



Ukrainian Language Education Centre Newsletter

Бітаємо!

Welcome to the Ukrainian Language Education Centre Newsletter

Dear Readers,

Despite exciting local, provincial, and national news in this issue, the international news from **Brazil** is the most uplifting. If this has piqued your curiosity please read page 23.

Additional **international news** takes us to Iran to learn about a new play called *Holodomor*, to Russia to read about a disruption to the Ukraine famine film screening, and to Australia to an interview about the history of the Ukrainian studies program at Monash University.

News from Ukraine includes findings from a study about **Ukrainians' attitudes toward its diasporas**. It reveals that only between a quarter and a third of the survey participants showed interest in life in the Ukrainian diaspora, or in supporting Ukrainian organizations abroad. In contrast, 71% of Ukrainians support the idea of the diaspora investing into the economy of Ukraine, although only 30% support the idea of employing diaspora members in governmental organizations. Read more about the results of the survey on pp. 26-28.

In other news from Ukraine a national research project reveals that the **reading skills** of Ukrainian school students are lower than the average within OECD countries. Studies show that Ukrainian students do not like books from the school curriculum and read-

ing is often associated with duress rather than fun. These findings are similar to those of a study completed in Canada almost twenty years ago: students in the Ukrainian Bilingual Program associated reading in Ukrainian with grammar and linguistic accuracy while reading in English meant stories, discussions and making personal connections to the stories (Bilash, 2002).

In national news you will read about Canada's first **national internment operations of 1914 to 1920** and learn that **October 28** is national internment education day.

With November being the month in which we commemorate the **Holodomor**, this issue provides news about Holodomor awareness and education activities, prizes and announcements of winners on pp. 3-9. ULEC sends kudos to Valentina Kuryliw and the Holodomor Research and Education Consortium (**HREC**) team for their outstanding accomplishments and tireless year-round efforts.

The Ukrainian community continues to work closely with indigenous groups toward **truth and reconciliation**. We provide links to webinars that will help you learn more on p. 11.

We congratulate the University of Alberta as they announce the Stuart Ramsay

(Continued on page 2)

Special points of interest:

- *Memo from Holodomor Research and Education Consortium*
- *Rhea Clyman – The First Western Journalist to Expose the Holodomor*
- *Educator Mary Ann Fajardo receives the 2021 HREC Educator Award for Holodomor Lesson Plan Development*
- *Canadian First World War Internment Recognition Fund Lends Support to Investigations into Residential Schools with Ground Penetrating Radar (GPR) Unit*
- *Uncovered Truths About Indian Residential Schools*
- *Securing Ukrainian Studies Program in Monash University, Australia*
- *Gang Disrupts Ukraine Famine Film Screening in Moscow*
- *Study results: What Ukrainians Know About Diaspora*

Newsletter Editors:

Prof. Olenka Bilash (Acting Director, ULEC)

Dr. Olena Sivachenko (Research Associate, ULEC)

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Welcome to Ukrainian Language Education Centre Newsletter

(Continued from page 1)

Tompkins Visiting Professorship, an opportunity for **scholars from the successor states of the Soviet Union** to interact with colleagues in the Departments of History, Classics, and Religion and Modern Languages and Cultural Studies.

Many of our readers may have participated in the viewing of **U311 Cherkasy** with English subtitles on Saturday, October 23. ULEC was proud to co-organize this event in conjunction with the Embassy of Ukraine, Canada. Read some of the viewers' comments about the interview with Tymur Yashchenko, the film's director, on p. 13.

*They shall grow not old,
as we that are left grow old;
Age shall not weary them,
nor the years condemn.
We will remember them.
We will remember them.*

<https://www.legion.ca/>

To learn about Remembrance Day and why we wear a poppy in Canada please refer to:

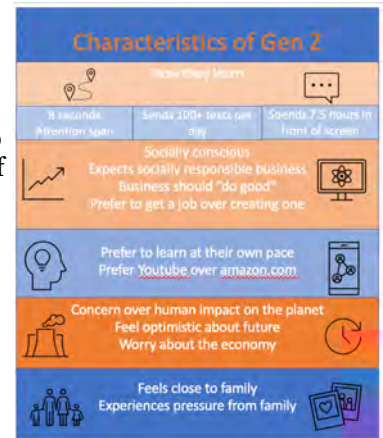
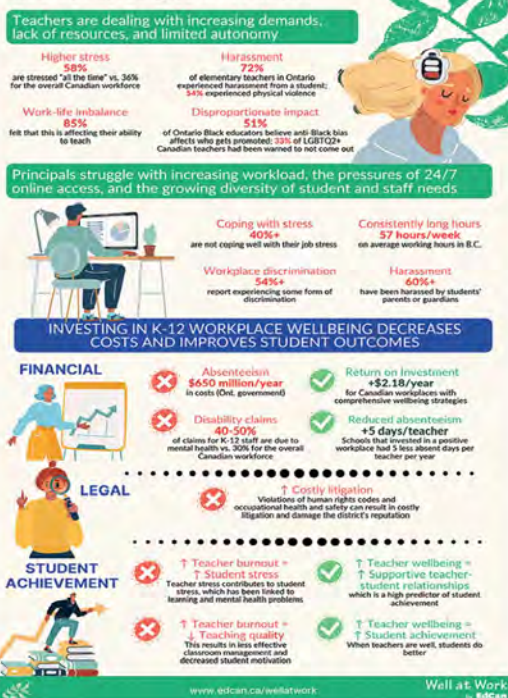
<https://cutt.ly/wTdl1nK>
<https://cutt.ly/XTdl23m>



As we put the final touches on this newsletter the world is gathering at the **COP26** Summit in Glasgow to discuss how to reduce carbon emissions and contribute to climate health. ULEC continues to support the creation of a series of Ukrainian language videos about the United Nations Sustainable Development Goals (**UN SDGs**) and will soon announce the date of an upcoming professional development webinar for teachers about how to make Ukrainian language videos on contemporary issues.

This workshop will be particularly timely in light of the release of a recent study on **characteristics of GEN Z**. Gen Z is the term used to describe people born between 1996-2012, which describes the majority of students in our public and community schools. Research suggests that this first generation of true digital natives prefers to communicate via technology rather than in person. With technological devices as part of their attire, they are apt multi-taskers, learn best when visuals are integrated into the presentation of content, and have also been called "communaholics" (<https://cutt.ly/zTdzikE>). Similarly, they thrive when assignments use their digital competence. However, they are a sensitive and anxiety-prone generation that is said to have a tendency toward depression, perhaps due to academic pressure, high rates of perfectionism, and a lack of adequate sleep (<https://cutt.ly/mTdAMkh>). The eldest of this generation are now at university and entering the workforce where they seek more dialogue and attention than previous generations, expect and value work-life balance, bring a social conscience to their purchasing power, approach life pragmatically, avoid conflict and reveal their complexity through their multiple identities (<https://cutt.ly/YTdZlEm>). As their teachers we must demonstrate more than our content knowledge to gain their respect; we must integrate technological skills as conduits of content, communication, and credibility.

K-12 Staff Stress and Burnout: An issue worthy of investment



Based on data from:
<https://cutt.ly/HTdzRzE>,
<https://cutt.ly/XTdzInI>

As their teachers we must demonstrate more than our content knowledge to gain their respect; we must integrate technological skills as conduits of content, communication, and credibility.

Ukrainian Rocks II and teacher stress: We are disappointed to report that we had few entries for the Ukrainian Rocks II contest. Perhaps this reflects the level of stress teachers and students are experiencing (<https://cutt.ly/1TdxG70>, <https://cutt.ly/zTdcX33>, <https://cutt.ly/hTdcVlx>). As Danna Thomas stated, "long before the COVID-19 pandemic, there was an educator burnout pandemic" (<https://cutt.ly/KTdc05i>). Only a week ago the *Toronto Star* wrote that local teachers are reporting burnout at double the rates of previous years (<https://cutt.ly/hTdc83M>). Prior to the pandemic teachers were already stretched to capacity but are now experiencing burnout as they focus on bringing students up to the curriculum standards that fell short when classes went online for four months during the pandemic. Since ULEC has allotted funds in the budget for this contest we shall reconceptualize the topics and set new deadline dates.

Resources and donations: Look at new resources and upcoming conferences on pp. 33-35 and as the end of the year approaches please consider making a tax-deductible donation to the Ukrainian Language Education Centre.

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

National News

National Holodomor Awareness Week and Holodomor Memorial Day



National Holodomor Education Committee of
the Ukrainian Canadian Congress and the
Holodomor Research and Education
Consortium



19 October 2021

Dear Educator,

The 4th Friday of November each year is a time to remember and recognize the millions who died in Ukraine from deliberate starvation brought about by the policies of Joseph Stalin's Soviet regime in the 1932-1933 Holodomor. Of those who died, 31% were children under the age of 10. This year marks the 88th Commemoration of the Holodomor.

Holodomor Awareness and Education Week is November 22-27, 2021

Commemorating those who perished and honouring survivors of the genocide in Ukraine by striving to teach human rights abuses and genocide today can prevent the occurrence of horrific acts against humanity in the future. Canadian journalist Rhea Clyman spoke out and stood up for those victims in 1933 when she travelled to the Soviet Union under Stalin's rule during the Famine and reported the truth of what she saw happening in the Ukrainian countryside to Canadian newspapers at great personal risk.

Holodomor Memorial Day in Schools is November 26, 2021

Canada recognizes the Holodomor in Ukraine as one of 9 genocides it officially acknowledges with a day for its remembrance.

We appeal to individual schools and school boards across North America to commemorate the fourth Friday in November as Holodomor Memorial Day (November 26) in your school. We encourage all teachers to include the Holodomor in their teaching during this time.

For more information on speakers or in-service teacher training sessions on the Holodomor by trained educational professionals, curriculum planning and more visit us at: www.education.holodomor.ca or contact: Valentina Kuryliw 416 242-5361 (vkuryliw@sympatico.ca).

Sincerely,

Valentina Kuryliw,
Chair, National Holodomor Education Committee (NHEC),
Ukrainian Canadian Congress
Director of Education, Holodomor Research and Education Consortium (HREC)

Rhea Clyman – The First Western Journalist to Expose the Holodomor

HOLODOMOR HEROES

TRUTH TELLERS



The first journalists to write about the Holodomor

WHO

A talented, young, fearless, self-taught Canadian reporter with a disability. Rhea Clyman (1904–1981) was a ground-breaking female journalist who became a foreign news correspondent at a time when it was almost unheard of for women to do so. Born Rachel Gertrude Clyman in Poland in 1904 (which was then a part of the Russian Empire), she moved to Toronto 2 years later with her poor immigrant Jewish family. At the age of 6, she lost part of her leg in a streetcar accident.

WHAT

Rhea Clyman became the first western journalist to witness and report on the starvation in Ukraine, making a journey by car in September 1932 through the agricultural heartland of the Soviet Union (USSR) during the Holodomor. She previously spent a month travelling in the Soviet Far North, where she encountered Ukrainians who had fled from famine conditions in their homeland or who had been exiled and were being ruthlessly exploited as slave labour. Her accounts of her two trips were published in 44 feature articles in the Toronto Telegram newspaper between September 1932 and June 1933. Of these, 21 were front-page stories.

WHEN

She arrived in Moscow in late December 1928, many newspapers sent journalists to the USSR for short stints, but Rhea became fluent in Russian and established herself as a freelance correspondent with a distinctly independent point of view.

WHY

Rhea Clyman left Canada for the Soviet Union initially sympathetic toward the equitable society that the Bolsheviks had promised to create at the outset of Stalin's first Five Year Plan (1928). But her enthusiasm for the "Great Soviet Experiment" waned as she began to comprehend the scale of injustices and state-sponsored terror the Communist dictatorship was inflicting on its citizens. She began expressing a more critical attitude toward the Soviet government in two articles she had published in Maclean's magazine in the spring of 1932.

In June she made an unauthorized visit to the White Sea port town of Kem, closed to foreigners, to investigate if political prisoners and exiles were being used as slave labour in the forestry and mining industries and to build the nearby Belomor or White Sea Canal.

She wrote five articles that she managed to get out of the country without Soviet censors being able to screen them, and which were published in London's Daily Express in late August and September of 1932. These articles angered Soviet authorities because she described the exile of "many thousands of kulaks... to the north since the collectivization of agriculture began." Working in horrific conditions, large numbers of them were from Ukraine, she stated.

Girl Writer Driven From Russia



«Рія Клайман стала однією з перших журналістів, які розповіли про Голодомор у західній пресі. Вона була свідком голоду в Україні під час своєї автомобільної подорожі СРСР у 1932 р.».

Continue reading at: <https://cutt.ly/RRUsAzp>

National News

Holodomor Memorial Day

Holodomor Memorial Day is commemorated each year on the fourth Friday of November in schools. On the Day of Remembrance we remember the millions of Ukrainians who were starved to death in Ukraine in 1932 and 1933, many of whom were children.

Through Acts of Parliament, the Government of Canada recognizes The Holodomor as an act of genocide. Together with the descendants of survivors living in Canada, let us remember the victims of the Holodomor.

