



CANADIAN INSTITUTE OF
UKRAINIAN STUDIES
Канадський інститут українських студій



UNIVERSITY
OF ALBERTA



ULEC



NEWSLETTER

Volume 5, Issue 2
October 2024



Bitacmo!

Welcome to the Ukrainian Language Education Centre Newsletter!!!

Dear Readers,

Welcome to the latest edition of the Ukrainian Language Education Centre Newsletter!

Have you noticed our new look! The colours align with the rebranding of our home institute - the Canadian Institute of Ukrainian Studies. Please check out their website for their outstanding academic accomplishments and activities: <https://shorturl.at/wQv3n>

In this issue we share updates from our pan-Canadian community and diaspora. A special thank you goes to the Holodomor Research and Education Centre (HREC) for their invaluable contributions.

Sneak a peek at Dr. Mark Pyzyk's upcoming book on the history of the Ukrainian Language Education Centre and learn how HREC integrates lessons on the Holodomor and human rights into Ukrainian schools.

In regional news, explore how the new academic year began in Ukrainian Canadian schools, learn about

a book club for those interested in Ukraine, and discover opportunities for fully funded MA and PhD programs in Slavic and East European Languages and Cultures at the University of Toronto, and the University of Alberta's U2 Ukraine study abroad program, among many other updates.

We send congratulations to Canadian educators who generously shared their time and skills to provide teachers with continuous professional development at the Summer Institute in Ukraine. We are grateful to Bohdan Kolos for his report on this event.

Our series on Ukrainian Studies programs at the post-secondary level continues with a spotlight on the University of Edinburgh. Many thanks to Yana Prokurkina and Jeanette Rissmann for their insightful contribution.

Stay informed about the latest educational events in the Ukrainian Canadian community and mark your calendars for upcoming activities.

Please enjoy and be sure to share your news with us by the end of November for our special December issue!

Newsletter Editors:

Prof. Olenka Bilash (Director, ULEC)
Dr. Mariia Ostroha (Research Coordinator, ULEC)

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The Role of the UNSDGs in Rebuilding Ukraine

MITACS interns from Ukraine



October 23 | Wednesday | 18:30 (Kyiv) | 09:30 AM (MDT) | Zoom

Vlada Homolia, Polina Klochko and Anastasia Kostenko, three Mitacs interns who contributed to the project, have gained insight into the matter of peace and prosperity for people and the planet, and thus are eager to share their discoveries. They will touch upon the following topics:

- how the project has affected interns' views on Ukraine's post-war recovery;*
- what role the UNSDGs play in addressing the issues in the offing;*
- how the project itself is conducive to coping with the aftermath of the ongoing Russo-Ukrainian war.*

You can leave us your email by filling out a short Google Form (<https://forms.gle/bxh3q2isMzpnuhN6A>), and we will send you a personalized reminder about our webinar, along with the Zoom link.

Date/ Дата: October 23 | 23 жовтня

Time/ Час: 09:30 AM (MDT) | 18:30 (Київ)

Zoom link: <https://us02web.zoom.us/j/81518938971?pwd=oDfAmHwxy1H0LIpE1wvqVPvWwT3hEy.1>

Ми раді повідомити вам про наш майбутній вебінар «Роль Цілей сталого розвитку ООН у відновленні України», який присвячено результатам дослідження проблеми створення навчальних відеороликів про ЦСР ООН для країномовних учнів.

Влада Гомоля, Поліна Ключко та Анастасія Костенко - три стажерки Mitacs, які брали участь у цьому дослідженні і отримали результати, які сприятимуть миру й процвітанням людей на планеті.

Під час вебінару ми торкнемося таких питань:

- як проєкт вплинув на погляди інтернів на післявоєнне відновлення України;
- яку роль відіграють ЦСР ООН у вирішенні актуальних проблем миру на планеті;
- як сам проєкт сприяє подоланню наслідків російсько-української війни, що й досі триває.

Ви можете залишити нам свою електронну адресу, заповнивши коротку Google-форму (<https://forms.gle/bxh3q2isMzpnuhN6A>), і ми надішлемо вам персональне нагадування про наш вебінар разом із посиланням на Zoom.

**Invitation
to contribute
to the ULEC
Newsletter**

Please share your experiences or observations with us!

ulec@ualberta.ca

We look forward to receiving your contributions!



A new history of ULEC

The Ukrainian Language Education Centre (ULEC) was born officially in 1987—"established in affiliation with the Canadian Institute of Ukrainian Studies [CIUS] to meet the needs of Ukrainian language teacher training, research into Ukrainian language education, coordination of community involvement and the development of quality learning resources" (to quote the foundational proposal, written by select community leaders in Spring of that year). Building upon the existing Ukrainian Language Resource Centre (ULRC), which had been part of CIUS from its inauguration in 1976, the new, enlarged ULEC would constitute a major source of expertise and resources for Ukrainian language education.

Indeed, Ukrainian-language education had been a major part of CIUS's mission statement from the start, explicitly put forward in the Detailed Proposal of 1976, which was the blueprint for the institute ("to serve as a resource centre for English-Ukrainian bilingual education, improving existing programs [including the preparation of teachers] and encouraging their development elsewhere").

*The ULEC staff in the late 2000's
(left to right: Marusia Petryshyn, Lesia Soltkewych,
Mark Malowany, Sofia Lazar, Khrystia Kaye)*

The Ukrainian Language Resource Centre, which made those hopes concrete, had two Bilingual Coordinators: Olenka Bilash (1977-1979) and Andrij Hornjatkevyc (1979-1987). Over ten years, it led innovative projects in teacher professionalization, resource development, and experiments in video education until it was superseded and expanded by ULEC. And indeed ULEC, in subsequent decades, under a series of Directors and Acting Directors—Marusia Petryshyn (1987-2013), Alla Nedashkivska (2013-2019), Olenka Bilash (2019-Current)—has undertaken a number of important projects. Their work began with Nova, a language development series designed for diaspora Ukrainian language elementary learners (1990s-2010s). It led forays into digital learning, first with the online learning portal oomRoom (2004-2014) and then a university-level e-textbook *Podorozhi* (2015-ongoing) which have broadened access to effective, tested Ukrainian-learning resources beyond traditional boundaries. ULEC has

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hosted workshops, conferences, and visiting scholars who have shared a common passion for Ukrainian language education—especially working with bilingual programs such as those in Alberta, Saskatchewan, and Manitoba—helping to improve the experience of students in the classroom and to foster a dynamic community of educators. They have taken part in important public discussions on education policy (in both Canada and Ukraine) as well as the role of multiculturalism in Canadian society. Despite this, ULEC has not been the subject of a comprehensive history. Starting in 2019, working with Olenka Bilash and Roman Petryshyn, I began the project to produce one. Using a variety of sources, including interviews with more than thirty individuals, newspaper/newsletter archives, and archival materials from CIUS and ULEC, our history begins with the foundation of CIUS and ULRC and proceeds down to the present, a journey of roughly 40 years (though it does not discuss the epochal effects of the 2022 invasion of Ukraine). In covering these events, we found that it was not a simple story. It became necessary to go beyond classrooms and university halls to discuss the broader political and cultural context around ULEC. The history, therefore, also touches on topics like multiculturalism, the dynamics of the Ukrainian-Canadian diaspora, and technological change. What emerged was a book-length work that delivers on the promise, to the extent possible, to be comprehensive, as well as to explain the complex position of ULEC in a dynamic, interconnected world.

By: Mark Pyzyk

Mark Pyzyk is a descendant of third-wave Ukrainian immigrants. He is a historian (with a PhD in Classics, but now also with some hard-won expertise in Ukrainian-Canadian history) and works at the Getty Research Institute in Los Angeles, California as a Data Analyst. He is the Co-Director of the Coin Finds of Ukraine project, which tracks ancient Greek coin hoards found in modern Ukraine, a project that has received the kind support of the Canadian Institute for Ukrainian Studies, among others.



Методичний центр української мови (МЦУМ) був офіційно створений у 1987 році з метою підготовки вчителів української мови та розвитку ресурсів на основі попереднього Ресурсного центру української мови, що існував з 1976 року. Відтоді МЦУМ відіграє ключову роль в освіті українською мовою, очолюваний різними директорами, зокрема Марусею Петришин та Оленкою Білаш.

Протягом десятиліть МЦУМ ініціював такі важливі проекти, як серія мовних курсів «Нова» для учнів діаспори, а також такі цифрові ресурси, як онлайн-портал oomRoot та електронний підручник університетського рівня «Подорожі». Центр також проводив семінари та брав участь у дискусіях щодо освітньої політики та мультикультуралізму в Канаді.

З 2019 року триває проєкт під керівництвом Оленки Білаш та Романа Петришина, який документує його історію, використовуючи інтерв'ю, архіви тощо. Цей наратив охоплює близько 40 років, досліджуючи роль МЦУМ у ширшому політичному та культурному контексті українсько-канадської громади.

HREC Education in Ukraine: Lesson on Human Rights and the Holodomor Being Used by Students and in Professional Development Workshops for Educators

As part of HREC Education's ongoing three-way Verba Magistri partnership with the Ministry of Education and Sciences of Ukraine and HREC in Ukraine, Director Valentina Kuryliw's latest lesson, The Historian's Craft Lesson on Human Rights and the Holodomor is being taught by educators in Ukrainian classrooms. One educator in Uman recently posted her reflection about teaching it in her classroom with a few photos:

"Together with students of the 10th grade, in the history lesson, they continued to consider examples of human rights violations through the prism of the Holodomor phenomenon of 1932-1933, and were acquainted with the provisions of the Convention on the Prevention of the Crime of Genocide and its Punishment. They drew an analogy with current events. We are learning to prevent the genocide of the Ukrainian people. We are sincerely grateful to Liudmyla Hrynevych [HREC in Ukraine] in promoting the lesson and its publication, and to V. Kuryliw for developing the methodology and selecting the resources for it."

—Daria Olkhovetska, teacher and historian



Educators. The following was recently posted by the Centre's education Consultant:

"Sokal Centre for the Professional Development of Educators (SCPDE)

On April 30, a seminar-workshop was held for teachers of history and law at the Institution of General Secondary Education of Degrees I-III (GSED I-III) Sokal Lyceum No. 3 (Sokal City Council of Lviv Oblast). The speaker was Mykhailo Zavadka, a history teacher of Seredkevyskyi (GSED I-III), Yavorivsk City Council; he is a finalist of the "Investigate and Distinguish: Infomedia Literacy" Project. During the seminar-practicum, the following issues were considered: manipulations in the mass media and their impact on society; human rights and the Holodomor; teaching history in the 21st century; the possibilities



HREC Education also continues to work towards the professional development of high school educators in Ukraine as part of the *Verba Magistri* partnership. Recently, Valentina Kuryliw's *The Historian's Craft Lesson on Human Rights and the Holodomor* was used as part of a hands-on seminar-workshop at the Sokal Centre for the Professional Development of

for teachers of history to cooperate with international organizations, the basics of jurisprudence and civic education.

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Teachers of educational institutions were active participants in the seminar. They learned how to select relevant information, check its veracity, distinguish facts from judgements, and work with visual material. Mykhailo Zavadka presented the methodological development of director Valentina Kuryliw's lesson The Historian's Craft Lesson on Human Rights and the Holodomor: teaching history in the 21st century. Educators created a project and considered innovative approaches to teaching students using different types of historical primary sources and interactive technologies. Each participant received a copy of Kuryliw's lesson book as a gift.

Thanks to educator Mykhailo Zavadka for an interesting and instructive seminar; to all participants – for their active participation in the seminar; the institution's administration – for help in organizing the event.

Lyuba Plyukhin, Consultant, SCPDE"

У рамках партнерства з Міністерством освіти України HREC Education на чолі з Валентиною Курилів інтегрує уроки з прав людини та Голодомор в українські школи. Одна з вчительок, Дар'я Ольховецька, поділилася своїм досвідом викладання учням 10-х класів про порушення прав людини через призму Голодомору, пов'язуючи історичні події із сучасними проблемами та наголошуючи на важливості запобігання геноциду.

Крім того, урок пані Курилів був представлений на нещодавньому семінарі з професійного розвитку для вчителів у Сокальському центрі. Семінар, який проводив вчитель історії Михайло Завадка, був присвячений маніпуляціям у ЗМІ, освіті з прав людини та інноваційним методам викладання. Учасники активно працювали над проектами та отримали примірники підручника Курилів, що допомогло покращити їхні навички викладання історії в сучасному контексті.



