



# Ukrainian Language Education Centre Newsletter

## Бітаємо!

## Welcome to the Ukrainian Language Education Centre Newsletter

Dear Readers,

We begin this issue by thanking all teachers for their passion, commitment, and encouragement of students in the development of the Ukrainian language and culture in our public and community schools across the country. Your front-line role is crucial to the experience of learners, their parents and the community. This impact is seen strongly in the recollections of three Ukrainian bilingual program student graduates in this newsletter – Zenon Markevych, Sofia Salouk, and Susanna Lynn. In fact, as Sofia and Susanna report, their Ukrainian teachers were their inspiration to becoming Ukrainian language and culture teachers (pp. 27-31). Further, as many refugee children find their way to our programs our teachers' ability is essential for the integration of these youth into our classes, schools and organizations. Thank you!

We would also like to congratulate the

students who contributed to the ULEC Video contest and all of their teachers. Winners are announced on page 5 along with links to the creative videos submitted by the first place recipients.

As always, we provide information relating to the Truth and Reconciliation Calls to Action (TRC) and our continued commitment to standing with our Indigenous Canadians, as per a resolution passed at the Ukrainian Canadian Congress gathering in Ottawa in November 2019. We have much in common with regard to the value of language and the residue of language shift due to colonization (by the British and French in Canada and the Russians in Ukraine) and strive to share our knowledge mutually and serve as one another's allies. Please note on p. 4 how indigenous people describe their language as their medicine; surely this resonates with us as well!

(Continued on page 2)

### Special points of interest:

- *Ukraine Humanitarian Appeal*
- *How AI and immersive technology are being used to revitalize Indigenous languages*
- *ULEC Announces Results of Learning Ukrainian—Rocks! Video Contest*
- *ULEC Holds Webinar "Teaching and Learning in Time of War"*
- *University Response to the Russian Invasion of Ukraine*
- *Securing Ukrainian Studies Program at the University of Michigan*
- *Ukrainian Bilingual Program Graduates: Zenon Markevych, Sofia Salouk, Susanna Lynn*
- *Support for Ukrainian as Sole State Language Jumps Amid Russia's War – Poll*

### 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

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In this Newsletter the Holodomor Research and Education Centre (HREC) shares news about using technology to speak to high school students about the Holodomor and draws on the advice of Marsha Skrypuch about how to talk to children about the war in Ukraine.

On May 28 ULEC held a well-attended webinar on the experiences of teaching and learning in time of war. We are grateful to Olena Huzar, Nataliya Lahotska, Svitlana Kravets, Mariia Lionenko, Yulia Dziuba, Nadiia Kurovska, Lina Vyshnevskaya, Liliya Lavruk, Yeva Chervonenko, Yuliia Hordiienko and Oksana Katrenko for sharing their insights. If you were unable to join please watch the link provided on page 6.

We are pleased to provide some of Dr. Olenka Bilash's research about university responses to the Russian invasion of Ukraine within the first month of the attacks. Our survey of the postings of presidents of universities and colleges across Canada and of several European institutions revealed a variety of positions taken by them. University leaders used a range of nouns to describe and respond to Russia's invasion of Ukraine, of the academic role they feel their institution plays in educating the public about the conflict, and of the issues of racism and humanitarian connection the mass evacuation of refugees brought to the fore. Few post-secondary leaders saw the war as an attack on democracy and the response of

Francophone institutions was negligible. While some presidents acknowledged the connection of the local Ukrainian population to the conflict, such welcomed expressions of compassion were not considered as taking a stand. We are grateful to Daria Porochnyuk for her assistance in collecting the websites for our discourse analysis.

We provide regional highlights from British Columbia, Alberta, Saskatchewan, Manitoba, Ontario and the Maritimes that help us see the generosity of many Canadians in welcoming the early waves of refugees from Ukraine. You will also read about the efforts of some universities to help academics and students from Ukraine begin or continue their studies here in Canada.

Additional stories will enlighten the readership on the impact of the war. We welcome a story by Tatiana Sunak who shares her experience escaping from Ukraine in the early days of the invasion. With the distribution of Ukrainian refugees throughout the western world we note a new demand for learning Ukrainian. Read more about what Poland is doing in this regard in this issue. Read also about journalist Dimitri Muratov as he offers his 2021 gold medal Nobel peace prize for auction (p. 33). On page 34 you will learn about a poll showing support for Ukrainian as the sole state language amid Russia's war.

We are delighted to close our series

on Ukrainian language and culture programs at the post-secondary level for this year with an interview with Svitlana Rogovyk, a lecturer in Ukrainian language and culture at the University of Michigan.

