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UKRAINIAN STUDIES
Канадський інститут українських студій



UNIVERSITY
OF ALBERTA



ULEC

NEWSLETTER

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ULEC Експрес
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Редактори: Олена Білаш, Оксана Буківська, Марія Острого

Паспорт літня

Літо

Віт: ЛІПЕНЬ

Віт слова: ЛІПТА

Це дерево, що цвіте в цей час.

Діть народжені: 1 ЛІПНЯ

Нара року: ЛІТО

Номер у році: СЬОМІЙ

НАЗАД ДОДОМУ!

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Dear Readers,

As summer draws to a close, our focus naturally shifts back to the rhythms and responsibilities of organizational life. Whether it is returning to the office, engaging with community groups, or spearheading new initiatives, the questions of belonging and contribution pop to the front of our minds. Which organizations will we belong to? How can we contribute meaningfully? How can we assist groups in which our children are active? How can we pace ourselves so we do a good job without burning out? How do we contribute to the sustainability of our community's organizations? Are we growing leadership through younger generations and new members?

Our needs to belong, exert influence, experience freedom, and enjoy life are fundamental drivers of our behaviour, report renowned psychologists Glaser and Adler. Leadership, in essence, is the art of aligning individual needs with collective objectives. The Hawthorne effect, which suggests that individuals increase their productivity when observed, highlights the significant impact of social dynamics in the workplace. This phenomenon reminds us that leadership is not just about managing tasks but also about fostering a sense of community and shared purpose.

Proverbs about leadership offer timeless insights into its core essence. "Blessed is the leader who seeks the best for those he serves" emphasizes servant leadership – a model where the leader prioritizes the growth and well-being of their team. This approach builds trust and respect, fostering a more committed and

productive team. The Chinese proverb, "An army of 1000 is easy to find but how difficult to find a general," underscores the rarity and value of genuine leadership. True leaders are those who stand out not just for their ability to command but for their capacity to inspire and guide effectively. Lao tzu's wisdom suggests that true leaders are those who practice humility, self-restraint, and prioritize the needs of others. By avoiding self-interest, leaders can earn genuine respect and loyalty, which are essential for long-lasting influence.

Effective leadership, as illustrated by these proverbs, is not about authority or position but about action and character. It requires a blend of intelligence, integrity, loyalty, humour, discipline, courage, and confidence. These traits enable leaders to inspire, connect, and guide their teams towards shared goals.

Sociologists Lave and Wenger describe seven types of leadership, each playing a vital role in the fabric of an organization's life. Inspirational leadership is embodied by thought leaders and recognized experts who motivate others through vision and ideas. Day-to-day leadership can be seen in those who organize activities and ensure operational efficiency, like project managers who keep teams on track. Classificatory leadership involves those who collect and organize information to document practices, akin to archivists who preserve institutional memory. Interpersonal leadership is demonstrated by individuals who weave the community's social fabric, such as team builders who strengthen team cohesion. Boundary leaders

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- UCC Youth Ambassadors 2026–2027
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- Summer Institute 2026 Brings Canadian and Ukrainian Educators Together
- Celebrating Ukraine's Independence Day
- Ukrainian Bilingual Program in Sherwood Park
- Interview with Dr. Denise Larsen

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connect the community to others, much like networkers who foster external partnerships. Institutional leaders maintain links with other organizational constituencies, similar to liaisons who ensure alignment with broader organizational goals. Cutting-edge leaders shepherd out-of-the-box initiatives, driving innovation and creative solutions.

Distributed leadership further enriches this landscape by ensuring that all members of an organization use their strengths, are actively engaged and share responsibilities. This model not only democratizes leadership but also models participation for students and children and enhances program sustainability by fostering a culture of collective ownership and accountability.

Leadership is a journey, not a destination. As we transition into the post-summer season, let us embrace the opportunity to participate and lead with purpose, empathy, and resilience. By doing so, we not only fulfill our own potential but also contribute to the flourishing of our youth, organizations and communities.

This newsletter offers glimpses of leaders across the country and beyond, showing the many ways people inspire, organize, connect, preserve, and create within our diaspora.

ULEC's Mitacs Globalink Research Interns are examples of inspirational leaders who bring fresh ideas and shared responsibility to the development of Ukrainian-language educational videos connected to the UN Sustainable Development Goals (pp. 9-10). ULEC's new project supporting Ukrainian language retention in newcomer families, made possible through the Anna Rudyk-Oastrom Memorial Fund, demonstrates the role research plays in cutting-edge initiatives (p. 11). In our interview section, we see more cutting-edge leadership with Dr. Denise Larsen's reflections on hope and its role in education, counselling, and human change, drawing attention to empathy, encouragement, and the ability to help others recognize possibilities in challenging circumstances (pp. 58-61).

Boundary spanner leadership is exemplified by our new partnership with Dr. Valentyna Savchyn of Lund University in Sweden (p. 12), as well as by the Toronto Institute for Professional Development of Teachers' long-running professional exchange and collaboration between Canadian and Ukrainian educators whose 2026 highlights

we feature on page 41. The activities of Ukrainian Day 2026 remind us of the day-to-day leaders who make families, schools, churches, dance groups, museums and businesses work (pp. 45-48).

In HREC News, we turn to leaders who preserve and share knowledge through the recent review of William Noll's *The Transformation of Civil Society* (p. 17).

Across the provinces, readers will find stories of emerging leaders, educators, scholars, volunteers, and community members who mentor others, support newcomers, preserve history and culture, create spaces of belonging, and strengthen Ukrainian life in Canada. The UCC Youth Ambassadors Program looks to the next generation through mentorship, community service, and locally led initiatives, while other stories, such as the lifetime contributions of Lesia Perritt (pp. 50-57), remind us how much lasting change begins with the commitment of individuals and small groups.

Beyond Canada, this issue highlights the courageous and caring educational leaders in underground schools in Ukraine who create a sense of safety and normality for their students under extraordinarily difficult circumstances (pp. 43-44).

As summer comes to a close and a new school year begins, we hope these stories encourage each of us to consider how we can contribute through our ideas, our relationships, our daily work, and our willingness to take responsibility and leadership in the communities we are part of.

As you ponder your role in school and community organizations in the coming season, consider what kind of leader you aspire to be, and what you want to model for the younger generation. Whether you aim to be the visionary who inspires change, the organizer who ensures smooth operations, or the boundary leader who connects communities, your leadership style will shape not only your personal journey but also the success and future of your organization.

Wishing our readers an inspiring and successful start to the new school year!

Newsletter Editors:

Prof. Olenka Bilash (Director, ULEC)

Dr. Mariia Ostroha (Research Coordinator, ULEC)

Dr. Oksana Butkovska (Research Assistant, ULEC)

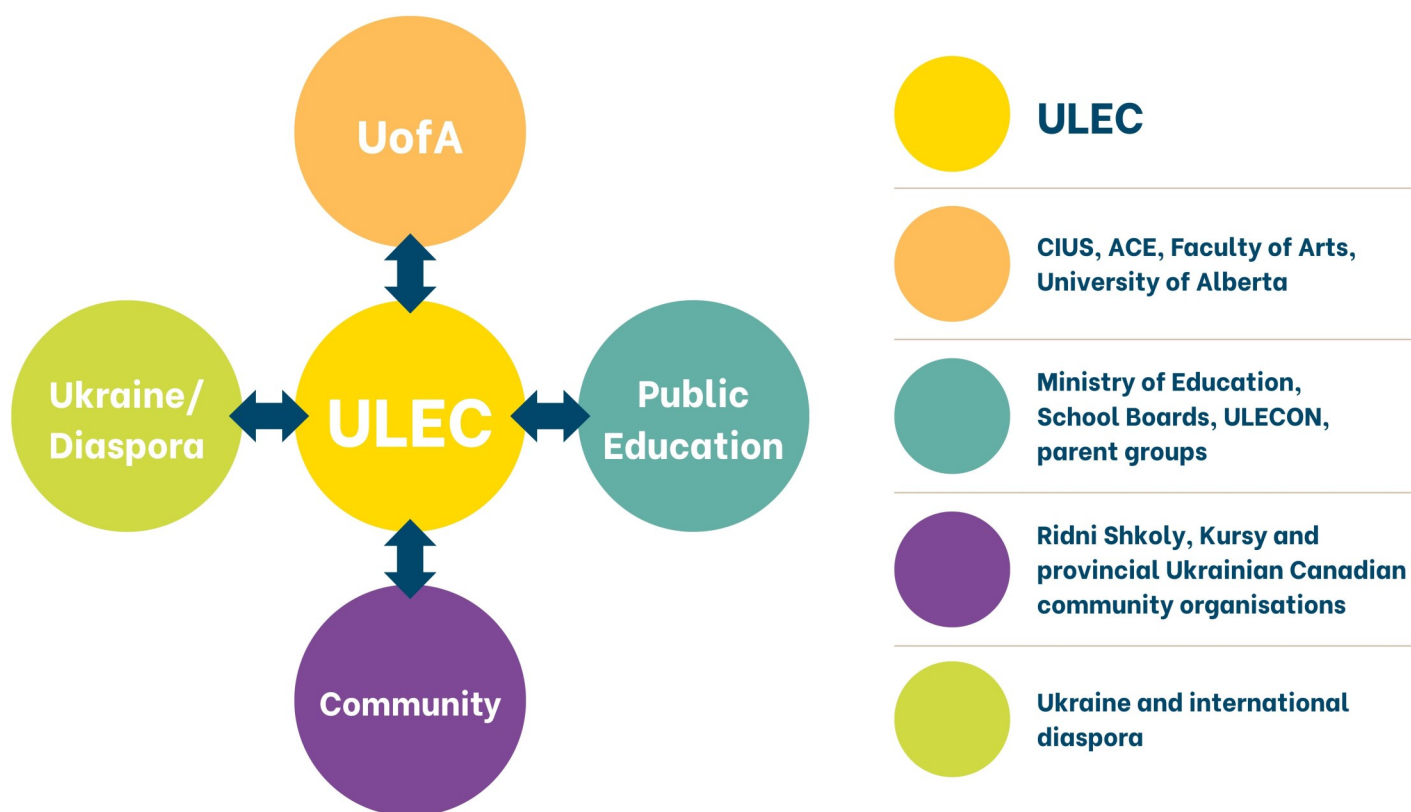
Ukrainian Language Education Centre



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Три пріоритети, закладені у концепцію створення CIUS:

- Дослідження України та розвиток українознавчих студій
- Українські канадійці та канадсько-українські взаємини
- Україномовна освіта

Three priorities in the founding of CIUS:

- Research and support for Ukraine
- Ukrainian Canadians and Canada-Ukraine relations
- Ukrainian language education

ULEC mandates



Research

Організовувати професійне навчання для вчителів

To engage in research relating to language education

Resource Development

Розробляти та підтримувати розробку навчальних ресурсів для вчителів і учнів

To develop or support the development of learning resources for teachers and students

Professional Development

Організовувати дослідження, пов'язані з мовною освітою

To provide professional learning for teachers

Advocacy

Сприяти розвитку україномовної освіти в усіх юрисдикціях

To advocate for Ukrainian language education across all jurisdictions

ULEC team



Dr. Olenka Bilash

Director

Д-р Оленка Білаш - приклад сильного й новаторського освітнього лідерства. Вона пройшла шлях від учителя до директора та стала однією з ініціаторок Українського білінгвального ресурсного центру при КІУС, що суттєво вплинув на розвиток української мови й білінгвальної освіти в Канаді. Її наукові здобутки мають міжнародне визнання. За її наставництва майже тисяча вчителів мови в Альберті увійшли в професію, а аспіранти з різних країн отримали підтримку. Вона викладала в Канаді, Україні, Бразилії та Японії й досі надихає педагогів і студентів, роблячи вивчення української мови сучасним і доступним.

Dr. Olenka Bilash is an example of strong, innovative educational leadership. She progressed from teacher to principal and became one of the initiators of the Ukrainian Bilingual Resource Centre at CIUS, which has had a significant impact on the development of the Ukrainian language and bilingual education in Canada.

Her scholarly achievements are internationally recognized. Under her mentorship, nearly one thousand language teachers in Alberta entered the profession, and graduate students from around the world received her research guidance. She has taught and lead projects in Brazil, Canada, Japan, Mexico, South Africa, Uganda, and Ukraine, and continues to inspire educators and students while making Ukrainian language learning modern and accessible.



Dr. Mariia Ostroha

Research Coordinator

Д-р Марія Острога здобула PhD з освіти в Сумському державному педагогічному університеті імені А. С. Макаренка та працювала експерткою з акредитації освітніх програм у Національному агентстві із забезпечення якості вищої освіти (Київ, Україна). Після постдокторантури в Університеті Альберти вона приєдналася до команди ULEC.

Її наукові інтереси зосереджені на цифровій і медіаграмотності майбутніх учителів, використанні ІТ та штучного інтелекту в освіті, а також розвитку інфомедіаграмотності молоді.

Dr. Mariia Ostroha holds a PhD in Education from Makarenko Sumy State Pedagogical University and has served as an expert in the accreditation of educational programs with the National Agency for Higher Education Quality Assurance (Kyiv, Ukraine). After completing a postdoctoral fellowship at the University of Alberta, she joined the ULEC team.

Her research interests include digital and media literacy in teacher education, the use of information technologies and artificial intelligence in education, and the development of young people's information and media literacy.



Dr. Oksana Butkovska

Research Assistant

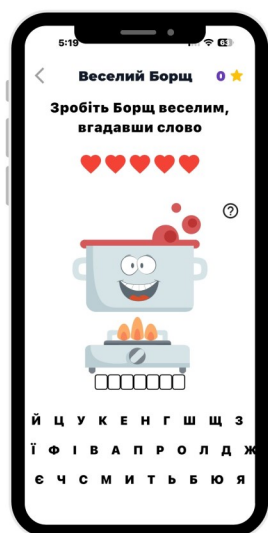
Д-р Оксана Бутковська - викладачка української мови, лінгвістка та авторка наукових і методичних матеріалів. Вона здобула PhD із загального мовознавства у Львівському національному університеті імені Івана Франка.

Її наукові інтереси охоплюють мовну політику, термінологію та методику викладання української мови як іноземної. У 2023 році вона розпочала співпрацю з ULEC як запрошений науковець, а у 2025 році приєдналася до команди як асистентка з досліджень. Також вона викладає українську мову середнього рівня на факультеті сучасних мов і культурних досліджень Університету Альберти.

Dr. Oksana Butkovska is a Ukrainian language instructor, linguist, and author of scholarly and teaching materials. She earned a PhD in General Linguistics from Ivan Franko National University of Lviv. Her research interests include language policy, terminology, and methods of teaching Ukrainian as a foreign language. In 2023, she began collaborating with ULEC as a Visiting Scholar, and in 2025 she joined the team as a Research Assistant. She also teaches intermediate-level Ukrainian in the Department of Modern Languages and Cultural Studies at the University of Alberta.

Діяльність ULEC охоплює загальнонаціональні вебінари, дослідницькі проекти, освітні відео для молоді, розроблення мобільного застосунку YOUkrainian, готові до використання навчальні матеріали для класу та щомісячну газету ULEC Express для юних читачів та учнів початкового та середнього рівнів мови.

Ми щиро вдячні всім, хто фінансово підтримує ініціативи ULEC. Ваша щедрість дає змогу розширювати цю діяльність і залучати ще більше освітян та учнів. Дізнатися, як ви можете долучитися, можна на наступній сторінці.

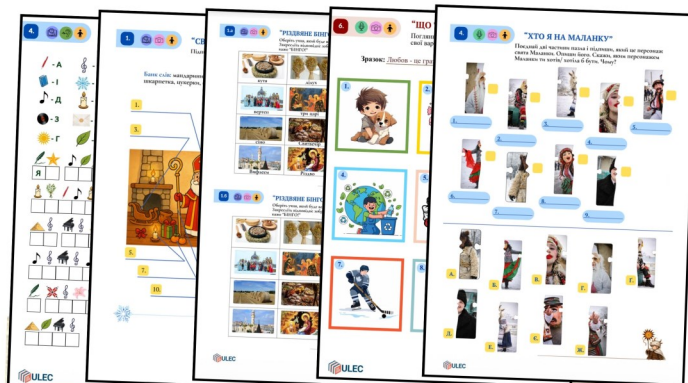


YOUkrainian App

Very useful and fun.
Excited for the official launch!

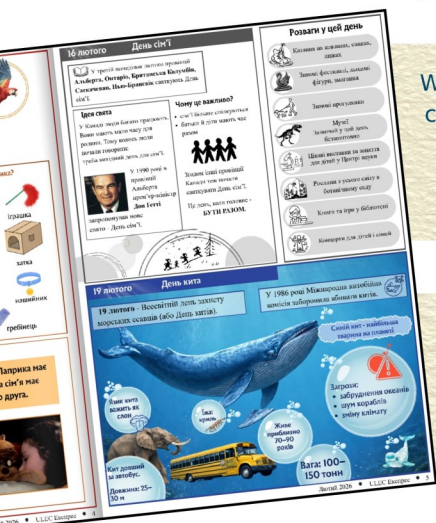
The Borshch game is already my favourite so far. I cannot wait to try the other games and activities!

ULEC Teaching Resources



I sincerely thank you for the materials you developed - they are engaging, interactive, and modern. I will certainly use them in our Ukrainian class.

ULEC Express



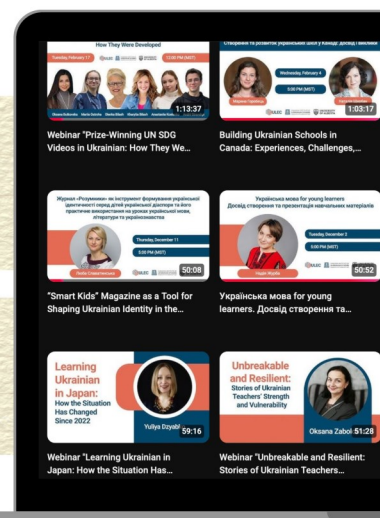
Wow! This is a really cool resource for us to use in class. Thank you very much!

This is fantastic! I am thrilled to learn of this new piece of Ukrainian Canadian publishing for children! Thank you!

ULEC Webinars

Thank you for the wonderful webinar everything was very well thought out, well-structured, beautifully presented, and informative.

A very informative and inspiring webinar that brings the community together!



ULEC work includes national/ international webinars, professional development, research projects, youth educational videos, the development of the YOUkrainian mobile app, ready-to-use classroom materials, and the monthly ULEC Express newspaper for young and beginner/intermediate learners.

We are sincerely grateful to all who financially support ULEC's initiatives. Your generosity allows this work to grow and reach even more educators and students. To learn how you can contribute, please see the next page.