Source: <https://shorturl.at/hx12Q>



Director of Slavic Studies and CENES PhD Student receive the CENES Outstanding Mentorship Award (The University of British Columbia)



The Department of Central, Eastern and Northern European Studies has named their 2024 recipients of the CENES Excellence in Mentorship Award.

It is with great pride and joy that the Department of Central, Eastern and Northern European Studies (CENES) celebrates our colleagues Olena Morozova and Dante Prado as deserving recipients of this year's CENES Outstanding Mentorship Award. In its third year of being awarded, the CENES Excellence in Mentorship Award was conferred during the first ever 'Cenies', where a full house gathered to celebrate various CENES achievements of both faculty and students alike.

Testimonies from their nominators further share their willingness to create a vibrant and welcoming community.

Olena Morozova

"Olena's formative impact on UBC's Slavic studies community is most gratefully acknowledged by the leadership of our Ukrainian Student Union (USU). Founded in the immediate aftermath of Russia's full-scale attack on Ukraine, this association went on to be honored as the most successful new AMS club of the 2022/23 academic year, not least because it was selected to host the 2023 meeting of Canada's Ukrainian Student Unions (SUSK). When Olena appeared at the SUSK congress, it was the culmination of a year in which she mentored the students of our USU in

cultural, political and strategic questions as they built a remarkable organization. Most importantly however, considering that many of the association's students are directly or indirectly affected by Russia's war against Ukraine, our Ukrainian and Ukrainian-heritage students immensely appreciate Olena for always lending an open ear and an open heart."

Dante Prado

"Dante's activity [has been noteworthy] as Graduate Representative of the GSA's Committee on Equity, Racial Justice and Indigenous Partnerships, where he has spearheaded workshops on facilitating scholarly publication efforts by graduate students, as well as "Incorporating Equity, Diversity, Inclusion (EDI), and Diverse Ways of Knowing in Grant Writing for German Studies Fields." Secondly, [we note] his initiative of teaching a free online course on German modernism at the University of Buenos Aires (with 60+ enrolled). Such gestures are exemplary: they can effectively change the field, and demonstrate how scholarship can indeed be a communal engagement beyond institutional boundaries."

Source: <https://shorturl.at/nRQbi>

Кафедра досліджень Центральної, Східної та Північної Європи (CENES) Університету Британської Колумбії нагородила Олену Морозову та Данте Прадо премією CENES Outstanding Mentorship Award 2024 за їхній внесок у розвиток академічної спільноти. На інавгураційному заході кафедра відзначила досягнення викладачів та студентів. Морозову визнали за її впливове наставництво, зокрема підтримку Української студентської спілки, яку вона очолює з моменту заснування в умовах війни в Україні. Її підтримка була важливою для студентів, постраждалих від конфлікту. Прадо отримав визнання за лідерство у Комітеті з питань рівності, расової справедливості та партнерства з корінними народами GSA, де він проводив семінари з питань рівності та різноманітності. Він також викладав безкоштовний онлайн-курс з німецького модернізму в Університеті Буенос-Айреса.



Ukrainian Day 2024

On August 25, we had the honor of hosting Ukrainian Day 2024 at the Ukrainian Cultural Heritage Village. This event gathered more than 2,600 festival attendees, numerous government representatives, and honored guests who, with their presence, reaffirmed the importance of unity and solidarity.

We are deeply grateful to Her Honour, Salma Lakhani, Lieutenant Governor of Alberta; MP Heather McPherson; Minister of Arts, Culture, and Status of Women Tanya Fir; His Worship Amarjeet Sohi, Mayor of Edmonton; and Greta Derus, President of the Polish Congress of Alberta, for their inspiring words and support for our community, which were an essential part of our program. Their presence was a moving reminder of the importance of supporting the Ukrainian community in these extremely challenging times for Ukraine, and our newcomers.

We also extend our thanks to Minister of Technology and Innovation Nate Glubish; Kyle Kasawski, MLA for Sherwood Park; MLA Jackie Armstrong-Homeniuk; MLA Andrew Boitchenko; Reeve David

Diduck from Lamont County; and Former Premier Stelmach for his participation in our celebration. Their support strengthens our community.

This year's theme for Ukrainian Day was "Strength in Unity," and the day demonstrated that our strength lies in coming together. The program was filled with an impressive lineup of performances, including the Mriya Band and the Razom Orchestra Society, which led to the singing of the national anthems. Throughout the day, the audience enjoyed vibrant performances by groups such as Cheremosh, Pereveslo, REspend Dancers, Feyziya Bandura Group, and the Ukrainian Male Chorus of Edmonton (Yavir). The Kikino Indigenous Dancers with their lively performance of dance and music supported us in celebrating our festival on Treaty 6 territory.

25 серпня в Українському селі культурної спадщини відзначався День України 2024, що зібрав понад 2600 відвідувачів, представників влади та почесних гостей, підтвердивши важливість єдності та солідарності. Цьогорічна тема — «Сила в єдності» — продемонструвала, що наша сила в об'єднанні.

Source: <https://www.uccab.ca/>

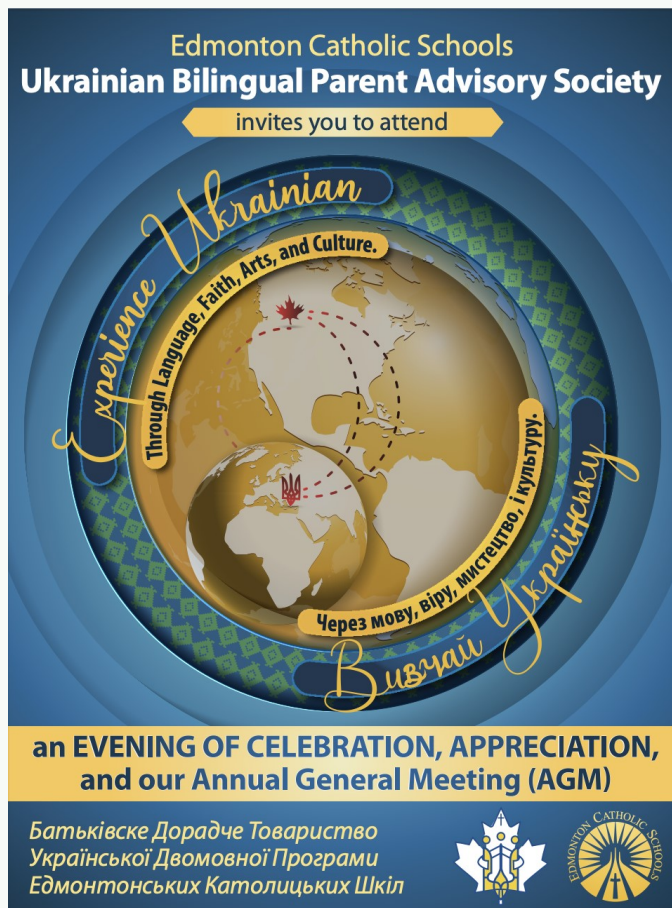
Вручення стипендій та нагород в рамках Української двомовної програми

У четвер, 3 жовтня 2024 року, в католицькій початковій/середній школі св. Брендана в Едмонтоні відбулася презентація стипендій та нагород, а також щорічні загальні збори учасників Української двомовної програми. На заході було відзначено видатні досягнення студентів через стипендії та нагороди, визнаючи їхню наполегливу працю, відданість і прагнення до досконалості як в академічних колах, так і в українській громаді.

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The Ukrainian Bilingual Program held its Scholarship/Awards presentation and AGM event on Thursday, October 3, 2024, at St. Brendan Catholic Elementary/Junior High School in Edmonton. The event celebrated the outstanding achievements of students through scholarships and awards, recognizing their hard work, dedication, and commitment to excellence in both academics and the Ukrainian community.



Students from Ukraine show their acting skills



Have you ever wondered how mental institutions can be presented in theatrical form? The play "One Flew Over the Cuckoo's Nest" by Dale Wasserman was shown at the Horowitz Theatre on October 18, satisfying that curiosity. Erlord Production, a group of enthusiastic individuals, seized the opportunity to achieve higher artistic goals. Audiences witnessed the story of Randle Patrick McMurphy, a criminal who found himself in a mental institution as a way to escape punishment for his wrongdoings. Over the course of 2 hours and 20 minutes, attendees experienced a haunting tale of a man trying to break the system. Each person viewed the play from a different perspective; some recognized the oppressive system, while others saw it merely as a hospital. One thing was certain: nobody left the theatre indifferent.

18 жовтня в театрі Горовіца відбулася вистава «Політ над гніздом зозулі» Дейла Вассермана, в якій брали участь студенти з України. Історія Рендла Патріка Макмерфі, злочинця в психіатричній лікарні, показала його боротьбу зі системою.

Source: <https://shorturl.at/XiWjQ>

Ukrainian Canadian Heritage Day Flag Raising Ceremony

On September 6, 2024, the Ukrainian Canadian Congress – Alberta Provincial Council (UCC-APC) held the official Ukrainian Canadian Heritage Day Flag Raising Ceremony at the Queen Elizabeth II Building in Edmonton. The event took place at 12:00 PM, with flagpoles located on the south side of the building.

This ceremony celebrated the significant contributions of Ukrainian Canadians to Alberta and Canada. Attendees joined in raising the Ukrainian flag, honoring the rich cultural heritage, resilience, and achievements of the Ukrainian-Canadian community.

133 years ago, Ukrainian immigrants first set foot in Canada, and since then, they have made lasting impacts in every sphere—professionally, politically, and culturally. Today, over 365,000 Albertans proudly identify as having Ukrainian roots, contributing to the rich multicultural heritage of our province.

This year, as we reflect on the ongoing struggles in Ukraine, we are reminded of the strength and unity that define our community. As Lviv and Poltava were tragically bombed this past week, the raising of our flag today holds deeper meaning as we continue to stand with the people of Ukraine in their fight for freedom and liberty.

Source: <https://www.uccab.ca/>



6 вересня 2024 року в Едмонтоні відбулася офіційна Церемонія підняття прапора з нагоди Дня українсько-канадської спадщини. Захід проходив у будівлі Королеви Єлизавети II. Під час церемонії були підняті прапори на південній стороні будівлі. Ця подія вшанувала значний внесок українських канадців у життя Альберти та Канади. Учасники мали змогу відзначити багатий культурний спадок, стійкість та досягнення українсько-канадської громади. А також мужність та завзятість українських переселенців усіх хвиль міграції, що прибували до Канади протягом останніх 133 років.



An exploratory program in its 2nd cycle that allows students to experience the Ukrainian language and culture in one location

University of Warsaw & University of Alberta Study Abroad

U2 UKRAINE (IN POLAND)

Dates: May 5-May 27, 2025

(pre-departure sessions TBD)

Eligibility: Open to ALL post-secondary students

Language and Culture Course

***6 credits: UKR 300**

"Ukrainian Through Its Living Culture"

[UKR 212 pre-requisite or an

equivalent language proficiency/ consent of the department]

Note: students can register in

UKR 400 (Advanced II); please discuss with the instructor

Information session:

Tuesday, November 26,

2024 from 2:30 - 3:30 pm

via Zoom. Click

here[Passcode:792078]

Deadline to apply:

February 3, 2025 Non-UofA Students apply via Open Studies

U2 Ukraine combines:

Ukrainian language & Cultural experience: *6 university credits in total

*A four-week program (3 pre-departure+17 on site intensive class sessions/ excursions) focused on studying Ukrainian in Warsaw, a rich centre for Ukrainian culture, and also known for its architecture, museums, cultural sites and cuisine.

*Enrol in Advanced language-level, 300 (*6 credits) or 400 (*6 credits)



Fees & Costs: Tuition based on *6 credits (domestic and international rates vary); Airfare; Reasonable living expenses & accommodations at or near the U of Warsaw.



*Students will explore the "Ukrainian Warsaw" & its cultural aspects through a number of excursions, engagements with the Ukrainian community, workshops, & participation in Ukrainian events, including explorations of Ukrainian cuisine in Warsaw.

Several Scholarships are available!!!

