are known cases of abduction of heads of education authorities and school principals," he added. "Teachers are forced to cooperate and work in schools under the barrel of machine guns."

Further examples of Russian forces trying to eradicate Ukrainian identity in newly occupied areas have been seen in the southern region of Kherson, according to Serhii Khlan, a representative of the regional council, who has repeatedly accused occupying troops of threatening educators in recent weeks.

Khlan said Thursday that Russian forces were raiding villages and launching intensive searches, as well as carrying out a census of those left in some areas. He also claimed the Russians have

(Continued on p.35)

News From Ukraine

This is What the 'Russification' of Ukraine's Education System Looks Like in Occupied Areas

(Continued on p.34)

indicated "they will import teachers from the Crimea because our teachers do not agree to work on Russian programs. Those few teachers that agree to work, we know them personally, and they will be held criminally liable for it."

Khlan had previously warned that principals in the town of Kakhovka were being threatened in late April.

His latest remarks came as a report emerged that a new principal had been installed by "occupiers" at a Kakhovka school after the previous headmaster was reportedly abducted on May 11, according to a local journalist.

Efforts to force the Ukrainian education system to align with Russian school programs mirror similar Russification efforts in areas overtaken by Russian forces and Russian-backed separatists in previous years. Russian President Vladimir Putin -- whose baseless claims of widespread oppression of Ukraine's Russian speakers provided a pretext for Russia's February 24 invasion -- has made clear in his own public statements he does not consider Ukraine a legitimate nation.

Oleh Okhredko is a veteran educator with more than two decades of teaching experience and an analyst at the Almenda Center for Civic Education, an organization initially established in Crimea that monitors education in occupied territories. He told CNN it's a strategy he witnessed after Russia annexed Crimea in 2014.

"Crimea became such an experimental field for Russia. Here they started the militarization of education in general," he explained.

He said Russian propaganda re-

framing historical events was inserted into Crimea's school program -- something he says has had a hugely detrimental effect on children there.

"Ukraine has been totally withdrawn from the schoolbooks and everything becomes the 'history of Russia,'" Okhredko explained. "Children in occupation are really very much influenced being educated in [a] system which constantly needs to have an enemy. Now the enemies are the United States and Ukraine. And this hostility starts to come out among children in form of aggression."

He added: "Those children who studied at school six to eight years ago -- when they were between 11 and 13 years old -- are now fighting against Ukraine. Citizens of Ukraine unfortunately fight against their country."

For now, many educators in occupied areas of Ukraine are trying to resist Russian attempts to adjust their school syllabus, fearful of the impact any changes could have on their students in the long term.

In Luhansk region, Maria, a math teacher and member of the region's school administration, told CNN its members were given an ultimatum to teach using a Russian program.

"Of course, we told them we won't do that. And they answered 'We'll see. We have a file for each of you.' It's scary," Maria said, adding that they were later sent Russian schoolbooks by email with the request that they "at least read and then decide, because the program is really nice."

"They tried to persuade us. But we told them, we don't have any

internet here and didn't receive anything," she explained.

"They even asked 'What is the difference -- Why is it important to study in Ukrainian or in Russian? You teach math -- it's the same in any language.' I resented that ... and I told them, your education, your papers are not recognized anywhere, children won't be able to go to universities. And they re-

«Вони запитували: «Яка різниця, якою мовою навчати — українською чи російською?» Ви викладаєте математику — це однаково будь-якою мовою». Мене це обурило... і я їм кажу, ваша освіта, ваші документи ніде не визнаються, діти не зможуть вступати до університетів. А вони відповіли: «Які університети? Для чого? Нам потрібні робітники і солдати».

plied: 'Which universities? What for? We need workers and soldiers.'

As Russia's invasion of Ukraine goes on, Maria remains frightened but hopeful.

"We are afraid that they will take away equipment from the schools, we have a lot of new good things in our school," she said. "We are waiting, desperate for our military to come, we think it will happen soon."

Source: <https://cutt.ly/NVaah96>

News From Ukraine: Language Law

З 16 липня українські інтернет-ресурси повинні мати стартову сторінку українською мовою

Від 16 липня в Україні почали діяти нові норми закону про функціонування української мови. Зокрема чинності набрала частина друга та шоста статті 27 мовного закону, які регулюють використання української в інтернеті та в інтерфейсах програм. Тепер, на всіх сайтах та сторінках в соціальних мережах компаній має бути україномовна версія, яка завантажується за замовчуванням для користувачів в Україні. При цьому, українська версія сайту може існувати поряд

з іншими мовними версіями, але містити не менший обсяг контенту.