Join us in supporting:



Research in language education

Development of learning resources for teachers and students

Professional learning for teachers

Advocacy for Ukrainian language education

How you can contribute to Ukrainian Language Education

Send a cheque payable to “University of Alberta/CIUS”, indicating “Ukrainian Language Education Centre Endowment Fund” on the memo line

Give online by scanning the QR code to access the CIUS Donor page

Email ulec@ualberta.ca to inquire about other ways to donate to Ukrainian language education

TAP HERE



Mitacs Interns Present Their Summer Project at Research Symposium

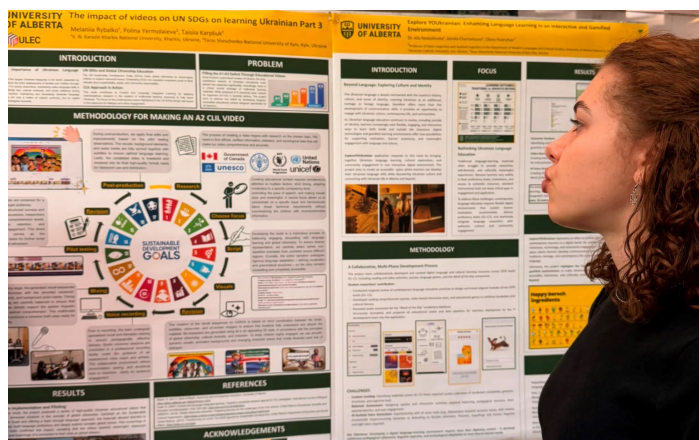


The 2026 Mitacs Globalink Research Interns working with the Ukrainian Language Education Centre (ULEC) recently participated in the University of Alberta Research Symposium, where they presented the project they have been working on throughout the summer, *The Impact of Videos on UN SDGs on Learning Ukrainian*.

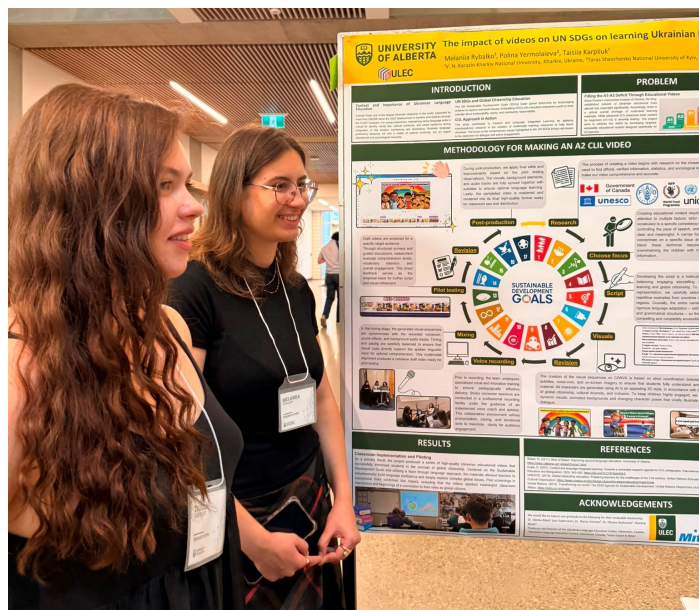
The research team – Melaniia Rybalko and Taisiia Karpliuk from V. N. Karazin Kharkiv National University and Polina Yermolaieva from Taras Shevchenko National University of Kyiv – has been working under the supervision of Dr. Olenka Bilash, Professor Emerita in the Faculty of Education and Director of ULEC. Their summer research contributes to ULEC's ongoing work on Ukrainian-language educational videos connected to the United Nations Sustainable Development Goals (SDGs).

The project responds to a shortage of Ukrainian-language learning materials for beginner-level students, particularly at the A1-A2 levels. Using a Content and Language Integrated Learning (CLIL) approach, the team has been developing educational

videos that combine Ukrainian language learning with topics related to the UN SDGs and global citizenship. The goal is to make contemporary global issues accessible to young learners while supporting the development of their Ukrainian vocabulary, comprehension, and communication skills.



Their symposium poster highlighted the extensive process involved in creating an A2-level educational video. Each video begins with research using verified information and data, followed by selecting a focused topic, developing and adapting the script to the appropriate language level (with the assistance of ULEC's Dr. Oksana Butkovska), creating visuals, recording the voice-over, and combining the visual and audio elements. Draft videos are then piloted with the target audience, with feedback used to revise the content before final post-production.



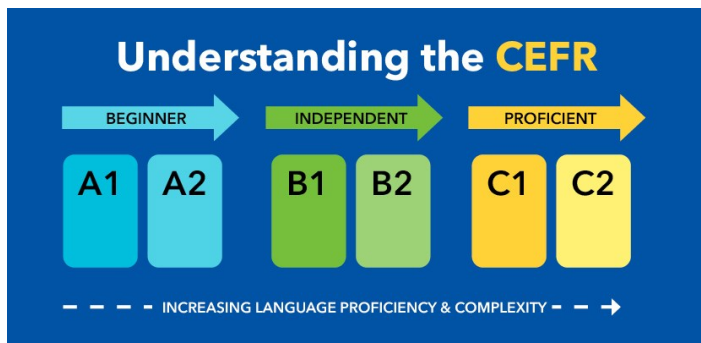
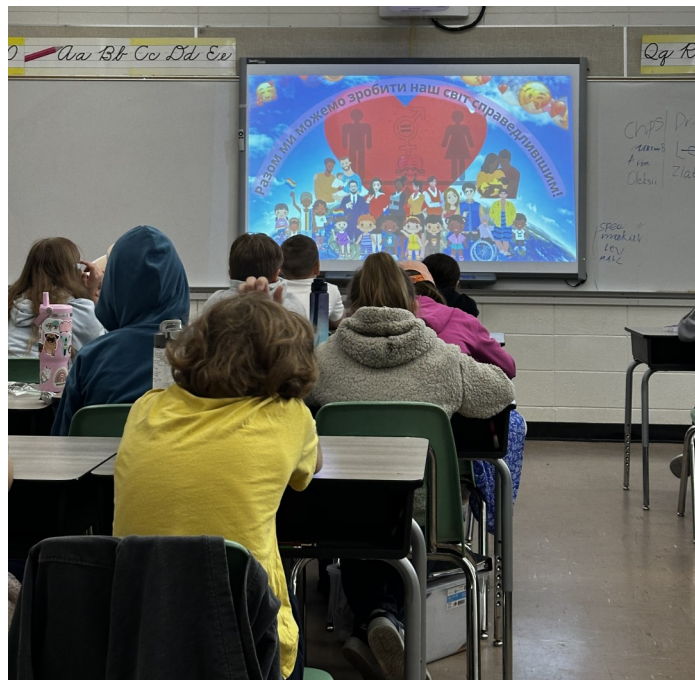
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The visual component is carefully coordinated with the script, subtitles, and voice-over to support comprehension. The project also incorporates principles of global citizenship, cultural diversity, and inclusion into the development of characters and visual storytelling. During pilot testing, researchers examine learners' comprehension, vocabulary retention, and engagement, using the results to further refine the educational materials.

ULEC is pleased to support the interns throughout their summer research experience and to see their work contribute to the development of new resources for Ukrainian language education.



The project has already resulted in a series of Ukrainian-language educational videos designed to introduce learners to global citizenship while strengthening their language skills. According to the research presented on the poster, pilot screenings have encouraged classroom discussion and helped learners begin connecting the topics presented in the videos with their own roles as global citizens.

The University of Alberta Research Symposium provided the interns with an opportunity to share their summer research with supervisors, researchers, fellow students, funding representatives, and members of the wider university community, while also developing their academic presentation and public-speaking skills.

Стажери програми Mitacs Globalink 2026, які цього літа працюють у ULEC, взяли участь у Research Symposium Університету Альберти, де представили проєкт «Вплив відео про Цілі сталого розвитку ООН на вивчення української мови».

Над проєктом під керівництвом д-р Оленки Білаш працюють Меланія Рибалко та Таїсія Карплюк із Харківського національного університету імені В. Н. Каразіна та Поліна Єрмолаєва з Київського національного університету імені Тараса Шевченка.

Дослідження спрямоване на створення україномовних навчальних відео для учнів початкових рівнів, зокрема A1-A2. Використовуючи підхід інтегровано-го навчання предмета й мови (CLIL), команда поєднує вивчення української з темами Цілей сталого розвитку ООН та глобального громадянства. Створення кожного відео включає дослідження теми, підготовку й адаптацію сценарію, розробку візуальних матеріалів, озвучення, тестування з цільовою аудиторією та доопрацювання на основі отриманих відгуків.

Участь у симпозиумі дала стажерам можливість представити результати своєї літньої роботи дослідникам, студентам та університетській спільноті, а також поділитися внеском проєкту в розробку нових ресурсів для вивчення української мови.



ULEC Receives Support from the 2026 Anna Rudyk-Oastrom Memorial Fund

The Ukrainian Language Education Centre (ULEC) has been selected as a recipient of the 2026 Anna Rudyk-Oastrom Memorial Fund for its project, *Supporting Ukrainian Language Retention at Home: Educational Videos for Ukrainian Newcomer Families*.

The project will develop three short, research-informed educational videos, each available in Ukrainian and English. Designed primarily for Ukrainian newcomer and evacuee families with school-aged children, the videos will offer accessible and practical guidance on supporting children's Ukrainian language development at home and in everyday life.

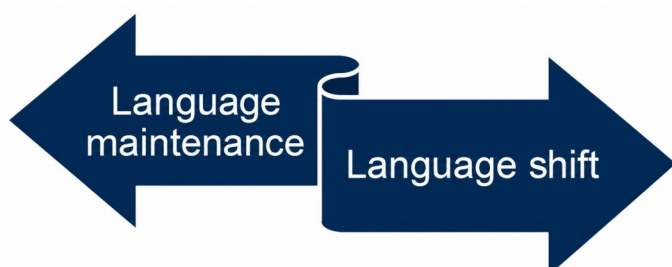
The series will explore three key topics: why Ukrainian language retention matters; how children may gradually shift toward English when it becomes the dominant language of school, friendships, media, and everyday communication; and practical tools and strategies for supporting Ukrainian language learning. The resources will be relevant not only to parents and caregivers, but also to educators and community members working with Ukrainian children and youth.

The project responds to the challenges many Ukrainian families face as children adapt to English-dominant educational and social environments in Canada. By providing practical, research-informed guidance, the videos will help families support regular and meaningful use of Ukrainian while strengthening children's connection to their family, culture, identity, and community.

The videos will be prepared for online distribution, making them accessible and easy to share with families, Ukrainian schools, educators, and community organizations.

ULEC отримав фінансову підтримку Фонду пам'яті Анни Рудик-Остром у 2026 році на реалізацію проєкту «Підтримка збереження української мови вдома: освітні відео для українських родин, які нещодавно прибули до Канади».

У межах проєкту буде створено три короткі освітні відео, підготовлені на основі досліджень, кожне з яких буде доступне українською та англійською мовами. Матеріали, орієнтовані насамперед на українські родини з дітьми шкільного віку та міститимуть практичні поради щодо підтримки й збереження української мови вдома та в повсякденному житті. Серія охоплюватиме три основні теми: чому важливо зберігати українську мову, як англomовне середовище може впливати на мовні навички дітей, а також які практичні інструменти й стратегії можуть використовувати батьки, педагоги та представники громади для підтримки української мови.



Building Connections for Professional Development: ULEC Meets with Dr. Valentyna Savchyn of Sweden's Lund University



ULEC recently attended a lecture by Dr. Valentyna Savchyn, Associate Professor of Ukrainian Studies at Lund University, titled *Soviet Camps as a Literary Space: Translation, Correspondence, Censorship, and Resistance*. The lecture explored how Ukrainian writers and translators continued their intellectual and creative work under the oppressive conditions of Soviet imprisonment during the Brezhnev era, with particular attention to translation as a form of cultural resistance and intellectual survival.

Following the lecture, the ULEC team and Dr. Alla Nedashkivska, Professor in the Department of Modern Languages and Cultural Studies at the University of Alberta, met with Dr. Savchyn for a productive exchange focused on Ukrainian language education and opportunities for future collaboration. The discussion included the development of Ukrainian Studies in Sweden, where Dr. Savchyn teaches Ukrainian language and literature at Lund University, as well as the experiences and needs of those teaching Ukrainian in different educational contexts and the formation of the new International Association of Teachers of Ukrainian (IATU <https://shorturl.at/77A7r>).

As part of the conversation, ULEC shared a range of its educational initiatives and materials designed to support Ukrainian language teaching at different levels. These included resources for teachers, *ULEC Express*, and the ongoing project developing Ukrainian-language educational videos connected to the United Nations Sustainable Development Goals. The meeting provided an opportunity to exchange practical experience and identify resources that may also be useful in Dr. Savchyn's teaching practice in Sweden.

The discussion also opened the door to continued professional collaboration. Dr. Savchyn will join ULEC's webinar series this fall, creating another opportunity for educators and colleagues to learn from her research and experience in Ukrainian Studies and Ukrainian language and literature education.

Connections such as these are an important part of ULEC's advocacy and professional development mandate. By exchanging resources, experiences, and expertise with colleagues working in Ukrainian Studies internationally, ULEC continues to strengthen professional networks and create new opportunities for educators to learn from one another.



ULEC нещодавно відвідав лекцію д-ра Валентини Савчин, доцентки україністики Лундського університету, присвячену перекладу, листуванню, цензурі та культурному спротиву українських письменників і перекладачів у радянських таборах доби Брежнєва. Після лекції представники ULEC та д-р Алла Недашківська зустрілися з пані Валентиною, щоб обговорити українську мовну освіту та можливості майбутньої співпраці. Серед тем були розвиток україністики у Швеції, викладання української мови й літератури та потреби викладачів у різних освітніх середовищах. ULEC також представив свої освітні ініціативи й ресурси. Співпраця продовжиться вже цієї осені: пані Валентина долучиться до серії вебінарів ULEC, щоб поділитися своїми дослідженнями та досвідом у сфері україністики й викладання української мови та літератури.

ULEC at Ukrainian Day 2026



On August 16, the Ukrainian Language Education Centre (ULEC) took part in Ukrainian Day 2026 at the Ukrainian Cultural Heritage Village. The annual event, co-hosted with the Ukrainian Canadian Congress-Alberta Provincial Council (UCC-APC), brought the community together for a day celebrating Ukrainian culture, history, music, dance, food, and heritage. This year's celebration also marked 135 years of Ukrainian immigration to Canada.

ULEC's participation provided an opportunity to connect directly with hundreds of families, educators, learners, and members of the wider Ukrainian community. At the ULEC booth, a collection of Ukrainian-language learning materials for young learners was on display. Some resources were available for purchase, while others were distributed free of charge, giving families an opportunity to discover materials that can support Ukrainian language learning at home and in the classroom.

A display of ULEC's broader work in Ukrainian language education included the development of educational resources, research, and professional development for teachers. Events such as Ukrainian Day pro-

vide an important opportunity to share these initiatives beyond the classroom and connect people with resources and support available through ULEC.

Community engagement is an important part of ULEC's advocacy mandate. By participating in Ukrainian Day and other community events, ULEC helps raise awareness of Ukrainian language education, encourages continued language learning across generations, and strengthens connections with the communities it serves.

Ukrainian Day 2026 featured live performances, cultural presentations, children's activities, community pavilions, historical experiences, and other programming celebrating Ukrainian heritage in Alberta. ULEC was pleased to be part of this annual celebration and to connect with visitors interested in Ukrainian language learning and educational resources.



16 серпня ULEC взяв участь у Ukrainian Day 2026 в Ukrainian Cultural Heritage Village. Щорічне свято, організоване спільно з UCC-APC, цього року також відзначало 135-річчя української імміграції до Канади.

У наметі ULEC відвідувачі могли ознайомитися з навчальними матеріалами для дітей та молоді, які вивчають українську мову. Частину ресурсів можна було придбати, а деякі матеріали розповсюджували безкоштовно. Також гості мали можливість більше дізнатися про роботу ULEC у сфері розробки освітніх ресурсів, досліджень і професійного розвитку вчителів.

Участь у таких подіях є важливою частиною роботи ULEC із підтримки та популяризації української мовної освіти, а також дає змогу безпосередньо спілкуватися з родинами, педагогами, учнями та представниками української громади.

Community Partnerships Supporting Ukrainian Language Education

By working with community organizations, educational partners, donors, and Ukrainian-language networks in Canada and beyond, ULEC is able to support and expand initiatives such as the YOUkrainian language-learning app, the *ULEC Express* Ukrainian Language monthly newspaper for learners, teachers and families, Ukrainian-language educational videos on the United Nations Sustainable Development Goals, and the bilingual video series *Supporting Ukrainian Language Retention at Home*.

These partnerships contribute not only to the development of practical educational resources, but also to the continued growth and visibility of Ukrainian language education. The organizations highlighted below are among the community partners and supporters whose collaboration helps make this work possible.



Alberta Foundation for Ukrainian Education Society (AFUES) <https://afues.ca>

The Alberta Foundation for Ukrainian Education Society (AFUES) supports the development and innovation of Ukrainian language education in Canada. Through grants and related funding, AFUES supports scholarships, Ukrainian-language study, the development and publication of learning resources, research, and other projects that promote and sustain Ukrainian language learning and use, with a particular focus on Alberta and broader benefit for Ukrainian language education in Canada.

Alberta Society for the Advancement of Ukrainian Studies (ASAUS) <https://surl.li/iuskum>

The Alberta Society for the Advancement of Ukrainian Studies (ASAUS) supports Ukrainian-related educational programs, projects, studies, and research.



Alberta Society for the Advancement of Ukrainian Studies

Established in 2008, ASAUS helps promote Ukrainian studies and encourages scholarly, educational, and community-based initiatives that contribute to a greater understanding of Ukraine and Ukrainian communities.

Alberta-Ukrainian Commemorative Society (AUCS) <https://www.aucs.ca>

The Alberta-Ukrainian Commemorative Society (AUCS) was incorporated in 1980 to support the creation of a monument to Ukrainian pioneers and to support the activities of the Ukrainian Cultural Heritage Village. Today, AUCS provides financial support to eligible charitable organizations that offer cultural, educational, and community programs in Alberta and Canada.

National Ukrainian Education Council (NUEC) <https://shorturl.at/MaWFW>

The National Ukrainian Education Council (NUEC) is a committee of the Ukrainian Canadian Congress that facilitates communication among Ukrainian language schools, teachers, and educators across Canada. NUEC supports the exchange of resources, pedagogical practices, curricula, teaching plans, and information among Ukrainian bilingual, heritage, and Saturday schools. Among its key national initiatives is a biennial conference for Ukrainian educators, hosted in rotating cities across Canada. NUEC also works to raise public awareness of Ukrainian schools, promote enrolment, and strengthen professional networks that support Ukrainian language education nationwide.

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Shevchenko Foundation

<https://shevchenkofoundation.com>

The Ukrainian Canadian Foundation of Taras Shevchenko, also known as the Shevchenko Foundation, is a national philanthropic institution dedicated to the preservation, promotion, and development of Ukrainian Canadian cultural heritage. Since its founding in 1963, the Foundation has supported arts, education, heritage, and community development projects across Canada. It recognizes the importance of sharing knowledge of the Ukrainian language, culture, and history through educational and academic programming, and provides funding for educational projects, bursaries, and scholarships. The Shevchenko Foundation has supported the work of the Ukrainian Language Education Centre at the Canadian Institute of Ukrainian Studies, University of Alberta, since 1991.