See [the Education Abroad Awards page](#) (more info at orientation)

Link: <https://shorturl.at/bY0au>

Department of Modern Languages and Cultural Studies

with support from the Canadian Institute of Ukrainian Studies and community

Program contact: **Dr. Alla Nedashkivska** alla.nedashkivska@ualberta.ca

Secure your spot here

News from Bishop Filevich Ukrainian Bilingual School



The new school year at Bishop Filevich Ukrainian Bilingual School has started off with excitement, school spirit, and meaningful learning experiences. The first week was filled with a variety of engaging activities designed to unite students and staff and set the tone for a successful academic year.

The week began with the Rainbow of Learning activity, where students set personal goals for the year, sparking a sense of purpose and motivation. On Tuesday, the halls were full of energy as students showed off their best jerseys and cheered on the spirited volleyball match between Grade 8 students and their teachers. Wednesday was all about school pride, with students and staff wearing Bishop Filevich gear and school colors to show their support. That evening, the staff had the pleasure of welcoming families to Meet the Staff Night, fostering a strong connection between home and school. Thursday marked the first assembly of the year, bringing the entire school together in the gym. The week wrapped up on a cozy note with Pajama Day and buddy reading, creating a warm and fun atmosphere.



In addition to these exciting events, the Grade 6 students completed a beautiful art project under the guidance of pani Natalia. The project, which highlights the gifts of nature during the fall season, was a creative expression of gratitude and appreciation for the beauty of the world around us. Congratulations to Grade 6 for their stunning work!

Bishop Filevich has also been deeply engaged in learning about Truth and Reconciliation and the significance of Orange Shirt Day. For several weeks, students have explored these important themes in the classroom. The older students had a special opportunity to hear from Elder Duquette, who shared his powerful story about his experiences in a residential school. This heartfelt learning moment was made possible by pani Yaroslava, and it left a lasting impact on the students. The entire school community came together for an Orange Shirt Day walk, honoring the survivors of residential schools and committing to reconciliation. The start of the school year at Bishop Filevich Ukrainian Bilingual School has been marked by unity, learning, and reflection, setting a positive tone for the months ahead.

Новий навчальний рік в Українській двомовній школі імені Владики Філевича у Саскатуні розпочався з активностей, що створили атмосферу єдності та підтримки. Перший тиждень включав захід «Веселка навчання», де учні ставили цілі на навчальний рік. Відбувся волейбольний матч між учнями 8-го класу та вчителями, а також шкільний день, коли учні та персонал носили шкільні кольори й символіку. Вечір знайомства з вчителями зміцнив зв'язок між сім'ями та школою.

Учні 6-го класу під керівництвом пані Наталії завершили красивий осінній арт-проект, присвячений дарам природи. Також школа активно брала участь у заходах, присвячених Дню помаранчевої сорочки. Старшокласники слухали виступ старійшини Дюкетта, який поділився своїм досвідом, а вся шкільна громада долучилася до пам'ятної ходи, вишановуючи примирення та правду. Ці події задали позитивний тон на навчальний рік.

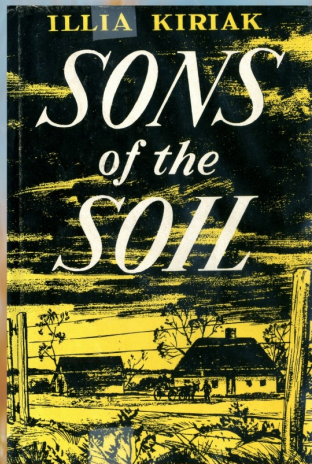


Source: <https://shorturl.at/RUAIM>

Ukrainian Canadian Reading Club

Ukrainian Canadian Reading Club

Current read: Sons of the Soil



By Illia Kiriak

Centre for Ukrainian
Canadian Studies



**University
of Manitoba**

The Centre for Ukrainian Canadian Studies (CUCS), established in 1981, creates, preserves and communicates knowledge and scholarship as it relates to Canada and Ukraine's unique history and relationship. The centre coordinates the Ukrainian Canadian Heritage Studies program and courses, offers a Letter of Participation program, promotes research and hosts events. We take pride in serving as a resource centre for those interested in Ukrainian Canadian studies and strengthening the relationship between the University and the greater community.

CUCS reading club is part of our Letter of Participation programming. Letter of Participation in Ukrainian Canadian Heritage Studies allows students and members of the community to further their knowledge of Ukraine and Ukrainian Canadiana through lectures and a reading club. The program is free of charge.

The monthly lecture series runs from September until May. Lectures cover a wide range of Ukrainian and Ukrainian Canadians topics. Reading club meetings

take place every two months featuring a new Ukrainian/ Ukrainian Canadian book at each session. Most of our programming is offered online through Zoom.

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 and will be reviewed by the CUCS Coordinator.

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
- any combination of seven lectures and reading club meetings.

There is no registration deadline. Participants are welcome to join the program at any point in time during the year. Participants may carry over their participation credits from one year to the next to be able to fulfill the participation requirements.

(Continued on p. 15)



(Continued from p.14)

Performance Requirements:

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

Центр українсько-канадських студій (КУКС), заснований у 1981 році, створює та поширює знання про історію та взаємини між Канадою і Україною. Центр координує програми та курси з вивчення українсько-канадської спадщини, пропонує програму «Лист про участь» та організовує дослідження і заходи, зміцнюючи зв'язки між Університетом і громадою. Читацький клуб КУКС є частиною програми «Лист про участь», яка дозволяє студентам і членам громади поглиблювати знання про Україну через лекції та клуб. Програма безкоштовна.

Щомісячна серія лекцій триває з вересня по травень і охоплює різні теми про Україну та українців у Канаді. Засідання читацького клубу проходять кожні два місяці, на них обговорюються нові українські книги. Більшість програм проводяться онлайн через Zoom.

Умови участі: Будь-яка особа, що проживає в Канаді і цікавиться Україною, може подати заявку на участь, надіславши листа на cucs@umanitoba.ca.

Вимоги до участі: Для отримання листа про участь учасники повинні відвідати мінімум сім лекцій або зустрічей читацького клубу, або будь-яку комбінацію з семи. Реєстрація відкрита протягом року, учасники можуть переносити кредити з року в рік.

Вимоги до успішності: Учасники оцінюються за відвідуванням та участю в обговореннях і сесіях запитань і відповідей.

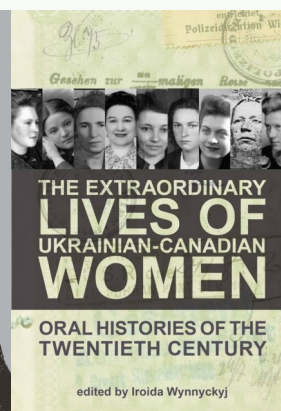
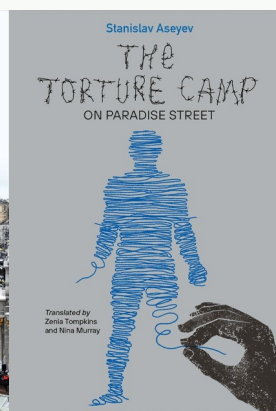
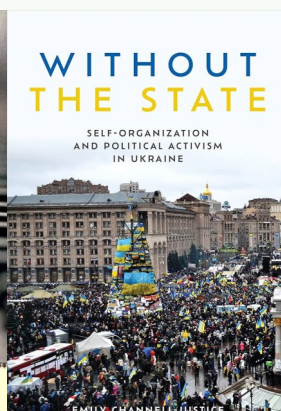
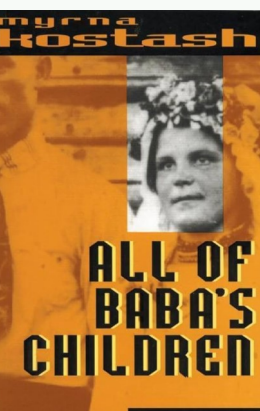


Past Books:

- October 2024: Sons of the Soil by Illia Kiriak
- March 2024: All of Baba's Children by Myrna Kostash
- December 2023: Kalyna's Song by Lisa Grekul
- October 2023: Without the State: Self Organization and Political Activism in Ukraine by Emily Channell Justice
- April 2023: The Torture Camp on Paradise Street by Stanislav Aseyev
- March 2023: The Extraordinary Lives of Ukrainian Canadian Women: Oral Histories of the Twentieth Century by Iroida Wynnickyj
- December 2022: Good Citizens Need Not Fear: Stories by Maria Reva
- October 2022: A Loss: The Story of a Dead Soldier Told by his Sister by Olesya Khromeychuk
- April 2022: Voices from Chernobyl by Svetlana Alexievich
- February 2022: Detachment: An Adoption Memoir by Maurice Mierau
- December 2021: Voroshilovgrad by Serhiy Zhadan
- October 2021: Lesia's Dream by Laura Langston

Source: <https://shorturl.at/IkfZ8>

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Manitoba Parents for Ukrainian Education Seeks New Board Members

Manitoba Parents for Ukrainian Education (MPUE) is excited to announce that it is now accepting nominations for several key positions on its Board of Directors, including President, Vice-President External, Secretary, Treasurer, and various Directors. This is a great opportunity for parents and guardians who are passionate about the English-Ukrainian Bilingual Program (EUBP) and want to contribute their skills and expertise to support Ukrainian education in Manitoba.

Nominations are open for several positions, and the organization is particularly seeking representatives from Chief Peguis School, as well as from other EUBP schools. Director roles cover a range of areas, including Communications & Social Media, Advertising, Fundraising, Special Events, Recruitment, Fieldtrip Planning, and English/Ukrainian Translation.

MPUE welcomes enthusiastic volunteers to help organize programming and engage with the community. Interested individuals are encouraged to reach out and share their interests and strengths.

For those looking to get involved or learn more about the nomination process, please contact MPUE at mpueinc@mpue.ca.

This is a wonderful opportunity to make a difference in the education of Ukrainian children in Manitoba!

Source: <https://shorturl.at/2LEXh>

Організація «Батьки Манітоби української освіти» (MPUE) приймає кандидатури на кілька ключових посад у Раді директорів, включаючи Президента, Віце-президента з питань зовнішніх зв'язків, Секретаря, Скарбника та інших директорів. Це чудова можливість для батьків та опікунів, які захоплені Англо-українською двомовною програмою і бажають підтримати українську освіту в Манітобі.

MPUE запрошує ентузіастів-волонтерів, які готові організовувати програми та взаємодіяти з громадою. Зацікавлені особи можуть звертатися до нас і ділитися своїми інтересами та сильними сторонами.

Для тих, хто хоче долучитися або дізнатися більше про процес номінації, будь ласка, зв'яжіться з MPUE за адресою trpue-inc@trpue.ca. Це чудова можливість змінити на краще освіту українських дітей в Манітобі!

“Vyshyvanka” Styles from Folklorama 2024!

Милуйтеся красою та традиціями, представленими на «Folklorama 2024». Кожен стиль вишиванки розповідає свою історію, відображаючи глибоке культурне коріння та майстерність нашої української спадщини. Ми пишаємося можливістю поділитися з вами цими приголомшливими прикладами, де історія та майстерність поєднуються в кожному стібку.



Feast your eyes on the beauty and tradition captured at Folklorama 2024. Each “Vyshyvanka” style tells a story, reflecting the deep cultural roots and artistry of our Ukrainian heritage. We’re proud to share these stunning examples with you—where history and craftsmanship come together in every stitch.



Українікум в багатокультурному Торонто: суботня Школа Св. Володимира.



«Навіщо мені в суботу прокидатися рано-вранці?» – те, про що думають учні суботніх шкіл і що чують їхні батьки щоранку в суботу. А хоча б для того, щоб незабутньо, з гарними враженнями і корисно провести пів дня в Школі святого Володимира.

В Канаді є кілька українознавчих суботніх шкіл, особливих по-своєму, та Школа Св. Володимира відрізняється від усіх, і ось чому. Насамперед, це Школа з довгою традицією. За свідченнями директорки Школи, Тетяни Сунак, Школа св. Володимира – одна з найстаріших суботніх шкіл в Торонто, відкриття якої датують приблизно 1927 або 1928 р. Отож, через кілька років усі охочі матимуть змогу долучитися до святкування 100-річчя Школи. Заклад виник в українському осередку Торонто як частина церковної громади і є єдиною православною суботньою школою. Якщо ви подумали, що Школа приймає тільки православних за віросповіданням учнів, то ви помилилися. Двері Школи відчинені для учнів різних віросповідань, і в опитнику на вступ навіть немає запитання про релігійну належність учнів. Окрім того, тепер Школа має два вектори

навчання: українознавчі курси для рідномовців – українців, що приїхали в Торонто після початку війни в Україні, і українська за принципом ESL, тобто українська як друга або іноземна мова, оскільки дуже багато родин, задіяних в житті Школи, або не спілкуються українською вдома, або ж розмовляють нею мало, та надзвичайно зацікавлені у вивченні свого національного коріння. Отож, Школа турбується про всіх індивідуально.