Норма закону не стосується сайтів ЗМІ, які публікуються кримськотатарською мовою, англійською, офіційними мовами ЄС та корінних народів України.

У разі відсутності україномовного інтерфейсу, версії сайту чи сторінки в соцмережах, з 16 червня передбачається штраф, який

“As of July 16, 2022, Ukrainian Internet resources must have a start page in Ukrainian. This also applies to pages on social media.”

Він становить від 3400 до 7500 грн, в залежності від кількості порушень. За повторне порушення сума сягатиме від 7500 до 11900 грн.

Source: <https://cutt.ly/zVauOLC>

Putin’s War in Ukraine Prompts Ever More Ukrainians to Speak Ukrainian, Especially in Eastern Portions of the Country

Staunton, Sept. 17 – In one of the most dramatic developments highlighting the ways in which Putin’s invasion of Ukraine has undermined his goals there, ever more Ukrainians are speaking Ukrainian rather than Russian, with the shift especially large in the eastern portions of the country the Kremlin leader views as part of the Russian world and hopes to annex.

This linguistic shift has been going on since the end of Soviet times but it has accelerated since February 24th. In 2012, 37 percent of the people in Ukraine spoke only Russian at home. By 2021, that figure had fallen to 26 percent. And now it has declined to 13 percent

The decline in the use of Russian at home has been especially great in the eastern portions of Ukraine, a reaction to Russian actions there that simultaneously is an affirmation of Ukrainian national identity and a change that is helping to unify the often-divided country between what was a largely Russian-speaking east and a Ukrainian-speaking west.

According to the *Rating* survey, Ukrainian residents have stopped watching Russian films or listening to Russian music since the start of the invasion; and they are turning ever more often to Ukrainian language media.

Indeed, as one activist put it, there is an increasing sense in Ukraine that the time is coming when everyone in Ukraine will speak Ukrainian because it is a form of a defense of the nation and – the language of the future.

And perhaps especially important, this shift is highlighting something many outside of Ukraine deny: while most Ukrainians can understand Russian, they do so not because the languages are so similar but because of the position Russian has had in the media until very recently.

In fact, as Ukrainian scholars have shown and *Euromaidan* reports, – Ukrainian and Russian are quite different languages. Ukrainian is closer to Belarusian, Polish and Slovak in terms of its lexical content and so Ukrainians who spoke only Russian are now having to learn their national language. The numbers show that they are doing so – with Putin’s unintended help.

«За даними опитування «Рейтинг», жителі України з початку вторгнення перестали дивитися російські фільми та слухати російську музику; і все частіше звертаються до україномовних ЗМІ».

Source: <https://cutt.ly/LVktXrH>

News From Ukraine

Time to Save Higher Education in Ukraine is Running Out

As the new academic year approaches, government officials, faculty, administrators, and students are tackling the massive challenges of keeping education going in wartime. The survival of many Ukrainian universities is now at stake due to lack of funding,

«Вживання багатьох українських університетів зараз під загрозою через брак фінансування, вимушене переселення викладацького складу і студентів та зруйновану інфраструктуру».

displaced staff and students, and destroyed infrastructure.

In Ukraine, universities' revenue largely comes from tuition fees, covered by the government or the students. Both

sources have been undermined by the war. The Ukrainian government is understandably directing a lion's share of its resources to war efforts. Universities expect this income source to fall considerably (perhaps by two-thirds or more) in the coming academic year. Many domestic students have left the country, and the parents of many remaining students have been displaced, often losing their jobs, so they will struggle to cover their children's university fees. The previously vibrant international student community is expected to shrink substantially in the next academic year. The end result is that, for many institutions, revenue will be a fraction of what is needed to educate the remaining students.

Anticipating huge budget cuts, some faculty have preemptively left to pursue other careers. Others seek to stay in academia, competing for limited posts, even if they are outside of Ukraine, niche, and in-person. But faculty who left Ukraine also face language challenges in research and teaching, which constrains what posts they can find abroad. The war thus threatens not just the current cohort of university students, but the future of higher education in Ukraine as a whole.

Another challenge posed by the ongoing war is that many institutions do not have enough suitable bomb shelters for safe in-person learning. Online education will therefore be needed in many areas, but that also presents difficulties. The lack of Ukrainian-language content and poor knowledge of English limit the

online educational opportunities for Ukrainian students. University servers lack capacity, and increasing it is costly. Effective online exams, difficult in peacetime, are even more challenging in wartime.