Shevchenko Scientific Society of Canada

<https://ntsh.ca>

The Shevchenko Scientific Society of Canada is a Ukrainian Canadian scholarly organization dedicated to education, learning, and the advancement of knowledge in Ukrainian and Ukrainian Canadian history, culture, and language. Re-established in Canada



in 1949, the Society supports public education and scholarly dialogue through lectures by scholars and specialists, research activity, and publications.

Strathcona Ukrainian Bilingual Association (SUBA)

<https://subaorg.com>

The Strathcona Ukrainian Bilingual Association (SUBA) is a not-for-profit organization that supports Ukrainian programs in the local community. Since the mid-1980s, SUBA has provided more than \$1.5 million in funding to support these programs. Through its fundraising and financial support, the Association contributes to the continued development of Ukrainian educational and community initiatives in the Strathcona area.

The UFCE Trust

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

The Ukrainian Foundation for College Education Trust (UFCE Trust) administers funds connected to the work of the Ukrainian Foundation for College Education. Through its fund management role, the UFCE Trust helps support Ukrainian education initiatives, including projects, programs, scholarships, and community-based educational activities connected with UFCE and the Ukrainian Resource and Development Centre at MacEwan University.

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Ukrainian Canadian Congress – Alberta Provincial Council (UCC-APC)



<https://www.uccab.ca>

The Ukrainian Canadian Congress – Alberta Provincial Council (UCC-APC) represents Ukrainian Canadians in Alberta and provides leadership, coordination, advocacy, and community connections. Through its work with organizations, schools, newcomers, cultural initiatives, and public engagement, UCC-APC helps identify and address community needs, encourages the preservation of Ukrainian culture and language, and promotes connections between Alberta's Ukrainian community and Ukraine.

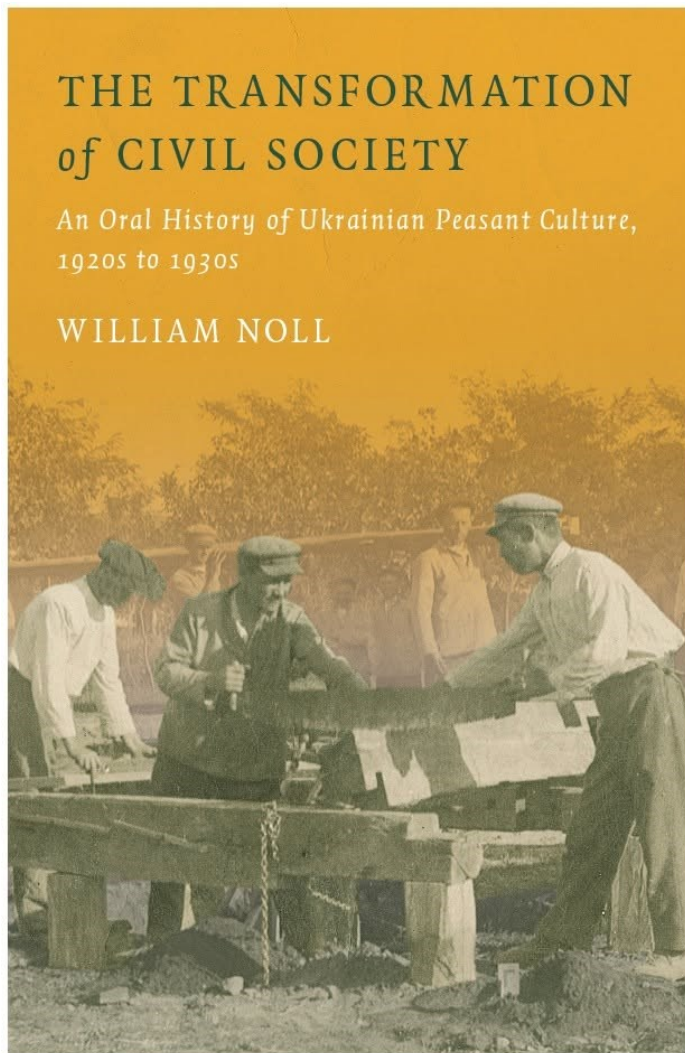
Ukrainian Pioneers Association of Alberta

<https://shorturl.at/T7ulw>

The Ukrainian Pioneers Association of Alberta preserves and shares the history of Ukrainian immigration, settlement, and community life in Alberta. Through publications, partnerships, exhibits, and community initiatives, the Association helps keep the stories, experiences, and legacy of Ukrainian pioneers accessible to the public and future generations.



New Review of William Noll's The Transformation of Civil Society



HREC supported the preparation and publication of the English-language translation of William Noll's groundbreaking study, *The Transformation of Civil Society: An Oral History of Ukrainian Peasant Culture, 1920s to 1930s*, which has now been reviewed by Natalie Kononenko in *Canadian Slavonic Papers*.

Published by McGill-Queen's University Press in 2023, the book examines the profound transformation and destruction of Ukrainian village society under Soviet rule in the 1920s and 1930s. Drawing on extensive oral-history interviews with more than 400 villagers across Ukraine, Noll documents the experiences of those who witnessed collectivization, mass repression, the Holodomor, and the suppression of traditional religious, social, and cultural life.

In her review, Kononenko emphasizes the importance of the book's focus on rural Ukraine and the destruction of traditional village society that preceded and accompanied the Holodomor. She notes that peasant society is too often overlooked despite the central role of agriculture and village life in Ukraine's history and identity.

Originally published in Ukrainian in 1999, Noll's study became available to English-language readers nearly twenty-five years later through the 2023 edition. The English translation and publication were made possible with financial support from the Holodomor Research and Education Consortium (HREC).

Natalie Kononenko's review of *The Transformation of Civil Society* is now available in *Canadian Slavonic Papers* (<https://slavists.ca>).

Source: <https://shorturl.at/7vGga>

HREC підтримав підготовку та видання англomовного перекладу фундаментального дослідження Вільяма Нолла *The Transformation of Civil Society: An Oral History of Ukrainian Peasant Culture, 1920s to 1930s*. Нещодавно в журналі *Canadian Slavonic Papers* вийшла рецензія на цю працю авторства Наталі Кононенко. Книга, опублікована у видавництві McGill-Queen's University Press у 2023 році, досліджує глибокі зміни та руйнування українського сільського суспільства під впливом радянської влади у 1920-1930-х роках. Спираючись на понад 400 інтерв'ю з усної історії, проведених із жителями сіл по всій Україні, Вільям Нолл документує досвід колективізації, масових репресій, Голодомору та придушення традиційного релігійного, суспільного й культурного життя.

У своїй рецензії Наталя Кононенко наголошує на важливості дослідження сільської України та руйнування традиційного селянського суспільства, яке передувало Голодомору та супроводжувало його.

Вперше дослідження було опубліковане українською мовою у 1999 році. Майже через 25 років, завдяки фінансовій підтримці HREC, воно стало доступним і англomовним читачам.



UCC Youth Ambassadors Program Welcomes 2026-2027 Cohort of Emerging Ukrainian Canadian Leaders

The Ukrainian Canadian Congress (UCC) Charitable and Educational Trust has welcomed the 2026-2027 cohort of the UCC Youth Ambassadors Program. This is the third cohort since the program was established in 2024 and brings together 17 young leaders from across Canada who are committed to strengthening and serving the Ukrainian Canadian community. Representing a range of backgrounds, experiences, and regions, participants share an interest in leadership, community service, and creating meaningful impact.

Starting in September, Youth Ambassadors will work alongside local UCC branches and Provincial Councils while participating in leadership development seminars, mentorship, advocacy training, and project management workshops. Each participant will also design and implement a community impact project responding to the needs of their local community. The program has already grown into a national network of more than 30 alumni whose projects include newcomer support, healthcare navigation resources, advocacy initiatives, cultural programming, youth engagement, and educational projects.

Each Youth Ambassador will be paired with an experienced mentor who will provide guidance and support throughout the program. UCC is currently seeking mentors with experience in areas including public policy, government, law and advocacy; community lead-

ership and nonprofit management; arts, culture and heritage; education and research; mental health and environmental sustainability; business, entrepreneurship, finance and technology; communications and digital marketing; sports, recreation and community engagement. Those interested in becoming mentors can submit an expression of interest and résumé to youth.ambassadors@ucc.ca.

The program also encourages members of the community to support the next generation of Ukrainian Canadian leaders through mentorship, sponsorship, volunteering, partnerships, or donations. Previous Youth Ambassador cohorts continue to contribute to communities across Canada, and their experiences, projects, and accomplishments provide examples of the program's longer-term impact.

Learn more about the 2026-2027 cohort: <https://shorturl.at/p9mIM>

Become a mentor: youth.ambassadors@ucc.ca

Support the UCC Youth Ambassadors Program: <https://shorturl.at/mQhV2>

Hear from previous Youth Ambassador cohorts: <https://shorturl.at/xhvU3>

Learn more about the UCC Youth Ambassadors Program: <https://shorturl.at/T2aCp>

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**Maria Aponiuk
Sawicz**



Tyan Cherepuschak



Mariia Malynovska



Megan Morant



Marta Mykhlyk



Anastasiia Naumova



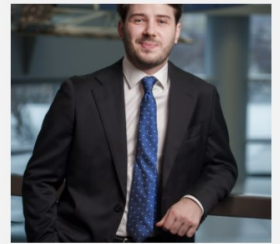
Anna Nikoula



Arnica Palechuk



Zenon Patten



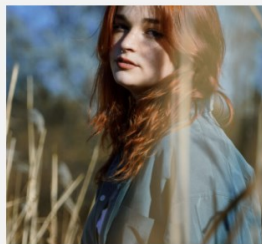
George Poklitar



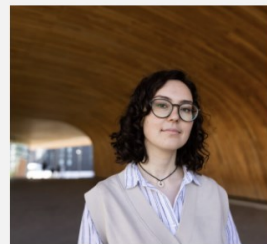
Kateryna Rudenko



Volodymyr Sehed



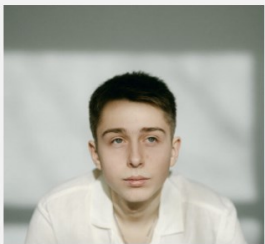
Taisiia Shevchuk



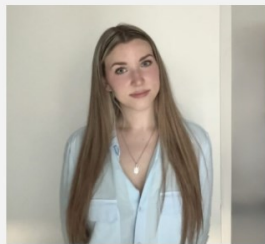
Mariana Sirko



Kristina Stadnyk



Mykola Tuka



Tiana Wertelecky

Конгрес українців Канади оголосив нову когорту Програми молодіжних амбасадорів на 2026-2027 роки. До неї увійшли 17 молодих лідерів з різних регіонів Канади, які прагнуть розвивати українсько-канадську громаду.

Починаючи з вересня, учасники співпрацюватимуть із місцевими відділеннями та провінційними радами UCC, братимуть участь у навчальних семінарах, менторських програмах, тренінгах з адвокації та управління проектами. Кожен амбасадор також реалізує власний проєкт, спрямований на потреби місцевої громади.

Програма, започаткована у 2024 році, вже об'єднує понад 30 випускників. Їхні ініціативи охоплюють підтримку новоприбулих, освіту, культуру, молодіжні проєкти, адвокацію та допомогу в орієнтуванні у сфері охорони здоров'я.

UCC також шукає досвідчених фахівців, готових стати менторами для учасників програми. Зацікавлені можуть надіслати резюме та заявку про зацікавленість на youth.ambassadors@ucc.ca.



Canada Gave Ukrainians Safety, but Building a Future Was Harder

The Canadian response to Ukrainians fleeing Russia's large-scale invasion has been praised as one of the country's most generous humanitarian responses in recent history. Through the Canada-Ukraine Authorization for Emergency Travel program, known as CUAET, nearly 300,000 Ukrainians came to Canada with temporary permission to live, work and study. For many, that protection offered the chance to rebuild their lives. They found jobs, enrolled their children in school, learned English and became part of their communities. Yet as the initial emergency response gave way, many faced a different challenge: how to build a stable life while living under a temporary program.

Participants in the program used it to secure housing, find work, learn English, care for their families and navigate Canada's immigration system while also trying to determine whether remaining in Canada would be possible. As civil society organization representatives told me, the initial priorities centred on securing housing and employment, but then shifted towards longer-term questions of integration and building a future in Canada.

I'm conducting ongoing research on this issue, including conducting interviews with displaced Ukrainians in Canada and the civil society organizations supporting them. Along with with policy analysis and existing research, these interviews have made it clear to me that the greatest challenge for Ukrainians hasn't been reaching safety in Canada, but building a future afterwards.

CUAET was introduced in March 2022 as an emergency response to Russia's invasion of Ukraine. Unlike Canada's refugee resettlement programs, it operated through the temporary immigration system.

Ukrainians and eligible family members could obtain temporary status, an open work permit, access to primary and secondary education and limited settlement services. However, unlike some other refugees, CUAET visa holders were not eligible for the full range of settlement supports and did not have a dedicated pathway to permanent residence.

The government previously said applicants had until March 31, 2026 to apply for new work or study permits, or to renew their work permits for up to three years, but then announced a one-year extension.

In many ways, the program has succeeded. Hundreds of thousands of Ukrainians were able to leave the war behind and begin rebuilding their lives in Canada. But CUAET was never intended to be a permanent immigration program. Those who hoped to stay had to navigate existing permanent residence streams while simultaneously establishing themselves in a new country.

For many of the people I interviewed, finding a job was only the beginning. Rather than addressing one challenge at a time, they often had to balance employment, housing, language learning, caregiving and immigration processes simultaneously.

As one civil society organization representative put it, newcomers faced "employment needs, language

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needs, [and] a lot of quick decisions needed to be made under a lot of stress.”

As time passed, participants also described a shift in the kinds of support they needed. Emergency assistance helped many people during their first months in Canada. Later, however, many were trying to navigate permanent residence applications and credential recognition while emergency funding and programs were winding down.

Several civil society organizations described trying to meet these changing needs with increasingly limited resources. As one worker explained, many employment programs required English-language proficiency that newly arrived Ukrainians did not yet have. By the time participants met those requirements, eligibility for some supports had already ended.

Civil society organizations played a central role in participants’ settlement, despite many not being funded or formally mandated to provide settlement services. They helped people find housing, access services, enrol children in school, connect with language classes and navigate everyday life in a new country.

As participants’ needs evolved, organizations adapted their support by assisting with immigration paper work, explaining changing government policies, translating official information into Ukrainian and identifying possible pathways to permanent residence. Several participants suggested that, without this assistance,

navigating Canada’s immigration system would have been significantly more difficult. Canada’s response to Russia’s war in Ukraine demonstrated that it can respond quickly when large numbers of people need protection.

My preliminary research suggests that the next challenge begins after people arrive. Temporary protection offers safety, but rebuilding a life over several years requires something different: stable housing, accessible information, sustained settlement support, a pathway to permanent residence and the ability to navigate an increasingly complex immigration system amid rising living costs.

Large-scale displacement is likely to remain a defining humanitarian challenge in the years ahead. If temporary protection becomes an increasingly common response, governments will need to think beyond arrival. Getting people to safety is essential, but helping them build a life while displacement continues is just as important.

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

Програма CUAET дала майже 300 тисячам українців можливість тимчасово жити, працювати й навчатися в Канаді після початку повномасштабного російського вторгнення.

Для багатьох це стало шансом почати життя заново. Однак після перших місяців головним викликом стало не лише облаштування побуту, а й питання довгострокового майбутнього в Канаді. Учасникам програми доводилося одночасно вирішувати питання роботи, житла, вивчення мови, догляду за сім’єю та імміграційного статусу.

CUAET надавала тимчасовий статус, відкриті дозволи на роботу та доступ до частини послуг для новоприбулих, але не передбачала окремого шляху до постійного проживання.

Дослідження та інтерв’ю показують, що громадські організації відіграли важливу роль у адаптації новоприбулих українців. Вони допомагали з житлом, школами, мовними курсами, імміграційними документами та пошуком можливостей залишитися в Канаді.

Frank E. Sysyn Receives 2026 ASEES Distinguished Contributions Award



Dr. Frank E. Sysyn has been named the recipient of the 2026 ASEES Distinguished Contributions to Slavic, East European, and Eurasian Studies Award, presented by the Association for Slavic, East European, and Eurasian Studies (ASEES). Established in 1970, the award recognizes major contributions to the field through scholarship, leadership, mentoring, service, and public outreach.

Dr. Sysyn is Professor of History and Classics at the University of Alberta and Director of the Peter Jacyk Centre for Ukrainian Historical Research at the Canadian Institute of Ukrainian Studies (CIUS). Over the course of his career, he has become one of the leading scholars of Ukrainian history and has played an important role in the development of Ukrainian studies as an internationally recognized academic field.

His research has significantly shaped the study of early modern Ukraine, the Cossack era, Ukrainian historiography, and the broader history of East Central Europe. His landmark monograph, *Between Poland and the Ukraine: The Dilemma of Adam Kysil, 1600-1653*, as well as his extensive scholarship on the Khmelnytsky Uprising, Cossack chronicles, religious culture, and concepts of nationhood, has contributed to new approaches to understanding the history of Ukraine and the region.

Dr. Sysyn has also played a major role in building institutions and international scholarly initiatives. Through decades of leadership at CIUS and the Peter

Jacyk Centre for Ukrainian Historical Research, he has supported the development of Ukrainian historical scholarship and generations of researchers. As Editor-in-Chief of the English-language edition of Mykhailo Hrushevsky's *History of Ukraine-Rus'*, he has led a major international collaborative project that has made this foundational work of Ukrainian historiography accessible to English-speaking audiences.

His contributions also extend to mentorship and public engagement. Dr. Sysyn has mentored generations of scholars and encouraged research that places Ukrainian history within broader comparative and interdisciplinary contexts. His work in Holodomor studies, including involvement with the Holodomor Research and Education Consortium, has also contributed to scholarly and public discussions of famine, empire, colonialism, and genocide.

Dr. Sysyn will be recognized at the 2026 ASEES Annual Convention for his contributions to scholarship, institutional development, mentorship, and the advancement of Ukrainian studies.

Source: <https://shorturl.at/D3PGS>

Д-р Френк Сисин став лауреатом премії ASEES Distinguished Contributions to Slavic, East European, and Eurasian Studies Award 2026 року. Ця відзнака присуджується за вагомий внесок у розвиток славістичних, східноєвропейських та євразійських студій через наукову діяльність, лідерство, наставництво та громадську роботу.

Д-р Сисин – професор історії та класичних студій Університету Альберти й директор Центру українських історичних досліджень імені Петра Яцика при Канадському інституті українських студій (CIUS). Він є одним із провідних дослідників історії України та зробив значний внесок у розвиток українознавства як міжнародно визнаної академічної галузі.

Як головний редактор англomовного видання «Історії України-Руси» Михайла Грушевського, він також очолив масштабний міжнародний проєкт, що зробив цю фундаментальну працю доступною англomовній аудиторії.

How Uprooted Ukrainians Are Finding a Sense of Belonging on a Langley Farm



Over the past two years, the Venechuk Farm has become one of the places where members of Metro Vancouver's Ukrainian community gather and catch their breath.