Source: <https://education.holodomor.ca/holodomor-memorial-day-2021/>



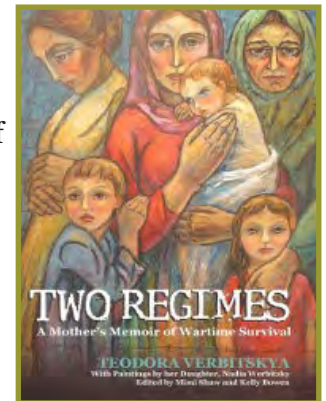
Holodomor Memorial Day in Schools: the 4th Friday of November

On the 29 May of 2008, the Parliament of Canada unanimously passed an “Act to Establish a Ukrainian Famine and Genocide (Holodomor) Memorial Day and to Recognize the Ukrainian Famine 1932-1933 as an Act of Genocide.” As a result of the advocacy of the Holodomor Education Team (UCC-Toronto) and later the National Holodomor Education Committee (NHEC), in 2008, the Toronto District School Board passed a resolution to hold an annual Holodomor Memorial Day in schools on the fourth Friday of November. Since then, other school boards across the country have followed suit. Each year for this event, the National Holodomor Education Committee (NHEC) and increasingly HREC Education, prepare an information pamphlet to help educators commemorate this day in their schools.

Pamphlet: <https://education.holodomor.ca/holodomor-memorial-day-2021/>

Holodomor Lesson Plan Grant

Two Regimes is the life’s work of two Ukrainian women: a mother, Teodora Verbitskaya (author) and her daughter, Nadia Werbitzky (professional artist). Teodora wrote about her family’s life from 1927 to 1945 while living under the two regimes of Stalin and Hitler. Mother and daughter were survivors and witnesses of two genocides: the Holodomor (man-made Famine 1932-33 under Stalin) and the Holocaust (1933-1945 under Hitler) while living in Mariupol, Soviet Ukraine. The Two Regimes Collection contains 118 paintings, 150 sketches and a manuscript – now a book published posthumously titled “Two Regimes . . . A Mother’s Memoir of Wartime Survival” by Teodora Verbitskaya.



The *Two Regimes* Project invites educators to apply for a Holodomor Lesson Plan grant. In order to qualify for the grant, you need to create or adapt a lesson plan on the Holodomor, incorporating the *Two Regimes* book in it. The purpose of the project is to educate students on the Holodomor and the Holocaust in Ukraine, as well as to offer a platform for discussions about genocides. Your lesson plan(s) should be for students in grades 4, 5, 6, 7, 8, 9-10, and/or 11-12. After the competition, all lesson plans will be available to all teachers free of charge. The deadline for submission is **February 1, 2022**. To get access to a video with more information about the project, please sign up by completing the form:

www.TwoRegimes.com/RequestLessonPlans

National News

Educator Mary Ann Fajardo receives the 2021 HREC Educator Award for Holodomor Lesson Plan Development

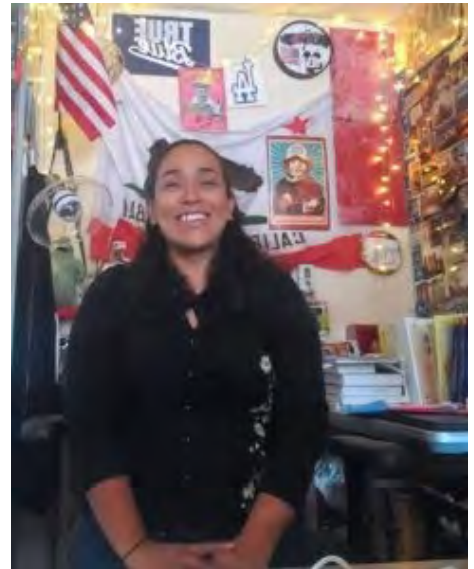
«З приємністю повідомляємо, що переможцем конкурсу «Найкращий урок про Голодомор-2021» стала Мері Енн Фахардо з м. Віттієр, Каліфорнія».

The HREC Educator Award for Holodomor Lesson Plan Development is presented annually by HREC Education of the Holodomor Research and Education Consortium (HREC) to recognize outstanding educators in the field of Holodomor teaching. The award fosters excellence in the development of innovative, creative, and interactive lessons for grades K-12 that engage students in developing their critical thinking skills while discovering and exploring the topic of the genocide in Ukraine in 1932-1933. HREC Education announced the winner of the 2021 HREC Educator Award selected by an international panel of education adjudicators. This year, the judges awarded educator **Mary Ann Fajardo (Whittier, California, USA)** the 2021 HREC Educator Award for Holodomor Lesson Plan Development for her unique lesson plan entitled, “The Holodomor and Its Children,” at the senior social studies high school grade level. In addition, two educators, **Christopher Murray (Rockville, Maryland)** and **Michael Anthony (Toronto, Ontario)**, were recognized with **Honorable Mentions**. Applications were submitted from across Canada and the USA. The winning lesson plan is posted to the

HREC Education website and available for download by interested educators.

Mary Ann Fajardo’s winning lesson plan for Grades 10-12 asks the central question: How did the Holodomor affect the children? It takes a unique approach to developing a student’s deeper connection to human rights violations and their own global citizenship. In her lesson, students participate in cooperative learning, they select and analyze resources, and write an essay as one of the practical applications. The culminating activity is to create a handmade graphic novel that can be shared with others. By researching witness testimonies of child survivors and their children about the Holodomor, students are better able to develop empathy for the victims and learn to speak out against abuse. Fajardo’s lesson plan, as an examination of human rights abuse in its extreme form of genocide, may be incorporated into classes in language arts, music, and visual arts in addition to history, civics, and other social studies curricula.

About her winning lesson plan, Fajardo stated, “I try to teach my students to think about how their daily behaviour affects other people. That’s one of the biggest themes I try to get them to understand. And, if they are able to relate to the materials, they will understand it. If they are reading about kids their own age they will think about our own society and behaviour and how genocide could happen



Educator Mary Ann Fajardo of Whittier, CA received the 2021 HREC Educator Award for Holodomor Lesson Plan Development.

anywhere. History is often taught as something in the past, or ‘over there’, but I want them to think about their own actions and how we treat other people.” Mary Ann intends to use her award to buy history books and graphic novels about genocide, and class materials like watercolours and good markers which she can use for class.

“This year we were pleased to see that we are reaching a wider audience of teachers,” stated Valentina Kuryliw, HREC Director of Education, who created the award. “And it is encouraging to see the understanding and creativity applied to dealing with human rights abuses being developed in the lesson plans of educators teaching the Holodomor today.”

View the lesson plan: <https://cutt.ly/cRUiX74>

Source: <https://bit.ly/3wKDn7z>

Fourth International Verba Magistri Methodology Lab Summer School for Educators is held in Chornomorsk, Ukraine

In the field of education, important advancements are made in many countries to nurture and sustain innovative learning environments that advance progress and standards. In Ukraine, the process of building The New Ukrainian School is now underway. The *Verba Magistri* Methodology Lab is an important component of the 2016 partnership agreement between HREC Education, its affiliate HREC In Ukraine and the Ministry of Education of Ukraine. The Lab holds an annual 10-day Summer School Program for educators which teaches the Holodomor and other genocides, as envisioned by The New Ukrainian School curriculum guidelines. The Summer School program trains Ukrainian teachers to develop and adopt innovative and interactive methodologies for teaching human rights, genocide, and the Holodomor and to create new curriculum. HREC Education works closely with its affiliate organization HREC in Ukraine, headed by Dr. Liudmyla Hrynevych, on joint initiatives including organizing national education training programs conducted by HREC's Director of Education Valentyna Kuryliw and other outstanding educators. Kuryliw is the lead instructor at the *Verba Magistri* Methodology Lab Summer School which utilizes her "The Historian's Craft/Maysternia Istoryka" sample lesson as a basis for teaching

«Методологічна лабораторія Verba Magistri є важливою складовою Угоди про партнерство 2016 року між HREC Education, його філією HREC In Ukraine та Міністерством освіти Україною. Лабораторія проводить щорічну 10-денну Літню школу, мета якої вчити українських вчителів викладати матеріал про права людини, геноциди та Голодомор».

methodology and up-to-date resources. The *Verba Magistri* also conducts symposiums in Ukraine about the Holodomor for educators, academics, and methodologists, providing instruction in new methods for teaching the Holodomor in Ukrainian schools. *Verba Magistri* means "In the words of teachers."

In 2021, the Fourth International *Verba Magistri* Methodology Lab Summer School for educators welcomed a dynamic group of 18 educators from across Ukraine in the seaside town of Chornomorsk from August 1-10th. For the safety of students, staff and faculty during the COVID-19 pandemic,

no travel to Ukraine from Canada was possible this summer while the *Verba Magistri* Summer School followed the government of Ukraine's mandated pandemic rules. The location was changed to a larger space for better social distancing, the accommodations were similarly changed, and the usual 35 participants were scaled down to 18 due to the pandemic. The Ministry of Education of Ukraine selected the candidates, and this year mandated that teacher participants will be accepted who are 35 or younger only, have been teaching for at least 5 years and have demonstrated an interest in, and taught, the Holodomor. As in previous years, there were more candidates who wanted to attend than places for them.

A total of 70 teachers have now graduated from the *Verba Magistri* program with certificates issued by the Ministry of Education of Ukraine. The program presents interdisciplinary approaches to teaching the Holodomor and allows participants to come together to connect over their shared passion. To date, 16 educational specialists have led workshops and presentations within the program, among them highly regarded methodologists, historians, professors of literature, psychologists, and art educators. The program includes lectures on various aspects of the history of the Holodomor using the latest scholarship, with teacher-practitioners actively utilizing contemporary methods of teaching this important and complex topic.

On August 2nd, Valentyna Kuryliw presented her dynamic workshop "The Historian's Craft/Maysternia istoryka." An interactive lesson on the Holodomor, presented via Skype using PowerPoint slides, it

(Continued on page 8)

«У 2021 році IV Міжнародна літня школа Verba Magistri пройшла у м. Чорноморськ, зібравши 18 освітян з усієї України».



News From HREC

Fourth international Verba Magistri Methodology Lab Summer School for educators a 2021 success

(Continued from page 7)

«Валентина Курилів провела «Майстерню історика». Інтерактивний урок про Голодомор включав різноманітні ресурси, які вчителі використовували на практиці».

included a variety of resources the teachers made use of in practice. The teacher participants worked together enthusiastically in groups to recreate what happened in Ukraine in the 1930s. The brainchild of V. Kuryliw, the innovative lesson was published in Ukrainian in book form (100 pages) by HREC Press in Ukraine in time for the 2021 Summer School; the book was gifted to each of the participating educators. It serves as an example of how a lesson with an emphasis on human rights and the values of a democratic society, which develops critical and historical thinking skills, should be presented. Methodologically it creates an active learning classroom which models students working individually and in cooperative learning groups with peer-to-peer instruction on a highly organized activity to acquire and practice these desired skills. The role of the teacher therefore shifts from the position of an all-knowledgeable authority dispensing information, to becoming a facilitator that provides feedback and enables student skill development through meaningful interactions by organizing lessons in such a way that students research guided resources and solve problems, map concepts as teams, come to their own conclusions and then reflect together upon their experiences.

On August 6th, Kuryliw presented a second workshop on “Людські права і цінності/ Human Rights and Values,” about teaching human rights and the Holodomor. Teachers took part in activities exemplifying authoritarian and democratic governments (Sparta and Athens), analyzed and examined the societal values and human rights inherent in each system – or lack thereof.

«Друга майстерня Валентини Курилів була присвячена викладанню матеріалу з прав людини. Вчителі аналізували та досліджували суспільні цінності та права людини, притаманні демократичним та відсутні в авторитарних системах».



From this interactive work they came to a clear understanding of the values, knowledge, information, and skills each form of government determines for their education system so as to create responsible citizens within each society. This lesson helps teachers and students develop their historical and critical thinking skills. It models for educators what type of activities and methods can be used to have students analyze and synthesize resources, reach their own conclusions, develop their critical thinking, and become responsible and active citizens in their society.

The *Verba Magistri* Methodology Lab’s atmosphere of friendliness and trust allows participating educators to exchange ideas and find answers to questions regarding the main purpose of education and the role of teachers in today’s changing world. Teachers learn how knowledge is best conveyed, and how best to help students learn the lessons of the Holodomor while promoting social and civic competence, cultural literacy, and entrepreneurship, and instilling in students respect for human rights and a willingness to defend them.

Through a combination of academic lectures, hands-on workshops, presentations, discussions, film screenings and interesting excursions, the Summer School program for educators builds capacity for teachers to broaden their range of advanced teaching methodologies, share current resources and successes, and create a sense of connectedness and shared purpose among Holodomor teachers across Ukraine. Graduates receive a Certificate from the Ministry of Education and Sciences and continue to act as mentors to train other colleagues, becoming involved in pilot projects for teaching the history of the Holodomor in schools.