Також, Школа створює атмосферу України за океаном: батьки, учні, вчителі й адміністрація Школи піклуються одне про одного, організовують чимало спільних святкових заходів, до прикладу, концерт до Дня Св. Миколая, Дні пам'яті жертв Голодомору, День сім'ї тощо. Для директорки Школи, Тетяни Сунак, та думаємо для всіх, причетних до життя Школи, «Школа – це як маленька Україна за межами України, маленький український оазис в Канаді». Такі спільні моменти в житті шкільної громади формують або ж підтримують національну ідентичність українців в Канаді. А що ж такого унікального отримують учні Школи? Роз'яснюємо враженнями й коментарями самих учнів Школи, які мають змогу досвідчувати все на практиці щосуботи.

Найголовніше – це, мабуть, знання. Спершу ідеєю канадських суботніх шкіл було те, що українці, народжені в Канаді, могли дізнаватися про історію та культуру своєї батьківщини. В сучасних реаліях з приїздом українців, серед яких більшість учнів Школи, концепція суботньої школи трохи змінилася. На уроках ми поглиблюємо знання української мови, а також вивчаємо літературу, культуру, традиції, історію та музику рідного краю.

(Continued on p. 18)



(Continued from p.17)



Many students dread waking up early for Saturday school, but at St. Volodymyr's School, they find valuable experiences and a sense of community. Established in the late 1920s, it's one of Toronto's oldest Orthodox Saturday schools, welcoming students of all faiths.

St. Volodymyr's offers two educational paths: Ukrainian studies for native speakers and Ukrainian as a second language. The school fosters a supportive environment, organizing events that help maintain Ukrainian culture abroad, creating a "small Ukraine" in Canada.

Students gain knowledge in language, literature, and culture, ensuring they keep pace with peers in Ukraine. The interactive lessons encourage teamwork and leadership, making the school feel like a second home. Extracurricular activities, like the Ukrainian Culture Festival, enrich their experience and forge friendships.

The school also offers high school credits, valuable for university admissions, helping students prepare for future educational opportunities.

Наші вчителі – теж наші друзі. Вони мають помітно індивідуальний підхід до кожного й кожної, допомагають освоїтися в новому колективі й є чудовими порадиниками в різних проєктах, зокрема такому, як ця стаття, яку ви зараз читаете.

(Continued on p. 19)

Така програма дає нам змогу не відставати від наших однолітків, які залишилися в Україні й продовжують освіту там. Відтак, якщо ми зможемо повернутися в рідну країну, ми матимемо такі самі знання.

Навчання дуже інтерактивне: ми багато читаємо вдома, переглядаємо різні цікаві відеоматеріали уроків, а на уроках в командах розглядаємо складні моменти або дізнаємося те, чого не було в уроках вдома. Так ми вчимося з одного боку, відповідальності за всю команду, а з іншого – відкриваємо лідерські якості, адже часто треба очолювати команду, бути творчими й унікальними. Задяки такій роботі наші уроки – це не тільки здобуття знань, але й можливість соціалізуватися з іншими учнями, знайти серед них своїх друзів. Наприклад, наш новий учень Станіслав ділиться своїм досвідом: «я був дуже самотнім, коли тільки приїхав до Канади, але у школі Святого Володимира швидко знайшов собі нових друзів. І не тільки друзів, як навчальний заклад, наша школа насправді стала для мене другою домівкою».



(Continued from p.18)



Та не тільки навчальні проєкти роблять шкільне життя цікавим й товаришським. Як зазначає одна з наших курсанток: «Ще в школі запроваджено різні заходи, багато свят. Так, нещодавно, ми брали участь у Фестивалі української культури в Торонто, впродовж якого познайомилися одне з одним й потоваришували». Такі заходи дарують нам незабутні враження про миті, проведені разом, а на перспективу, формують нашу матрицю приємних спогадів.

І знання, які ми здобуваємо в школі, і друзів, яких ми там знаходимо, працюють на наше майбутнє. А ще – кредити, які можна отримати за умови успішного навчання в Школі. Загалом Школа дає три кредити в хай скул (High School), один з яких, а саме останній кредит, учні зможуть використовувати як університетський, тобто такий кредит зараховують для вступу в університет. Таня Сунак коментує: «Наші учні, переважно отримують дуже високі оцінки, тому що в нас дуже розумні й старанні учні, а це підвищує їхній рівень й дає змогу вступити до університету».

Якщо ж студент або студентка планує повернутися до України та продовжити навчання там, сертифікат суботньої школи Св. Володимира позитивно вплине на можливість його або її вступу до різних навчальних закладів,

зокрема університету. Як каже один з учнів: "Через декілька років я планую повернутися в Україну для вступу в вищий навчальний заклад, тому я й навчаюся у цій школі, щоб отримати потрібні знання для ЗНО, і ще – цей кредит потрібен мені для закінчення канадської школи". Ми працюємо на два фронти знань: і на український, і на канадський. Тільки так ми не втратимо різних можливостей у майбутньому, передбачити яке важко, але підготуватися до якого можливо.

Відтак, якщо ви хочете дізнатися щось нове про Україну або поглибити знання про рідну країну в різних вимірах: від мови та культури до історії та географії, навчитися працювати в команді й виявляти власні лідерські якості, вільно спілкуватися українською мовою або почати вживати українську в різних життєвих ситуаціях вперше, знайти нових друзів й стати другом/подругою комусь, розвинути соціальні навички, розуміння власного походження й самоідентифікації, отримати кредит на вступ до університету – вам точно до Школи св. Володимира. Двері нашої Школи завжди відчинені для всіх охочих зануритися в українське. Все буде Україна!

Source: <https://shorturl.at/umS6n>



**Нашим відважним захисникам
і захисницям:
"ВИ - НАЙКРАЩІ!"**



До Дня українського захисника учні Рідної школи Оквил (Онтаріо) писали листи та листівки й творили малюнки-аплікації, надсилали побажання ПЕРЕМОГИ.

Захоплюємося мужністю і відвагою тих, хто не здається й захищає УКРАЇНУ від ворога.

До акції написання листів й листівок українським
воїнам долучилися учні української школи в
Ст. Меріс (St. Marys, ON).

Усі разом листівки полетять в Україну!
А ініціатором перших листівок ще у 2014 році була Зоряна Гупало, вчителька Рідної школи Оквіл, яка започаткувала проєкт “Напиши листа солдату” (влітку 2014 р. на День Незалежності у Сентеніал парку, Торонто. Були написані перші листівки, які пізніше були передані Генеральному консулу в Торонто - Людмилі Давидович. Пані Давидович закликала директорів усіх шкіл підтримати цю ініціативу та приєднатися до даного проєкту. З тих пір щорічно листи й листівки від учнів Рідної школи Оквил летять до відважних українських воїнів на лінію фронту.

On the occasion of the Day of the Ukrainian Defender, students at the Oakville (Ontario) Ridna Shkola wrote letters and postcards, created drawings and applications, and sent wishes for Ukraine's victory over Russia. We admire the courage and bravery of those who stand firm and defend Ukraine against the enemy. Students at the Ukrainian school in St. Marys, ON, also joined the campaign to write letters and postcards to Ukrainian soldiers. Together, these letters will be sent to Ukraine!

День подяки в Рідній школі Оквил (Онтаріо)

На пізнавальних уроках учні роздумували й ділилися своїми думками, висловлюючися про: За що ми вдячні? Як ми висловлюємо нашу вдячність? Що приносить нам почуття щастя? Як допомогти іншим бути щасливими?

Результатом дружнього обговорення й ідей-вражень стало створене разом “Дерево подяки”. Ось за що вдячні наші діти і що є важливим для них в повсякденному житті.

Дякуємо за все!

During the cognitive lessons, students reflected and shared their thoughts on questions such as: What are we grateful for? How do we express our gratitude? What brings us a sense of happiness? How can we help others be happy? The result of this friendly discussion, along with their ideas and impressions, was a collaboratively created "Gratitude Tree."

Source: <https://shorturl.at/KCWKd>



Applications Now Open for Fully Funded MA and PhD Programs in Slavic & East European Languages & Cultures



The Department of Slavic & East European Languages & Cultures is currently accepting applications for its MA and PhD programs for Fall 2025. Both the PhD and 1-Year MA programs are fully funded, covering tuition and fees while providing a living stipend. A Zoom open house will be held on Wednesday, October 23, 2024, at 4 PM EST for interested applicants to learn more about the programs and ask questions. Registration is available at the following link: <https://utoronto.zoom.us/meeting/register/tZ0tcO-qpzwoGtfISJjWCjbsJteRcxOSiyCW>.

The application deadline is December 15, 2024, for the online application form, supporting documents, and references.

This full-service Slavic & East European Department offers a wide range of programs covering Russian, Polish, Ukrainian, and South Slavic languages and cultures. Research strengths include Russian literature and culture from the eighteenth century to the present, encompassing the Golden Age with figures such as Pushkin, Gogol, Dostoevsky, and Tolstoy, as well as Polish literature, Ukrainian romanticism, and South Slavic literatures. Additionally, the department engages in film studies, visual arts, theories of drama and performance, and Russian language pedagogy. More details on faculty specialties can be found here: <https://www.slavic.utoronto.ca/people/directories/all-faculty>.

The department's research breadth allows students to combine different literatures and cultures in their studies. Collaborative programs with Jewish Studies and Transnational and Diaspora Studies are available, as well as opportunities to work with associated faculty in the Comparative Literature and History Departments, and the Centre for European and Eurasian Studies.

The Jackman Humanities Institute also offers a platform for interdisciplinary collaboration. The University of Toronto's library system, ranked third in North America after Harvard and Yale, excels in Slavic and Eastern European studies, providing extensive bibliographic assistance and access to a wealth of print and digital resources.

For further details about the application process, please follow this link:

<https://www.slavic.utoronto.ca/graduate/graduate-program-information/graduate-admissions-and-funding> or contact Associate Chair, Graduate, Prof. Dragana Obradović at dragana.obradovic@utoronto.ca.

Кафедра слов'янських та східноєвропейських мов і культур приймає заявки на магістерські та аспірантські програми на осінь 2025 року. Програми повністю фінансуються, включаючи навчання, збори та стипендію на проживання. 23 жовтня 2024 року о 16:00 за східним часом відбудеться день відкритих дверей у Zoom.

Реєстрація за посиланням:

<https://utoronto.zoom.us/meeting/register/tZ0tcO-qpzwoGtfISJjWCjbsJteRcxOSiyCW>.

Кафедра пропонує програми з російської, польської, української та південнослов'янської культур, а також можливості співпраці з іншими факультетами.

Кінцевий термін подачі заявок - 15 грудня 2024 року.

Деталі подачі заявки:

<https://www.slavic.utoronto.ca/graduate/graduate-program-information/graduate-admissions-and-funding> або зв'язок з доцентом Драганою Обрадовіч: dragana.obradovic@utoronto.ca.



New Montreal summer camp helps Ukrainian refugee children integrate in Quebec

MONTREAL — A basement in Montreal’s Mile End neighbourhood boomed with upbeat Ukrainian music Friday afternoon as a group of children jubilantly performed a dance routine before an audience of parents who brought them to safety from the war in their home country.

The 30 children, between the ages of five and 12, were the first cohort to attend camp Dyvo, a free, new summer program that aims to help Ukrainian refugee children and their families settle in Montreal. The Friday performance marked the end of the first two-week camp session. A new batch of 30 children will start next week.

Dyvo, or “wonder,” in English, is an initiative of the Quebec branch of the Ukrainian National Federation. Branch president Taras Kulish said the goal of the program is to foster a sense of community among new arrivals and help them integrate in their new environment, using day trips to familiarize participant families with the city. The camp is based out of the federation’s community centre.

So far, the camp has proved to be a critical social touchpoint for refugees who fled the war in Ukraine launched by Russia, Kulish said.

“You can only imagine leaving your family, all your cherished belongings behind,” he said in a recent interview. “You arrive in this country where you know



nobody, you have no family, no friends. So the building of community through getting to know people of your own culture ... you would imagine would be very important.”