In Ukraine, Natalya Rukavchuk's home was always full of people. Feeding a crowd was second nature. "It's our trait of hospitality," she said. In Langley, where she has lived for just over a year, she and her child share a basement suite with no room to host anyone. So her gatherings now happen on a farm. Every few weeks, women drive out to a property in rural Langley for an evening that belongs to no one's schedule but their own. Ukrainian women mostly, but Canadian, Georgian and Uzbek women too. They sweat in a wood-fired sauna, eat food Rukavchuk has cooked, and talk. There is one rule: Nobody who supports Russia's war is welcome. For a few hours, Rukavchuk said, they get to be "not a mother, not a wife, not an employee." "A lot of people are missing connection," she said. "Just talking – not about business, not rushing anywhere."

Over the past two years, the Venechuk Farm has become one of the places where members of Metro Vancouver's Ukrainian community – swelled by tens of thousands of arrivals since Russia's full-scale invasion in 2022 – gather, eat, mark their holidays, and catch their breath. The evidence is everywhere on the property. This year the farm raised Ossabaw hogs, a breed with an unusually thick cap of fat, because so many Ukrainian families asked for salo, the cured pork fat that requires exactly that. The garden plots are tended mostly by Ukrainian women. The parking lot has been expanded three times and still runs out of

room. Dozens of Ukrainian families come weekly for blueberries, eggs and vegetables through a partnership with Raphael House, a Langley non-profit that supports families struggling to afford food. Its managing director, Scott Thiessen, said these families stand out for their determination. "They're actively trying to restart and trying to get moving," he said. But the in-between years wear on people: "You have one hand in Ukraine and one hand in Canada."

The land is owned by Blake Venechuk, a fourth-generation farmer whose great-grandfather left Ukraine after the First World War for southern Alberta. The family worked the land for generations, until commodity prices collapsed in the late 1990s and they sold, like many Prairie families. Blake moved to B.C. and spent 20 years feeling the absence of something he couldn't replace – the community-hall Easters and Christmases of his childhood, the unwritten Prairie rule that, "Your life could literally depend on you stopping for somebody else." Ukrainians arriving after 2022 were missing the same things, more sharply. Blake had been hosting community events for years on leased land. After buying the Langley farm, he threw it open to the newcomers. "It's allowed me to have greater contact with my roots," he said. "And it's given me the chance to create almost a cultural hug for Ukrainians."



Word travels the way it does in a scattered community – Facebook groups, Telegram chats, a flyer at school. Yulia Osetska, who arrived in late 2023, heard about a week-long children's summer camp at the farm and signed up her six-year-old daughter Kristina, who spent the days feeding animals and swimming. "My child was so happy. I've never seen anything like it," Osetska said. "She's very hyperactive, it's hard for

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her to focus. But there, she was completely present.” The family kept coming back, and not for the produce. “I lacked home,” she said. “I went there on purpose to talk to girls from Ukraine, to find new friends.”

Liubov Moroz found the farm through a Facebook post about an Easter market and drove out with a friend. The women selling cherry buns told her about the gatherings. Now she buys her eggs there every week. The farm, she said, offers the thing that is hardest to find here. “It creates a kind of homey warmth that you really miss in Canada, when you’re constantly in your routine, and your family is far away.” It isn’t the only farm Ukrainians seek out. Several women mentioned a berry farm in Richmond they also visit. But that one, Rukavchuk said, is for picking fruit. “People don’t come to Blake’s to pick berries. They come to rest,” she said.

Not everyone who comes is a newcomer to Canada. At an Easter festival and pysanka-painting workshop that organizer Iryna Mitnovych brought to the farm, longtime Canadians and older diaspora turned up alongside the recent arrivals, reaching for something half-remembered. “They had such a nostalgic burst of emotion,” she said. My grandmother used to paint these, they told her.

Celene Hoag knows the feeling. A second-generation Canadian raised in Delta, she lost her Ukrainian heritage early – her grandfather died when she was two, her Ukrainian grandmother when she was six. “After that, there wasn’t a lot of Ukrainian culture, because there was nobody to pass it on,” she said. At the farm’s Ukrainian Christmases, the food and the music handed some of it back, and gave her something to pass on to her own children.

Her grandfather’s story is the one she keeps returning to. He arrived from Ukraine in 1929, at 17, with no English and no one but an uncle who ran a logging camp in Revelstoke. When the camp closed during the Depression, he rode the rails, sleeping rough and going hungry. Once, starving, he was given a jar of honey by a woman near the tracks – he ate it so fast, so desperately, that he was sick. He never touched honey again. He settled in New Westminster, married another Ukrainian, and started the family Hoag was born into. A century later, Hoag keeps bees and makes honey of her own. She won’t say her grandfather is the

reason – she’s loved bees all her life – but, she said, “It makes it more meaningful to me.”

The parallel she draws is between him and the Ukrainians arriving now. He came alone, with nothing, and no one waiting. “He didn’t have any community or support. He was just all alone, trying to build this,” Hoag said. The families finding their way to the farm in Langley are, in one sense, where he was – displaced, starting over, far from home. In another, they are luckier. They have somewhere to go.



Протягом останніх двох років Veneschuk Farm у Ленглі стала важливим місцем зустрічі для української громади Великого Ванкувера. Сюди приїжджають, щоб поспілкуватися, відпочити, відзначити свята, купити продукти та хоча б ненадовго відчувати знайому домашню атмосферу.

Ферма належить Блейку Венечуку – фермеру в четвертому поколінні, чий прадід емігрував з України до Канади після Першої світової війни. Після початку повномасштабного вторгнення Блейк відкрив ферму для новоприбулих українців, називаючи її своєрідними «культурними обіймами» для тих, хто опинився далеко від дому.

На фермі проводять українські свята, дитячі табори, майстер-класи з писанкарства та неформальні зустрічі. Тут також вирощують овочі, тримають тварин і співпрацюють із благодійними організаціями, допомагаючи сім’ям, яким складно дозволити собі продукти.

Для багатьох українців це місце стало не просто фермою, а простором, де можна знайти друзів, підтримку та відчуття спільноти.



CANADIAN INSTITUTE OF UKRAINIAN STUDIES

Канадський інститут українських студій

CIUS Receives the Ukrainian Studies Distinguished Award

The Canadian Institute of Ukrainian Studies (CIUS) at the University of Alberta has been honoured with the Ukrainian Studies Distinguished Award, presented by the Global Coalition of Ukrainian Studies during the opening ceremony of the international conference "Ukraine in the World" in Lviv on 8 July 2026.

The award recognizes CIUS's outstanding interdisciplinary contribution to the development of Ukrainian studies in North America. It acknowledges the institute's work in advancing the study of Ukraine's history, culture, language, society, and diaspora by bringing together the humanities and social sciences, as well as its academic publications, research programs, digital resources, and educational initiatives, including the online course "Famine as Genocide: The Holodomor in Ukraine."

Professor Alla Nedashkivska, Professor of Slavic Linguistics and Applied Linguistics in the Department of Modern Languages and Cultural Studies at the University of Alberta, accepted the award on behalf of CIUS.

CIUS extends its sincere thanks to the Global Coalition of Ukrainian Studies for this meaningful recognition and congratulates all recipients of this year's awards.

The Global Coalition for Ukrainian Studies (GCUS) is an international initiative that brings together higher education institutions, research centres, diplomatic and cultural organizations to support and advance Ukrainian studies around the world.

Photo credit: Anton Tkachenko.

Source: <https://shorturl.at/cP0VB>



Канадський інститут українських студій (КІУС) Університету Альберти було відзначено нагородою Ukrainian Studies Distinguished Award, яку Глобальна коаліція українських студій вручила 8 липня 2026 року під час відкриття міжнародної конференції «Україна у світі» у Львові.

Нагорода відзначає вагомий міждисциплінарний внесок КІУС у розвиток українських студій у Північній Америці, зокрема дослідження історії, культури, мови, суспільства та української діаспори, а також академічні видання, дослідницькі програми, цифрові ресурси й освітні ініціативи.

Від імені КІУС нагороду отримала професорка Алла Недашківська, професорка слов'янського та прикладного мовознавства кафедри сучасних мов і культурних студій Університету Альберти.



Ridna Shkola: Nurturing Ukrainian Language and Culture in Edmonton

For more than six decades, Ridna Shkola Ukrainian Heritage Language School at St. George Parish in Edmonton has been creating a space where children can learn Ukrainian while developing a deeper connection to Ukrainian culture, traditions, and community. Today, the school welcomes approximately 278 students between the ages of 5 and 12 for Saturday classes.

The program combines Ukrainian language learning with religion, music, singing, and cultural activities. As students progress, geography of Ukraine is introduced in Grade 4 and Ukrainian history in Grade 5. The school also offers Ukrainian as a Second Language classes for children who have little or no experience speaking Ukrainian, allowing learners with different language backgrounds to find a program suited to their needs.

Learning at Ridna Shkola extends well beyond reading, writing, and grammar. Throughout the year, students take part in concerts, cultural celebrations, creative projects, competitions, charitable initiatives, and special themed days. They learn about traditions such as pysanka writing and Petrykivka painting, commemorate the victims of the Holodomor, participate in Christmas and Easter activities, and have opportunities to use Ukrainian outside the classroom. The school also organizes a summer day camp with cultural activities and excursions.

As Ridna Shkola prepares to welcome students back for the new school year on September 12, its teachers are also preparing for another year of engaging young learners through Ukrainian language, culture, music, faith, and community.

For families interested in learning more, UCC-APC recently hosted an information session with Olia Myc, Director of Ridna Shkola, who provided an overview of the school's programs, class structure, registration, learning materials, activities, and answered common questions from parents.

The full recording of the information session is available on the UCC-APC YouTube channel:

<https://shorturl.at/7qbAE>

Вже понад шість десятиліть «Рідна школа» при парафії Святого Юрія в Едмонтоні створює для дітей простір, де вони можуть вивчати українську мову, знайомитися з культурою, традиціями та історією України. Сьогодні у школі навчається близько 278 дітей віком від 5 до 12 років.

Програма поєднує українську мову, релігію, спів і музику, а для старших учнів також географію та історію України. Окремо діє програма «Українська як друга мова» для дітей, які лише починають вивчати українську.

Навчання доповнюють концерти, творчі проекти, тематичні дні, благодійні ініціативи, знайомство з українськими традиціями та літній табір.

Нещодавно UCC-APC провела інформаційну сесію з директоркою школи Олею Миць, яка детальніше розповіла про програми, структуру занять, реєстрацію, навчальні матеріали та відповіла на поширені запитання батьків.

Повний запис інформаційної сесії можна переглянути на YouTube-каналі UCC-APC:

<https://shorturl.at/7qbAE>

Saskatchewan Offers Ukrainian Students International Tuition Relief

Forced to flee their homes in Ukraine with little following Russia's invasion of their country more than four years ago, many Ukrainian students in Canada now face further financial strain with the looming requirement to pay international tuition fees at many universities across the country.

Alone among provinces, Saskatchewan will continue to offer domestic tuition rates to students who arrived in the country under the Canada-Ukraine Authorization for Emergency Travel (CUAET) program. "It gives students some assurance," said Saskatchewan Advanced Education Minister Ken Cheveldayoff in an interview. "We want them to be educated and stay in Saskatchewan and make it their home." He estimated that about 36 Ukrainian students in the province would benefit from the tuition extension, which will remain in effect until Mar. 31, 2030.



According to the fall 2025 Statistics Canada Tuition and Living Accommodation Costs survey, the average domestic undergraduate student in Saskatchewan paid \$9,383 in yearly tuition, compared to \$33,064 for an international undergraduate. The national average for international undergraduate tuition was \$41,746 annually. Mr. Cheveldayoff, who is partly of Ukrainian descent, said that the Saskatchewan government is also assisting Ukrainian students to pursue the path to permanent residence or citizenship.



Marjorie Delbaere, interim vice-provost for students and learning at the University of Saskatchewan, said in a statement that the provincial government's decision to extend tuition relief ensures that "leaners, who came here seeking refuge, have the stability and support to complete their education here in Saskatchewan."

Next door in Manitoba, the situation for Ukrainian students is different. Those who "began their studies under a CUAET visa and were assessed at domestic tuition will be able to complete their program under that same assessment," according to a statement from the University of Manitoba, which said that affects 107 Ukrainian students. "As the federal government is no longer issuing CUAET visas, any new students arriving from Ukraine will be assessed at international tuition rates."

The federal government launched the CUAET program in 2022 as a temporary measure to help Ukrainians flee the ongoing war with Russia. Although the government has not issued any new CUAET permits since 2023, on March 31 Immigration, Refugees and Citizenship Canada (IRCC) announced that existing permit-holders will have until March 2027 to apply for extensions that will allow them to stay in and work Canada for an additional three years.

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Although “Alberta’s post-secondary institutions have the authority to set their own tuition and fees,” Myles McDougall, the provincial minister of advanced education, said in a statement, “we know that institutions [such as the University of Alberta] consider the circumstances of students facing exceptional challenges, and many have provided and continue to provide domestic tuition rates or other supports specifically for Ukrainian students.” “We recognize the concerns raised by Ukrainian students, many of whom have been impacted by ongoing conflict, and will continue to work with institutions to ensure the system is fair, consistent, and sustainable for international students,” he said.



In March, Canada’s largest post-secondary institution, the University of Toronto (U of T), began to phase out international fee exemptions for Ukrainian students living in Canada under the CUAET program. Current students will continue to be eligible for domestic tuition

fees while they complete their degrees, said Dwayne Benjamin, vice-provost, strategic enrolment management, in a statement.

Ukrainian students with CUAET status who are starting at U of T in fall 2026 will be eligible for domestic tuition until the end of the fall/winter 2026-27 academic year, after which they will pay international tuition. Meanwhile, new students enrolling from summer 2027 onwards will pay international student fees. “International students are expected to pay international tuition fees with very limited exceptions, in accordance with federal and provincial policies,” the statement noted.



The Ukrainian Canadian Students’ Union has called on U of T to charge domestic tuition to all students who are in Canada under CUAET, many of whom “applied and accepted offers” based on the assumption of paying domestic tuition rates and now face “unexpected financial barriers at a critical stage in the admissions process, with some now at risk of being unable to pursue their education altogether or needing to rethink their entire academic timeline,” Daria Furtak, president of the students’ union wrote in a March 27 letter to U of T President Melanie Woodin.

“We believe that the sudden withdrawal of this support may have been influenced by an erroneous interpretation of the CUAET program timeline,” the letter states, pointing out that the visa extension provisions mean many Ukrainian students and their families will be remaining in Canada for another three years

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beyond 2027. “The need for accessible education pathways therefore remains both present and urgent.”

According to the university, first-year domestic undergraduate student tuition for 2025-26 ranged from about \$6,100 to \$16,090, while the range for international tuition was from approximately \$48,090 to \$70,060. In her letter to the U of T president, Ms. Furtak said that her students’ union has reached out to provincial education ministries “to explore funding mechanisms that would assist institutions in continuing to offer domestic tuition to Ukrainian students, helping to alleviate the financial burden on universities.”

Minister Cheveldayoff would like to see a national approach involving consultation with the provinces taken to address the tuition situation for Ukrainian students and said he plans to raise the issue at the meeting of the Council of Ministers of Education in Quebec City next month.



Former Nova Scotia independent senator Stan Kutcher, professor emeritus of psychiatry at Dalhousie University, told University Affairs that he asked Conservative MLA Brendan Maguire, the Government House Leader and former advanced education minister, whether the provincial government would extend domestic tuition relief to Ukrainian students. Dr. Kutcher said that he “received a negative response” and that his attempts to have a follow-up discussion with the minister about this matter were “met with radio silence.” University Affairs has reached out to the department of higher education for comment.

Dr. Kutcher, an ethnic Ukrainian, noted that many Ukrainian students came to Canada with their families, graduated from high school here, “speak English way better than they speak Ukrainian” and now face paying international tuition at universities because they are neither permanent residents nor Canadian citizens.

Source: <https://shorturl.at/f3PVJ>

Саскачеван став єдиною провінцією Канади, яка продовжить застосовувати внутрішні тарифи на навчання для студентів, які прибули до країни за програмою Canada-Ukraine Authorization for Emergency Travel (CUAET). Пільга діятиме до 31 березня 2030 року й, за оцінками уряду провінції, допоможе приблизно 36 українським студентам.

Різниця у вартості навчання є суттєвою. У 2025 році середня річна плата за бакалаврські програми в Саскачевані становила близько 9 383 доларів для місцевих студентів і 33 064 долари для іноземних. Уряд провінції також заявив, що підтримує українців на шляху до отримання постійного місця проживання або громадянства.

В інших провінціях підходи відрізняються. У Манітобі студенти, які вже почали навчання за внутрішніми тарифами в межах CUAET, зможуть завершити свої програми на тих самих умовах, тоді як нові студенти з України сплачуватимуть міжнародну вартість навчання. В Альберті рішення щодо плати за навчання ухвалюють самі заклади освіти, і деякі з них продовжують надавати українським студентам пільги або іншу підтримку.

Університет Торонто також поступово скасовує пільги для нових студентів із CUAET-статусом. Українські студентські організації закликають зберегти внутрішні тарифи, наголошуючи, що різке зростання вартості може поставити під загрозу можливість багатьох українців продовжувати освіту в Канаді.

Міністр вищої освіти Саскачевану Кен Чевелдейофф закликав до загальноканадського підходу до цього питання та планує порушити його під час зустрічі міністрів освіти провінцій.

Manitoba Provides \$100,000 to Historic Ukrainian Catholic Church



A Ukrainian Catholic church that has served Manitoba families for nearly 90 years is receiving \$100,000 from the provincial government to help preserve its building and gathering space. The Manitoba government announced Sunday that St. John the Baptist Ukrainian Catholic Church in Fork River will receive the funding through the From the Ground Up - Safe Healthy Communities for ALL program.

The church has served as a spiritual and cultural gathering place since 1938, drawing families from Fork River as well as Rorketon, Ethelbert, Winnipegosis, and Dauphin, according to the province. Fork River is approximately 35 kilometres north of Dauphin. "This parish is a cornerstone of community life in Fork River and the surrounding region," Municipal and Northern Relations Minister Glen Simard said. "Our government is proud to support the dedicated volunteers and families who are working tirelessly to preserve this historic gathering place. This investment will help ensure the church remains safe, stable and welcoming for generations to come."

Agriculture Minister Ron Kostyshyn attended the church's annual Zabava on Sunday, where he highlighted the parish's role in preserving Ukrainian culture and faith in rural Manitoba. "St. John the Baptist Ukrainian Catholic Church has served as a cultural and spiritual anchor in Fork River since 1938, providing services not only to local residents but also to families from Rorketon, Ethelbert, Winnipegosis and Dauphin," said Kostyshyn. "The church remains a vital hub for worship, community connection and cultur-

al preservation. The legacy of Ukrainian families who worked tirelessly to preserve our rich traditions deserves to be recognized and celebrated."

Parish members have also been working to preserve the history of the church and its cemetery. According to the province, seniors recently reviewed decades of handwritten Ukrainian records to identify unmarked graves. Their work led to new aluminum signage and a weatherproof cemetery map to help preserve information about the parish's families.