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

National News

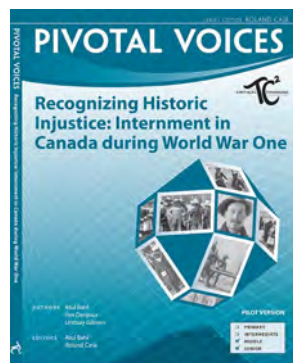
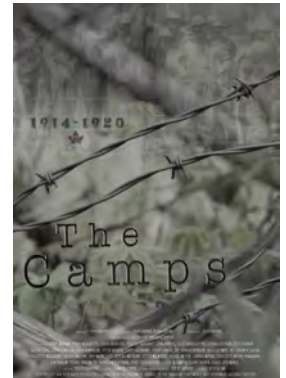
Canadian History That Needs to Be Studied

October 28th is National Internment Education Day, commemorating Canada's first national internment operations of 1914-1920.

Digital Interactive Map

Armistice Films, "The Camps" webseries is located on this digital interactive map. "The Camps" was to create 26 mini films that are structured like a web-series creating short documentaries with a cinematic feature film style. Each of these films tells its own unique story. The CFWWIRF digital map also contains over 12,000 digitized news articles dating from 1914 to 1920 that describes the opinion of the time and presents the hardship unjustly endured by new immigrants who were invited to Canada and then had their civil and human rights taken away by the War Measures Act.

<https://www.internmentcanada.ca/map.cfm>



Recognizing a Historic Injustice: Canada's First National Internment Operation, 1914-1920

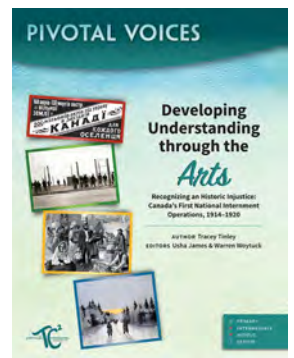
Recognizing a Historic Injustice seeks to raise critical awareness among secondary school students about the largely unknown story of Canada's first national internment operations. The publication is an attempt to recognize those who suffered from this injustice and, through greater awareness, ensure that similar injustices are less likely to be repeated.

<https://cutt.ly/DRUUXh6>

Developing Understanding Through the Arts - Recognizing an Historic Injustice: Canada's First National Internment Operation, 1914-1920

Developing Understanding through the Arts is a unit for students in grades 4 to 9 that explores the experiences of Ukrainian and other European immigrants to Canada in the late 1800s and early 1900s and the impacts of internment on individuals, families and communities. The lesson plans in this resource are self-contained, each focusing on developing understanding through the use of a related art form.

<https://cutt.ly/hRUU5RX>



A Note from Paul Migus, Council Member of the Canadian First World War Internment Recognition Fund:

As some of you are aware during WWI about 8500 Ukrainians and other nationalities from the Austro Hungarian Empire and Germany were arrested as "enemy aliens" and interned in 24 camps across Canada. The CFWWIRF is now offering *The Camps* DVD for free to all schools and educators including free shipping. If there are Ukrainian schools and/or teachers that might be interested in this teaching tool about our community, please do not hesitate to contact:

Andrea Malysh, Program Manager
Canadian First World War Internment Recognition Fund
202 – 952 Main Street
Winnipeg, Manitoba R2W 3P4
Toll Free: 1-866-288-7931
Email: malysh@internmentcanada.ca

National News: Truth and Reconciliation

Canadian First World War Internment Recognition Fund Lends Support to Investigations into Residential Schools with Ground Penetrating Radar (GPR) Unit

Winnipeg – The Canadian First World War Internment Recognition Fund (CFWWIRF) joins Indigenous communities and all Canadians in mourning the loss of thousands of innocent children at Canada’s residential schools.

In support of the continued investigations into these deaths, CFWWIRF is pleased to have provided its Ground Penetrating Radar (GPR) unit to assist in locating potential unmarked burials at two Indian Residential School (IRS) sites in British Columbia. The Tk'emlúps te Secwépemc Nation requested that Dr. Sarah Beaulieu of the University of Fraser Valley use GPR to assist in locating potential unmarked graves near the Kamloops Residential School. Dr. Beaulieu has also surveyed an additional IRS site but due to confidentiality is unable to disclose that location.

«З метою підтримки розслідувань смертей дітей корінного населення у школах-інтернатах Канадський фонд визнання інтернованих у Першій світовій війні надав свої наземні радары для пошуку немаркованих поховань у Британській Колумбії».

Dr. Beaulieu has been instrumental in furthering the work of the CFWWIRF using GPR to locate unmarked graves at the Morrissey Internee cemetery

near Fernie, British Columbia. She will also be using GPR to locate artefacts at the Monashee internment camp located near Cherryville, British Columbia this summer. Thousands of innocent Ukrainians and other Europeans were unjustly interned in 24 internment camps during Canada’s first national internment operations of 1914 to 1920. 125 men and children died while incarcerated and were buried in 33 cemeteries across Canada. With a mandate to restore these grave sites and cemeteries, the CFWWIRF understands the importance of respectfully honoring those who died needlessly and the urgency of locating those who are buried in unmarked graves.

During the internment operations of 1914 to 1920 in Canada, 8,579 people were branded as “enemy aliens” and interned. Among them were Ukrainians, Alevi Kurds, Armenians, Bulgarians, Croatians, Czechs, Germans, Hungarians, Italians, Jews, Ottoman Turks, Poles, Romanians, Russians, Serbs, Slovaks and Slovenes, of which most were Ukrainian and civilians. Stripped of what little wealth they had, many were imprisoned and forced into heavy labour in Canada’s hinterlands. They were disenfranchised and subjected to other state sanctioned censures only because of their origin. “The shameful history of the First Nations Residential Schools reminds us of the tragic consequences of civil and human rights violations,



www.internmentcanada.ca

and of the need to continually raise awareness and protect our fundamental principles,” stated Borys Sirskij, Chair of the Endowment Council of the Canadian First World War Internment Recognition Fund (EC CFWWIRF). “We will continue to respectfully honour the memories of the children who have been forever lost to their families and community in the hope that their stories will inspire a better Canadian future.”

The Canadian First World War Internment Recognition Fund was established in 2008 within the Ukrainian Canadian Foundation of Taras Shevchenko to support commemorative, educational, scholarly and cultural projects that commemorate and recognize the experiences of all the ethnocultural communities affected by Canada’s first national internment operations of 1914 to 1920.

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

National News: Truth and Reconciliation

Uncovered Truths About Indian Residential Schools



In light of the renewed focus on Indian Residential Schools, the Institute of Prairie and Indigenous Archaeology and the Kule Institute for Advanced Study have partnered to develop a Rapid Research Response web-series to facilitate conversations by highlighting the voices of experts, community members, and faculty members across the University of Alberta. They are sharing their expertise on the history of residential schools, the current work being done to locate missing children, how the impacts and trauma of residential schools continues to this day, and how we move forward for resurgent Indigenous futures in the lands known as Canada.

Episode 1 - Narratives of Truth and Reconciliation

Dr. Matthew Wildcat

Department of Political Science

<https://cutt.ly/mRUcDaL>



Episode 3 - Pre-Service Teachers' Artistic Representation of Socially Responsible Engagement with Indian Residential School Legacy

Dr. Sharla Mskokii Peltier

Department of Elementary Education & ATEP Program

<https://cutt.ly/CRUvIUl>



Episode 2 - Locating Unmarked Graves of Children at Indian Residential Schools

Dr. Kisha Supernant

Department of Anthropology

Director, Institute of Prairie and Indigenous Archaeology

<https://cutt.ly/lRUc9T9>

Regional Highlights: Alberta

Stuart Ramsay Tompkins Visiting Professorship

STUART RAMSAY TOMPKINS VISITING PROFESSORSHIP



Closing Date — December 1, 2021

Applications are invited for the position of Stuart Ramsay Tompkins Visiting Professor at the University of Alberta, Edmonton, Alberta, Canada. The Stuart Ramsay Tompkins endowment provides for the University to invite scholars from the successor states of the Soviet Union to visit the Departments of History, Classics, and Religion and Modern Languages and Cultural Studies, so that “the body of the University and Canadians generally shall have the benefit of scholarship” from this region.

This is a ten-month appointment to be held jointly in the History, Classics, and Religion (HCR), and Modern Languages and Cultural Studies (MLCS, home department for the appointee). The Visiting Professor will be expected to be in residence from August 20, 2022 to June 20, 2023, and will be expected to participate in the intellectual life of the sponsoring departments.

The successful candidate will teach two one-term courses during the year in the area of expertise (available to students in either department), and give a minimum of two public lectures throughout the year. It is anticipated that the appointee will hold regular consultations with graduate students in related fields throughout the stay and serve as an ambassador for the program upon returning home. We expect appointees to remain on campus for the bulk of their stay here.

In accordance with the terms of the endowment, the successful candidate should hold a doctorate or a candidate's degree in the history of the Soviet successor states (any period), or in a related field. Visiting Professors must have a permanent position at an academic institution in one of the Soviet successor states, *to which they will return following their visit*. The sponsoring departments are seeking candidates with a range of interests in history and culture. Preference will be given to candidates who can teach courses in the histories of the Soviet successor states; we are particularly interested in courses dealing with cultural aspects that would complement course offerings in MLCS as well as HCR.

Since all teaching and communication will be in English, it is imperative that candidates possess near native fluency in spoken and written English. *This is a precondition to employment.*

Please note that this position is restricted to current citizens of Soviet successor states by the terms of the endowment.

Return airfare will be covered by the Stuart Ramsay Tompkins endowment. Compensation is \$89,000 CDN for the ten-month period. The successful candidate will also receive a research and travel allowance for use during the tenure of the professorship.

For information please consult <https://www.careers.ualberta.ca/Competition/A100146412/> Applications should also include the names and contact coordinates of three individuals qualified to act as referees.

Note: Online applications are accepted until midnight Mountain Standard Time of the closing date.

E-mail inquiries can be addressed to the MLCS Executive Assistant to the Chair at mlcsea@ualberta.ca

COVID-19 Vaccination: Proof of full vaccination against COVID-19 in compliance with the University's COVID-19 Vaccination Directive. Fully Vaccinated means a status an individual achieves 14 days after having received the recommended number of doses of a COVID-19 vaccine approved by Health Canada or the World Health Organization, and requires the individual to maintain the recommended number and type of vaccine doses as updated and required by Health Canada thereafter.

Regional Highlights: Alberta

Ukrainian Community Marks the Defenders and Defendresses of Ukraine Day

October 23, 2021—ULEC and the Embassy of Ukraine organized the screening of a modern Ukrainian movie *U311 Cherkasy*.

The event was dedicated to the Defenders and Defendresses of Ukraine Day (День захисників та захисниць України). It is a public holiday in Ukraine, celebrated annually on October 14th since 2015. The choice of the date was motivated by the Ukrainian historical tradition to honour Ukrainian armed forces on the day of Intercession of the Mother of God. This religious holiday has been celebrated in Ukraine since the 12th century. For many centuries, defenders of Ukrainian lands and people have considered Mother of God to be their patroness.

U311 Cherkasy is a Ukrainian feature film directed by Timur Yashchenko about the defense of the naval minesweeper during the annexation of Crimea by the Russian Federation in March 2014.

After the film screening, the audience participated in a Q & A session with the film director, Tymur Yashchenko, and the Defence, Military Naval and Air Attaché of the Ukrainian Embassy in Canada, Colonel Viktor Siromakha.

We thank the MKK Film Service, the Ukrainian State Film Agency and the film director, Tymur Yashchenko, for their permission to screen this film free of charge.



WHAT ATTENDEES HAD TO SAY:

The film itself was very thoughtful and detailed, and the director was very lively and energetic. He answered many questions from the attendees, which led to an interesting conversation around the film and the events it depicts. I was specifically very interested in the ways in which water is used in the film, thanks to the director answering this question it has sparked the idea for an article. These sorts of events are always so much fun to attend and are important in maintaining strong connections between the arts, society and academia. That they are occurring more and more in an online environment makes them more accessible to Canadian students like myself who otherwise would not have been able to travel in order to attend. Again, thank you for putting on such a wonderful event and I look forward to attending more in future :)(Alisha Gajjar-Fleming, Master's student, Slavic Studies Department, University of Victoria, Canada).

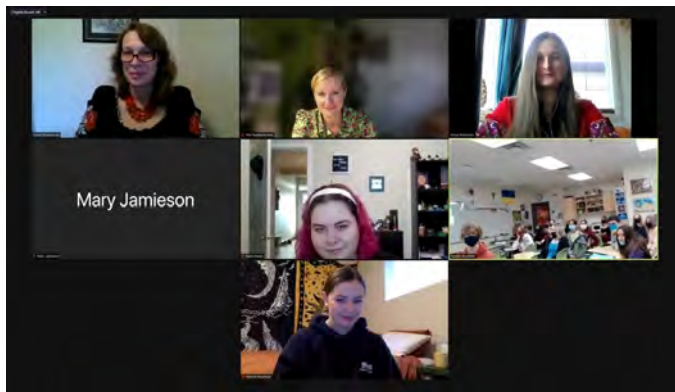
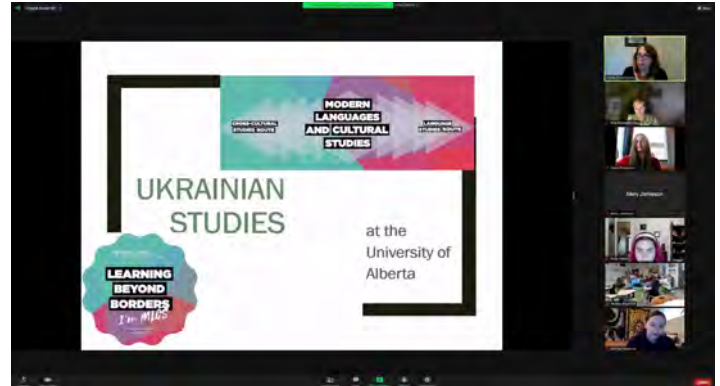
Для мене, хто вивчає українську мову, було дуже корисно зустрітися з людьми, які поділяють мій інтерес до України, до української мови та культури. Мене дуже вразило те, що я могла зустрітися з українським режисером, аташе з питань оборони та різними експертами, які ділилися своїми знаннями, своїми баченнями та досвідом. Це допомогло мені дізнатися більше про те, що робить Україну Україною (Гайді Лерніган, Нью-Йорк, США).