The program serves to promote Ukrainian culture while anchoring new immigrants in Montreal, Kulish explained, adding that it creates work for refugees by employing them as camp leaders. It also emphasizes the use of the Ukrainian language among campers, many of whom are attending school in French.

The result is what Kulish described as a “nurturing” setting that instils appreciation for the Ukrainian language and culture.

For Maryna Kucher, the camp has been a way to ensure her 11-year-old son feels a sense of connection with her home country. She and her two sons arrived in Canada in April 2022, shortly after the war began. Kucher’s husband stayed behind to fight.

“I’m so happy ... about this program because our children, they need to keep their language, their traditions, especially when they’re younger,” she said before the performance began Friday. “It’s very important to speak, to sing, to draw, to be together and to help each other.”

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Camp coordinator Olena Khomyakova said the camp has been able to leverage the talents of the refugee community to provide activities for the children. Local Ukrainian artists have given demonstrations in painting and stop-motion movie-making. The walls of the community centre's basement theatre were adorned in children's drawings and posters, all of them carrying messages in Ukrainian.

Anastasiia Soliak, whose nine-year-old son attended the camp, said the experience helped facilitate his integration in Quebec. She said it was "very important for children to be integrated but also to be in (a) network which is safe, which is the first step before integration into new society."

The Ukrainian National Federation received 200 applications from local families who hoped to enrol their children in the camp this year, Kulish said. He said he is trying to secure enough funding to expand the program in the coming years.

Source: <https://shorturl.at/3iQWA>

У монреальському районі Майл-Енд підвал наповнився українською музикою, коли 30 дітей віком від п'яти до 12 років продемонстрували танцювальну програму на завершення табору «Диво», нової літньої програми для українських біженців. Започаткований квебекською філією Української національної федерації, табір має на меті допомогти дітям та їхнім родинам інтегруватися в Монреалі та сприяти формуванню почуття спільності. Президент осередку Тарас Куліш наголосив на важливості створення зв'язків для новоприбулих, які залишили все позаду через війну в Україні. Табір не лише пропонує українську культуру, але й залучає біженців до керівництва, посилюючи використання української мови. Марина Кучер, мати одного з учасників табору, висловила вдячність за роль табору у підтримці культурних зв'язків її синів. Координаторка Олена Хом'якова підкреслила залучення місцевих українських митців до проведення заходів, що збагачує досвід. Отримавши 200 заявок, «Диво» має на меті забезпечити фінансування для розширення програми в майбутньому, визнаючи її важливу роль у громаді для сімей біженців.





“The first lesson at Ridna Shkola took place Saturday (September 16)!”

Our students returned to their studies with smiles and joy!

This past Saturday, we had a wonderful start to the school year – the kids eagerly participated in the first lessons, made new friends, and shared their summer stories.

A special thank you to the Government of Newfoundland and Labrador for supporting our community !

Thank you to everyone for such a fun and exciting start! There are many more engaging lessons, games, and activities ahead, so stay tuned!”

- Ukrainian National Federation Avalon Branch



«У суботу (16 вересня) відбулося перше заняття в «Рідній школі»! Наші учні повернулися до навчання з посмішками та радістю! Минулої суботи ми відзначили чудовий початок навчального року — діти з задоволенням брали участь у перших уроках, знаходили нових друзів та ділилися своїми літніми історіями.

Окрема подяка Уряду Ньюфаундленду та Лабрадору за підтримку нашої громади! Дякуємо всім за такий веселий та захоплюючий старт! Попереду ще багато цікавих уроків, ігор та заходів, тож слідкуйте за новинами!»

- Ukrainian National Federation Avalon Branch

Source: <https://shorturl.at/NVcRA>

UKRAINIAN LANGUAGE AND CULTURE PROGRAMS AT THE POST-SECONDARY LEVEL: UNIVERSITY OF EDINBURGH

In 2022 ULEC initiated a series of articles highlighting Ukrainian Studies programs at the post-secondary level. To date, we have featured Ukrainian programs at the University of Alberta, the University of Cambridge, the University of Victoria, Indiana University, the University of Kansas, Monash University, the University of Michigan, the University of Viadrina Frankfurt (Oder), the University Of Manitoba, the University of Saskatchewan and the University College London. This newsletter features the University of Edinburgh. We are grateful to Yana Proskurkina and Jeannette Rissmann for this interview.



Could you kindly tell us about the history of the Ukrainian Studies program at the University of Edinburgh? How and when was it established? What has sustained it over the years? Were there any difficult times? How did you overcome them?

Jeannette:

The Centre for Open Learning (COL) at the University of Edinburgh is the home of Languages for All (LfA). LfA offers language teaching and learning in two programmes: credit courses as part of the university-wide provision (Open Languages) for undergraduate and graduate students, and non-credit courses for the general public which included about 25% of undergraduate and graduate students who do not want to take a language for credit (evening courses). We currently offer evening cours-

es in 16 languages and credit courses in 4 languages. Ukrainian is the latest addition to our languages programme. It was initiated in the academic year 2022-23. The natural home of the discipline of Ukrainian Studies is the School of Literatures, Languages and Cultures (LLC). However, due to time constraints and complications, the Ukrainian Language Programme was initially placed within LfA. A move to LLC in the future is possible. Courses for credit and non-credit provision were validated at the Board of Studies in May 2023 and Yana Proskurkina was recruited as the Teaching Fellow (Ukrainian) who would take over the course organization.

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UKRAINIAN LANGUAGE AND CULTURE PROGRAMS AT THE POST-SECONDARY LEVEL: UNIVERSITY OF EDINBURGH

(Continued from p.25)



Центр відкритого навчання Единбурзького університету проводить програму «Мови для всіх», яка пропонує кредитні курси для студентів та аспірантів, а також некредитні вечірні курси для широкої громадськості. Наразі програма пропонує вечірні курси 16 мовами та кредитні курси 4 мовами. Українська мова була додана до програми у 2022-23 навчальному році, хоча її основною домівкою є Школа літератур, мов і культур. Курси були затверджені у травні 2023 року, а Яна Проскуркіна була призначена викладачем української мови, яка курує всі відповідні курси.

How would you describe the students who take your courses/program? Are they heritage speakers?

Yana:

The students in our courses are a really diverse group, coming from all sorts of backgrounds. Some are heritage speakers with Ukrainian roots, eager to reconnect with their family's language and culture. I hear the stories from our students that their grandfather was Ukrainian, but already their mother and father don't speak Ukrainian or their father was Ukrainian but they didn't have an opportunity to learn the language in their childhood. It's very interesting to see how the words which they heard in their childhood come back to them and make sense. Others might not have any direct ties to Ukraine but are fascinated by the language for personal, academic, or even professional

reasons. Interestingly, recent events in Ukraine have sparked a lot of curiosity and interest. I have students in our evening courses who became sponsors for Ukrainians in the UK Home for Ukrainian scheme or who are volunteering for Ukraine, and language skills can make a real difference for them. They see learning Ukrainian as a way to offer that support more effectively, they want to learn Ukrainian to understand the culture and history better. It's also not uncommon to have complete beginners who are just curious and adventurous learners.

What's great is that everyone brings their own unique perspective to the classroom. While their reasons for taking the course may differ, they all share a genuine interest in the language.

What steps do you take to attract students into your program? What strategies do you use to promote it? Do you offer any special events? Is the local community involved?

Yana:

To attract students to our Ukrainian language program, we focus on making the learning experience visible and engaging. For both credit and non-credit courses, one of the key steps we take is organizing events like language tasters.

These give potential students a fun and low-pressure way to experience the language and see what our program has to offer.

To promote our credit courses, we also participate in Student Fairs during the Welcome Week and Open Days, where we can personally talk to students about the benefits of learning Ukrainian and how it could fit into their academic or personal goals.



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UKRAINIAN LANGUAGE AND CULTURE PROGRAMS AT THE POST-SECONDARY LEVEL: UNIVERSITY OF EDINBURGH

(Continued from p.26)

Наші курси української мови приваблюють різноманітних студентів. Багато з них — носії мови, які прагнуть відновити зв'язок зі своїм корінням і діляться історіями родинних зв'язків з Україною. Інші вивчають мову з особистих чи професійних причин, зокрема через підвищений інтерес до України в останні роки. Деякі студенти беруть участь у спонсорстві українців або волонтерстві, вважаючи знання мови важливим внеском.

Do your students participate in any exchange programs with Ukraine? Or sponsor students from Ukraine?

Yana:

Our Ukrainian language program is actually quite new, so we haven't yet had the chance to get involved in any exchange programs with Ukraine or sponsor students from there. The format of our program is primarily focused on language learning within the university setting, and right now, the university doesn't offer any specific exchange opportunities or sponsorships related to Ukraine. For now, our focus is on providing solid teaching in Ukrainian for our students, but we're open to opportunities that might arise as the program evolves.



What do you think your students would identify as the highlight of the Ukrainian courses/program at the University of Edinburgh?

Yana:

I think students would say it is the environment we create. When we ask for their feedback, they mention how much they appreciate the interactive nature of the lessons. We use a lot of group work, discussions, so they're not just passively learning - they're actively using the language from day one. We don't just focus on grammar and vocabulary — we try to give a broader aspect of the language, its culture, traditions. Another thing students love is the sense of community. They get to know each other well, and that creates a really supportive atmosphere where everyone feels comfortable participating and asking questions. I guess, all of these elements together make the Ukrainian courses enjoyable and memorable.

Студенти цінують інтерактивні уроки з акцентом на групову роботу і дискусії, що створює цікаве навчальне середовище. Ми також підкреслюємо культурні аспекти мови, формуючи дружню спільноту, де студенти відчують комфорт і можуть вільно обговорювати теми. Ці елементи сприяють незабутньому навчанню.

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UKRAINIAN LANGUAGE AND CULTURE PROGRAMS AT THE POST-SECONDARY LEVEL: UNIVERSITY OF EDINBURGH

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What are the successes and challenges that you face today?

Yana:

The Ukrainian courses have seen some real success, especially in terms of student engagement and interest. When the program started, the number of students who enrolled for short courses for the first term even exceeded the expected number. And it's been rewarding to see how students made real progress and also get positive feedback from the learners after the course.

However, there are also some challenges. One big hurdle is the limited resources available for language teaching and learning. I have to create my own resources, which can be time-consuming. When it comes to audio or especially video resources tailored for beginners it's really an ongoing challenge. Additionally, there's the issue of balancing the different levels of language proficiency in one classroom. It goes without saying that heritage speakers or those whose mother tongue belongs to the Slavic group of languages can pick up Ukrainian faster than complete beginners with zero prior experience in learning languages who need more support. And one challenge we can anticipate for the future is that, with Ukrainian being a less commonly taught language, it might be tricky to maintain consistent enrollment numbers across semesters. However, while we have some hur-

dles to overcome, the enthusiasm and progress we're seeing are really encouraging and drive us to keep improving the courses.

Is there anything else you would like to share?

Yana:

I just want to take a moment to emphasize the importance of introducing these Ukrainian language courses. Edinburgh University took a significant step offering a Ukrainian language program in 2023. It isn't just about language learning — it's about preserving and promoting the Ukrainian identity on a global stage. In today's world, where Ukraine is at the forefront of many important conversations, having more people understand the language can only foster deeper connections and understanding. It's an important step not just for the students who will benefit from it, but also for the broader Ukrainian community. I'm excited to see how this course will grow and the impact it will have in the years to come.

Курси української мови користуються великим успіхом, перевищуючи очікування щодо кількості слухачів і отримуючи позитивні відгуки. Учні досягають значного прогресу, демонструючи активність і зацікавленість.

Yana Proskurkina and Jeannette Rissmann





Canadian Lecturers from left: Christine Zeltway, Orest Haras, Iryna Haras, Sophia Berezowsky, Bohdan Kolos, Oksana Wynnyckyj-Yusypovych, Borislav Bilash II, Irena Perehinets

Teaching the Love of Learning Summer Institute in Ukraine

When I first heard the "air alert" sirens in Ukraine this summer, I slipped out of my warm hotel bed on the third floor and peeked out the window. It was after midnight, and I didn't see a single light; Lviv was utterly dark.

After a short while, as my eyes adapted to the complete darkness, I saw a few lights here and there. I reassured myself that it was complicated for a drone to identify a specific location or target.