Hope Toporowski, secretary-treasurer of St. John the Baptist Ukrainian Catholic Church, said the provincial support gives the small community hope for the church's future. "Our community may be small, but our dedication is immense. I am extremely proud of the community who rallied to help support this important project," said Toporowski. "This support from the Manitoba government gives us hope and ensures that our church, gathering place, history and future will remain standing strong."

The province's From the Ground Up program provides grants of up to \$100,000 to non-profit organizations, municipalities, and northern affairs councils for projects including community revitalization, youth programming, and capital improvements.

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

Українська католицька церква Святого Івана Хрестителя у Фок-Рівері, отримує \$100 000 від уряду Манітоби на збереження будівлі та громадського простору.

Церква діє з 1938 року й залишається важливим духовним і культурним осередком для українських родин із Фок-Рівера та сусідніх громад. Провінційні посадовці наголосили на її значенні для збереження української віри, культури й традицій у сільській Манітобі.

Парафіяни також працюють над збереженням історії церкви та кладовища. Нещодавно вони опрацювали багаторічні рукописні записи українською мовою, щоб встановити місця непозначених поховань, а також створили нові інформаційні знаки та захищену від погодних умов карту кладовища.



2026 Trillium Awards Recognize Ukrainian Canadian Community Leaders

The Ukrainian Canadian Congress – Ontario Provincial Council has announced the recipients of the 2026 Trillium Awards, recognizing individuals whose leadership, dedication, and service have made a significant contribution to the Ukrainian Canadian community. This year's recipients were honoured in four categories. The Lifetime Leadership Achievement Award was presented to Prof. Oleksandr Romanko, Halyna Vynnyk, and Olya Sheweli. Fedir Danylak, Nataliya Popovych, and Tetiana Sunak were recognized for Cultural Preservation and Development, while Taras Jackiw, Bohdan Kolacz, and Daria Lesia Twerdochlib received awards for Excellence in Volunteerism. Aleksa Gobosz was recognized in the Exemplary Youth category.

Through their leadership, volunteer work, and commitment to Ukrainian culture and community life, the 2026 Trillium Award recipients continue to strengthen Ukrainian Canadian identity and contribute to the vitality of the community in Ontario.

Source: <https://shorturl.at/3jK3m>

Українсько-канадський конгрес – Провінційна рада Онтаріо оголосив лауреатів Trillium Awards 2026, якими відзначають людей за вагомий внесок у розвиток українсько-канадської громади.

Цьогоріч нагороди вручили у чотирьох категоріях. За багаторічне лідерство відзначили проф. Олександра Романка, Галину Винник та Олю Шевелі. Нагороди за збереження і розвиток культури отримали Федір Данилак, Наталія Попович і Тетяна Сунак, а за волонтерську діяльність – Тарас Джеків, Богдан Колач та Дарія Леся Твердохліб. У молодіжній категорії відзначили Алексу Гобош.

Своїм лідерством, волонтерською працею та відданістю українській культурі лауреати Trillium Awards 2026 зміцнюють українсько-канадську ідентичність і сприяють розвитку громади в Онтаріо.

ULEC congratulates **Tetiana Sunak**, president of the National Ukrainian Educators Association (NUEC) of the Ukrainian Canadian Committee. Read our interview with Tetiana Sunak in ULEC Newsletter, Volume 2, Issue 5 (April 2021), p. 16. <https://shorturl.at/Q1Dr2>



Hamilton Drone Maker That Made Deal With Ukraine Isn't Bothered by Threats From Russia



The chief executive officer of a Hamilton drone manufacturer says threats from Russian officials won't deter the company from building drones for Ukraine under a new partnership backed by the Canadian government. "We take all threats to our security seriously," said Katheron Intson, who's also co-founder of Sentinel Research and Development. "But it really doesn't change our plans at this point in time."

The company was thrust into the international spotlight after Russian Foreign Ministry spokesperson Maria Zakharova on Wednesday condemned the arrangement, accusing Canada of acting like a "warmonger" and threatening to publish the address of the Ontario company involved. Intson said Sentinel anticipated criticism from Russia, but was surprised by the rhetoric. "I think any country that's the aggressor, that attacks the sovereignty of another nation, calling our nation a warmonger is an interesting, head-scratching thought," she said.

While Russia has threatened to reveal the company's location, Intson said Sentinel already operates under security requirements established through Canada's Controlled Goods Program. "It's true that Russia has published the addresses of drone factories around the world that are supplying Ukraine," she said. "This is of course a possibility." At the same time, she said, the production facility tied to the Ukraine partnership has not yet been established. "So if they find our address before we do, that will be very interesting."

Russia's full-scale invasion of Ukraine on Feb. 24, 2022, launched Europe's biggest conflict since the Second World War. Russia annexed Crimea in 2014 and the 2022 invasion has caused a rapid evolution in drone technology, which now accounts for most of the casualties in the ongoing conflict. Ukraine has used drones to hit targets deep inside Russia's territory and far beyond the war's front lines. But Russia has also wielded drones of its own to strike inside Ukraine.

Last month, Ottawa announced that Sentinel would partner with Ukrainian defence technology company Airlogix to manufacture drone systems in Canada for the Ukrainian army. The agreement is meant to "accelerate the delivery of equipment urgently needed by the armed forces of Ukraine in its defence against Russian aggression," according to a May 29 federal government news release. "This collaboration reflects our commitment to supporting Ukraine while driving economic growth and resilience here at home," Defence Minister David McGuinty said in the release. It said that since February 2022, Canada has committed more than \$25.5 billion in assistance to Ukraine, including \$8.5 billion in military support.



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Intson said the company was approached earlier this year through the Department of National Defence and formally introduced to Airlogix shortly afterward. Within months, the two companies had reached an agreement. While she declined to provide operational details, Intson confirmed the drones produced under the arrangement will be destined for Ukraine's front lines. "Our main goal is to deliver everything that we promised on time," she said. "Success would be hearing that Canadian-made drones were used successfully on the front line."

Intson described Sentinel as a "manufacturing technology company with an aerospace angle." She said it works in "the fixed wing airframe space" and manufactures fixed-wing drones, an aircraft that resemble small airplanes rather than the quadcopter-style drones commonly used for photography and videography. The company's flagship drone, the ReKam, can travel more than 500 kilometres and be configured for a range of uses, Intson said. "Everything from a decoy to surveillance to carrying munitions."

As a family-run company, Intson said, Sentinel is rooted with a sentiment she says is shared by many Canadians – the importance of fighting for freedom. "Freedom is a flash in the pan and I wish that it wasn't." It especially hits close to her heart with her

Estonian heritage. She said anyone with an eastern European background would understand the importance of helping Ukraine in war efforts against Russia. "It is a really terrible thing to lose your home."

Intson said that with advances in drone technology fundamentally changing the battlefield, it's important that Canada develops its own technology. "Other nations will only treat us as good as our capabilities are," she said. "I hope that standing up industrial capacity and being developers of this type of technology means that we never have to deploy it. But if we have to, we will be ready."

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

Канадська компанія Sentinel Research and Development із Гамільтона заявила, що погрози з боку російських посадовців не вплинуть на її плани виробляти дрони для України в межах нового партнерства, підтриманого урядом Канади.

Нещодавно Оттава оголосила про співпрацю Sentinel з українською оборонною технологічною компанією Airlogix. У межах угоди в Канаді вироблятимуть безпілотні системи для Збройних Сил України, щоб пришвидшити постачання необхідно обладнання для захисту від російської агресії.

Після оголошення угоди представниця МЗС Росії Марія Захарова розкритикувала Канаду та пригрозила оприлюднити адресу підприємства. Генеральна директорка Sentinel Кетерон Інтсон зазначила, що компанія серйозно ставиться до питань безпеки, але не планує змінювати свої наміри.

Sentinel спеціалізується на виробництві безпілотників літакового типу. Її флагманський дрон ReKam може долати понад 500 кілометрів і використовуватися для різних завдань, зокрема спостереження та інших військових потреб.

За словами Інтсон, головна мета компанії – вчасно виконати зобов'язання перед Україною. Вона також наголосила на важливості розвитку власних оборонних технологій і виробничих спроможностей Канади.



Creating a Ukrainian Home Away From Home in Quebec City

“Being Ukrainian means your children are Ukrainian. It’s not just about who your parents were,” this statement by Oksana Marchyshyn best reflects the philosophy she brought with her when she arrived in the Canadian city of Quebec a little over two years ago.

For many people, Canada is synonymous with well-established Ukrainian community life. Wherever you go, there seems to be a Ukrainian church, a Saturday school or a cultural center. But Quebec is different. It is a deeply French-speaking province. When Oksana arrived, she found an active community sincerely committed to promoting Ukrainian culture. At the same time, newly arrived Ukrainian families had no shared physical space or institution to bring them together. There was no Ukrainian school, church, or place where children and young people could study, meet, and feel part of a community, unlike in Montreal, where there are many schools, churches and organisations. That is why Oksana Marchyshyn, together with a group of like-minded volunteers, launched a major initiative from scratch, founded the Ukrainian Children’s Culture and Recreation Center in the city of Quebec, and became vice-president of the provincial branch of the Ukrainian Canadian Congress (UCC).

Oksana’s story is one of adapting twice and remarkable inner strength. In 2015, she, her husband and their two sons left Ukraine for France. The family settled in Paris and built a life there, but later made another radical decision - to move across the Atlantic. “It’s really not easy,” Oksana admits. “You feel like you’ve already chosen your country, but then you have to change everything all over again.”

For thousands of Ukrainians who arrived here after Feb. 24, 2022, the main challenges were the French language and the absence of familiar support structures. But Oksana brought her own “Ukrainian world” with her. When she arrived in the city of Quebec, her first priority as a mother was to enroll her child in a Ukrainian school and attend a Ukrainian church. Since neither existed, they had to create them themselves.

The first meetings of the activists took place in each other’s homes. They later officially registered a non-profit organization, which will celebrate its second anniversary in Canada this September. Today, the Ukrainian Children’s Culture and Recreation Center has 43 official members and board representatives, including School Director Vira Hostra, Vice Presidents Alina Lionha and Anna Nilohova, Secretary Olena Kozhukhar and Finance Director Anastasiia Ivasiuk.

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Instead of a traditional school with classrooms, they created age-based groups where children study the Ukrainian language, the history of Ukraine and Ukrainian traditions. One of the center's greatest achievements is Espace ado ukrainien, a dedicated space for children aged 12 and older who urgently needed a circle of friends after being forced to relocate. While the children attend classes, the space becomes a family center, with parallel French language courses offered to parents. Moreover, the community has also laid the foundations for church life. The organization rents a chapel from a local Catholic parish, where prayer services are now regularly held in Ukrainian.

"Everyone says, 'Just go to a Ukrainian church - they'll give you space.' But we had nowhere to go! To this day, we rent everything ourselves with our own resources. We're looking for spaces that are affordable and conveniently located so mothers from the

small towns around Quebec can bring their children," Oksana says.

Today, Oksana Marchyshyn's organization operates under the umbrella of the Ukrainian Canadian Congress and is built around three pillars: community building, promoting Ukrainian identity and supporting Ukraine. In practical terms, this means daily work. On one hand, the center helps newly arrived Ukrainians with paperwork, health insurance and finding employment through a special project supported by the Ukrainian Canadian Congress and Desjardins Ukrainian Credit Union. On the other hand, Ukrainians actively introduce themselves to the local community. They organize large Independence Day celebrations in downtown Quebec City, celebrate Vyshyvanka Day near the Citadel of Quebec and introduce Canadians to Ukrainian Christmas traditions.

The community's work is not limited to culture - they are also active on the political front. Activists regularly organize demonstrations outside Quebec's National Assembly, particularly after Russia's large-scale attacks on Ukraine. Oksana personally takes part in hearings at the National Assembly. For the fourth consecutive year, a Ukrainian delegation has participated in a session of Quebec's parliament during the adoption of a resolution recognizing Russia's actions as genocide against the Ukrainian people.

In addition, every major event is turned into real support for the front line. The community works through official Canadian-Ukrainian charitable foundations or supports volunteer medics on the ground. Donations are raised through charity concerts, the sale of borshch and varenyky, children's handmade crafts and the traditional Christmas nativity play prepared by students of the Ukrainian Center. The children enthusiastically take part in these initiatives, knowing that all the money raised is donated to support Ukraine's Armed Forces.

When asked how she manages to balance raising two children, studying, coordinating the Center and serving as Vice President of the Ukrainian Canadian Congress in Quebec, Oksana simply smiles. She says she doesn't notice the difficulties because she doesn't know how to complain, and sincerely thanks her husband, her children and the team of leaders who have

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formed around her. The hardest thing for her is the news from home, where her parents remain.

Her greatest source of motivation is responsibility for the next generation. Children integrate quickly into Canadian society, and if adults do not make the effort, the language and culture can fade away. “We are living in good conditions. Our children are safe, and the local community has welcomed us warmly. That’s why we simply don’t have the right to live any other way. We have to live in a way that helps our children understand that one day they will help build and rebuild Ukraine. Sometimes people think, ‘What can one person do in such a big world?’ But everything starts with one person. The Ukrainian World Congress often says that we are Ukraine’s voice abroad. That’s true. It starts with each of us.”

Today, Oksana Marchyshyn dreams of Ukraine’s great victory and of something much more down-to-earth, but equally necessary - a permanent home for the Ukrainian community in Quebec where meetings, workshops, classes and other events can be held. Then children will no longer have to search for a new place to rent every time.

And looking at everything this woman has built in just two years, there is no doubt that this home will become a reality.

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

Переїхавши до міста Квебек трохи більше двох років тому, Оксана Марчишин зіткнулася з тим, що новоприбулі українські родини не мали спільного простору, української школи чи церкви. Разом із групою волонтерів вона вирішила створити все це з нуля. Так з’явився Український дитячий культурно-відпочинковий центр. Тут діти вивчають українську мову, історію та традиції, а для підлітків створено окремий простір для спілкування. Паралельно батьки можуть відвідувати курси французької мови. Громада також орендує каплицю, де регулярно відбуваються богослужіння українською.

Організація працює під егідою Конгресу Українців Канади та зосереджується на трьох напрямках: розвитку громади, збереженні української ідентичності та підтримці України. Волонтери допомагають новоприбулим із документами, медичним страхуванням і працевлаштуванням, проводять святкування українських свят.

Оксана, яка також є віцепрезиденткою провінційного відділення Конгресу Українців Канади, вважає особливо важливим передати українську мову й культуру наступному поколінню. Її мрія сьогодні – створити постійний дім для української громади Квебеку, де можна буде проводити заняття, зустрічі, майстер-класи та інші події.

Ukrainians Embrace a Newfoundland Tradition



This year marks the 208th running of the Royal St. John's Regatta, North America's oldest continuous sporting event, and it will also mark the first time that multiple teams representing Ukraine will compete.

Iryna Pegasina, who is rowing for the second time at the regatta set to happen on Aug. 5, said she's fallen in love with the sport. "I was happy, really, because it was my dream," Pegasina told CBC News of competing last year. "I saw the regatta [for the] first time in 2022 when just coming to Newfoundland. And I love it." Pegasina had some experience with kayaking, but wasn't a rower before the regatta. She particularly wasn't used to the unique six-person, fixed-seat rowing of the Royal St. John's Regatta.

Nick Tarchanin, a co-worker of Pegasina's, is making his debut in the races. He said his desire to compete was strong once he saw it for the first time last year. "To see the whole city in one place at the same time, it was amazing," Tarchanin said. "I knew instantly that I wanted to participate ... I wasn't a rower until a few months ago." The duo are competing as part of a mixed team sponsored by the Avalon chapter of the Ukrainian National Federation of Canada and the Ukrainian Credit Union.

There's also a new team on the block – a group of boys representing Ukraine in the youth division. Like the adults, the boys are new to the rowing scene. They only started earlier this summer, but were able to finish second out of three teams in a pre-regatta race. "I like to, like, get some exercise to wake up in the morning, and sometimes in the evening. And I like to

look at the ducks," said 10-year-old Danylo Sysa. "So fun," 10-year-old Sebastian Li added. "[I like that] we can win stuff and then we can be champions." Other teammates, like 11-year-old Danil Pagels, said racing in front of fans will be a cool experience. "[It will be] really exciting. Nerve-wracking," he added.

For rowers like Pegasina, the regatta is a lot more than a race. She sees it as a chance to further connect with her new home of Newfoundland and Labrador. "It's a new home for us, for all Ukrainians. And we try to be involved in this culture, in this traditional part," she said. "We want to show that we can be good friends, good neighbours, good parts of [a] team. So it's really important to us and for me, especially." "We want to integrate. We want people to see us, we want to see the other people," added Tarchanin. "We want to make Newfoundland richer culturally, and in all the other ways."

Pegasina said she hopes Ukrainian representation can continue to grow in future events. She'd like to see more youth involved in the races and the addition of a team of Ukrainian women. An influx of youth is a key way to ensure the regatta continues beyond 208 years. But if you ask the boys in this year's race, they say they're fine with just three teams in the youth division for now. "Even if we lose, we still get a medal. So I don't want any more people joining," Danylo said.

Source: <https://shorturl.at/IgkP5>

Цього року в Royal St. John's Regatta – найстарішому безперервному спортивному заході Північної Америки – вперше візьмуть участь одразу дві команди, що представляють Україну.

Ірина Пегасіна змагатиметься вже вдруге. Разом із нею у змішаній команді виступить Нік Тарчанін, який лише кілька місяців тому почав займатися цим видом спорту. Україну також представлятиме нова юнацька команда. Хлопці почали тренуватися лише цього літа, але вже посіли друге місце у передрегатних змаганнях.

Для українських учасників регата – це не лише спортивна подія, а й можливість стати ближчими до місцевої громади та культури Ньюфаундленду і Лабрадору.

‘The War Leaked into Every Lesson’: Learning Ukrainian in a Country Under Siege



In a recent article, journalist Charlotte Higgins reflects on her experience of learning Ukrainian during Russia’s full-scale war against Ukraine. She began studying the language after returning from her first reporting trip to Ukraine in October 2022. What initially started as a practical way to communicate during future visits gradually became a much deeper connection to the country, its people, culture, and literature.

Higgins began taking weekly online lessons with her teacher, Olha, who was living in Ivano-Frankivsk. She describes the challenges and unexpected pleasures of learning Ukrainian, from mastering the Cyrillic alphabet and seven grammatical cases to navigating complex verbs of motion and unfamiliar vocabulary. Learning a new language also meant becoming comfortable with making mistakes and returning to the position of a beginner.

But from the very beginning, these lessons were shaped by the reality of war. Higgins recalls that even ordinary grammar exercises and conversations frequently reflected what was happening in Ukraine. Her vocabulary expanded to include words for drones, rockets, explosions, bomb shelters, and air-raid alerts. Russian attacks on Ukraine’s energy infrastructure and resulting blackouts sometimes even forced lessons to be cancelled.

Her studies continued beyond weekly online classes. During an intensive language program in Lviv,

Higgins found herself discussing wartime divisions in Ukrainian society, reading Ukrainian poetry, and confronting both the linguistic and emotional difficulties of learning a language in a country at war. She writes about how Ukrainian literature, conversations with friends, and experiences during reporting trips gradually became inseparable from the language itself.