The film was a very good portrayal of the motivations underlying the responses of Ukraine's sailors to the conflict over Crimea: resistance based on loyalty to Ukraine and their oath of service; or failing to resist and/or going over to the Russian side based on personal advantage (continued employment, better pay and advancement in Russian Black Sea Fleet), inability to distinguish themselves from Russians based on Soviet legacy and/or family ties, lack of sufficient patriotic education on the part of Ukraine's Armed Forces. Overall, the film was cinematographically very well done and the acting was very good. It should definitely be shown elsewhere and made more available (Raymond Arent, Severna Park, MD, USA).

Regional Highlights: Alberta

U of A Students Share their Experiences of Learning Ukrainian at the University with High School Students

October 28, 2021—Prof. Alla Nedashkivska, Chair of the Department of Modern Languages and Cultural Studies, and Ukrainian language instructors Dr. Daria Polianska and Dr. Olena Sivachenko and their students visited the Ukrainian Bilingual Program at Archbishop Jordan Catholic High School, Sherwood Park. Mary Jamieson, Rachel Matichuk and Katie Keays shared their experiences of learning Ukrainian at the U of A with the high-school students. We hope to see them in Ukrainian classes at the U of A!



Українське шкільництво у Канаді відзначає День української писемності та мови

6 грудня 2021 р. Національна освітньо-виховна рада Конгресу Українців Канади (КУК), Шкільна рада КУК - Торонто, дитячий журнал "Розумники" організували віртуальне святкування Дня української писемності та мови для дітей української діаспори.

Цього року цікаві заходи були заплановані для учнів, батьків та вчителів.

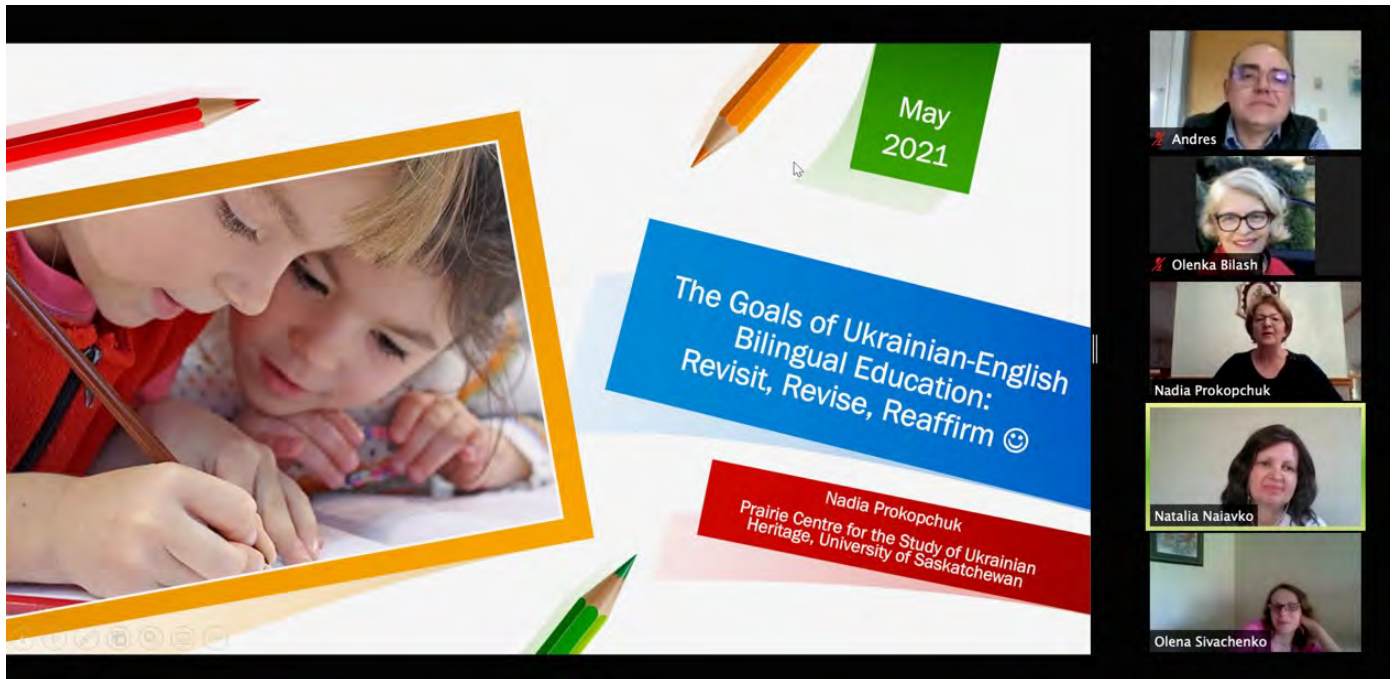
У програмі були зустрічі з письменниками, авторами книжок, презентації лідерів думок.

Деталі заходу: <https://bit.ly/3o2xH59>

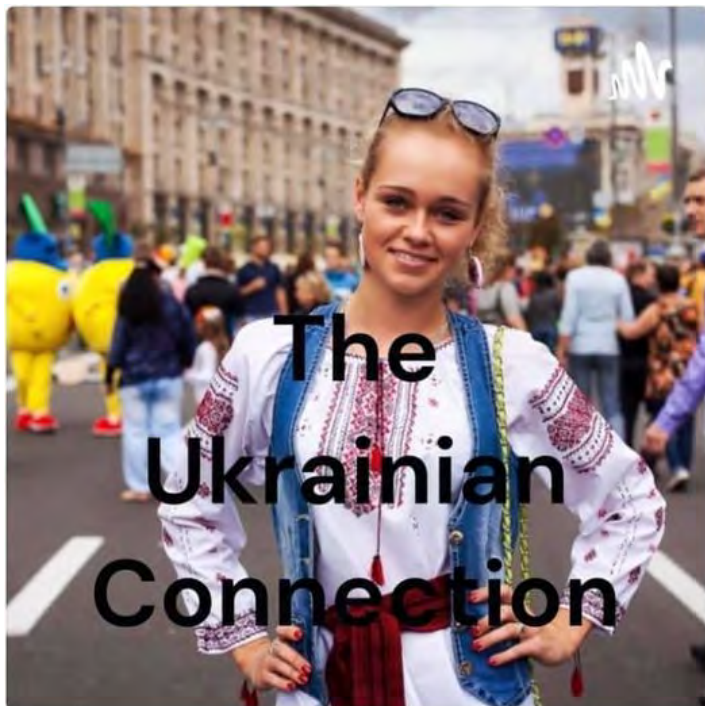
A colorful flyer for the 'Day of Ukrainian Language and Literacy' event. The flyer is yellow and blue, decorated with paper clips and a pencil. It features logos for the Ukrainian Canadian Educational Council (КУК), the Ukrainian Canadian Congress (ШР КУК), and the children's journal 'Rozumnyky Smart kids'. The main text reads 'СВЯТКУЄМО День Української мови та писемності разом!' and '6 Листопада 2021'. It lists the event times for Edmonton, Winnipeg, and Toronto. The program includes a pre-event meeting with Oksana Shportko, a story meeting with Mariya Soltyk-Smirnova, a meeting with Nedko Nejdano and a presentation of 'Mandarin and other dramatic adventures', a meeting with Bogdan Krasavtsev, and a presentation by Roman Tykivskyi. A QR code is provided for more information.

Regional Highlights: Saskatchewan

Ukrainian Bilingual Education in the 21st century



The Ukrainian Language Consortium (ULECON) of Alberta invited Nadia Prokopchuk, a Faculty Affiliate in the College of Education at the University of Saskatchewan, to present on a new initiative to explore contemporary goals of Ukrainian bilingual education. Given the fact that Ukrainian bilingual education began 45 years ago, this is a timely undertaking.



We would like to introduce you to a new podcast series,

The Ukrainian Connection.

Each episode focuses on one person in Saskatchewan's Ukrainian community. Host Paul Miazga asks thoughtful, insightful questions of his guests, helping the listener get to know these prominent people in the community.

The series is available on several pod-catchers, including Apple's here:

<https://cutt.ly/NRO69VB>

Regional Highlights: Québec

Holodomor Educational Resources in Ukrainian, English and French

In this newsletter, we reprint a list of educational resources on Holodomor compiled by Yuriy Luhovy from Montreal, Québec, which we published in the ULEC Newsletter volume 2, issue 2. The list includes 1/ a French-language educational video *Génocide d'une Nation*, which is available on DVD, and 2/ restored/ digitized presentations of 22 distinguished speakers at the First International Symposium on the man-made famine in Soviet Ukraine, held at the University of Quebec in Montreal in 1983. The presenters are Profs. J. Mace, Y. Shevelov, W. Isajiw, B. Krawchenko, R. Serbyn Dr. Nina Strokata-Karavans'ka and others.

EDUCATIONAL RESOURCE MATERIALS AWARD-WINNING DOCUMENTARIES ON HOLODOMOR



Genocide Revealed English Feature Documentary

Winner of 12 International awards. 75 min.

Directed by Yuriy Luhovy

Based on survival testimonies, commentaries by historians, declassified archival documents and rare historical footage.

Narrated by Graham Greene, Jill Hennessy and Lubomir Mvkvitiuk



Genocide Revealed English Educational version

Length options on one dvd 26 min. and 52 min.

Directed by Yuriy Luhovy

Exposes Moscow's policy of genocide against the Ukrainian nation. Focuses on the 1932-1933 man-made famine in Soviet Ukraine engineered by Stalin's regime.



Окрадена Земля 75 хв.

або Шкільна версія 28 хв. і 54 хв. на один DVD

Режисер Юрій Луговий Диктор: Богдан Бенюк

Розкриває злочинну політику керівників Советського Союзу та доказує, що події в Україні 1920-1930-их років були актом геноциду проти українського народу.

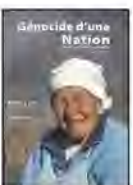


Génocide d'une nation version française 75 min.

Réalisé par Yuriy Luhovy

Ce documentaire se base sur des témoignages vivants ainsi que sur des documents extrêmement rares.

Narration par Geneviève Bujold, Vincent Davy, Louise Latraverse



Génocide d'une nation version française éducationnelle

26 min.

Réalisé par Yuriy Luhovy

Révèle la politique moscovite d'extermination du peuple ukrainien par une famine artificielle des années 1932-1933.



Available on YouTube 22 parts. The 1983 First International Symposium on the man-made Famine 1932-1933 in Soviet Ukraine. Presenters include J. Mace, Y. Shevelov, R. Serbyn, B. Krawchenko, W. Isajiw, B. Bociurkiw & others. **Website:** www.yluhovy.com E-mail: mmmlnc@hotmail.com

Ukrainian Language and Culture Programs at the Post-Secondary Level: Monash University

In our August 2020 newsletter, we initiated a series of articles highlighting the current situation of Ukrainian Studies at the post-secondary level. ULEC's earlier articles focussed on the Ukrainian programs at the University of Alberta, the University of Cambridge, the University of Victoria, Indiana University, and the University of Kansas. This newsletter offers an interview about the Ukrainian program at Monash University with the program's instructors Dr. Marko Pavlyshyn, Dr. Alessandro Achilli, and Valentyna Shapiro.

Please tell us about the beginnings of the Ukrainian program at Monash University.

Marko: The Ukrainian Studies Program at Monash University in Melbourne Australia commenced in 1983. It was the result of an understanding reached between the Association of Ukrainians in the state of Victoria in Australia and the University. The purpose of this initiative was part of a worldwide determination on the part of the organized Ukrainian diaspora to ensure that Ukrainian subject matter would be covered in important universities of the West and that a certain balance could be established between Ukrainian studies and the discipline of Slavic studies, which, in many instances, was de facto Russian studies. Another purpose was that people interested in Ukrainian studies, particularly those of Ukrainian background, could have the opportunity to learn at a university level about Ukraine, and to refine or to commence their acquaintance with the Ukrainian language and the culture of Ukraine.

«Українська програма в Монашському університеті була заснована у 1983 р. у результаті домовленості між університетом та Асоціацією українців штату Вікторія».

verting the existing Department of Russian into the Department of Slavic Studies by introducing Ukrainian, Polish, Czech, the Baltic group of languages and what was then called Serbo-Croatian. The proposal had very strong support from within the Monash University, as well as encountering considerable enthusiasm on the part of the Ukrainian community in Melbourne. Precisely one year after this program took root at Monash, there was also established a Ukrainian Studies Program at Macquarie University in Sydney.