What can be done? First, strategic partnerships with North American and European universities can help good Ukrainian universities survive. There are currently few such partnerships, but prominent examples include [KSE and the University of Toronto](#), [Ukrainian Catholic University](#) and the [University of Notre Dame](#), and [Kyiv Mohyla Academy](#) and the [University of Toronto](#).

Second, remote fellowships for Ukrainian faculty who are unwilling or unable to leave Ukraine—which includes most men between the ages of 18 and 60—can maintain or even improve Ukraine's human capital. Such fellowships are cheaper to fund and easier to administer than an in-person position, allowing more Ukrainian faculty to take advantage of them. Several universities, including [Indiana University, Bloomington](#), are pioneering such nonresidential fellowships. More informal collaborations could also be fostered, most notably in terms of integrating the Ukrainian research community into national and international research projects. For example, more efforts to allow Ukrainian researchers to be part of NSF grants or other programs would be welcome. One recent example is the University of Toronto's launch of the [Stand with Ukraine Program](#).

Finally, external resources are essential for online education to be successful. [Coursera](#), [edX](#), and [Udemy](#) have freely supplied many courses to Ukrainians, but to reach even more Ukrainian students funding for more translated content will be required. Multi-national corporations can provide additional server space or even donate equipment to address the growing technological needs of students and staff.

Overall, the higher education situation in Ukraine is highly perilous and uncertain. But one thing is clear: the longer Ukraine's educational system is hampered by Russia's war, the more human capital will be lost. The time for the rest of the world to step in and help is now.

Source: <https://cutt.ly/JJ8rwNo>

Courses

The Making of Modern Ukraine: A Free Online Course from Yale Professor Timothy Snyder

This fall, historian [Timothy Snyder](#) is teaching a course at Yale University called *The Making of Modern Ukraine*. And he's generously making the lectures available on YouTube—so that you can follow along too. The lectures are available on [Yale's YouTube Channel](#) and [this playlist](#). And you can find [the syllabus here](#). Key questions covered by the course include:

What brought about the Ukrainian nation? Ukraine must have existed as a society and polity on 23 February 2022, else Ukrainians would not have collectively resisted Russian invasion the next day. Why has the existence of Ukraine occasioned such controversy? In what ways are Polish, Russian, and Jewish self-understanding dependent upon experiences in Ukraine? Just how and when did a modern Ukrainian nation emerge? Just how for that matter does any modern nation emerge? And why some nations and not others? What is the balance between structure and agency in history? Can nations be chosen, and does it matter? Can the choices of individuals influence the rise of much larger social organizations? If so, how? Ukraine was the country most touched by Soviet and Nazi terror: what can we learn about those systems, then, from Ukraine? Is the post-colonial, multilingual Ukrainian nation a holdover from the past, or does it hold some promise for the future?



Class 1: Ukrainian Questions Posed by Russian Invasion

<https://www.youtube.com/watch?v=bJczLlwp-d8>

Class 2: The Genesis of Nations

<https://www.youtube.com/watch?v=oLaEmaMAkpM>



Class 3: Geography and Ancient

https://www.youtube.com/watch?v=Om_A5TTQMmo



Class 4: Before Europe

<https://www.youtube.com/watch?v=zhCK5uGJ3Tw>



Class 5: Vikings, Slavers, Lawgivers: The Kyiv State

<https://www.youtube.com/watch?v=36XiKhamtQo>

Resources

Методисти Українського інституту розвитку освіти розробили «Путівник по Всеукраїнській школі онлайн»

9 травня 2022 року представники Українського інституту розвитку освіти презентували «Путівник по Всеукраїнській школі онлайн», що допоможе всім охочим зорієнтуватися в історії та використанні платформи ВШО.

Путівник містить інструкції до інтерфейсу, рекомендації щодо реєстрації, організації дистанційного й змішаного навчання, а також забезпечення доступності ВШО для учнів з особливими освітніми потребами.