As we reach the end of another school year we wish all teachers, students, principals and educational leaders, parents, and community supporters a summer that helps us create a new post-Covid normal. When asked to describe the pandemic many use words such as "long", "draining" and "debilitating". Let's use this summer to replenish and regenerate!

Happy holidays and please send photos, stories and other news for our Fall 2022 issue.



## Connect with Us!

**E-mail:** [ulec@ualberta.ca](mailto:ulec@ualberta.ca)

**Facebook:**  
<https://www.facebook.com/ukrainian.language.education.centre/>

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

**Tel.:** 780-492-2904

# National News: Stand with Ukraine

## Ukraine Humanitarian Appeal

The Ukrainian people continue the heroic defence of their homeland from Russia's genocidal war. The humanitarian situation in Ukraine is critical and the needs are immense. Thanks to your generous support and commitment the Ukraine Humanitarian Appeal is able to deliver aid and assistance— both in Ukraine and to Ukrainians who have sought refuge in bordering countries.



The Canadian Ukrainian Foundation (CUF) continues to assist the currently strained healthcare sector in Ukraine, at the same time rapidly aligning our partner linkages for an impactful result. One such successful project started when Orest Sushko at Humber College in Toronto reached out, having recognized that a substantial quantity of a medical product could be made available for Ukraine: namely, high-quality syringes that were in supply on campus.

"Throughout the COVID-19 pandemic and now with the war in Ukraine, Humber has worked with our community partners to provide assistance whenever we could," said Tyler Charlebois, Director, Centres of Innovation Network and Partnership Development, Humber College. "We are so pleased that more than 165,000 unused syringes left over from our COVID-19 vaccination clinics were able to be shipped to Ukraine to provide some medical supply relief during the humanitarian crisis happening there."

CUF rushed the large shipment to Ukraine and directed it for efficient and strategic distribution by the recently-formed Medical Service of the Plast National Scout Organization of Ukraine, which along with its partner organizations quickly determined four metropolitan areas of focus where the Russian attacks on the country had resulted in major humanitarian need. Dr. Markian Mandziuk, Acting Head of PLAST Medical Service, noted, "We have no right to stop, and we will not stop! PLAST Medical Service will continue to help the people of Ukraine, for a speedy victory and a better tomorrow for our motherland!"



Ukrainian hospital staffers sent this message about the syringes for their new Canadian friends: "We are grateful for your help and your caring. These syringes are interesting to use, because we had used simpler ones in our usual work, but we learn quickly and use them to help civilians who now need help."

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

Donations in support of humanitarian relief can be made through: [cufoundation.ca](http://cufoundation.ca)

For further information: [ukraineappeal@cufoundation.ca](mailto:ukraineappeal@cufoundation.ca)

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

# Truth and Reconciliation

## How AI and immersive technology are being used to revitalize Indigenous languages

Researchers on Vancouver Island are working on innovative ways, including artificial intelligence and immersive technology, to revitalize Indigenous languages.

**«Науковці на Ванкувер Айленд працюють над розробкою іноваційних методик та підходів, включаючи штучний інтелект та імерсивні технології, з метою відродження мов корінних народів».**

there are only about 140 speakers fluent in Kwak'wala across more than a dozen First Nations.

Child, a Kwagu'ł band member and professor in Indigenous education at North Island College in Courtenay, on the east coast of Vancouver Island, says most of the speakers in her community are in their 70s and 80s. She created the Sanyakola Foundation, which works with elders to find ways of passing on the language. The language, she says, is inextricably linked to the land and wellness, and requires different ways of learning.

"After decades of being forcibly disconnected from the land and our lifestyle changes, many of our elders, the language of the land is trapped in their memories," Child said. "And so we spent hours of work working with elders, trying to unlock that knowledge of the language of the land."

With funding from MITACS, a government-funded non-profit that supports innovation, they are working to develop an artificial intelligence machine

Sara Child has been working to revive her language, Kwak'wala, on northern Vancouver Island.

According to estimates by the First People Cultural Council in B.C.,

that will comb through those recordings and transcribe the language into usable resources.

Caroline Running Wolf, a PhD student at the University of British Columbia, is designing immersive technology to teach Kwak'wala in a land-based setting — from anywhere. She aims to use technologies, like virtual or augmented reality, to allow people to truly immerse themselves in a language.



Caroline Running Wolf, a PhD student at the University of British Columbia, is designing immersive technology to teach Kwak'wala

"So just imagine if you could immerse yourself in a specific Indigenous culture and interact and speak with the elders, for example, as you embark on a virtual canoe journey through your home territory," she said. "So you'd be immersed, having fun, and learning to speak the language at the same time."