This initiative involved some Canadian activism as well. Specifically, Professor Jaroslav Rudnycky from the University of Manitoba visited Australia and established contacts with various universities, including Monash University, where his fellow linguist Jiří Marvan was especially interested in con-

Over the years, our program gradually evolved from undergraduate courses - from only offering a first-year Ukrainian course to first- and second-year Ukrainian, and first-, second-, and third-year courses to our first PhD candidates in the late 1980s. In 1990,



Left to right: Jiří Marvan and Jaroslav Bohdan Rudnycky.

we began developing contacts with our counterparts in Ukraine. We were instrumental in establishing the Ukrainian Studies Association of Australia that today is the Ukrainian Studies Association of Australia and New Zealand (USAANZ), and this association is affiliated with the International Association of Ukrainian Studies. Notably, the first conference organized by the Association was held at Monash. It was a big international achievement, as we managed to bring together many intellectuals, including participants from outside Australia. This was a novelty for Ukrainian studies in Australia at that time. I think the period from 1988 to 1992 was a period of particular excitement.

For a long time, we had a full offering of undergraduate courses, we offered Master's and PhD programs and we were relatively successful at getting grants and international proliferation of research, mainly in the field of Ukrainian literary studies. In 2004, when we celebrated our 21st anniversary, our coming of age, the Ukrainian Studies program was named the Mykola Zerov Centre for Ukrainian Studies.

In the 2000s, we were fortunate in receiving a major benefaction: in 2014 Victor and Maria Rudewych donated 1.5 million Australian dollars to the entity that financed the Ukrainian program at Monash, the Ukrainian Studies Support Fund. Victor and Maria's

(Continued on page 18)

Ukrainian Language and Culture Programs at the Post-Secondary Level: Monash University

(Continued from page 17)

donation greatly expanded the range of scholarly activities that we were able to undertake.

Alessandro: When I arrived in Melbourne in the summer of 2017, I had the impression that the Ukrainian program was blooming. At that time, we were hosting several postdoctoral research fellows, there were two PhD students working in Ukrainian Studies, which created a vibrant atmosphere. We had plans to organize another Ukrainian Studies conference, following an established five-year tradition at Monash. We also tried to attract more PhD students to Melbourne in the coming years.

In 2018, Marko and I were approached by a PhD student at Monash with an idea of doing something with the Ukrainian archives in Melbourne. There were a lot of interesting materials for research in this collection. So, Marko and I embarked on a new endeavour.

Also, we worked closely with the Ukrainian community in Melbourne and all over Australia. We organized various cultural events, invited guest speakers, and conducted literary readings and workshops.

«У 2020 р. через пандемію різко скоротилася кількість міжнародних студентів, які становили питому частку студентів в університеті. У результаті, курси і цілі програми з невеликою кількістю вписів були закриті. На жаль, українська програма, яка хоч і великою мірою фінансувалася діаспорою, не стала виключенням».

In early 2020, the pandemic came and things started changing. Australia closed its borders and as a result, Australian universities experienced a dramatic decrease in their international en-

rollments. Not all international students were ready to study remotely or to switch to online learning. This had a drastic effect on Australian universities, particularly Monash, which has always had the highest international enrollments in the country. Therefore, the university suddenly felt the need to rationalize its operations and expenses through emergency restructuring. And the programs with fewer enrollments were the first to feel the impact of restructuring.

As Marko already mentioned, we have always relied on external funding for keeping Ukrainian studies alive and thriving. The external support that we received from the Ukrainian Studies Support Fund of the Association of Ukrainians in Victoria, and the



In July 2018 the Mykola Zerov Centre for Ukrainian Studies, jointly with the USAANZ and the Shevchenko Scientific Society of Australia, hosted the international conference “Ukraine and the World: Culture, Politics, Society.” The conference’s organising committee, from left: Dmytro Yesypenko, Anna Rubiniowski, Andrew Radion, Dr. Alessandro Achilli, Prof. Marko Pavlyshyn, Olha Shmihelska, and Denys Shestopalets.

Ukrainian Studies Foundation in Sydney covered a very significant amount of our faculty members’ salary and funded our PhD students. In addition, we also had external funding for our research projects. Our Program was quite independent financially. However, with the state of higher education in Australia, it was placed on the chopping board, too.

In July of 2020, I was told by my Head of School that instead of having four levels of Ukrainian, we would need to switch to just one level—introductory Ukrainian. That was quite a shock for all of us. We tried to negotiate with the university, but nothing came out of that. Two months later, many areas, including Ukrainian Studies, with more or less low enrollments in their courses were closed. I was notified that as of 2021 undergraduate courses in Ukrainian Studies would no longer be offered at Monash and my position as a Lecturer in Ukrainian studies was cancelled.

So, over a short period of time, a financially more or less independent Ukrainian Program ceased to exist. All those exciting plans and ideas about new projects, researchers coming to Melbourne, all that changed, at least for the time being.

From what you were saying, the Ukrainian Program seemed to be in good standing. It did not seem to be a liability to the University, at least financially. Why do you think the University decided to cut it?

Alessandro: From a strictly financial point of view, we definitely were not a liability to the university. I

(Continued on page 19)

Ukrainian Language and Culture Programs at the Post-Secondary Level: Monash University

(Continued from page 18)

think that it was just hard for the Faculty of Arts to justify the existence of a small program while other language programs with much higher enrollments were being reduced. This is the only explanation that I have.

Marko: I would like to add that many Slavic programs had been closed in previous years - Croatian, Macedonian, Polish—none of these programs survived for very long. Indeed, Russian was also closed at Monash because it had no external funding and it had insufficient numbers of students to sustain it. Actually, the Ukrainian program survived the longest due to its strong community support. So, in the end, of this visionary Slavic department, which George Marvan had first dreamt of and then created, nothing remained, apart from the Ukrainian Studies and that was the case for two decades until recently, when Ukrainian was closed down, too.

Could you please specify what enrollments you had in your courses?

«Вивчення української літератури було інтегроване у мовні курси. З 4 год. на тиждень викладання української на середньому та високому рівнях 2 год. відводилися на вивчення мови, а інші 2 год. – літератури».

last couple of years, we had between 10 and 15 students in our introductory Ukrainian course. For levels two, three, and four, we had between three and 10 students. So, around 20 students per semester, which I think for a language like Ukrainian in Australia is quite reasonable. It's noteworthy that other languages in Australia, for example, Indonesian, also suffer from under enrollments. It is a bit surprising, as Indonesia is Australia's closest neighbor.

Marko: Throughout this period, teaching had been shared between Alessandro, Valentyna, and myself. Valentyna, who had been with the program since 2001, was responsible for the language component of the program. She mostly taught intermediate- and advanced- level courses. Whereas I, and later Alessandro, looked after the literature side of the program as well as teaching the introductory Ukrainian language course. Notably, the language and literature components were integrated within the same unit.

Alessandro: Ukrainian studies never had large enrollments. However, smaller classes gave us all the opportunity to interact very closely with our students. For the



Intermediate and proficient students of Ukrainian with Assistant Lecturer Valentyna Shapiro (centre) in 2017.

Thus, taking Ukrainian language, students would also need to take Ukrainian literature. Of the four hours per week that were dedicated to Ukrainian, for the intermediate and advanced groups it was two hours of language and two hours of literature, and for the introductory group it was three hours of language and one hour of culture.

Was the literature component taught in English or was it taught in Ukrainian?

Alessandro: The literature component was taught in Ukrainian, but the texts were both in Ukrainian and in the English translation. Once, I had a bilingual student whom I asked to translate a text into English, because I did not have an official translation for it. Of course, not all students even in advanced courses were of this level of proficiency, but I always tried to stimulate their interest in the culture and the language of translation.

Normally, I taught literature courses on the 19th century, and the first and second halves of the 20th century. These courses incorporated chronological approaches to teaching literature. I also developed a few courses built on thematic principles, e.g., “The War and the Arts in Contemporary Ukraine,” “The Image of the Other in Ukrainian Literature.”

Were there any minimum enrollment requirements?

Alessandro: This is something that was introduced only in the year of 2020, because of the pandemic. The new requirement was 40 bodies in the room. Quite a significant number.

(Continued on page 20)

Ukrainian Language and Culture Programs at the Post-Secondary Level: Monash University

(Continued from page 19)

Marko: Language course instructors and administrators went into all kinds of manoeuvres in order to pretend that various groups were part of a single enrollment because groups of this size simply do not exist, except in the largest enrollment languages. Even then, teaching a language to a group of 40 people is simply nonsense. There always was a notion that the number of students had to justify the budget expended on them. The figure was not specified, but you could calculate it, because you knew how many dollars a particular student enrollment at a particular level would be bringing. We were insulated from that calculation until 2020, because we generated our own money. We never went into red, which made us particularly disappointed when the axe finally fell.

What kind of students did the program attract? Were they graduate or undergraduate students? Were there any heritage speakers?

Marko: The demographic distribution varied over the years and stages of the development of the program. At the very beginning almost all of the students were relatively fluent speakers of Ukrainian. They were either already of mature age or were students who had come through the Ukrainian community schools

«На початку існування програми нашими студентами, в основному, були молоді люди, які вивчали українську як успадковану. В останні роки це були студенти, які в переважній більшості не мали українського коріння».

system, and had done the state matriculation—the year 12 examination in Ukrainian. Thus, in the early stages, it was possible to conduct the entire program in Ukrainian, including content courses. After a certain

time, we had to jettison specialized upper-level courses, as they were too difficult for the students who enrolled in our courses. As time went on, the interest of young people from the Ukrainian community in the Ukrainian program diminished, while the interest of the general student body in taking introductory Ukrainian increased. In the end, we had almost exclusively students who were taking courses because of some particular interest in learning an unusual language or because of a special interest in Eastern Europe or Ukraine.

Valentyna: The majority of our students, in one way or another, had some connection to Ukraine or the

Ukrainian community in Australia, or just had interest in Ukrainian Studies. And we were able to sustain their interest by helping them to go on exchange programs to Ukraine, and by providing the program that would tap into their particular interests. It made my teaching even more interesting each year, because I had to cater to students' needs and interests, so that students could establish a connection between Ukrainian Studies and something that they would benefit from in the future. Today, in preparation for this interview, I asked two of my former students what the highlight of our program was. They mentioned a lot of fun and being able to share common interests and something very dear – Ukrainian – to them with other people as well as to create lifelong connections and friendships, including with young people in Ukraine. Many of our students who went on an exchange program to Ukraine visited the country on their own afterwards. Once they were introduced to and immersed into Ukrainian culture they kept on going back.

You were saying that students went on exchange programs to Ukraine. Where precisely did they go? Could you talk a bit more about this?

Marko: For one year we had an exchange with the Ivan Franko National University in Lviv. But their program did not match up well with the Australian winter break. The Ukrainian Catholic University program did and for about 10 years we sent our students there.

I should add that Valentyna is too modest when she describes the experiences of students. I want to point out that Valentyna went to exceptional lengths to cultivate a sense of community and connection among the students. Valentyna paid attention to the linguistic capacities of every cohort and very effectively pitched different parts of language teaching to different cohorts, so that everybody was involved, and nobody was left behind or twiddling their thumbs in laziness, because they had nothing of interest to do. I think that the success of the teaching of the language part of the program had a great deal to do with the particular personal qualities of Valentyna as a language teacher, but also as a naturally warm and kind person.

Elsewhere, we have found that when there is a large number of heritage speakers in classes, the connection to the Ukrainian community is tighter. Would that be the case in Melbourne?

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Ukrainian Language and Culture Programs at the Post-Secondary Level: Monash University

(Continued from page 20)

Marko: The connection to the community was pretty tight throughout the entire period even when there was not a correspondence between enrollments in the program and those from the community. We made the Ukrainian Studies program visible to the community by a constant barrage of information through the community press and radio. The key Ukrainian secular public event of the year was the Shevchenko Day celebration organized by the Association of Ukrainians in Victoria. We always incorporated giving a prize for exceptional students into the program of the event, so that the public could see the students and the students could see the community which made their course of study possible.

The connection was constantly kept alive through the Ukrainian Studies Support Fund (USSF), which was established by the Association of Ukrainians in Victoria. The fund financed the program either directly on the basis of contracts or through research grants.

There were always spikes in the community engagement. Each conference that was held at Monash was not just an academic conference, it was an event to which the community was invited, and they always came. It was one of those instances where the community at large was able to see in a particularly vivid way what was being done in Ukrainian

«Упродовж всього свого існування зв'язок нашої програми з українською громадою був завжди тісний, а співпраця плідна».

Studies at Monash, how exciting it was, and its relevance to the things that they cared about.

However, there was never any connection between student enrollments and any other factor that I can name. We expected that the Orange Revolution would cause a spike in enrollments, but it did not. We did have a sudden spike in Introductory Ukrainian in 2016, but we have no idea why it happened. We are dealing with such small numbers that it is not really possible to talk about trends.

What other opportunities to explore the language and culture did you offer your students outside of class?