As in most Ukrainian cities during the continuing war invasion, the residents face numerous challenges to everyday living. With electricity available for limited and unpredictable periods and an irregular water supply, many businesses rely on generators during power outages. This resilience in the face of adversity, particularly among educators, is a testament to the strength and determination of the Ukrainian people, inspiring hope for a brighter future.

Our team of eight Canadian teachers, mostly Plast members, arrived in Ukraine to continue our in-service for Ukraine's teachers in various subjects and levels approved by the local (Upravlinnia) Boards of Education. In Ukraine, all teachers must complete

continuing upgrading courses every five years.

Our team spent a week in Lviv this year and a week in Mukachevo in the Zakarpattia Oblast. Both cities have had relatively fewer bombings by the invading aggressor. About two hundred fifty participants and twenty-one local co-instructors were in each location.

The courses were similar to those of prior years.

However, each teacher updated their courses according to the audience's needs.

Bohdan Kolos, Orest Haras, and Iryna Haras dealt with the administrator courses (Principals, Vice-Principals, and Guidance Counselors/Educational Psychologists), which included topics such as creative problem-solving, emotional intelligence, and dealing with parents.

Melania Kovaluk from Canada participated with the psychologists through online conversations.

Borislav Bilash II led the modern methods of science education programs for both primary and secondary teachers, focusing on developing skills-based explanations.

Christine Zeltway introduced to teachers of the junior/intermediate mathematics programs a focus on effective questioning, cooperative learning strategies,

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and the use of manipulatives (concrete materials to help develop conceptual understanding).

Sophia Berezowsky described how to ignite a passion for reading by focusing on literacy skills for real-life situations.

Iryna Perehinets presented a second language teaching program and shared her experiences as a Vice-Principal with various groups.

Oksana Wynnyckyj-Yusypovych focused on presenting the expanded 'Nova Ukrainska Shkola' (New Ukrainian School) curriculum for elementary schools in Ukraine.

Цього літа, незважаючи на повітряні тривоги у Львові, я побачив стійкість українців, особливо освітян.

Наша команда канадських вчителів провела тренінги для місцевих освітян у Львові та Мукачеві, залучивши близько 250 учасників. Курси охоплювали сучасні методи викладання, зосереджуючи увагу на потребах учнів. Попри виклики війни, ми знайшли радість у навчанні. Програма отримала підтримку від української діаспори, наголошуючи на силі освіти в складні часи.

The curriculum, which encourages teachers to focus on teaching children's needs rather than subjects, is a significant shift in Ukraine's education system and has the potential to affect student learning positively. Usually, it means teaching to make learning enjoyable. Despite years of comparative results through PISA worldwide scores, Ukraine has yet to fare well compared to other countries. With the challenges they currently encounter, including the ongoing war invasion, this is entirely understandable. It's important to acknowledge and understand these challenges as we work towards improving education outcomes in Ukraine.

The Programme for International Assessment (PISA) is a global program that assesses the problem-solving skills and knowledge of about 600,000 15-year-old students from different countries. It provides valuable insights into the effectiveness of different education systems and helps identify areas for improvement. While observing people on the streets during this war

in Ukraine, we encountered gloomy faces and rarely found a smile. Yet, here we were, in a crowded schoolyard with teachers forgetting where they were, smiling and laughing, enjoying being students again.

Although we had travelled long hours from North America to get to the Summer Institute in Ukraine, we wanted to share with our friends and colleagues in uncertain situations what education could be like under better conditions. As Canadians, we knew that we would be going home soon, but we were together with new friends and old, reigniting the spark of learning!

The Canadian instructors/teachers primarily covered their own travel expenses. However, other costs of these summer programs were made possible through the generous sponsorship from Buduchnist Credit Union's Foundation and their Car and Home Insurance program. Thanks also go to the Ukrainian World Congress and the local Toronto member of the federal parliament, Yvan Baker.

All participating teachers are deeply grateful for the support of the Ukrainian diaspora community.

By Bohdan Kolos



Participants of the July 2024 Summer Educational Institute in Mukachevo City in Zakarpattia Oblast Ukraine. Photos courtesy of Volodymyr Tsyfra

PACE condemns Russian aggression against Ukraine, calls for comprehensive, just and lasting peace



The Parliamentary Assembly of the Council of Europe (PACE) condemned Russia's ongoing war of aggression against Ukraine, stressing the importance of upholding Council of Europe standards and calling for “a united front to stop the aggression and win a peace which is comprehensive, just and lasting, ensuring that the rule of law prevails over the rule of force.”

The resolution adopted by the Assembly, based on the report by Iulian Bulai (Romania, ALDE), underlines that achieving peace means “supporting the victory of Ukraine militarily, financially, politically, and diplomatically at bilateral and multilateral level” and recognising “the nature, extent and gravity of the crimes committed by the Russian Federation.”

Therefore, in its resolution, the PACE has set several priorities and recommends in particular:

- recognising the Great Famine (the Holodomor) as an act of genocide and adopt resolutions commemorating the victims;
- encouraging the countries represented in the Conference of Participants of the Register of Damage to “swiftly advance to ensure the Register of Damage is operational as soon as possible;”
- establishing an international compensation mechanism for the victims and supporting the creation of a Special International Tribunal for the crime of aggression;
- providing support for international bodies like the

International Criminal Court and the Joint Investigation Team to investigate and prosecute war crimes and crimes against humanity “committed or ordered in Ukraine, since the beginning of the aggression in 2014;”

– providing the widest possible support of President Zelenskyy's Peace Formula and to assist Ukraine in its “struggle to defend its independence, sovereignty and territorial integrity.”

Finally, the Parliamentary Assembly resolves to maintain dialogue and co-operation with democratic opposition forces in Russia and Belarus “which respect Council of Europe values, including the specific criteria established in this regard, support the victory of Ukraine, respect the territorial integrity of Council of Europe member States and publicly condemn Russian aggression.”

The resolution and recommendation adopted by the Assembly will be available at this link:

<https://shorturl.at/0tOps>

Парламентська асамблея Ради Європи засудила війну Росії проти України, підкресливши необхідність єдиного фронту для забезпечення миру на основі верховенства права. Резолюція, заснована на доповіді Юліана Булая, акцентує на важливості військової, фінансової та політичної підтримки України, а також визнання злочинів, скоєних Росією.

Ключові рекомендації включають:

- *Визнання Голодомору геноцидом та вшанування пам'яті його жертв.*
- *Якнайшвидше введення в дію Реєстру завданих збитків.*
- *Створення міжнародного механізму компенсації та Спеціального міжнародного трибуналу щодо агресії.*
- *Підтримка міжнародних розслідувань воєнних злочинів в Україні з 2014 року.*
- *Підтримка Формули миру президента Зеленського та допомога Україні у захисті її суверенітету.*

Source: <https://shorturl.at/UxQfy>

Occupied education. How Russia distorts the minds of Ukrainian children in Kherson



Millions of Ukrainian children are beginning a new school year today, either in Ukraine or abroad. However, more than 500 schools remain under Russian control, where parents and teachers face severe consequences for resisting the imposed education. Many children in these occupied areas harbor fears about returning to Ukraine, often labeling themselves as traitors.

A study by The Reckoning Project reveals how Russia is attempting to indoctrinate Ukrainian youth through a distorted education system. Notable figures like Tetiana Kuzmich, released on bail in 2020 after being suspected of espionage, are now pivotal in this effort, as she leads the occupation's education department in Kherson, enforcing Russian standards and certifications.

In October 2022, the Russian Ministry of Education sent guidelines to occupied educational institutions, instructing them to display Russian symbols, incorpo-

rate Putin's quotes into school interiors, and celebrate national holidays such as "Day of National Unity" and "Reunification of Crimea with Russia." These directives aim to solidify a Russian identity among Ukrainian students.

After the Armed Forces of Ukraine liberated Kherson in November 2022, students like Zhenya Ihnatov faced the aftermath of the occupation, uncertain about their pro-Russian teachers' fates, who likely fled to Crimea. Since the start of the full-scale invasion, Ukrainian prosecutors have initiated over 500 criminal cases related to educational collaboration, yet only a handful of indictments have been processed, underscoring the challenges of prosecuting these offenses.

The situation on the left bank of the Dnipro, still under Russian control, presents a grim picture, with aggressive Russification becoming systemic. Families striving to maintain Ukrainian education often do so in secrecy, under the constant threat of violence and military intimidation. Reports indicate that military personnel conduct house-to-house inspections to enforce enrollment in Russian schools, often pressuring parents to provide proof of their children's attendance at these institutions.

Teachers like Halyna Ivanivna resist these pressures by refusing to teach the Russian curriculum, despite facing intimidation from authorities. She recounts being approached multiple times by military officials urging her to return to teaching, only to reply that

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as a Ukrainian language teacher, her skills would be unwanted. Many colleagues, however, succumb to pressure, driven by economic necessity, as local jobs become scarce and living costs rise.

The Ukrainian Education Ombudsman has received around 700 appeals from teachers in occupied territories, revealing the extent of coercion and control exerted by Russian authorities. Educational institutions in these areas have been re-registered as legal entities of the Russian Federation, forcing families into a difficult choice between survival and their children's Ukrainian identity.

Despite the dangers, many families remain committed to online Ukrainian education, viewing the Ukrainian secondary education certificate as a crucial asset for future opportunities in Ukraine or the West. This desire to maintain a connection to their cultural heritage is evident, even amidst pervasive Russian propaganda that seeks to distort their realities.

Students report feeling pressured by the narratives that permeate their education, often struggling to reconcile their love for Ukraine with the conflicting messages they receive about the war. Teachers like Larysa Halipenko highlight the long-term effects of this indoctrination on students' moral values and perceptions of good and evil.



The Reckoning Project continues to document these struggles, emphasizing the urgent need for international awareness and support. The situation in occupied territories is dire, with a systematic effort to erase Ukrainian identity through education. As families and educators strive to resist this manipulation, the stakes remain high for the future of Ukraine's youth.



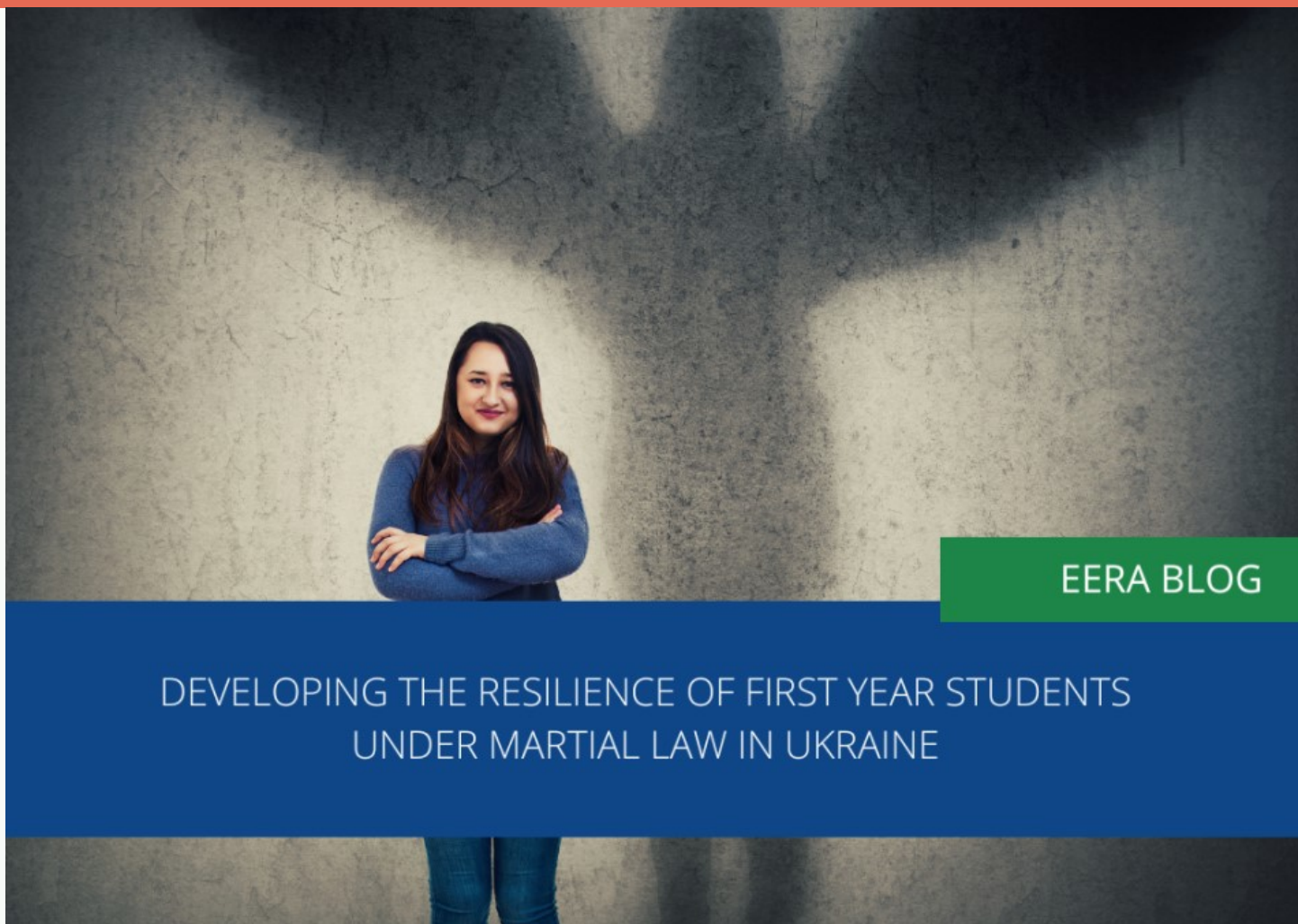
Поки мільйони українських дітей розпочинають новий навчальний рік, багато з них залишаються на окупованих територіях, де освіта використовується як інструмент індоктринації. У жовтні 2022 року Міністерство освіти Росії надіслало директиви, що зобов'язують школи використовувати російську символіку та відзначати національні свята, щоб формувати російську ідентичність.