The article also reflects on the changing role of language in Ukraine. Since Russia’s invasion, many Ukrainians have made a conscious decision to use Ukrainian more frequently, viewing language as an important part of national and cultural identity and, for some, as an act of decolonization. At the same time, Higgins emphasizes that language choices can remain deeply personal and complex, particularly for Ukrainians who grew up speaking Russian.

Nearly four years after beginning her studies, Higgins sees learning Ukrainian as more than simply acquiring another language. It has become a continuing connection to Ukraine and its people, as well as a way of marking the passage of time during the war.

To read the full article, visit:

<https://shorturl.at/NosMK>

У нещодавній статті журналістка Шарлотта Гігінс розповідає про свій досвід вивчення української мови під час повномасштабної війни. Вона почала навчання після першої журналістської поїздки до України восени 2022 року. Те, що спочатку мало допомогти їй у спілкуванні під час майбутніх візитів, поступово переросло у глибше знайомство з Україною, її культурою, літературою та людьми.

У статті також ідеться про те, як після російського вторгнення для багатьох українців свідомий перехід на українську став частиною культурного самовизначення та деколонізації. Водночас авторка наголошує, що мовний вибір залишається особистим і складним питанням. Майже через чотири роки після початку навчання Гігінс сприймає українську вже не просто як іноземну мову, а як важливий зв’язок з Україною та її людьми.

Прочитати повну статтю:

<https://shorturl.at/NosMK>



Want to Support Ukraine? Read Its Books

Since 2013, Vladimir Putin has argued that Ukrainians and Russians are “one people”. It’s an attempt to erase Ukrainian identity, part of an assault that has been ongoing for centuries.

Since the full-scale invasion in 2022, Russia has regularly targeted Ukraine’s cultural institutions and publishing ecosystem. This summer alone, Russian attacks have destroyed nearly 10 million books, eliminating approximately 74% of Ukraine’s 2026 book output according to analysis by Chytomo, Ukraine’s largest digital media platform for books, publishing and culture.

Russia is weaponising language and culture as part of its “Russian World” (Russkii Mir) agenda. Originating in the 1990s, it is a deliberately flexible concept that encompasses a geopolitical justification for interventionist policies, an ideological basis for conservative forces and a platform for soft power strategies. However, Ukrainian resolve has hardened in the face of it, with national unity strengthened and an ongoing reversal of Russification through a linguistic shift from Russian to Ukrainian.

Ukrainian culture has flourished despite Russia’s military onslaught, serving as a shield against efforts to erase Ukrainian identity. An increased understanding of Ukrainian culture around the world can help sustain international support through a deepened appreciation of Europe’s largest country. Measures to protect Ukrainian cultural heritage are in place, albeit with limitations. A basic international legal framework for protection of tangible and intangible cultural heritage

during armed conflict is set up through Unesco’s cultural conventions.

Bookstores and libraries around the world have begun to offer visible proof of Ukraine’s growing presence on the global stage on their shelves. However, there is still much work to be done to put Ukraine on people’s mental maps. Olesya Khromeychuk, author, historian and director of the Ukrainian Institute London (UIL) stated in a recent newsletter, that when “politicians, journalists, and intellectuals place Europe’s largest country within Russia’s ‘sphere of influence’ in their minds, that has real-world consequences, as we continue to see”.

Khromeychuk, along with Uilleam Blacker, literary translator and scholar of Ukrainian and East European culture at UCL, launched The Ukraine Shelf podcast. The series features discussions with leading authors, scholars and journalists about what to read to understand Ukraine. Meanwhile the Chapter Ukraine campaign produces a growing list of recommended books translated into English (and several other languages, too).

International initiatives building the infrastructure needed for Ukrainian literature to circulate globally are underway. The government entity, the Ukrainian Book Institute (UBI) has five objectives that seek to: shape state policy in the book publishing sector; promote book reading in Ukraine; support the book industry; provide incentives for translations; and popularise Ukrainian literature abroad.

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The UBI supports translation projects and maintains a catalogue of publications in all languages. Organised by language, the catalogue consists of all the publications in translation supported by grants from the institute. So far in 2026, 100 translations of Ukrainian books in 33 countries have been supported. To help address the global shortage of translators, the Translating Ukraine Alliance Council is an international initiative that supports the development of translators from Ukrainian into English.

The number of foreign publishers of Ukrainian writing is growing, with independent publishers leading the way. Arguably the most influential institutional publisher of Ukrainian literature in translation in North America is HURI Books, which releases scholarship in the field of Ukrainian studies as well as Ukrainian literature.

The Ukrainian Book Challenge is a campaign initiated by HURI Books, aiming to build a global community of readers. Readers are encouraged to buy one book in English about Ukraine, or from Ukraine, once a year and post a photo on social media with #UkrainianBookChallenge. Then, they're asked to tag five friends and invite them to purchase a Ukrainian book for their shelf, community, a school or a public library.

In doing so, people support Ukraine by learning more about its culture, spotlight publishers and help to add Ukraine to the bookshelves of world literature. As Kotsyuba stated on the Ukrainian Book Challenge website: "Every book sold is a vote for Ukrainian culture, because what Russia's war on Ukraine is really about is eradicating Ukrainian culture and erasing Ukrainian identity as a result."

Publishers need hard sales data to commit to investing in Ukrainian literature. Ultimately, one book and one post once a year helps support that - but it also brings Ukraine onto the global stage not simply as a country under attack by Russia, but as a country with a rich and ancient cultural heritage.

Source: <https://shorturl.at/bmU7E>



The first episode of The Ukraine Shelf.

<https://shorturl.at/aqwlT>



A discussion of Ukrainian literature by Volodymyr Yermolenko, who is also the president of PEN Ukraine.

<https://shorturl.at/E8MMz>

Росія протягом століть намагається заперечувати українську ідентичність, а після початку повномасштабного вторгнення систематично атакує культурні установи та видавничу галузь України. Попри війну, українська культура продовжує розвиватися й дедалі активніше виходить на міжнародну аудиторію. У світі зростає кількість перекладів української літератури, а книгарні та бібліотеки дедалі частіше включають українські видання до своїх колекцій.

Однією з міжнародних ініціатив є Ukrainian Book Challenge від HURI Books. Кампанія закликає щороку купувати хоча б одну англomовну книжку про Україну або українського автора, ділитися нею в соціальних мережах із гештегом #UkrainianBookChallenge та заохочувати інших робити те саме.

Summer Institute 2026 Brings Canadian and Ukrainian Educators Together



The Ukrainian-Canadian educational project Summer Institute 2026 brought educators from Canada and Ukraine together once again this summer, with programming held in the Lviv region and Chernivtsi. The long-running initiative focuses on sharing educational experience between Canadian and Ukrainian educators and supporting professional development through contemporary teaching approaches and competency-based learning. The Summer Institute was established through the Institute for Professional Development of Teachers in 1992.



In the Lviv region, a five-day program was held from July 13 to 17 at the T. H. Shevchenko Davydiv Lyceum. In Chernivtsi, nearly 200 educators participated in another five-day program led by Canadian teachers together with Ukrainian co-trainers from the Lviv and Zakarpattia regions. Participants worked in teams, explored contemporary teaching methods, and

discussed inclusive education, leadership, professional competencies, and the development of modern learning environments.

The 2026 program involved cooperation among educational organizations and institutions in Canada and Ukraine. In Chernivtsi, project partners included the Institute for Professional Development of Teachers in Toronto and the Centre for Professional Development of Educational Workers in Lviv, with the initiative supported locally by the Chernivtsi Municipal Centre for Professional Development of Educational Workers and the city's Education Department. At the conclusion of the Chernivtsi program, 21 school teams presented development strategies for their institutions, and all participants received certificates.

The Summer Institute continues a Canadian-Ukrainian educational partnership that has worked with educators across Ukraine for more than three decades, creating opportunities for professional exchange, collaboration, and the sharing of teaching practices between the two countries.

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

To learn more see: <https://shorturl.at/ccWPB>

Українсько-канадський освітній проєкт Summer Institute 2026 цього літа знову об'єднав педагогів з Канади та України. Програми відбулися на Львівщині та в Чернівцях і були спрямовані на професійний розвиток, обмін досвідом і впровадження сучасних підходів до навчання.

На Львівщині п'ятиденна програма проходила 13-17 липня у Давидівському ліцеї ім. Т. Г. Шевченка. У Чернівцях у ще одній п'ятиденній програмі взяли участь майже 200 освітян. Учасники працювали в командах, знайомилися із сучасними методиками викладання та обговорювали інклюзивну освіту, лідерство, професійні компетентності й розвиток сучасного освітнього середовища.

Проєкт реалізується у співпраці освітніх установ Канади та України. У Чернівцях 21 шкільна команда представила стратегії розвитку своїх закладів, а всі учасники отримали сертифікати.

Українська освіта для дітей за кордоном

МОН України створило комплекс інструментів і 4 сценарії, які допомагають зберегти зв'язок з українською освітою, уникнути перевантаження та забезпечити легке повернення додому. Оберіть траєкторію, що підходить саме вашій родині.

Обрати сценарій навчання

Карта освітніх осередків

4

сценарії
продовження
української освіти

350+

українських суботніх
і недільних шкіл у
світі

2

документи про
освіту для дитини



МОН оновило вебресурс «Українська освіта для дітей за кордоном»

Міністерство освіти і науки України оновило інформаційну платформу «Українська освіта для дітей за кордоном», створену для українських родин, педагогів та освітніх осередків за межами України. Ресурс об'єднує в одному місці актуальну інформацію про можливості продовження української освіти та допомагає родинам обрати формат навчання, який найкраще відповідає потребам дитини.

На платформі представлено чотири можливі освітні траєкторії для дітей за кордоном – від поєднання навчання в місцевій школі з українознавчим компонентом до повної дистанційної української програми. Також тут можна знайти інформацію про визнання та перезарахування результатів навчання, перелік верифікованих українських суботніх і недільних шкіл, рекомендації для освітніх осередків, а також навчальні та професійні ресурси для вчителів.

Оновлена платформа покликана зробити необхідну інформацію доступнішою та допомогти українським дітям за кордоном зберігати зв'язок з українською мовою, культурою, історією та системою освіти.

Детальніше ознайомитися з можливостями платформи та доступними матеріалами можна на вебсайті «Українська освіта для дітей за кордоном»:

<https://www.ukrainian.studies.mon.gov.ua>

The Ministry of Education and Science of Ukraine has updated its website, "Ukrainian Education for Children Abroad," which provides useful information and resources for Ukrainian families, educators, and educational centres outside Ukraine.

The website includes information about educational options for children abroad, the Ukrainian Studies component, recognition of learning results, verified Ukrainian weekend schools, and resources for teachers and parents.

The updated platform is designed to make key information easier to access and to help Ukrainian children abroad maintain their connection with Ukrainian language, culture, history, and education.

Learn more and explore the available resources:
<https://www.ukrainian.studies.mon.gov.ua/>



Russia's Bombing Near the Front Line Was Denying a Generation a Proper Education. Now Pupils and Teachers Can Be Face to Face Again

In a small classroom in Zaporizhzhia, a group of Ukrainian teenagers are having an English lesson nine metres underground. Some arrive late because an air-raid warning has delayed the school bus. Their teacher, Natalia Gutaruk, enters through a metal door and walks down three flights of stairs to a yellow door marked Safe School.

For the past year, Sichovyi Collegium, where Gutaruk has taught for 13 years, has operated underground. It was the first purpose-built underground school in Ukraine and is now one of 96 across the country. Twenty-five are in and around Zaporizhzhia, the nearest Ukrainian city to the front line, just 10.6 miles away.

"Of course we hope for peace but this is our reality," says Gutaruk, 43. After nights of Russian airstrikes, she often arrives at school with little sleep. Yet when her first class begins at 8.20am, she smiles and tries to create a sense of normality for her pupils. "I try to switch the focus from being here in this strange location underground," she explains. "We want this to be a safety island with the illusion of normal life." Mila Goncharenko, 13, says: "When we are underground we forget what's happening on the surface."

Above ground, the war is impossible to ignore. Across the road are the ruins of a private clinic bombed in December 2024, while recent attacks on the city have hit a maternity hospital, an animal shelter and other civilian locations. Shelling has doubled over the past month, according to Liudmyla Bukharina, deputy head of administration for the Zaporizhzhia region. Air-raid alarms can sometimes last for 23 hours.

Schools have also been targeted, forcing many to close or move online. One in six Ukrainian schools have been hit since the full-scale invasion began, leaving 4,048 damaged and 408 destroyed. "Underground schools were our unique solution," says Bukharina. She explains that years of online learning during Covid and the war were creating serious educational and social consequences, while families were also leaving Zaporizhzhia because parents could not work while caring for children at home.

About 25,000 of Zaporizhzhia's 60,000 schoolchildren now study underground. Across Ukraine, 150 underground schools are planned by the end of the year. In Kharkiv, where underground construction is also expensive, seven schools operate from metro stations. At Sichovyi Collegium, 300 pupils and 30 teachers use 14 classrooms in shifts, with another school taking over the space in the afternoon. Colourful walls, yellow seats and lighting designed to resemble natural light help make the underground environment more welcoming. There is no cafeteria or outdoor space, but the corridor has a ping-pong table, table football and an area for exercise classes.

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Milana Lavorva, 12, says people elsewhere in Ukraine are sometimes surprised that children in Zaporizhzhia can still attend school and have “some kind of normal life.” Yet reminders of the war remain constant. Each morning includes a nationwide minute of silence for those killed, followed by the national anthem. At the school entrance is a poster remembering five former pupils killed in action since February 2022, as well as a former teacher.

Last Thursday, Gutaruk attended the funeral of Andriy Protsenko, a former pupil killed on the battlefield in Pokrovsk at the age of 21. Afterwards, she returned to school to continue teaching. For her, face-to-face education provides not only physical safety but relief from the isolation children experienced during years of online learning. When the underground school first opened, she recalls pupils hugging each other after finally meeting in person.

Head teacher Galina Vokova, 48, compares running the school to “running a spaceship.” It has generators for lighting and ventilation during power cuts and folding beds in case children are unable to leave because of prolonged attacks.

The psychological consequences of the war are also becoming increasingly visible. Some pupils have become more aggressive, and the school has three psychologists and a social worker. Dr Olena Anoprienko, head of mental support at Okhmatdyt Hospital in Kyiv, says demand for psychological support among children has risen sharply. Last year, referrals to her centre increased by 86 per cent. Her team is seeing more anxiety, depression, eating disorders, suicide at-

tempts and bullying, while some younger children are afraid to go outside or separate from their parents.

Even if the war ends, rebuilding Ukraine will involve not only restoring destroyed infrastructure but supporting a population deeply affected by years of violence, displacement and loss.

At Sichovyi Collegium, many pupils no longer think about the future in the same way they once did. Arina Polusmiak, 13, says: “Before the war we used to wish to be rich or happy or have good jobs. Now we all just wish for the war to end and the sky to be clear of drones.”

When the final bell rings, the children head upstairs during a rare break between air-raid sirens and board the school bus. “At the end of the day we don’t say goodbye,” says Gutaruk. “We say ‘be safe and have a quiet night’.”

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

У Запоріжжі, одному з найближчих до фронту великих українських міст, тисячі дітей навчаються у підземних школах, створених для захисту від російських обстрілів. Одна з них – Січовий колегіум, який уже рік працює на глибині дев’яти метрів під землею. Це була перша спеціально збудована підземна школа в Україні, а нині таких закладів у країні вже 96.

Через постійні повітряні тривоги та атаки багато українських шкіл були змушені перейти на дистанційне навчання. Від початку повномасштабного вторгнення понад 4 000 шкіл було пошкоджено, а понад 400 – зруйновано. У Запоріжжі приблизно 25 тисяч із 60 тисяч школярів уже навчаються під землею.

Підземні школи стали способом повернути дітям очне навчання після років дистанційних занять під час пандемії та війни. Учителі зазначають, що школа дає дітям не лише знання та фізичну безпеку, а й можливість знову спілкуватися наживо після тривалого періоду ізоляції. Однак наслідки війни для психічного здоров’я дітей уже помітні. Психологи фіксують зростання тривожності, депресії, розладів харчової поведінки, булінгу та страху залишитися без батьків.

Ukraine's Independence Day Across Canada



Vancouver, BC. Source: <https://shorturl.at/mMWfV>



Regina, SK. Source: <https://shorturl.at/m6CBt>



Winnipeg, MB. Source: <https://shorturl.at/K22xt>



Toronto, ON. Source: <https://shorturl.at/Qh16N>



Ottawa, ON. Source: <https://shorturl.at/stGYj>

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Ukraine's Independence Day Across Canada

(Continued from p.44)



Quebec City, QC. Source: <https://surl.li/zcjsvf>



Saint John, NB. Source: <https://surl.li/mkkekua>



Charlottetown, PEI. Source: <https://lnk.ua/ls0ltB9Q9>



Halifax, NS. Source: <https://surl.li/tbpvrt>



St. John's, NL. Source: <https://surl.li/xsuqfw>

Ukraine's Independence Day Around the World



Sydney, Australia. Source: <https://surl.li/yilbcf>



Jutland, Denmark. Source: <https://surl.li/wlvzjv>



Helsinki, Finland. Source: <https://surl.li/pgtisu>



Paris, France. Source: <https://surl.li/zaijca>



Berlin, Germany. Source: <https://surl.li/ocbpnl>

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Ukraine's Independence Day Around the World

(Continued from p.46)



Rome, Italy. Source: <https://surl.it/getovv>



Warsaw, Poland. Source: <https://surl.li/dlqggr>



Antalya, Turkey. Source: <https://shorturl.at/sZ0cp>



Washington, D.C., USA. Source: <https://lnk.ua/UiU3sn0Yt>



Dubai, UAE. Source: <https://shorturl.at/e36Q6>



Discover Ukraine Through the Puzzle of Unity

Puzzle of Unity is a cultural project that explores Ukraine through the diversity of its history, regions, people, traditions, art, and innovations. Originally created as an interactive installation, the project takes the form of a map of Ukraine made up of 20 puzzle pieces. Each piece represents a cultural or historical symbol connected to a different part of the country.

The artwork for the installation was created by Sestry Feldman. The project was developed by the Ministry of Foreign Affairs of Ukraine and NGO Port of Culture with the support of the European External Action Service (EEAS).

A social media series now introduces the stories behind the individual puzzle pieces, highlighting people, places, artworks, inventions, and traditions that have shaped Ukraine over the centuries. The first featured story focused on Lesia Ukrainka, representing her native Volyn region.

The series can be found on Facebook by searching the hashtag #PuzzleOfUnity, where Ukrainian embassies and diplomatic missions are sharing the stories behind each puzzle piece.

Source: <https://shorturl.at/K2MEV>

Puzzle of Unity – культурний проєкт, що розповідає про Україну через її історію, регіони, традиції, мистецтво, визначних людей та винаходи. Інтерактивна інсталяція має форму мапи України, складеної з 20 пазлів, кожен із яких представляє окремий культурний або історичний символ, пов'язаний із певною частиною країни.

Візуальне оформлення створили Sestry Feldman, а сам проєкт розробили Міністерство закордонних справ України та громадська організація Port of Culture за підтримки Європейської служби зовнішніх справ (EEAS).