Valentyna: I always tried to connect fun activities outside the class with what students do in class. When studying Ukrainian cuisine, for example, I assigned projects, within which I asked the students to work together — to cook something together, following a recipe, for example. Then I invited them to my home to present the recipe in Ukrainian and share

their dishes with the group. I also treated them to some additional Ukrainian dishes. When we studied Ukrainian Christmas and Easter traditions, I organized little celebrations, too. I invited students to my home, so that they could have a hands-on experience of how Ukrainians celebrate these holidays.

At the end of the academic year we invited current and former students to a restaurant for socializing and reconnecting. We also encouraged our students to participate in the events organized by the community organizations, like the Malanka celebration.

Marko: I would like to expand a little bit on one of the events, which was particularly successful — the Day of Translation of Ukrainian Poetry to celebrate the centenary of Mykola Lukash. Alessandro asked participants to do preliminary homework. Alessandro set two texts. One was by Myron Lysenko, a Ukrainian heritage poet, but written in English, from Melbourne. Participants had to translate one of his poems into Ukrainian. The other poem was by Halyna Petrosaniak in Ukrainian, which was to be translated into English. We had an absolutely fascinating event. There was a former student, who was actually a Belarusian and had worked on translation from Belarusian to English; there were members of the community; there was the translator Yuri Tkach and Myron Lysenko himself. We all discussed each other's translations and the ways in which people had addressed translation problems.

At the University of Alberta, we, too, have gone through our ups and downs in enrollments and quotas, and in responses to changing budgets and policies. For many years we were fortunate to have had a group of professors who worked on Ukrainian topics in various fields of studies, and who always lobbied for Ukrainian Studies. Did you have colleagues or supporters in other departments or faculties of campus?

(Continued on page 22)



The USSF raises funds for Ukrainian Studies at the Moonee Valley Festival in Queens Park, Essendon, in

Ukrainian Language and Culture Programs at the Post-Secondary Level: Monash University

(Continued from page 21)

Marko: In short, we did not. There was no environment for people who are also researching something Ukrainian or taking an interest in Ukrainian Studies from other disciplinary perspectives.

When we come to talk about plans for the future, a new environment at the University of Melbourne has a context for Ukrainian Studies and into this we plan to insert a new Ukrainian Studies position. The position will be in history, political sciences or social sciences. Melbourne does have, particularly among historians, a couple of active researchers, working on Ukraine-related topics, or who are familiar with Ukraine.

What is going to become of each of you in the current scenario and then in the hopeful new scenario?

Marko: For my part, I am a Professor Emeritus at Monash University, and I will retain that position and my connection to Monash. There are still activities at Monash which need to be maintained. One of those is the administration of the research project to archive the Association of Ukrainians in Victoria's holdings of archival materials. That continues to be funded through Monash University. I also have a role in the liaison between the Association of Ukrainians in Victoria and the University of Melbourne.

Alessandro: I physically left Australia in January 2021, and I came back to Europe. At the moment, after having spent 7 months in Trier, Germany, doing research on contemporary Ukrainian poetry, I am an Assistant Professor at the University of Cagliari, Italy. I am also working on my book about independent poetic culture of the late Soviet period, which I hope will be ready in 2022.

«Щодо планів на майбутнє, то ми намагаємося відновити українську програму в Університеті Мельбурну, де є фахівці, які займаються вивченням українських питань. Нова позиція з україністики буде у галузі історії, чи політології, чи соціології».

At the same time, I retained a connection with Monash through an honorary appointment, which gives me access to the library and electronic resources. Marko and I continue working on the archival project, which Marko mentioned. I also continue to be Vice President of the Ukrainian Studies Association of Australia and New Zealand. At the moment, I am actively involved in the organization of our

Ukrainian conference, which will be held in a hybrid mode in February 2022.

Valentyna: I retain my informal connection with all our students. I will continue teaching them privately. At the moment, I am also a secondary school teacher. Most certainly I will continue my connection with Ukrainian Studies. Hopefully, I will contribute to the shaping of our new program at some stage.

What advice, based on your experience, would you give to others who are looking to launch a Ukrainian program at the post-secondary level?

Valentyna: You will have to develop programs that will be relevant to wide cohorts of students, by tapping into their personal interests and connecting to their future, so that they can use the skills that they will obtain through learning Ukrainian and about Ukraine in their future professions.

Alessandro: Based on what happened at Monash, I would say that it is very important for the scholars putting together such a program to develop multidisciplinary links with colleagues, working in other areas, so that you can have supporters in other departments inside the university.

Marko: The key things to consider include who the stakeholders are, who the people are whom one is trying to address, whose needs it is that one is trying to meet, what kinds of interests the institution might have, what kinds of interest the scholarly community of that particular place might have, and then to work out the best ways of meeting all of these expectations.



In 2018 the Mykola Zerov Centre for Ukrainian Studies and the Association of Ukrainians in Victoria resolved to cooperate on a project to order and make available to researchers and the public the archives of the AUV. From left: Prof. Marko Pavlyshyn, project consultant historian Yana Ostapenko, project manager Ryna Ordynat and AUV President Slawko Kohut.

Global Highlights: Brazil

Українська мова стала офіційною в одному з муніципалітетів Бразилії



Влада муніципалітету Прудентополіс у штаті Парана на півдні Бразилії оголосила українську мову офіційною на своїй території. Рішення у місті, чимало жителів якого є нащадками іммігрантів з української Галичини, одногосно прийняли 5 жовтня.

Ініціатором проекту рішення став депутат Маурісіо Босак. Співавтором проекту і його обґрунтування був лідер Українсько-Бразильської Центральної Репрезентації, Віцепрезидент Світового Конгресу Українців адвокат Віторіо Соротюк.

Зазначається, що на території Бразилії поширені та використовуються понад 200 мов, при цьому офіційними є португальська та мова жестів. У муніципалітеті Прудентополіс після португальської найбільш поширеною є саме українська. Після того як кілька муніципалітетів Бразилії вже законодавчо закріпили статус



найбільш вживаної розмовної мови на своїх територіях, такий крок зробила і влада Прудентополіса.

“Серед нас вже є кілька громадян, які виїхали вчитися в Україну і тепер роблять свій внесок у розвиток нашого муніципалітету”, – зазначається в обґрунтуванні до проекту рішення.

Також у обґрунтуванні йдеться про те, що 2019 року Прудентополіс став містом-побратимом Тернополя.

“Відкриваються нові перспективи обміну між нашим муніципалітетом і Україною, а також для навчання молоді на університетському рівні в Україні або онлайн. Ось чому збереження і розвиток української мови серед нас має основоположне значення в додаток до таких важливих мов, як португальська та англійська”, – зазначають автори рішення.

“Ukrainian has become the official language of the municipality of Prudentópolis in Brazil. The bill was unanimously supported by all deputies present at the meeting on October 5, 2021.”

Наданням українській мові статусу офіційної у Прудентополісі сподіваються не тільки вшанувати велику культурну спадщину, а й зробити культурний, науковий та туристичний внесок у розвиток муніципалітету.

Згідно з архівними даними Бразильського інституту географії та статистики, станом на 2008 рік зі 50 614 мешканців Прудентополіса, 75 % були українського походження. Перша хвиля вихідців з України прибувала до Бразилії у 1885 році. Тоді у цьому районі оселилися близько 1500 українських сімей із Галичини. Остання, четверта хвиля міграції, відбулася після закінчення Другої світової війни. Що цікаво, один із житлових районів муніципалітету навіть має назву Нова-Галичина.

Більше про подію тут: <https://bit.ly/3baCYkV>

<https://bbc.in/3pCIUNg>

Global Highlights: Iran

“Holodomor” reveals how Stalin starved millions in Ukrainian famine



A scene from Seganeh Troupe’s latest production “Holodomor”. Photo: by Reza Javidi.

TEHRAN – An Iranian play named “Holodomor” premiered at Tehran’s Neauphle-le-Chateau Theater on February 20, 2021, recapitulating the Holodomor, a famine planned by Joseph Stalin in Soviet Ukraine from 1932 to 1933. It killed millions of Ukrainians.

Ali Safari is the writer of the play, which is being performed by the Seganeh Troupe with director Raha Hajizeinal. This play is the final part of a trilogy, which has been produced by Safari and Hajizeinal about World War II. “Women's Auschwitz” and “Berlin 10:10” were other parts of the set, which were performed in 2019 and 2020.

The word Holodomor literally translated from Ukrainian means “killing by starvation”. The term Holodomor emphasizes the famine’s man-made and intentional aspects such as rejection of outside aid, confiscation of all household foodstuffs and restriction of population movement. As part of the wider Soviet famine of 1932–33, which affected the major grain-producing areas of the country, millions of inhabitants of Ukraine, the majority of whom were ethnic Ukrainians, died of starvation in a peacetime catastrophe unprecedented in the history of Ukraine. Since 2006, the Holodomor has been recognized by Ukraine and 15 other countries as a genocide of the Ukrainian people carried out by the Soviet government. Some scholars believe that the famine was planned by Joseph Stalin to eliminate a Ukrainian independence movement.

A cast composed of Sarina Azad-Milani, Farshad Ayyubi, Mohammad Pasandideh, Tima Taqizadeh, Farzaneh Seiri, Ahu Shafiei, Milad Salehvand, Mehdi Abbasi, Nika Qasemi, Atefeh Musavi and Alireza Valipur perform the play.

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

Global Highlights: Russia

Gang Disrupts Ukraine Famine Film Screening in Moscow

October 15, 2021—A large group of masked men interrupted and threatened participants at a screening in Moscow of Polish director Agnieszka Holland's film *Mr Jones*. The event was co-organised by the Polish Cultural Institute and hosted at the office of Russian NGO Memorial, which has been branded a "foreign agent" by the Kremlin.

The film tells the story of Gareth Jones, a real-life journalist who exposed the 1932-33 famine known as the Holodomor in which millions of Ukrainians died. Ukraine regards the episode as a genocide resulting from deliberate Soviet policies. A number of other countries, including Poland and Canada, have also recognised it as such.

Fifteen minutes into the screening, around 30-35 young men in masks broke in and began shouting insults and orders in front of the screen, according to Irina Ostrovskaya, a representative of Memorial. She described the men as "titushky", meaning hired hooligans.

«15 жовтня 2021 р. група людей у масках увірвалася в приміщення міжнародного правозахисного центру "Меморіал" в центрі Москви і спробувала зірвати закритий показ фільму "Гарет Джонс" про Голодомор».

The intruders shouted "Scum!", "Fascists!" "Get out of Russia!", and "There's no room for foreign agents!", Ostrovskaya said. They also ordered the people watching the film, many of whom were elderly, to lie on the floor.

After some time, the men fled the scene, but Memorial staff prevented three

of them from escaping, and they were detained when the police arrived, she said.

The screening was legal and had received the necessary permit from the culture ministry, Ostrovskaya noted. "It is absolutely an anti-war film", she added, saying that she did not know who had organised the attack.

"We are in touch with the organisers and monitoring the issue," tweeted Łukasz Jasina, the spokesman for Poland's foreign ministry, in response to the intrusion.



In a subsequent statement, the ministry added that the police carried out checks on the people in the room for several hours and no Polish citizen was physically harmed.

"The attack on the headquarters of an important organisation for Polish-Russian relations and historical memory is another extremely sad example of the treatment of an institution dealing with historical memory," the statement continued. The ministry vowed to take "appropriate action".

The screening of the film, winner of the Grand Prix Golden Lions at the 2019 Gdynia Film Festival and selected to compete for the Golden Bear in Berlin the same year, was due to be followed by a discussion featuring Piotr Skwieciński, the director of the Polish Institute in Moscow.

Mr Jones shows the ambitious young journalist receiving official permission to travel to the Soviet Union, where he hopes to interview Stalin, but absconding from Moscow to Ukraine, he discovers evidence of the famine, which he later shares in Britain.

"The world is aware of the Nazi crimes against humanity but people don't know – and don't want to know, really – about the communist crimes," Holland told *Forbes* when her film was released.

"The victims have been forgotten, and this is bad for the future because we are not learning the lessons from the mechanics of those crimes," she added. "If we don't think about it...it can come back ...very easily. We can see it in Russia today that some of those mechanics are coming back."

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

Обізнаність населення України про діаспору та ставлення до неї

Дослідження ініційоване Міжнародним інститутом освіти, культури та зв'язків з діаспорою Національного університету «Львівська політехніка» і проведене Фондом «Демократичні ініціативи» імені Ілька Кучеріва спільно з соціологічною службою Центру Разумкова з 3 по 9 серпня 2021 року в усіх регіонах України за винятком Криму та окупованих територій Донецької та Луганської областей. Опитано 2018 респондентів віком від 18 років. Теоретична похибка вибірки не перевищує 2,3%.

Склад макрорегіонів: Захід – Волинська, Закарпатська, Івано-Франківська, Львівська, Рівненська, Тернопільська, Чернівецька області; Центр – Вінницька, Житомирська, Київська, Кіровоградська, Полтавська, Сумська, Хмельницька, Черкаська, Чернігівська області, а також місто Київ; Південь – Миколаївська, Одеська, Херсонська області; Схід – Дніпропетровська, Донецька, Запорізька, Луганська, Харківська області.

Зацікавлення питаннями, пов'язаними з діаспорою



Населення України демонструє незначний інтерес до питань, пов'язаних з українською діаспорою: виявляють зацікавлення тільки 23% опитаних, натомість майже три чверті (73%) скоріше не цікавляться або взагалі не цікавляться діаспорою. Ще 4% опитаних не визначилися з відповіддю на це запитання.