Ситуація особливо важка на лівому березі Дніпра, де сім'ї стикаються з серйозними наслідками за опір російській системі освіти. Багато батьків намагаються зберегти українську освіту для своїх дітей, використовуючи онлайн-ресурси, незважаючи на загрозу військових залякувань. Військові проводять перевірки для примусового зарахування дітей до російських шкіл, змушуючи сім'ї відмовлятися від своїх українських зв'язків.

Вчителі, такі як Галина Іванівна, чинять опір російській навчальній програмі, але стикаються зі зростаючим тиском. Український освітній омбудсмен документує численні звернення від вчителів, які зазнають примусу, що свідчить про систематичне стирання української ідентичності.

Незважаючи на ці виклики, сім'ї чіпляються за надію на українську освіту як шлях до майбутнього. Проект «Розплата» підкреслює необхідність міжнародної обізнаності про ці проблеми, адже боротьба за збереження української ідентичності та освіти триває в умовах російського впливу.

Source: <https://shorturl.at/38cp8>



EERA BLOG

DEVELOPING THE RESILIENCE OF FIRST YEAR STUDENTS UNDER MARTIAL LAW IN UKRAINE

Developing the resilience of first-year students under martial law in Ukraine

War traumatises everyone it touches, especially children and young people. The World Health Organisation has noted that at least 10% of people who have experienced traumatic events as a result of armed conflict have had serious mental health problems (and 10% of them will have behaviours that interfere with their ability to function effectively). The aggravation of the military conflict in Ukraine has made it important to implement the project “Development of Resilience of First-Level Higher Education Students in the Context of the Military Conflict in Ukraine”, which was made possible by the Ukrainian Educational Researchers Association with the support of the European Educational Research Association.

This study was conducted at the Faculty of Special and Inclusive Education of the Dragomanov Ukrainian State University (Kyiv) at the beginning of the academic year 2022-2023. Students had started studying

from a distance, not only in different regions of Ukraine, but also in other countries as refugees.

Why focus on first-year students in Ukraine?

In the current realities of Ukraine, first-year students at Ukrainian universities are at risk of deteriorating mental health. Former school leavers had not yet fully adapted to the challenges and restrictions of receiving educational services in the COVID-19 pandemic, and the start of professional training again required a change in lifestyle, way of thinking, attitude towards themselves and others, in accordance with the requirements of the newly developing social situation. And all this was happening against the backdrop of escalating military aggression by the Russian Federation, which was accompanied not only by a risk to life and health, but also possible mental trauma or damage to basic structures of personality, starting with physiological reactions to stress, and ending with the general

(Continued on p. 35)

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picture of the world and self-image.

After the first week of studying at the university under martial law, Ukrainian first-year students reported a deterioration in their mental health: symptoms of distress (asthenia, increased anxiety, low mood, restless sleep, tension) and somatisation (headaches) prevailed. In some cases, this was combined with certain manifestations of anxiety (anxiety/panic attacks, fear of public embarrassment). More than half of the surveyed first-year students associated the deterioration of their mental health with their studies and the situation in Ukraine (52.1% and 66.2%, respectively).

Why focus on resilience?

Adaptation to a difficult life situation, and overcoming and preventing negative consequences, is significantly influenced by the availability of certain personal resources. In this context, it is worth talking about resilience as a systemic element in the structure of a well-being personality, a positive mental state that leads to adequate adaptation in adverse circumstances. At the same time, resilience should be viewed as a resource that allows a person to choose the appropriate type of coping.

cio-psychological consequences of emergencies by actualising their own internal resources. In other words, resilience should be viewed as a continuous, active process of emergence or development of new forces and resources for adaptation and recovery, which has uneven dynamics in the face of new risks.

According to the results of the Connor-Davidson Resilience Scale (CD-RISC-10), 38% of Ukrainian first-year students do not have the skills to maintain and support mental health, which is confirmed by their low levels of resilience. Accordingly, these students have a reduced ability to influence a complex or atypical situation, lose their own resources, have difficulties in solving new challenges and issues of life, and have difficulties adapting..

What contributes to preserving and restoring Ukrainian students' mental health?

The structure of resilience includes three components:

- *cognitive* – represented by such components as openness to experience, tolerance to uncertainty and positive thinking
- *emotional* – involves emotional stability, emotional intelligence and extraversion
- *behavioural* – search activity, prosocial behaviour.



Resilience as a factor in maintaining mental health under martial law can be defined as an individual's ability to return to normal functioning and to restore the previous state after a certain period of maladjustment due to stressful experiences. It is also about the individual's ability to prevent the emergence and exacerbation of psychological problems and dysfunctional disorders by "mitigating" the impact of the so-

In other words, if a person does not lose the ability to think flexibly in an objectively or subjectively difficult life situation, he or she is more likely to be able to regulate his or her emotional state and prevent a physiological stress response.

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Given an adequate emotional response, they will seek a constructive solution to the problem, including by seeking social support.

The level of resilience of Ukrainian first-year students is closely related to the following components:

- *extraversion* – orientation towards other people, connections with them, support
- *prosocial behaviour* – orientation towards socially useful actions
- *emotional stability* – orientation towards emotional self-regulation
- *openness to experience* – orientation towards learning new experiences and skills.

The level of resilience also depends on the complexity of the problems faced by the student.

How to develop first-year students' mental health under martial law

The innate ability of a person to be more or less resistant to stress should not be underestimated. However, without either a spontaneous (by imitating the stress-resistant response of significant others and identifying with them) or specially-organised process of acquiring resilience skills, this may not be enough when the traumatic nature of the situation exceeds the individual's inborn reserves to withstand its negative impact.

Therefore, a training programme on developing resilience in first-year students was developed to familiarise participants with a set of psychological tools that will help harmonise their self-image, self-concept and attitude to themselves; actualise and activate self-knowledge processes; and form emotional and behavioural self-regulation skills that will strengthen their psychological stability (resilience).

This training programme consists of six modules, each of which contributes to forming and developing important mental health competencies:

- The ability to communicate, develop relationships with other people, and to seek social support
- The ability to express their thoughts and feelings, focus their attention, and be empathetic to themselves

- The ability to identify and build on their value orientations, understand the meaning of their lives
- Positive thinking skills to strengthen self-confidence and increase their self-esteem
- The ability to build mutual support and effective cooperation and nurture life-giving relationships
- The building of skills for effective regulation of energy and emotions.



The programme was attended by 18 first-year students. Seven students took part in a one-day offline course, while the remaining 11 students were involved in two online psychological support groups and received training over a six-week period.

After participating in the scheme, 75% of the participants showed positive changes in their resilience, especially among the participants of the online psychological support groups. However, given the small number of students who had an objective opportunity to take the training in the harsh realities of Ukraine, it is worth talking about the need for further testing.

Activities to preserve and restore students' mental health are ongoing. Elements of the training programme are used in the educational process in such disciplines as Psychological Counselling, Psychological Rehabilitation, Psychological Correction, etc.

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The training programme is also being actively implemented in the work of the Centre for Psychological Support and Social Adaptation at the Faculty of Special and Inclusive Education of Dragomanov Ukrainian State University.

Війна травмує всіх, особливо дітей та молодь. Всесвітня організація охорони здоров'я зазначає, що щонайменше 10% постраждалих від конфлікту мають серйозні проблеми з психічним здоров'ям. У відповідь на ситуацію в Україні Українська асоціація дослідників освіти за підтримки Європейської асоціації розпочала проект «Розвиток життєстійкості студентів першого рівня вищої освіти».

Дослідження, проведене в Українському державному університеті імені М.П. Драгоманова, зосередилося на першокурсниках, які адаптувалися до дистанційного навчання під час війни. Багато з них повідомили про погіршення психічного здоров'я, відчуваючи тривожність і поганий настрій. Розвиток життєстійкості є важливим для їхньої адаптації та психічного благополуччя. Життєстійкість включає когнітивні, емоційні та поведінкові компоненти, що допомагають справлятися зі стресом. Для цього була розроблена тренінгова програма з питань комунікації, емоційної регуляції, позитивного мислення та соціальної підтримки. Після участі в програмі 75% студентів покращили свою життєстійкість, особливо в онлайн-групах підтримки.

Для підтримки психічного здоров'я студентів в Україні необхідно інтегрувати тренінги з розвитку життєстійкості в освітні програми.

Key Messages

- At least 10% of people who experience traumatic events, such as the war in Ukraine have serious mental health problems
- A project by the Ukrainian Educational Researchers Association and EERA was launched to support Ukrainian first-year students
- The project focused on first-year students, as they were coping with the after-effects of the COVID-19 pandemic, and the transition from school to professional training
- Ukrainian students reported a deterioration in their mental health after the first week of studying at the university
- The EERA and UERA programme focused on building the resilience of Ukrainian students, to help them cope with the stress of studying during martial law
- 75% of participants showed positive changes in their resilience after taking part in the programme
- Further activities to preserve and restore students' mental health in Ukraine are ongoing

Dr Hanna Afuzova

Associate Professor of the Department of Special Psychology and Medicine, Faculty of Special and Inclusive Education, Dragomanov University, Ukraine

Source: <https://shorturl.at/1v2zB>





"Improving Community Social Work with Internally Displaced People with Disabilities When Fleeing War: Lessons from Ukraine."

CUCS Lecture Series

Improving Community Social Work with Internally Displaced People with Disabilities when fleeing War: Lessons from Ukraine.

The full-scale aggression against Ukraine in February 2022 has resulted in the forced displacement of over 3.5 million internally displaced people (IDPs) and around 5 million have sought refuge abroad (UNHCR, 2024). IDPs with disabilities in Ukraine faced significant barriers in accessing safety and services. This lecture explores how social support is constructed, how the war-related trauma is being addressed, and examines the impact of the conflict on displaced people with disabilities. The lecturer presents an overview of lessons learned from wartime from the practice of community social support for IDPs with disabilities in Ukraine.

The presenter, Kateryna Ihnatenko, Ph.D., MSW, is an associate professor at the Department of Social Work and a lecturer at Luhansk Taras Shevchenko National University. She is also a researcher at Ilia State University in Tbilisi, Georgia, and a fellow of the Marie Skłodowska-Curie Foundation's MSCA4Ukraine program.



Location: Room 409 Tier Building,
University of Manitoba
When: Wednesday, 1-2 PM CST
September 25th, 2024



University
of Manitoba
Centre for Ukrainian
Canadian Studies



University
of Manitoba
Faculty of Social Work

On September 25, 2024, the Centre for Ukrainian Canadian Studies, in collaboration with the Faculty of Social Work at the University of Manitoba, hosted a lecture titled "Improving Community Social Work with Internally Displaced People with Disabilities When Fleeing War: Lessons from Ukraine," presented by Dr. Kateryna Ihnatenko.