Running Wolf says the project, and the funding commitment from MITACS — \$300,000 over three years — is a welcome change from more traditional academic research.

She says traditional funders wouldn't have considered a project like this.

For Child, revitalizing language can be a path for healing. Once the technology is developed, she says it will be a tool for any Indigenous language revitalization project, anywhere in the world.

"Our language is our medicine," she said.

"They're medicine for our soul. They truly are medicine for the earth, to reconnect us back to the earth in a responsible and humble way."



Sara Child in the middle of a "family language nest"

Source: <https://cutt.ly/4O3bd8N>

# ULEC News: Congratulations!

## ULEC Announces Results of Learning Ukrainian—Rocks! Video Contest

We are happy to announce the results of the second *Learning Ukrainian—Rocks!* Video Contest in the following categories:

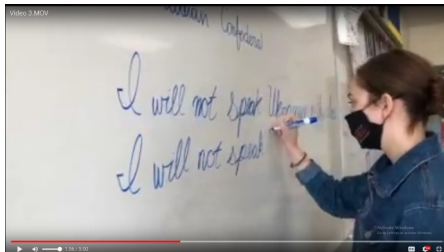
### Ukrainian International Bilingual Programs: Grades 10-12

#### Winners (\$250)



Amber Zyla, Krystyna Moroziuk, Matthew Perozak; Grade 11, Archbishop Jordan Catholic High School, Sherwood Park.

#### First Runners-Up (\$100)



Katelyn Mos, Karynna Chwok, Katya Moroziuk; Grade 12, Archbishop Jordan Catholic High School, Sherwood Park.

#### Second Runners-Up (\$50)



Faith Iwaskiw, Ella Warawa, Lukys Chwok; Grade 11, Archbishop Jordan Catholic High School, Sherwood Park.

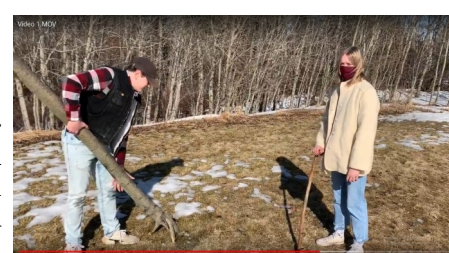
#### Honorary Mention (\$25)



Natalya Shewchuk, Olena Ovcharuk; Grade 12, Archbishop Jordan Catholic High School, Sherwood Park.

#### Honorary Mention (\$25)

Elyse Coppens, Bennett Coppens, Emily Gordon; Grade 12, Archbishop Jordan Catholic High School, Sherwood Park.



### Ukrainian Heritage Schools: Grades 10-12

#### Winner (\$250)



Sofia Bolonna; Grade 10, Yuri Lypa Ukrainian Heritage Academy, Toronto.

#### First Runners-Up (\$100)



Anzhela Batsyk, Anastasiia Maksymova; Grade 12, Ivan Franko School of Ukrainian Studies

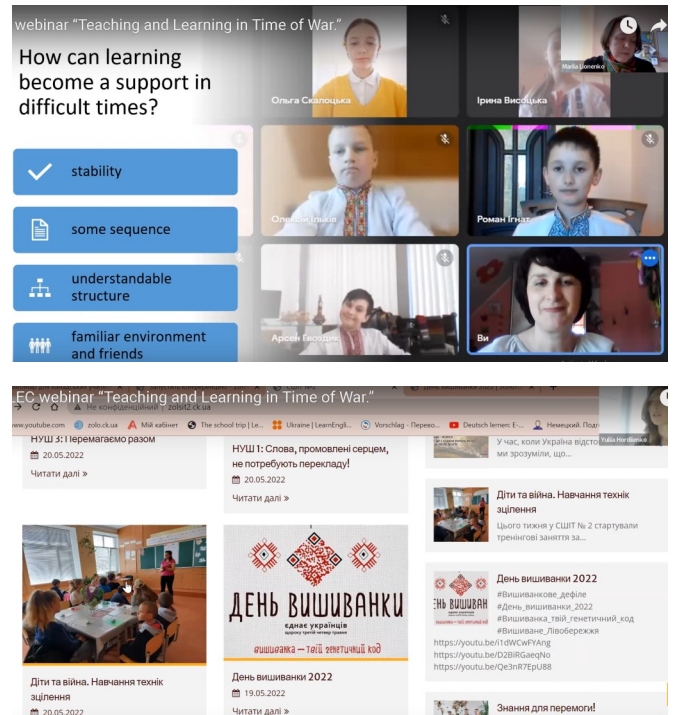
You can watch the videos of our winners on the ULEC YouTube channel