“Only 23% of Ukraine’s population shows interest in the life of Ukrainian diaspora.”

Загалом більше зацікавлення українською діаспорою мають такі категорії населення: мешканці Заходу і

Центру (31% і 30% відповідно) на противагу населенню Сходу та Півдня – 12% і 14%; ті, хто вдома спілкується українською, – майже 30% проти 15% серед російськомовних; прихильники вступу України до Євросоюзу (31%), порівняно з симпатиками Митного Союзу (18%) або

позаблокового статусу (12%); особи з вищою чи незакінченою вищою освітою (30%), на відміну від тих, хто має середню спеціальну освіту (22%), супроти людей із загальною середньою освітою (17%).

Джерела отримання інформації про діаспору



Ті респонденти, які дуже або скоріше зацікавлені діаспорою, озвучили джерела отримання інформації про діаспору. Майже половина з усіх опитаних дізнається про неї з телебачення (49%), 44% – з соціальних мереж, 25% – з YouTube. Однак високою є частка тих, хто отримує інформацію про діаспору безпосередньо від людей, з якими спілкуються: від найближчого оточення (родичів, друзів, сусідів, колег) – 41% та 40% від знайомих чи родичів, які мешкають за кордоном.

Бажання дізнаватися більше про українську діаспору

Зважаючи на доволі низький рівень зацікавлення питаннями, пов'язаними з діаспорою, 39% мешканців України хотіли б дізнаватися більше про українців за кордоном, натомість кожен другий не виявляє такого бажання (50%). 11% – вагалися з відповіддю.

Дізнаватися про українську діаспору та українські організації за кордоном хотіли б більше: мешканці

Центру (48%) і Заходу (45%) України на противагу населенню східного (26%) та південного (26%) регіонів; опитані, які

“39% of Ukrainians would like to know more about Ukrainians abroad.”

(Continued on page 27)

Обізнаність населення України про діаспору та ставлення до неї

(Continued from page 26)

вдома спілкуються українською мовою (44%), на відміну від російськомовних (32%); прихильники вступу України до ЄС (51%) на противагу тим, хто підтримує вступ до Митного союзу (26%), або ж неприєднання ані до ЄС, ані до Митного союзу (25%); люди з вищою (або незакінченою вищою) освітою (47%), порівняно з тими, хто має середню спеціальну (38%) чи загальну середню (29%).

Ставлення до діаспори



Попри те, що цікавляться питаннями, пов'язаними з українською діаспорою лише 23% опитаних, позитивно до неї ставляться 67% українців. Усього 12% опитаних мають негативне ставлення, тоді як дещо більша частина (21%) відмовилися від відповіді на це питання.

Загалом більш позитивно до української діаспори ставляться: мешканці Заходу (77%) та Центру (74%), порівняно з тими, хто проживає на Півдні та Сході України (57% та 52% відповідно); ті, які послуговуються українською мовою (72%), аніж ті, які вдома спілкуються російською (58%); опитані, які підтримують вступ України до ЄС (78%), аніж ті, які виступають за вступ до Митного союзу (53%) або за неприєднання ані до ЄС, ані до Митного союзу (57%); особи з вищою або незакінченою вищою освітою (72%), на противагу тим, хто має середню спеціальну (65%) чи загальну середню освіту (62%).

Вкладання коштів України для підтримки українських організацій за кордоном

“30% of respondents believe that Ukraine should support Ukrainian organizations abroad.”

Незважаючи на те, що позитивно ставляться до української діаспори 67% українців, усього 30% вважають, що держава Україна повинна виділяти кошти для підтримки

організацій за кордоном. Майже половина (49%) проти цього і 21% не визначилися.



Що більше зацікавлені опитані в питаннях, пов'язаних з українською діаспорою, то більше вони погоджуються з думкою, що держава повинна виділяти кошти для її підтримки (55%). Водночас серед тих, хто не цікавиться, цей показник становить 21%. Крім того, вважають, що держава повинна виділяти кошти для підтримки українських організацій за кордоном 40% тих українців, хто позитивно ставиться до української діаспори, та всього 7% тих, хто – негативно.

Загалом більш зацікавлені в тому, аби Україна виділяла кошти для підтримки українських організацій за кордоном, мешканці Заходу (33%) і Центру (32%) (натомість на Сході – 27%, і на Півдні – 23%); ті опитані, які орієнтовані на вступ України до ЄС (36%) (тих, які підтримують вступ України до Митного союзу, – 23%); матеріально забезпечені українці – 42% і середнього рівня достатку – 32% (серед малозабезпечених – 27% і 23% опитаних найнижчого рівня матеріального становища).

Вкладання коштів діаспори в економіку України

На запитання «Чи варто Україні залучати українську діаспору до вкладання коштів в економіку України?» 71%

“71% of respondents support the idea of the diaspora’s investments into the economy of Ukraine, while 30% support the idea of employing diaspora members in governmental organizations.”

опитаних відповіли «так». Водночас 14% вважають, що не варто залучати українську діаспору до вкладання коштів та ще 14% – не визначилися із відповіддю.

Залучення діаспори до роботи у керівних органах державної влади України

Усього 35% опитаних вважають, що Україні варто залучати українську діаспору до роботи у (Continued on page 28)

News From Ukraine

Обізнаність населення України про діаспору та ставлення до неї

(Continued from page 27)

роботи у керівних органах державної влади, менше підтримують мешканці Півдня (19%), порівняно з українцями, які проживають в інших регіонах (на Заході – 44%, на Сході – 35% та в Центрі – 34%).

Залучення діаспори до навчального процесу в Україні

“53% of respondents associate the Ukrainian diaspora with Canada.”

На запитання «Чи варто Україні залучати українську діаспору до навчального

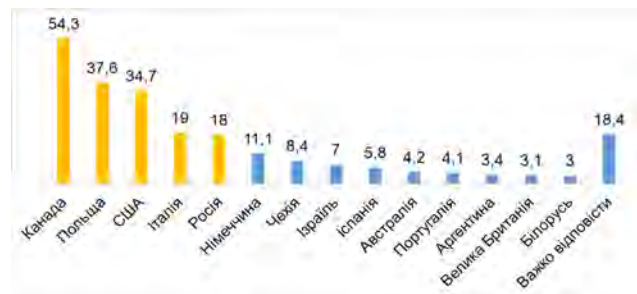
процесу в Україні» трошки більше ніж половина – 57% відповіли «так». Водночас 29% не погоджуються із цією думкою, а 14% – не визначилися.

Як і в попередньому випадку, мешканці Півдня (41%) менш зацікавлені в тому, щоб залучати українську діаспору до навчального процесу в Україні, тоді як мешканці інших регіонів більш позитивно ставляться до цього (на Заході – 63%, у Центрі – 61% та на Сході – 52%).

Залучення діаспори до популяризації України за кордоном

75% опитаних вважають, що Україні варто залучати українську діаспору до популяризації України за кордоном, 12% опитаних проти цього та 13% – не визначилися.

Країни, з якими мешканці України асоціюють українську діаспору



Кожен другий мешканець України асоціює українську діаспору насамперед з Канадою (53%). На другому місці опинилася Польща (38%), на третьому – США (35%). До п'ятірки увійшли також Італія (19%) та Росія (18%).

Джерело: <https://cutt.ly/yRShLc5>

Ukrainian Was Not Included In the List of Languages At the Time of the Census in Russia

According to the last census, Ukrainians are the third largest nation in Russia.

Ukrainian was not included in the list of proposed languages when filling in the electronic census letter on the portal "Derzhposlug" of the Russian Federation.

"Ukrainian was not among the proposed languages for participation in the census on the portal" Derzhposlug ". At the same time, according to the last census, Ukrainians are the third largest nation in Russia, " wrote Echo of Moscow journalist Oleksiy Naryshkin.

Ten languages are available for selection in the census letter, Nastoyashee Vremya clarifies . In particular, Bashkir, Tatar, Buryat, Tuvan, Chuvash, Yakut, Uzbek, English, Chinese and Korean.

Note that the All-Russian census began on October 15. It is also held in the occupied Crimea. Kyiv protested and called the actions an attempt to legitimize the occupation of the peninsula.

"Census in the temporarily occupied territory is a hostile act against our country, and we reserve the right to use retorsiy " , - said the Foreign Ministry of Ukraine.

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



Чому українські школярі поступаються одноліткам у навичці читання та що з цим робити?

У світовій педагогічній науці існує консенсус: навичка читання є однією з базових для сучасної людини. Тобто без постійних читацьких практик пересічна людина нині не здатна досягти успіху. Водночас навичка читання в українських школярів нижча від середнього репрезентативного рівня. А дослідження свідчать: українські школярі здебільшого не люблять книги зі шкільної програми, а читають у шкільному віці - частіше з примусу, а не для задоволення. Які тенденції свідчать, що цю ситуацію можна виправити, та чому більше цікавої літератури - це те, що необхідно українській школі - читайте далі в цій статті.

У чому користь від читання? Результати досліджень

Читання художньої літератури - не просто розвага, а дійсно корисна справа для нашого ментального здоров'я та соціальної адаптивності. Ось лише вибрані медичні дослідження останніх років, які свідчать про неабияку цінність часу, який ми проводимо за "лонгрідінгом":

- Читачі книг живуть в середньому на 2 роки довше від тих, хто не читає книг.
- Читання ефективно захищає від стресу, понижуючи його на 68% - краще, ніж будь-які інші немедикаментозні засоби.
- Читання знижує рівень хронічного болю
- Читання у зрілому віці зменшує ймовірність розвитку недоумкуватості та хвороби Альцгеймера.

Ціла низка досліджень свідчать: читання покращує пам'ять, концентрацію, стресостійкість, засвоєння нової інформації та мозкової активності. І це лише медичні дослідження, а ось висновки з кількох психологічних і соціологічних:

- Хороші читацькі навички в ранньому віці пов'язані з високим рівнем інтелекту та соціального статусу у подальшому житті.
- Читання художки покращує емпатію, взаєморозуміння між людиною та суспільством
- Таке читання потрібне для тренування критичного та образного мислення, а також - креативних здібностей.
- Через відкритість до всього нового активні читачі значно простіше засвоюють ідеї толерантності чи інклюзивності.
- Активні читачі краще засвоюють соціально корисну поведінку.

Українські школярі мають проблеми з читанням.

Останніми роками в Україні було проведено кілька соціологічних досліджень, присвячених феномену дитячого та дорослого читання. Вони свідчать, що результати українських школярів нижчі за середні по країнах Організації Економічного Співробітництва та Розвитку (ОЕСР). Середній бал українських учнів із читання – 466 балів (у середньому в країнах ОЕСР – 487). Для порівняння, у Чехії цей бал – 490, у Німеччині – 498, а в Польщі – 512.

Де шукати корінь проблеми з читанням в Україні?

Ключова цитата дослідження, яке відбулося 2020 року: "Навіть ті діти, які читають для себе, не дуже люблять шкільну програму, вона їм нецікава". Автори дослідження доповнюють - однак навіть серед тих дітей, яких відштовхує шкільна програма, є й ті, хто любить читати.

Що стосується старших школярів, то вони більш прагматичні - читання цікавить їх передовсім як джерело інформації.

Отже, сучасна шкільна програма, навіть після оновлення кілька років тому, не сприяє тому, щоб діти полюбили читання. І не лише програма. Сам спосіб викладання літератури у школі необхідно переглянути та збагатити, адже за кордоном диджиталізація та гейміфікація навчального процесу навіть у гуманітарних предметах поступово стає нормою.

(Continued on page 30)

Чому українські школярі поступаються одноліткам у навичці читання та що з цим робити?

(Continued from page 29)

Чому українська шкільна програма не цікава для дітей і не сучасна?

Здебільшого в обґрунтуванні до шкільної програми фігурують доволі абстрактні положення, ефективність впровадження яких неможливо перевірити на практиці. Ось - лише фрагмент з-поміж доволі широкого набору нібито задач вивчення української літератури, встановити ефективне досягнення яких - неможливо: "...сприяння всебічному розвитку, духовному збагаченню, активному становленню й самореалізації особистості в сучасному світі; виховання національно свідомого громадянина України; формування і ствердження гуманістичного світогляду особистості...".

У чому вади та переваги шкільної програми з літератури?

Почну з другого: єдиною перевагою шкільної програми є те, що вона трішки оновилася, і в ній нарешті з'явилися тексти, які ...викликають у школярів цікавість! Точніше - покликані не вчити духовному, прекрасному та надзвичайно вічному, а довести, що читання - захоплива справа.

Попри те, методики взаємодії з текстом в Україні ще дуже недосконалі. Якщо канадські однолітки українських абітурієнтів в останніх класах пишуть слем-поезію та вивчають франкофонний реп, то нашим подібне й не снилося.

Сторонню людину, яка не навчалася в українській школі, і дійсно може вразити непропорційна і навіть неадекватна увага до творчості доволі обмеженої групи українських письменників, які обрали в 60-х національно-поміркований напрямок творчості, залишаючись, за влучним визначенням літературознавця Володимира Моренця, "пишним, дико заплідненим цвітом на виснаженому дереві соцреалістичної естетики" (так він писав про поетів).