Нині історії, пов'язані з окремими елементами пазла, публікують у соціальних мережах. Серія розпочалася з Лесі Українки та знайомить аудиторію з людьми, місцями, творами мистецтва, винаходами й традиціями, які формували Україну впродовж століть.

Знайти публікації про проєкт у Facebook можна за хештегом #PuzzleOfUnity.

Pioneers of the Ukrainian Bilingual Program

Lesia Perritt's contributions to Ukrainian Language Education

History of the Ukrainian Bilingual Program in Sherwood Park



In 2024 ULEC had the pleasure of interviewing long-time Ukrainian Canadian language and culture leader Lesia Perritt. Lesia's story adds to our understanding of the early years of the Ukrainian Bilingual Program in Sherwood Park.

Please tell us a bit about your youth in the Ukrainian community. What were the influences on your identity?

My involvement in all things Ukrainian began as a child in eastern Saskatchewan. Ukrainian was the language at home. My parents, Stephan and Josie (Yustyna) Talpash were always involved in leadership roles in Ukrainian organizations and were the role models upon which my life evolved. After our church members were taught Ukrainian liturgical hymns by a visiting choir director, I conducted the church choir from the age of twelve to seventeen when I left for university.

I studied the Ukrainian language from Professors C.H. Andrusyshen and George Foty at the University of Saskatchewan in Saskatoon. Residing with students of similar upbringing at Petro Mohyla Institute during university years had a profound effect on my personal development. I participated in Ukrainian dance, dramatic productions, folk singing, carolling, debating, fundraising concert tours, and holding executive positions in Mohyla's student organizations.

When did you know you wanted to be a teacher?

After graduating with a B.A. from the University of Saskatchewan, I worked as a Social Worker with a caseload of foster care, adoption, unmarried mothers, and putative fathers. Toward the end of the third year, it was a young foster child who inspired me to further my education, not in Social Work, but in Education. I realized that a classroom teacher could provide a child with a safe-haven and a life-altering window to the world for several hours per day, five days a week. I was following in my father's footsteps. I chose to study Education in Edmonton where I knew many Ukrainians resided.

Леся Перрітт розповідає про своє дитинство в українській громаді Саскачевану, вплив батьків і студентські роки, сповнені вивчення української мови та активної культурної діяльності. Саме це середовище стало основою її української ідентичності.

Після кількох років роботи в соціальній сфері досвід спілкування з дитиною з прийомної сім'ї спонукав її стати вчителькою. Усвідомивши, як багато педагог може змінити в житті дитини, вона вирішила здобути педагогічну освіту в Едмонтоні.

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Pioneers of the Ukrainian Bilingual Program

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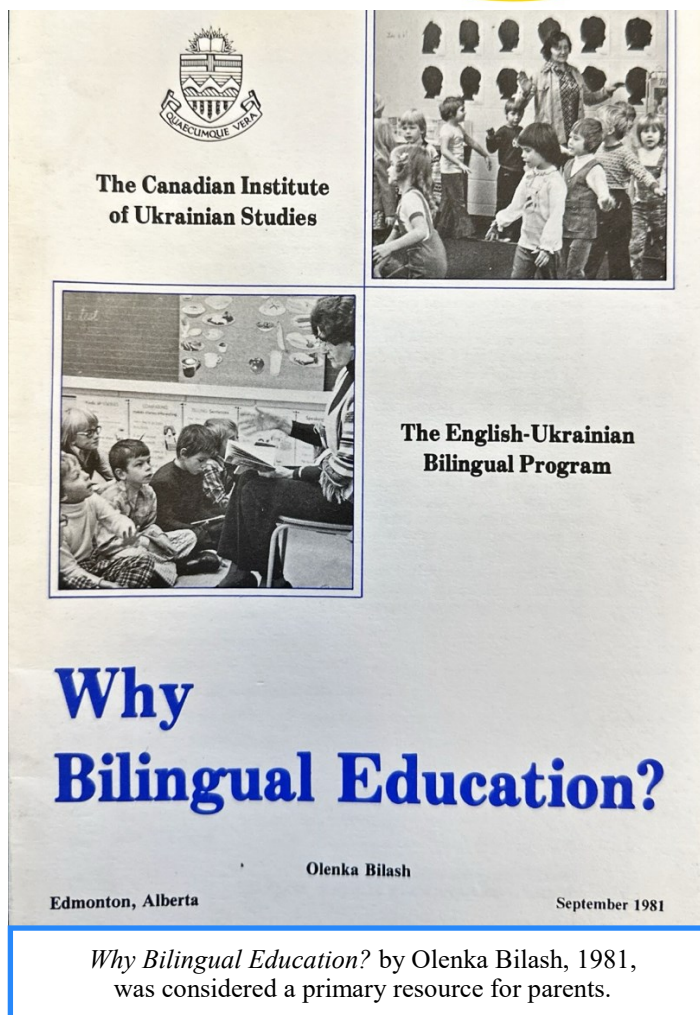
In 1979-80 the County of Strathcona (now Elk Island Public Schools) chose to start a Ukrainian Bilingual program (UBP) at Brentwood School. What was your role in bringing this initiative into reality. Could you explain some of the details about who, when, and how events evolved? Your role as a parent advocate? Can you remember any challenges and how they were overcome? successes?

In 1975, husband Clifford, and I moved from Fairview to Sherwood Park to be closer to a Ukrainian community. In the latter 1970's the parents in the Sherwood Park Catholic School Division were meeting to establish Ukrainian Bilingual education. We began gathering names of people in the community interested in the program. In 1980 the Strathcona County Board of Education (now Elk Island Public Schools) offered the Ukrainian Bilingual Program based on a survey conducted several months earlier. As a public-school supporter, I felt it important to become involved. Professor Bohdan Medwidsky visited our home encouraging me to ensure a successful start-up in the public system.

First contacts were with other parents of young children in Sherwood Park who attended Orthodox churches and took their children to Sadochok in Edmonton.

To further recruit students to the Ukrainian Bilingual Program, Marlene Krokosh, mother of three girls, and I methodically phoned people with Ukrainian names listed in the local phonebook. When they, and parents of various cultural backgrounds and religions expressed interest, I offered to visit them in their homes to explain the program, and to outline the benefits of second language education. By 1981, Olenka Bilash's booklet "Why Bilingual Education?" became the main resource in providing parents with pedagogical information.

In 1980, the first class opened at Brentwood School in Sherwood Park, comprised of nine kindergarten students combined with twelve grade one students, taught by Luba Eshenko and assisted by Lovett Saskiw, teacher-aide.



У 1980 році в школі Брентвуд у Шервуд-Парку започаткували українську двомовну програму. Важливою частиною підготовки було залучення родин: телефонні розмови з місцевими мешканцями, зустрічі з батьками та пояснення переваг вивчення другої мови. Згодом у цій роботі почали використовувати брошуру Оленки Білаш «Чому двомовна освіта?».

Olenka Bilash, Strathcona Board of Education's Supervisor of Second Languages, was responsible for assisting in the hiring of staff to support the program, acquiring learning resources, educating parents about the merits of bilingual education, and serving

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Pioneers of the Ukrainian Bilingual Program

(Continued from p.51)

as liaison with stakeholders. She also taught a beginner Ukrainian course for parents interested in being able to journey through the program with their children. Principal Bill Labatiuk suggested a parent group be officially formed. The Ukrainian Bilingual Committee (UBC) was organized to support the program's cultural components and to promote enrollment.

Through continued efforts in recruitment and promotion, the next year's attendance grew to fifty-two students, kindergarten to grade two. The biggest challenge was to provide transportation to bring students



William "Bill" Labatiuk

William "Bill" Labatiuk grew up with his siblings on a farm south of Willingdon, Alberta. After completing high school in Vegreville, he attended the University of Alberta, earning a B.Ed. in 1959 and an M.Ed. in 1975. He began his teaching career in a one-room rural Alberta school and became a principal at the age of 22.

Bill was a strong advocate of the Ukrainian Bilingual Program and worked hard to provide it

with a strong foundation. One of the early challenges facing the Ukrainian Bilingual Program was the limited availability of suitable Ukrainian-language learning materials.

While French immersion programs received federal support for library resources and the Goethe Institute provided comparable support for the German bilingual program, equivalent resources in Ukrainian were difficult to obtain. In consultation with Olenka Bilash, then Supervisor of Second Languages, Bill supported initiatives to translate, adapt, and develop materials for young learners, particularly children who did not use Ukrainian at home. The aim was to create resources in which visual support and carefully selected language made the content accessible and comprehensible. Bill also supported regular professional development for teachers. School archives from 1982 document in-service sessions focused on developing materials to accompany supplementary readers and on oral techniques for language practice and reinforcement. During this period, with Olenka Bilash's guidance, Luba Eshenko experimented with the early stages of NOVA, contributing to a more communicative, meaning-focused, and active approach to Ukrainian-language learning.

Assessment and the systematic monitoring of student progress were also important priorities. Bill supported annual testing and the adaptation of assessment materials previously used in Ukrainian bilingual programs in Edmonton. These assessments helped document what students were able to comprehend and communicate in Ukrainian and provided the school with annual records of their progress.

Bill's approach to leadership was notably hands-on. He regularly taught mathematics to Grade 1 students and took an active interest in the Ukrainian language itself, asking questions that encouraged staff to reflect on language use and on the influence of Anglicisms in Ukrainian Canadian speech.

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Pioneers of the Ukrainian Bilingual Program

(Continued from p.52)

to Brentwood School from rural areas and the Strathcona County communities of Josephburg, Ardrossan, Cooking Lake, Fort Saskatchewan, and from the County of Leduc. Fundraising activities included bake sales, folding and stapling bingo cards for a bingo hall, and hosting an annual Malanka in Ardrossan. The latter event was very popular and well-attended with parents cooking, roleplaying, decorating, and cleaning up. Parents assisted in promotion of the Bilingual Program with ads in the local newspaper, booths at summer fairs, parades entries, invitations to school events and guided classroom visitations, as well as creating reading books and teaching



Brentwood parents Ken Bootsman as Malanka and Lesia as a fortune teller during a fundraising Malanka event, 1983

Перший клас української двомовної програми в школі Брентвуд у 1980 році об'єднав 21 дитину під керівництвом учительки Люби Ішенко та її асистентки Ловетт Сасків. Уже наступного року кількість учнів зросла до 52. Для підтримки культурних заходів і залучення нових родин створили батьківський комітет. Одним із найбільших викликів було підвезення дітей із навколишніх громад. Батьки збирали кошти, зокрема організовували популярну Маланку в Ардроссані, рекламували програму та допомагали педагогам створювати навчальні матеріали.

resources under staff guidance.

The Strathcona Ukrainian Bilingual Association (SUBA) was formed as a fundraising organization in support of Ukrainian Bilingual Education across various jurisdictions, as well as a contributor to various educational and cultural initiatives in the greater Ukrainian community.

After a year of teaching kindergarten at Delwood School in Edmonton, in fall of 1983 I joined the staff in Brentwood School as the kindergarten teacher. I no longer could engage in active recruitment of students for Brentwood, but as a parent with two young sons in the program, I continued assisting with fundraising, cultural events, and encouraging classroom visitations by prospective parents. I became the school's Ukrainian Program Coordinator. I liaised with the Ukrainian language staff and the parent organization, procured available resources, and supervised STEP students (Summer Temporary Employment Program) that SUBA hired to create teaching resources and assist in class activities.

Language and culture are tightly interwoven. How did parents and teachers help culture come alive in the UBP?

The Ukrainian staff were well-versed in Ukrainian cultural traditions which were interwoven in classroom activities. Lovett Saskiw, the kindergarten teacher-aide who was skilled in demonstrating pysanka writing, embroidery, and traditional bread-making, assisted the teachers with these activities in class. Ukrainian dance was included in the Phys. Ed dance program taught by Luba Eshenko, teacher, and member of the Shumka Dancers. Parents procured Ukrainian costume items for their children. The parent committee also sponsored a traditional Christmas Eve dinner for the Ukrainian students and staff, school administrators and Board representatives. Annually, on a rotational basis, one non-Ukrainian class was invited to the dinner to promote an integrated atmosphere in the school. Besides learning about traditional instruments in music class, Ukrainian students were taught carols and traditional folk songs which were performed at all-inclusive school concerts.

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Pioneers of the Ukrainian Bilingual Program

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Lovett Saskiw demonstrating pasta making in Ann Marie Kryschuk's Grade 2 class at Brentwood School, 1982

Асоціацію української двомовної освіти Страткони (SUBA) створили для збору коштів на підтримку двомовного навчання та освітніх і культурних ініціатив громади. Восени 1983 року, приєднавшись до педагогічного колективу школи Брентвуд, Леся стала згодом координаторкою української програми: співпрацювала з учителями й батьками, забезпечувала програму ресурсами та керувала роботою студентів, які допомагали створювати навчальні матеріали.

Українська культура була невіддільною частиною навчання: діти писали писанки, вишивали, знайомилися з традиційним хлібопеченням, танцювали й співали. Батьки допомагали з костюмами та організовували Святвечір, до якого щороку запрошували також один клас поза українською програмою, сприяючи зближенню шкільної спільноти.

In more recent years, you administrated Ukrainian classes for adults. Could you describe your program and who attended it?

St. Andrew's Ladies Auxiliary, a Branch of the Ukrainian Women's Association of Canada has sponsored Ukrainian Language Classes for Adults continuously since it was founded in 1989/90 by Helena Koszarycz and Dobrodiyka Nadia Kryschuk. Dobrodiyka Nadia served as volunteer principal con-

tinually until August 2017. At that time, she called me from her hospital bed to request that I assist Marian Ostapchuk, registrar, with taking in registrations. Tragically, Dobrodiyka Nadia passed away just before the fall/winter program began. It behoved me to carry on her work. During my administration, I hired staff as required, advertised the program, developed online registration, assigned students to respective classes based on language proficiency, networked with staff, students and St. Andrew's Ladies Auxiliary, the program sponsor.

I hired Luba Eshenko who instructed for two years. She and I developed course outlines for five levels of instruction. The Course Outline at each level



Luba Eshenko, teacher; John Eshenko as St. Nicholas; and Leanne Eaton at Brentwood School, 1983

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Pioneers of the Ukrainian Bilingual Program

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serves as an instructor's guide for teaching skills of practical and relevant language usage. The outline allows students to monitor their own progress by checking off personal skill levels in a series of "I can..." statements.

Ukrainian Language Classes for Adults is the only such unaccredited program in Edmonton offering 24, two-hour classes, on Wednesday evenings from mid-September to mid-March. Students who attend simply want to learn the language or improve their facility without formal assessment. They are of various ethnic backgrounds, religious affiliations and of all ages, 18 to senior. Recent term enrollments have been above 70 students coming from all areas of greater Edmonton and surrounding communities. In fall 2023, I passed on administration of the program to Leanna Buzak, an educator employed by Alberta Education.



Luba Eshenko

Luba Eshenko took up her rookie teaching position after graduation as the first teacher in the Ukrainian Bilingual Program at Brentwood School in Sherwood Park. She played an important role in "testing" ideas and learning materials that eventually became the NOVA Ukrainian Language

Early in her career, classroom observations conducted as part of the process toward permanent teaching certification consistently highlighted the qualities that characterized her teaching. She was recognized for her caring approach to students, her ability to adapt activities for learners at different levels, and her capacity to create an engaging and supportive classroom environment.

Learn more about Luba Eshenko's distinguished career in our earlier interview (ULEC Newsletter, Volume 1, p. 12): <https://shorturl.at/dmxkt>, and about her webinar (ULEC Newsletter, Volume 4, Issue 9, p. 6): <https://shorturl.at/g8jcE>. Further highlights include her fundraising for orphans and awards: <https://shorturl.at/0v5XO>.

У 2017 році Леся Перрітт перебрала керівництво курсами української мови для дорослих в Едмонтоні. Вона запровадила онлайн-реєстрацію та разом із Любою Ішенко розробила навчальні плани для п'яти рівнів, зосереджені на практичному використанні мови й самооцінюванні. Курси об'єднують дорослих різного віку та походження, які хочуть вивчати українську без формального оцінювання. Програма передбачає 24 двогодинні заняття; в останні роки на неї реєструвалися понад 70 слухачів за навчальний період. Восени 2023 року керівництво курсами перейшло до освітянки Ліанни Бузак.

In 1999 the United Nations declared February 21 as International Mother Language Day. The International and Heritage Languages Association (IHLA) has held an annual event to acknowledge this day for over a decade. Could you talk about how you and your school have participated in this event and your participation with IHLA.

In her long service as volunteer Principal of St. Andrew's Ukrainian Language Classes for Adults,
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Pioneers of the Ukrainian Bilingual Program

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Dobrodiyka Nadia Kryschuk also served on the IHLA Board for many years. When I assumed the role of Principal, I attended IHLA Principal's meetings and its many workshops. Ours was the only adult language school affiliated with IHLA.

Part of IHLA's mandate is to encourage pairing of heritage school principals to share ideas, submit a report to the IHLA Administration, and receive related funding. A Polish school principal and I were paired to exchange ideas. The funding St. Andrew's program received, allowed for purchase of five porcelain white boards for the classrooms.

I participated in IHLA's annual Mother Language Day every February. My involvement included encouraging adult Ukrainian students to prepare a submission for the Mother Language Day publication. At the event, I set up and manned our school display, ushered heritage school reps to their areas for set-up, brought a traditional snack for young performers of other heritage schools, listened to the speeches and performances, and assisted in event clean-up.



Lesia leading adult Ukrainian classes and staff in carolling, with Ludvik Marianych at the keyboard, 2018

Як керівниця курсів української мови для дорослих, Леся Перрітт співпрацювала з Асоціацією міжнародних мов і мов культурної спадщини (IHLA), відвідувала зустрічі та семінари, обмінювалася досвідом із керівницею польської школи. Фінансування, отримане завдяки цій співпраці, дало змогу придбати п'ять навчальних дошок. Вона також щороку долучалася до відзначення Міжнародного дня рідної мови: заохочувала слухачів готувати матеріали для тематичного видання, представляла курси на заході та допомагала з його організацією.

Over the decades, Ukrainian teachers have gathered at many conferences relating to Ukrainian language teaching and learning. Can you share any memories from these events.

In having attended various second language sessions at conventions and conferences, the content has become part of my accumulated knowledge and understanding. Most inspiring were sessions presented by Dr. Olenka Bilash, an international leader and innovator in second language education.

One inspiration at a teacher workshop in 2019 was seeing a GoCamp brochure. Dr. Roman Petryshyn said, "You should go." On questioning, he explained that Ukraine calls for adults to engage in their summer camps and speak English, French or German to the children in attendance. I immediately began the application process. Participating in GoCamp was an incredible two-week experience!

Since Russia's unprovoked invasion of Ukraine on February 24, 2022, over 200,000 Ukrainians have come to Canada, many of them to Edmonton. How are they shaping or reshaping the face of the Ukrainian community in Edmonton?