Dr. Ihnatenko shared valuable insights into the challenges faced by internally displaced people (IDPs) with disabilities since the full-scale invasion of Ukraine in February 2022, which forced over 3.5 million to flee their homes. She discussed the unique obstacles these individuals encounter in accessing safety and essential services and addressed how community

social support for this vulnerable population has been developed during the conflict.

With her background as a social worker and researcher at Luhansk Taras Shevchenko National University and Ilia State University in Tbilisi, Georgia, Dr. Ihnatenko provided an overview of lessons learned during wartime, emphasizing the importance of addressing trauma and the overall impact of the conflict.



25 вересня 2024 року Центр українсько-канадських студій у співпраці з Факультетом соціальної роботи Манітобського університету провів лекцію д-ра Катерини Ігнатенко на тему «Покращення соціальної роботи з внутрішньо переміщеними особами з інвалідністю під час війни: уроки з України». Д-р Ігнатенко обговорила виклики, з якими стикаються ВПО з інвалідністю після початку повномасштабного вторгнення в Україну в лютому 2022 року. Вона висвітлила проблеми доступу до безпеки та основних послуг, а також розвиток соціальної підтримки для цієї вразливої групи в умовах конфлікту. впливу війни.

Source: <https://shorturl.at/DaGzu>



Kateryna Ihnatenko
Lugansk Taras Shevchenko
National University



Shorena Sadzaglishvili
Ilia State University

Distance Education In Higher Education Institutions In Ukraine During War: Challenges And Adaptions

(September 26)

This lecture aims to analyze the dynamics of distance education within higher education institutions in Ukraine. It assesses the implications of the war on conventional educational systems and the innovative responses of universities in embracing online learning as a means of educational continuity. The protracted conflict in Ukraine, which began in 2014, has had a profound impact on the country's higher education landscape. Traditional brick-and-mortar universities have been disrupted by the war, resulting in significant challenges for students, faculty, and administration.

This presentation addresses the key points based on Taras Shevchenko National University of Luhansk, Ukraine. In conclusion, distance education has become a vital lifeline for higher education institutions in Ukraine, offering a means of resilience and adaptation during times of conflict. It highlights the imperative for ongoing research and support to ensure that distance education remains an effective tool for providing educational access and continuity in regions affected by war.

About Presenters

Kateryna Ihnatenko, Ph.D., MSW, is an associate professor at the Department of Social Work and a lecturer at Luhansk Taras Shevchenko National University. She is also a researcher at Ilia State University in Tbilisi, Georgia, and a fellow of the Marie Skłodowska-Curie Foundation's MSCA4Ukraine program.

Shorena Sadzaglishvili, Ph.D., professor of Ilia State University, Georgia, holds an MSW from Columbia University and a Doctorate in Psychology from Dr. Uznadze Institute of Psychology of Georgian National Academy of Sciences, Tbilisi, Georgia.

Lecture moderated by:

Dr. Tracey Bone, Faculty of Social Work

This lecture is sponsored by the Center for Canadian Ukrainian Studies, and co-hosted by the Faculty of Social Work.

Ця лекція була присвячена аналізу динаміки розвитку дистанційної освіти у вищих навчальних закладах України. У ній оцінювалися наслідки війни для традиційних освітніх систем та інноваційні відповіді університетів, які впроваджують онлайн-навчання як засіб забезпечення безперервності освіти. Тривалий Війна, що розпочалась у 2014 році, глибоко вплинула на ландшафт вищої освіти. Війна зруйнувала традиційні університети, створивши значні виклики для студентів, викладачів та адміністрації. У презентації розглядалися ключові моменти на прикладі Луганського національного університету імені Тараса Шевченка. Дистанційна освіта стала життєво важливою для вищих навчальних закладів в Україні, пропонуючи засоби стійкості та адаптації під час конфлікту. Це підкреслює необхідність постійних досліджень і підтримки, щоб дистанційна освіта залишалася ефективним інструментом забезпечення доступу до освіти.

Source: <https://shorturl.at/DaGzu>



Dr. Henry Prown, HREC's Temerty Postdoctoral Fellow in Holodomor Studies at CIUS/University of Alberta, just published in the *Journal of Cold War Studies*:

"Gangsters of the Pen: The Comintern and the "Prominent Americans" Who Served Stalin as Propagandists"

Abstract

In the 1930s, as Joseph Stalin's regime in the Soviet Union adopted policies of mass repression that resulted in the deaths of millions of people, many members of the Communist Party USA (CPUSA) were eager to write in praise of Stalin. Eventually, as the magnitude of the death toll under Stalin surged ever higher, some CPUSA members abandoned the movement. Most, however, continued to pay homage to Stalin. The archives of the Soviet-dominated Communist International (Comintern) in Moscow hold materials pertaining to a contingent of "prominent Americans (non-Communists) who would write effective brochures explaining and defending

the peace policy of the Soviet Union"—a contingent assembled by the CPUSA's Moscow representative, Nat Ross. This article examines the publications of these individuals, including those of preeminent activists Corliss Lamont and Reverend Harry F. Ward, and also of leftwing anti-Communists such as Eugene Lyons and Harry Lang—whom the party conspiratorially labeled "Gangsters of the Pen"—to explore the longer history of the Soviet Union's anti-Western propaganda campaigns.

Д-р Генрі Проун, постдокторант з вивчення Голодомору в Університеті Альберти, опублікував важливу статтю в «Журналі досліджень холодної війни» (*Journal of Cold War Studies*). Стаття під заголовком 'Гангстери пера: Комінтерн і «видатні американці», які служили Сталіну як пропагандисти' досліджує складні стосунки між Комуністичною партією США та видатними американськими діячами, які підтримували сталінський режим у 1930-х роках. У своїй роботі Проун заглиблюється в мотивацію членів КППС, які вихваляли Сталіна, незважаючи на масові репресії режиму. Він підкреслює, як деякі з них дистанціювалися від нього, коли кількість жертв зростала. Досліджуючи архівні матеріали Комінтерну в Москві, автор зосереджується на таких видатних постатях, як Корлісс Ламонт і преподобний Гаррі Ф. Ворд, а також на лівих антикомуністах, яких називали 'гангстерами пера'. Ця робота дає уявлення про історичний контекст радянських антизахідних пропагандистських кампаній.

Source: <https://shorturl.at/GCoRG>

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Conference Theme

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The overall theme of this pan-Canadian conference calls us to cross borders that exist inside and outside the second or additional language (L2/L+) classroom. We hope that by breaking down these boundaries, the plural identities of language teachers and learners will flourish!

Source/ submit: <https://shorturl.at/X12QX>



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ОРГАНІЗОВУЄ
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CELEBRATING KOSHETZ THE CHOIRMASTER

SUNDAY, NOVEMBER 3, 2024
AT 7:00 PM

PORTAGE AVENUE CHURCH
1420 PORTAGE AVE.

FEATURING:
O. KOSHETZ CHOIR
HOOSLI UKRAINIAN MALE CHORUS
THE UNIVERSITY OF MANITOBA SINGERS

HOSTED BY BOHDANA BASHUK

TICKETS:
\$25 AT THE DOOR CASH ONLY
\$20 ONLINE PLUS FEES AT EVENTZILLA



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UKRAINIAN
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FOUNDATION

Join us!

Saturday, November 9, 2024
"Building Community Together!"ANNIVERSARY
CONFERENCEThe conference will be followed
by the Hetman Awards on
Sunday, November 10, 2024Edmonton Convention Centre
9797 Jasper Ave, Edmonton AB

A conference to support the development of Ukrainian organizations in Alberta
Sessions to discuss: Education, Arts, Leadership, Ukr. Language, Youth, Culture, Dance, and much more.
Конференція для підтримки розвитку українських організацій в Альберті
Теми: Освіта, Мистецтво, Лідерство, Мова, Молодь, Культура, Танці та багато іншого.

For more information
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INVITES YOU TO OUR ANNUAL

2024
Hetman Awards

SUNDAY, NOVEMBER 10, 2024

Ukrainian Youth Unity Complex
9615 - 153 Avenue, Edmonton

RECEPTION 2:00 PM | BRUNCH 2:30 PM

TICKETS \$125 ADULT | \$75 YOUTH (UNDER 30)

TICKETS AVAILABLE AT
WWW.EVENTBRITE.CA (UCC-APC'S 50TH ANNIVERSARY
CONFERENCE + HETMAN AWARDS)

OR 780-414-1624

2024 TORONTO ANNUAL UKRAINIAN FAMINE
LECTURE"A million deaths
is a statistic": A
history of famine
denialism

WITH PROFESSOR ALEX DE WAAL

4 NOVEMBER, 7 PM EST

CAMPBELL CONFERENCE CENTRE,
MUNK SCHOOL OF GLOBAL AFFAIRS
(UNIVERSITY OF TORONTO)
& ONLINE VIA ZOOM

Alex de Waal is a world-renowned famine expert who will be speaking on famine denialism, both contemporary and historically. A Research Professor at The Fletcher School, Tufts University, Dr. de Waal leads research programs on African Peacemaking and Mass Starvation at the World Peace Foundation, where he is also Executive Director.

CANADIAN INSTITUTE OF
UKRAINIAN STUDIES

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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.

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.

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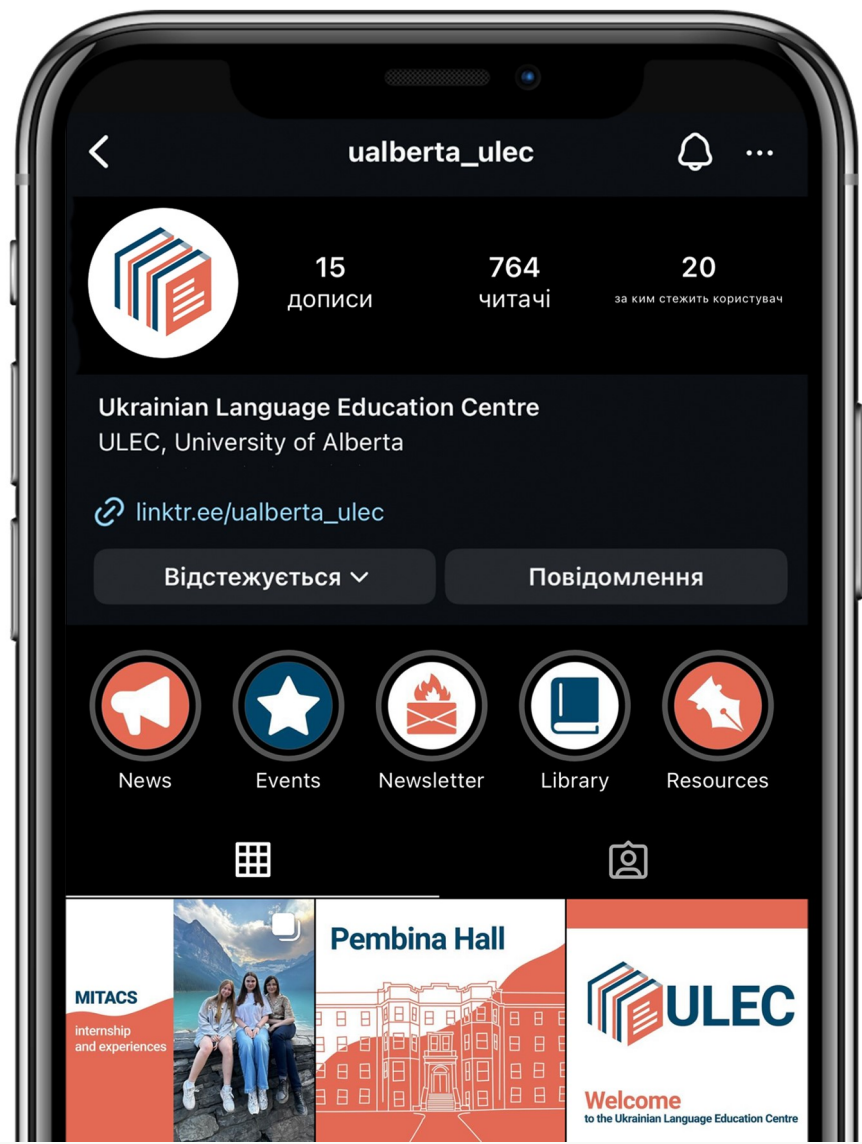
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