Дійсно цікавих для читання та захопливих книг в обов'язковій шкільній програмі реально бракує. Є Леся Воронина, є Володимир Рутківський, але їх - одиниці, решта - або в додатковій програмі, або взагалі забуті.

А той факт, що, що підготовка до ЗНО з'їдає усю увагу учнів у 2 половині навчального року в 11 класі. Послухати абітурієнтів - здається, що ЗНО



найбільше стимулює школярів імітувати читання, перетворюючи процес навчання літературі на тупе накопичення фактажу про письменників та твори.

Модернізувати освіту не можна залишити як є

Кому в цій фразі поставити зовсім просто, однак цьому будуть противитися практично усі - від вчителів та адміністрацій шкіл, до самого МОНу. Не дивно - будь-які зміни в такі низькооплачуваній роботі - це необхідність адаптуватися, тобто витратити ресурси, а якщо іще й введуть нові оцінки ефективності роботи - незадоволених виявиться чимало.

Однак зміни - необхідні, адже світова статистика - дуже не на користь України. Тож ситуацію із навичками читання у школярів виправляти необхідно, і не в останню чергу - завдяки реальному, а не імітованому, зацікавленню - як творами, так і методами взаємодії із дітьми. Просто наполовину скоротивши шістдесятників ми зможемо наситити шкільну програму новішою та сучаснішою літературою.

Гейміфікація навчання, співпраця з інфлюенсерами та залучення їх як викладачів - це світові тренди, яких нам не уникнути, тож варто братися до їхнього впровадження вже зараз! МОН вже зараз має впроваджувати контрольовані експериментальні навчальні процеси у пілотних класах та вивчення іноземного досвіду адаптації гуманітарної освіти в Україні. Інакше - ми приречемо наших дітей на сумнівне майбутнє у світі, що карколомно змінюється щодня.

Читайте статтю у повному обсязі: <https://cutt.ly/>

"It is difficult to verify the implementation of the literature curriculum due to numerous abstract provisions in it."

Малюють букву "а" в квадратику. Чому українські школярі не знають математики

Цьогоріч третина випускників провалила ЗНО з математики, не набравши мінімального прохідного балу. Ми поговорили з експертами, викладачами вищів, вчителями та чиновниками про те, чому склалася така ситуація і до яких кроків необхідно вдаватися вже зараз, щоб наступного року "освітня катастрофа" не повторилася.

Після опублікування результатів цьогорічного тесту з математики, згідно з яким граничний бар'єр не подолали 31,1% із 244,8 тис. випускників, український інтернет вибухнув шквалом нищівної критики, назвавши результати

"This year more than 30% of school graduates failed the external examination in mathematics."

ЗНО "освітньою катастрофою" і "деградацією нинішньої математичної освіти в школах". Масла у вогонь підлив ще й той факт, що у червні у Fa-

cebook відбувся своєрідний флешмоб — користувачі розв'язували завдання ЗНО з математики і викладали свої результати. Брала участь різні люди: і ті, хто закінчив школу 30 років тому, і молодь, і батьки з вчителями, і навіть діти молодших класів. У результаті громадськість винесла вердикт — тести легкі, прохідний бал мінімальний (*у 2021 року прохідний бал з математики був найнижчим — 10 балів, у той час як із фізики становив 12, а з іноземних мов — 18 балів, — "ДС"*) — проблем не повинно бути. Однак результати тестування довели протилежне.

Коли і чому в українських школах почалися проблеми з математикою

Першим маркером, що з математикою у наших учнів є проблеми, стали результати міжнародного дослідження якості освіти PISA-2018: 36% українських учнів не змогли продемонструвати базовий рівень знань з математики, з яких 15,6% не досягли навіть першого рівня математичної грамотності.

Доктор фізико-математичних наук, професор, академік громадської організації "Академія наук вищої школи України" Владимир Бахрушин впевнений, що причини низького рівня знань з математики у дітей слід шукати у 90-тих роках минулого століття. "Згадайте, коли почалося стрімке падіння економіки в нашій країні, більшість підприємств, які потребували фахівців з фізико-математичною, природничою, технічною освітою просто закрилися. З ними зник і попит на

відповідних фахівців. А у суспільстві сформувалася думка про те, що заробити на шматок хліба можна і без серйозної освіти", — стверджує Бахрушин.

Крім того, професор впевнений, що є ще один важливий чинник, який вплинув на катастрофічну ситуацію, яка склалася не тільки з математикою, а взагалі з усіма точними науками в школах. "Деся починаючи з початку тих же 90-тих років кожен наступний уряд видавав розпорядження, що цільові кошти, які держава виділяє на освіту, можна витратити тільки на зарплати педагогам. Це привело до того, що в кабінети фізики і хімії припинили закуповувати лабораторне обладнання, а з часом викладання цих предметів перетворилося на нудне читання лекцій, яке без практичних занять малозрозуміле для дітей", — говорить Бахрушин.

Чому рівень викладання математики в українських школах низький

Основну проблему в тому, що цьогоріч українські школярі провали ЗНО з математики, віцепрезидент з бакалаврських програм Київської школи економіки Єгор Стадний бачить в учбовій програмі. "Протягом останніх 10-15 років програма викладання з математики майже не змінилася в плані змісту, проте точно скоротилася кількість годин, відведених на вивчення. А це значить, що треба все меншими ресурсами давати хороший результат — а це неможливо. Математика — це той предмет, який вивчається, нашаровуючи одну тему на іншу. Тобто, якщо дитина не вивчила якусь тему, вона не може рухатися далі, бо в цьому предметі всі

"Since the 1990s, government funding for education has only covered the salaries of teachers. As a result, physics and chemistry classrooms stopped receiving laboratory equipment and teaching these subjects has transformed into boring lecture courses without any labora-

(Continued on page 32)

News From Ukraine

Малюють букву "а" в квадратику. Чому українські школярі не знають математики

(Continued from page 31)

теми пов'язані одна з одною. Через брак часу діти не встигають засвоювати певні теми, і це впливає на подальше вивчення предмету", — говорить Стадний.

"Over the last 10-15 years, the school curriculum in science has not changed, while the number of class hours has been significantly reduced."

Проте экс-керівник Українського центру оцінювання якості освіти Ігор Лікарчук впевнений, що головна проблема катастрофічної ситуації — у викладачах. "Сьогодні взагалі відчувається катастрофічна нестача викладачів із математики,

фізики, хімії, біології. Останні 7-8 років студентами педагогічних університетів стають абітурієнти, які ледь набрали на ЗНО прохідний бал. А на математичні та природничі спеціальності взагалі йдуть найслабкіші за знаннями студенти. Як розповідав мені знайомий завкафедрою математики: "Приходять студенти, яким на лекціях кажеш: "а" в квадраті", а вони пишуть букву "а" і обводять її квадратику. Прийшовши до школи такі спеціалісти не мають ніякої цінності, і не можуть дати дітям якісні знання", — розповідає Лікарчук.

"Over the last 7-8 years, pedagogical universities, particularly faculties of sciences, have attracted applicants with the lowest scores on their external school graduation exams."

А от Єгор Стадний проблему бачить у низькій заробітній платі педагогів. "Наразі вчитель-початківець запрошується працювати в школу на зарплату у 7 тис. грн. Очікувати вал охочих марно. Вчитель зі

стажем, досвідом, званнями отримує на руки десь 15 тис. грн. На ці гроші не прожити і не прогудувати свої родини. Вчителі або мають супутній заробіток, або залишають професію, відбувається певний негативний відбір — кращі йдуть зі школи", — говорить Стадний.

Крім того, за словами Стадного, є ще одна проблема. Це страх, який формується у дітей через батьків, які свого часу не любили і не розуміли цей предмет. "Як на мене, щоб подолати цей страх у дітей, потрібно змінити навчальний курс з математики. Зробити наголос на її



практичному застосуванню у житті, бо наразі математика по своїй подачі у школі доволі абстрактна дисципліна".

Який вихід із ситуації

Ірина Тарасенко вважає, що для того, щоб покращити ситуацію, необхідно мотивувати дітей вивчати цей предмет у школах. "Наскільки я знаю, Київський національний університет культури і мистецтв взагалі приймає випускників шкіл без ЗНО. Про яку мотивацію вчитися може йти мова, якщо і дитина, і її батьки розуміють, що в будь-якому випадку в тому чи іншому навчальному закладі він чи вона все одно буде навчатися. Якщо не буде обов'язкового ЗНО з математики, діти, які вибрали гуманітарний напрямок, взагалі не будуть її вчити", — наголошує педагог.

Погоджується з вчителькою і професор, який вважає, що іноді такі непопулярні заходи просто необхідні. Проте не слід сподіватися, що ситуацію, яка наразі склалася із результатами ЗНО з математики, можна швидко виправити. "Для вирішення цієї проблеми необхідно розробити довгострокову програму з покращення якості освіти викладання точних наук у школі. Необхідні інвестиції до матеріальної бази в школах", — наголошує Бахрушин.

Вже зараз зрозуміло, що проблема з математичною освітою у школах хронічна і локальними зусиллями її не побороти. І відповідальність за її вирішення лежить не тільки на школах і профільному міністерстві, яке, як завжди, відмовчується, а й на батьках нинішніх учнів — якщо вони дійсно хочуть для своїх дітей кращого майбутнього.

Читайте статтю у повному обсязі: <https://cutt.ly/>

Resources

Did you know that **Pinterest** exists in Ukrainian? In preparation for your classes, you may want to check out some of the resources there :)



«Марійчині скарби» — Ukrainian Language Resources from Manitoba

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українців Канади?

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Conferences



2021 ACTFL Online Convention – No-

vember 19-21, 2021. This global event will provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn help students to succeed in their language learning process. For more information: <https://bit.ly/3zOWi1p>

Canadian Association of Applied Linguists Conference (online) – May 12-20, 2022. The conference will be held online in conjunction with the Congress of Humanities and Social Sciences. Submission deadline for proposals is December 3, 2021. For more information: <http://www.aclacaal.org/conference-2022/>



Ukrainian Studies Association of Australia and New Zealand Conference (hybrid) – February 3-5, 2022.

The conference will be held online in partnership with The University of Melbourne and the Association of Ukrainians in Victoria, Australia. Submission deadline for proposals is October 29, 2021. For more information: <http://www.ukrainianstudies.asn.au/events/conference2022-cfp/>



October 19, 2020—Stéphanie Chouinard (Associate Professor, Queen's U and Royal Military College) discussed the impact of section 23 – minority language education rights – of the Charter on minority-language communities since 1982. She examined the origins of this section of the Charter, as well as case law that clarified its scope and the challenges communities still face today in their search for quality education.

Video recording: <https://cutt.ly/wRSywmG>

**LANGUAGE RIGHTS' REAL MOST VALUABLE PLAYER:
S. 23 & MINORITY-LANGUAGE EDUCATION**

Stéphanie Chouinard (Associate Professor, Queen's U and Royal Military College) will discuss the impact of section 23 - minority language education rights - of the Charter on minority-language communities since 1982. She will examine the origins of this section of the Charter, as well as case law that clarified its scope and the challenges communities still face today in their search for quality education.

TUESDAY, OCTOBER, 19, 2021
12:00 - 1:00 PM (MDT)

ONLINE CHARTER SERIES

A magnifying glass with a wooden handle is positioned over a circular logo that reads 'CANADIAN CHARTER OF RIGHTS AND FREEDOM' with a Canadian flag below it. The background of the poster shows a building, likely a university or government building.



SICLE International Conference on Community/Heritage Language Education



This conference explores community/heritage language education worldwide and its key role as a complementary sector for languages provision. Research and Classroom Practice sessions will explore:

- Effective CL pedagogies
- Engaging parents and community
- Innovative programming
- Shifting to online teaching
- Language maintenance and attrition
- Assessing/ accrediting achievement
- Teacher professional learning
- Student reflection and feedback
- Effective use of ICT tools
- Engaging strategies for diverse levels
- Language specific issues
- Managing schools, supporting teachers

Keynote Speakers:

Professor Joe Lo Bianco

Professor Ingrid Piller

Professor Maria Carreira

Professor Mahmoud Al-Batal

Dr Vicky Macleroy

A/Professor Angela Scarino

The University of Melbourne

Macquarie University, Sydney

University of California

The American University of Beirut

Goldsmiths, University of London

University of South Australia

Conference Details

Date: November 11-13, 2021

Target audience: Researchers, teachers, community members, parents

Mode of delivery: Online **Cost:** \$50

Registration: Click [here](#)

*Sydney Institute for Community Languages Education (SICLE)
School of Education and Social Work*

<https://www.sydney.edu.au/arts/our-research/centres-institutes-and-groups/sydney-institute-community-languages-education.html>

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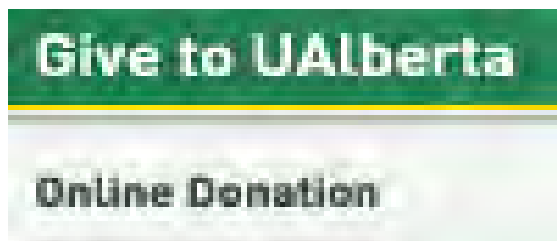
<https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/centres-and-programs/ulec>

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

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