Завантажити путівник можна за посиланням:

<https://cutt.ly/WVbyFqE>

Крім того, представники Всеукраїнського фонду «Крок за кроком» сприяли створенню англomовної версії:

<https://cutt.ly/LVby4yH>

Нагадаємо, дистанційна школа «Оптіма» продовжує безплатне навчання для всіх українських дітей із подальшою видачею документів про освіту: <https://optima.school/>



The *All-Ukrainian Online School* offers:

- education according to the Ukrainian state program for grades 5-11
- video tutorials, tests and assignments in 18 core subjects: Ukrainian Literature, Ukrainian Language, Biology, Biology and Ecology, Geography, World History, History of Ukraine, Mathematics, Algebra, Algebra and Introduction to Analysis, Geometry, Fine Arts, Fundamentals of Law, Natural Sciences, Physics, Chemistry, English Language and Foreign Literature
- a virtual teacher's office to gather students in a virtual classroom, create courses, set tasks, and track learning progress
- mobile applications for iOS, Android and Huawei, with free internet traffic

The *All-Ukrainian Online School* is the first and only national platform for blended and distance learning in Ukraine, created by Osvitoria at the request of the Ministry of Digital Transformation of Ukraine, the Ministry of Education and Science of Ukraine and the state institution "Ukrainian Institute for Education Development", with the support of Switzerland within the framework of the Swiss-Ukrainian DECIDE project, which is implemented by the CONSORTIUM OF THE NGO DOCCU and PH Zurich:

<https://osvitoria.org/en/the-all-ukrainian-online-school/>

The *All-Ukrainian Online School* came to rescue for students and teachers during the COVID-19 pandemic and became an integral part of the educational system in Ukraine. Since Russia's invasion of Ukraine, when 60% of children left their homes and schools, the project has been helping to restore the educational process.

It is designed to make quality education available anywhere and anytime. Now, almost 400,000 users from more than 120 countries are using the platform to receive their education.

The All-Ukrainian Online School is among the TOP 30 most outstanding projects since Ukraine's independence, along with the nation's milestones such as the construction of the Chernobyl Confinement or the introduction of visa-free travel, according to Liga.net and the international organization Project Management Institute.

The UN Global Compact in Ukraine recognized the All-Ukrainian Online School as the best project of 2021 in the "Society" category.

Upcoming Conferences

2022 Conference of Community-Based Heritage Language Schools (online) – October 7-8, 2022. This conference is for program directors and administrators of community-based heritage language schools; members of the language communities involved in these schools; and directors of charter schools who are interested in working with community-based heritage language schools. For more information: <https://cutt.ly/bVbmoPW>



The Alberta Teachers' Association

Substitute Teachers' Annual Conference – October 14-15, 2022. The Alberta Teachers' Association sponsors an annual conference for substitute teachers that provides an excellent opportunity for professional development and networking. For more information: <https://cutt.ly/eVbvTmg>

Closing the Gap Virtual Conference – October 19-21, 2022. This conference offers an opportunity to deepen your assistive technology (AT) knowledge and strengthen your implementation strategies. It is designed to dig deeper into critical areas that have the power to transform your classroom, your school, your district, your practice. For more information: <https://cutt.ly/kVbmTls>



EDUCAUSE Annual Conference

October 25-28, 2022 | Denver, CO
November 2-3, 2022 | Online

EDUCAUSE Annual Conference – October 25-28, 2022. This conference offers showcases the best thinking in higher education IT! For more information: <https://cutt.ly/CVbm7GW>

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Website:

<https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and-programs/ulec>

The Ukrainian Language Education Centre (ULEC) promotes and develops Ukrainian language education in Canada and abroad by: supporting bilingual programs and professional development of Ukrainian language teachers and instructors; creating learning and teaching resources at both the secondary and post-secondary levels; conducting research on topics related to Ukrainian-language education and related fields; and fostering international links and community engagement. For more information about ULEC, please visit [our website](#) and [Facebook page](#) or contact us by [email](#).

Методичний центр української мови сприяє розвитку україномовної освіти в Канаді й за кордоном: підтримує двомовні програми, підвищує професійний рівень вчителів української мови, розробляє навчальні та методичні ресурси для середньої і вищої освіти, проводить дослідження, пов'язані з тематикою україномовної освіти і суміжних галузей, а також сприяє розвитку міжнародних контактів і підтримує зв'язки з громадськістю. Детальнішу інформацію про центр можна знайти на [веб-сторінці](#), [сторінці фейсбуку](#) або через [е-пошту](#).

How You Can Support Ukrainian Language Education

- Call (780) 492-6847
- E-mail cius@ualberta.ca to inquire about other ways to donate
- Send a cheque payable to "University of Alberta / CIUS," indicating the Ukrainian Language Education Centre Endowment Fund on the memo line
- Give online by visiting the CIUS Donor page: <https://ualberta.alumniq.com/giving/to/cius>

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