The Ukrainian community has changed its face in many ways with the arrival of new immigrants and

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Pioneers of the Ukrainian Bilingual Program

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war evacuees. Although we see young parents and children from Ukraine in our churches, packed at Easter time, their understanding of church attendance differs from ours. In past decades, Canadian Ukrainians created many organizations to set goals and achieve them. We become members to support and sustain parishes. The new immigrants do not seem to be familiar with such organizational work and do not seem to become 'members' of our churches and organizations.



Lesia with her display at IHLA's Mother Language Day, 2020

Every newcomer has many qualifications, but often are unable to work in their fields because of hiring practises, inadequate English language skill, etc. However, newcomers appear intelligent, innovative, resourceful, and resilient and many are settling in, despite huge challenges. They are motivated to do

well and provide for their families. Many work long hours and on weekends doing jobs locals do not want. Labour, music, art, literature, scholarly components of our society are benefitting from their presence. In time, they and their children will have better employment opportunities. I only worry that there has been a tremendous brain-drain from Ukraine. I wonder if there will be enough financial and intellectual resources and manpower to rebuild the country when the war is over. Will many who came to Canada have a desire to return?



Участь у педагогічних конференціях і семінарах збагачувала професійний досвід Лесі Перрітт. Особливо надихали її виступи Оленки Білаш. На одному із семінарів у 2019 році вона дізналася про GoCamp і за підтримки Романа Петришина долучилася до двотижневого мовного табору в Україні. Розмірковуючи про зміни в українській громаді Едмонтона після початку повномасштабного вторгнення, вона відзначає внесок новоприбулих у культурне, наукове та економічне життя міста. Водночас звертає увагу на труднощі працевлаштування за фахом і відмінності у ставленні до членства в громадських та церковних організаціях. Попри захоплення стійкістю й винахідливістю українців, її непокоїть втрата Україною фахівців, необхідних для майбутньої відбудови.

Dr. Denise Larsen: Bringing Hope



Dr. Denise Larsen is a professor and Associate Dean of Research in the Faculty of Education at the University of Alberta. She has been with the University of Alberta for approximately 23 years. Her professional path began as an elementary school teacher and continued as a registered psychologist in the Counseling Psychology program. Her research focuses on hope and its role in education, counselling psychology, health care, and human change processes.

How did you first become interested in the topic of hope?

My interest in hope was shaped by several important influences. One of the earliest was my dissertation supervisor, Dr. Ronna Jevne, who founded the research unit that I now co-direct. She began studying hope in the context of cancer care at a time when very little scholarly work had been done on the topic, and hope was often seen as too vague or difficult to study. Another important influence came from my earlier experience as an elementary school teacher in a low socio-economic neighbourhood in Edmonton. Many

of the children I worked with came from difficult circumstances. Some arrived at school hungry or exhausted, and I often found myself thinking about the role hope plays in children's development – how it grows, how it is supported, and how people learn to hold on to it as they move into adulthood.

Around the same time, while I was working at the University of Saskatchewan, I watched a documentary about subsistence farmers in Colombia whose farms had been taken over by paramilitary groups. One image stayed with me: the farmers returning at night to spray-paint the word Esperanza – “hope” in Spanish – on the sides of their barns. That moment helped me think about hope not only as something individual, but also as something connected to social justice, community, and collective survival.

Together with my background in cancer care and counselling psychology, those experiences led me to think more seriously about hope – and about how it can be studied in ways that are both meaningful and practically useful.

Could you give us an overview of your research on hope?

There are many definitions of hope, but one that works well, especially for public audiences, is to think of hope as the ability to envision a future in which you wish to participate. That definition comes from my dissertation supervisor, Dr. Ronna Jevne, and her colleague Wendy Edey, both of whom made important contributions to Hope Studies.

Much of the early psychological research on hope connected it closely with goals. That work has been valuable, but I became interested in a broader, more multidimensional understanding of hope – one that recognizes hope as emotional, relational, personal, social, and deeply connected to meaning.

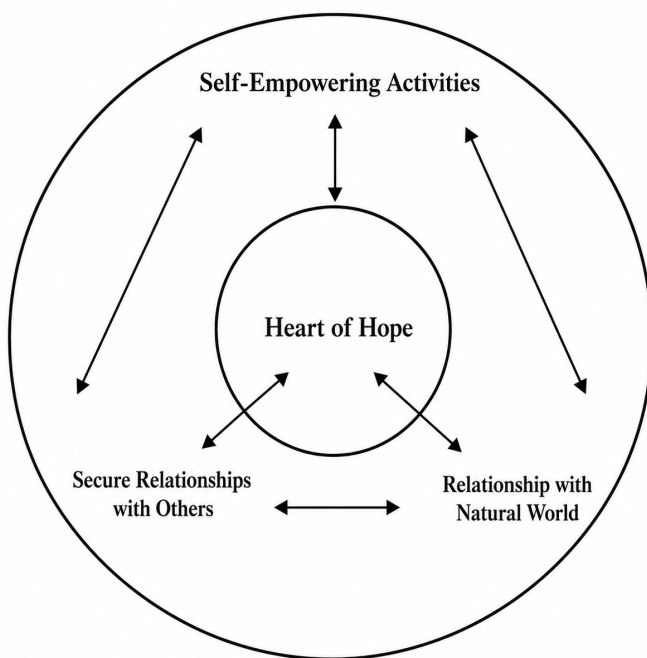
My own research began by looking at how clients experience hope in therapy. I wanted to understand where hope emerges in therapeutic conversations and whether there are things therapists do that either support or interfere with it. That work helped us see hope not only as an outcome of therapy, but as something that moves through the therapeutic process itself.

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Hope is especially important early in therapy. If clients do not find some sense of hope within the first few sessions, they may not return. They need to feel that the process has purpose and that change, or at least movement, is possible.

I also see hope as different from optimism. Optimism usually appears when we believe something is likely to happen. Hope often matters most when the outcome is uncertain, or when we are not sure something is possible at all. If something is deeply meaningful, even when the likelihood feels low, hope allows people to lean toward that possibility and continue working toward it.



How does hope play a role in educational settings, particularly for teachers and students?

Over time, our research on hope moved from individual and group therapy into classrooms, where we began working closely with students and teachers. During the pandemic, this work became especially important. Teachers were suddenly teaching online, often to students whose cameras were turned off, and many found it deeply discouraging. They were used to reading the room and seeing whether students were engaged, but online much of that feedback disappeared.

We conducted research in Edmonton Public and Edmonton Catholic classrooms, working with teachers as research partners through a participatory action research approach. Drawing on decades of work in Hope Studies, we worked together to adapt lessons and classroom practices in ways that could better support students and help teachers stay connected to their sense of purpose.

One Grade 2 teacher, for example, was struggling because she did not know whether her students were present, engaged, or learning. In one of our weekly meetings, I invited the teachers to think about a time when something turned out better than they had expected. The purpose was to help them reflect on uncertainty differently. When we are uncertain, we often imagine that things are going badly. But uncertainty also leaves room for the possibility that things may be going better than we think. For that teacher, and eventually for others in the group, this became an important shift. Instead of focusing only on what might be going wrong, they began to notice moments when things might be going better than expected.

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Докторка Деніз Ларсен - професорка та заступниця декана з досліджень факультету освіти Університету Альберти. Її професійний шлях розпочався з роботи вчителькою початкової школи, а згодом продовжився у сфері психології консультування. Уже багато років вона досліджує надію та її значення в освіті, психологічному консультуванні, охороні здоров'я й процесах особистісних змін.

Интерес до цієї теми сформувався під впливом її наукової керівниці докторки Ронни Джевне, досвіду роботи з дітьми з неблагополучних родин, а також спостережень за тим, як надія допомагає людям долати складні життєві обставини. Докторка Ларсен розглядає надію як здатність уявляти майбутнє, частиною якого людина прагне бути. На відміну від оптимізму, що ґрунтується на очікуванні ймовірного позитивного результату, надія особливо важлива тоді, коли майбутнє залишається невизначеним.

У своїх дослідженнях вона вивчає, як надія виникає й підтримується під час психотерапії та в освітньому середовищі.

Dr. Denise Larsen: Bringing Hope

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That shift does not erase the difficulty of the situation, but it can help people find something to hold on to. In both education and psychology, whether we call them lessons or interventions, they are really learning conversations – ways of helping people move forward.

Could you tell us about your work with Ukrainian and Canadian undergraduate students?

I was invited to join a sociological field school led by Dr. Michael Gulayets at MacEwan University and Dr. Myroslav Kashchuk at Ukrainian Catholic University in Lviv. The field school brings together senior undergraduate sociology students from MacEwan and UCU. Because of the war in Ukraine, the students now meet in Wrocław, Poland, rather than in Lviv.

This past year, I facilitated a two-day workshop on hope at the beginning of the field school. The course focuses on social disparities, so hope became a way for students to think about injustice, uncertainty, and the possibility of change.

For me, it was also an opportunity to learn from the students. Hope is important across many cultures and languages, but it does not always look or feel the same. I did not want to assume that my own Western understanding of hope would be shared by everyone in the room, especially by students coming from a country at war.

We began with a simple exercise called a “Hope is” poem, inviting students to complete the sentence “Hope is...” in their own way. We also talked about the Ukrainian word *nadiia*. Their responses included ideas such as strength, connection, movement, and possibility, but also the recognition that hope can sometimes be very hard to find.

Through photo-sharing activities and small-group mind maps around the words “hope” and *nadiia*, students shared personal stories and reflected on what felt similar or different across their experiences and cultures.

Some of the Ukrainian students asked very difficult and honest questions, including how one is supposed to have hope when the situation at home is so hard.

Those questions stayed with me because they were not abstract; they came from real life.

We ended with what I call a “hope walk.” I sent the students outside in Wrocław and asked them to photograph 20 things that symbolized hope. At first, it sounded impossible, but they came back animated and excited, with images they had not expected to find. The point was to help them see that hope can be noticed, chosen, and carried with us, even in unfamiliar places.

The experience was very powerful. I think the students left with not only a stronger understanding of hope as a concept, but also with personal resources they could carry forward.

What are some of the main insights you have gained from studying hope across different contexts?

I work in several contexts, including education, psychology, and health care, but I do not see them as entirely separate. Whether we are talking about students, clients in therapy, teachers, or people in health-care settings, hope often involves helping people recognize their own strengths, resources, and possibilities for moving forward.

This is important because people may be facing very difficult circumstances, but that does not mean there is something “wrong” with them. As a counselling psychologist, I am careful about pathologizing language. Much of the work is about recognizing how resilient and resourceful people already are, and helping them identify those resources within themselves.

In North American cultures, we are often more comfortable examining problems than talking about what is going well, what gives people strength, or what helps them endure. Hope invites us to pay attention to those strengths as well.

Could you tell us more about the Hope Studies Centre and the work it supports?

Hope Studies brings together people who are committed to studying hope in ways that can be helpful to human beings. Much of the research takes place in education, psychology, and health care.

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The centre has been active for more than 30 years. It includes graduate students, faculty, community partners, and international colleagues who are interested in understanding hope from different perspectives. Dr. Rebecca Hudson Breen is the co-director of Hope Studies, and she brings important leadership to the centre's ongoing work.

One of the strengths of Hope Studies is that it has always had a strong community connection. It is not only university-based research. We have worked with teachers, psychologists, health-care professionals, community partners, and members of the public who are interested in how hope can be understood and supported in real-life settings.

The work also has international reach. For example, I am currently part of a research team in Denmark led by medical anthropologists. That project explores hope in relation to treatment for Parkinson's disease, cancer, and brain injury. It is a different disciplinary context from my own, which makes it especially interesting and offers an opportunity to learn from colleagues who approach hope through medical anthropology.

*Could you tell us about your book *Understanding Other-Oriented Hope* and what it focuses on?*

I co-authored *Understanding Other-Oriented Hope* with Andrew Howell, a professor at MacEwan University. The idea behind the book is that, in psychology, hope has often been understood as a very self-oriented concept – as “my hope” or “what I hope for.” But qualitative research shows that we do not hope only for ourselves. We also hold hope for other people.

Parents hold hope for their children. Teachers hold hope for their students. Health-care practitioners hold hope for their patients. Children hold hope for family members, classmates, pets, and even strangers they see suffering in the news. In other words, hope often extends beyond our own individual well-being.

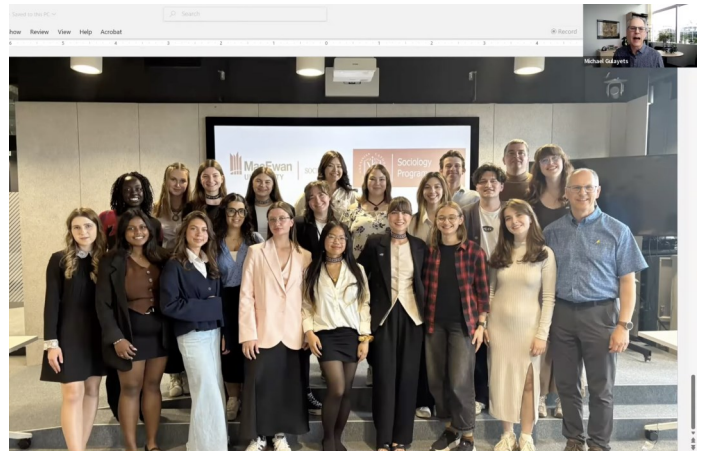
The book explores other-oriented hope as something common, powerful, and closely connected to empathy. When we learn what other people are hoping for or struggling with, we often begin to hold hope for them

as well. We feel for others, and we hope that life can become better for them in some way.

That is really what the book is about: understanding hope as something relational – something we can hold not only for ourselves, but also with and for others.

Related webinar: Dr. Larsen spoke more about her recent work with students from Ukraine during ULEC's webinar *The International Sociological Field School*. To learn more about the field school and Dr. Larsen's contribution to this collaborative project, watch the webinar here:

<https://www.youtube.com/watch?v=4ZcPsrs7IJo>



Докторка Деніз Ларсен працювала з українськими та канадськими студентами в межах Міжнародної соціологічної польової школи у Вроцлаві, де провела дводенний семінар, присвячений надії. Через вправи, обговорення та особисті історії студенти досліджували, як поняття *hope* і «надія» сприймається в різних культурах і життєвих обставинах. Особливо важливими стали відверті розмови з українськими студентами про те, як зберігати надію в умовах війни та невизначеності.

Один із ключових висновків її роботи полягає в тому, що надія допомагає людям помічати власні сили, ресурси та можливості для руху вперед навіть у складних обставинах. Цей підхід також лежить в основі роботи Hope Studies Centre, який уже понад 30 років досліджує роль надії в освіті, психології, охороні здоров'я та житті громад.

2027 Ukrainian Studies Conference

An interdisciplinary conference in Ukrainian studies at the University of Notre Dame



Call for Papers: Ukrainian Studies Conference at the University of Notre Dame

The Ukrainian Studies Hub at the Nanovic Institute for European Studies, University of Notre Dame, in partnership with the Ukrainian Catholic University, invites scholars, practitioners, and policymakers to participate in its second biennial Ukrainian Studies conference, *The Duty of the Good Life: Ukrainian Perspectives on Living on the Edge*, taking place March 18-20, 2027, at the University of Notre Dame.

Building on the 2025 inaugural conference, *Revolutions of Hope: Resilience and Recovery in Ukraine*,

the 2027 gathering will explore what it means to pursue a “Good Life” in the context of war, uncertainty, and existential threat. The conference will consider how individuals and societies can protect human dignity, remain resilient, and continue building a sustainable future even under extraordinarily difficult circumstances.

The Call for Papers is currently open, with proposals accepted until September 1, 2026. The conference will take place March 18-20, 2027, at the University of Notre Dame. For more information and to submit a proposal, visit the conference website: <https://shorturl.at/QyaaK>



New Leadership for the Ukrainian Studies Hub at Notre Dame

Rory Finnin has been appointed Director of the Ukrainian Studies Hub at the Nanovic Institute for European Studies at the University of Notre Dame. He also serves as Notre Dame Collegiate Mission Chair in Ukrainian Studies and Global Affairs in the Keough School of Global Affairs.

Before joining Notre Dame, Finnin was Professor of Ukrainian Studies at the University of Cambridge, where he established the Cambridge Ukrainian Studies program in 2008. His research focuses on Ukrainian culture and identity, particularly Crimea and Crimean Tatar literature, as well as nationalism, solidarity, and cultural memory in the Black Sea region.

Source: <https://shorturl.at/u265O>

CANADIAN FOUNDATION FOR UKRAINIAN STUDIES

Scholarly Publications Support Program

Application deadline: October 1, 2024



Canadian Foundation for Ukrainian Studies | 2024
admin@cfus.ca | 416.766.9630

CFUS Scholarly Publications Support Program

The Canadian Foundation for Ukrainian Studies (CFUS) offers its Scholarly Publications Support Program to assist with the publication of scholarly works in the field of Ukrainian studies by Canadian academic presses.

The program provides funding of up to \$6,500, or half the cost of publication, whichever is less. It primarily supports original scholarly works in English or French, while translations, new postsecondary textbooks, and reprints of works of exceptional scholarly value may also be considered. Preference is given to projects that have secured additional sources of funding.

The application deadline is October 1.

For full program details, eligibility requirements, and application information, visit the CFUS Scholarly Publications Support Program page: <https://cfus.ca>

DANYLIW RESEARCH SEMINAR on Contemporary Ukraine 24-26 September 2026

Find more details at the link: <https://shorturl.at/83RIW>

2026 Community-Based Heritage Language Schools Conference



Find more details at the link: <https://shorturl.at/evQ1E>

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ALBERTA TEACHERS
OF ENGLISH AS
AN ADDITIONAL LANGUAGE



Find more details at the link: <https://shorturl.at/evQ1E>

ASEEES 58TH ANNUAL CONVENTION

2026 Convention

One of the core activities of the Association is the annual convention. Held in the fall in a different city in North America, this international forum makes possible a broad exchange of information and ideas, stimulating further work and sustaining the intellectual vitality of the field.



2026 ASEEES Annual Convention

NOVEMBER 12 – NOVEMBER 15

PALMER HOUSE HILTON
CHICAGO, IL



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OCTOBER 16 – OCTOBER 17

VIRTUAL

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Recentring the Humanities: Ukraine and the World



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International Symposium

28-30 October 2026

Edmonton, Alberta | CANADA

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Theme 2026: Making It matter: How to build recognition
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Find more details at the link: <https://shorturl.at/Mk7Kg>

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Методичний центр української мови сприяє розвитку україномовної освіти в Канаді й за кордоном: підтримує двомовні програми, підвищує професійний рівень учителів 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 громадянськістю.

The Ukrainian Language Education Centre (ULEC) promotes and develops Ukrainian language education in Canada and abroad by supporting bilingual programs and the 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.

Ми запрошуємо вас поділитися своїм досвідом, історіями або спостереженнями для публікації в інформаційному бюлетені ULEC. Якщо ви хочете долучитися, будь ласка, надішліть матеріали на електронну адресу, зазначену нижче.

Ми з нетерпінням чекатимемо на ваші дописи!

We invite you to share your experiences, stories, or observations for inclusion in the ULEC Newsletter. If you would like to contribute, please send your submission to the email address listed below. We look forward to receiving your contributions!

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4-60 Pembina Hall
University of Alberta
Edmonton, AB
Canada T6G 2H8

 ulec@ualberta.ca

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