Amber, Krystyna and Matthew's video: <https://www.youtube.com/watch?v=tXPzI4wnXdE>

Sofia's video: <https://www.youtube.com/watch?v=xolfW1wKh1U>

## ULEC Holds Webinar “Teaching and Learning in Time of War”

May 28, 2022 - The Ukrainian Language Education Centre held a webinar “Teaching and Learning in Time of War,” which gathered an audience of 40 people from Canada, Ukraine, Poland, USA, UK, and other countries. The attendees had an opportunity to hear the voices of researchers, teachers, and parents from three Ukrainian regions: Kyiv, Ternopil, and Cherkasy. The nine presenters highlighted the influence of the Russian-Ukrainian war on the educational experiences and processes in their schools. They addressed the challenges that students, teachers and parents are facing and how they are overcoming them. The experiences of teaching and learning that the presenters shared could be of great value to educators hosting child refugees from war-torn Ukraine anywhere in the world. To watch the webinar, go to: <https://www.youtube.com/watch?v=J3aqTAhRxRI>



## University Response to the Russian Invasion of Ukraine

In 1988, on the occasion of the 900th anniversary of the University of Bologna, 388 rectors and heads of universities from across Europe and beyond signed the [Magna Charta Universitatum](#). This document contains “principles of academic freedom and institutional autonomy as a guideline for good governance and self-understanding of universities in the future.” In March 2020 904 universities from 88 countries signed an [updated version](#) declaring “their commitment to the original declaration and to upholding and advancing the Principles, Values and Responsibilities stated above, to strengthen the role of universities in the preservation of the planet and promoting health, prosperity, and enlightenment around the world.

The additions to this document strive “to be responsive to and resonate with contemporary challenges and concerns” both globally and locally. Within this frame of global challenge and concern and local responsiveness, how have universities responded to the Russian invasion of Ukraine of February 24, and the ensuing humanitarian crisis, war crimes and threats?

On Tuesday, March 22 we conducted a survey of the postings of presidents of universities and colleges across Canada and of several European institutions. Using discourse analysis as a way to interpret both

sociological context and linguistic content and word choice, our review of responses of the most senior leadership of all Canadian universities, as found on their home page, suggests a range of positioning vis-à-vis this global event. While European leaders were quick to condemn Putin’s actions and anticipate their consequences, some Canadian university leaders took more time to strategically situate themselves. Of particular interest is how institutions name and describe the invasion, how they see their roles as academic institutions, and how it has brought issues of inequality, such as racism, democracy, and other wars to the fore in Canada.

### Describing what happened

Leaders of academic institutions in the [UK](#), [France](#) and [Germany](#) quickly “condemned” the “Russian Federation’s invasion of Ukraine”; they identified events of February 24 as an “unprovoked act of war”. Meanwhile leaders of Canadian post-secondary institutions posted a wider range of responses. A number acknowledged Ukraine but did not name “Russia” and described the invasion as an “attack”, “conflict”, “confrontation” or “incident.” For example, [Dr. Debra Saucier](#), President of Vancouver Island University wrote “the attacks that have occurred in Ukraine.” On March 2 [Suzanne Fortier](#), Principal and Vice-Chancellor of McGill

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## University Response to the Russian Invasion of Ukraine

(Continued from page 6) wrote: “The ongoing conflict in Ukraine has been a source of deep preoccupation to many of us.” On March 4 President [Kevin Hall](#) of the University of Victoria described a “situation” and an “attack” on Ukraine. [TRU](#) President and Vice-Chancellor Brett Fairbairn and Baihua Chadwick, Vice-President International, described a “confrontation and an international incident”.

Our larger and more internationally recognized universities responded in a manner similar to that of European leaders. For example, on Feb 24 [UBC President Santa J. Ono](#) wrote: On behalf of the University of British Columbia, I am deeply concerned about Russia’s attacks on Ukraine and its impact on many of our university community members. These attacks are unwarranted, unprovoked, and unacceptable.”

On March 1 Ontario university leaders took a similar stance. [UofT President Meric S. Gertler](#) described “the violence and aggression” and viewed “President Putin’s decision to invade Ukraine with horror, outrage, anguish, and utter disbelief.” On the same day Principal and Vice-Chancellor [Patrick Deane of Queen’s University](#) stated that “it has become necessary also to declare publicly how profoundly repugnant the Russian invasion of Ukraine is to the values upon which institutions like our own are built.” [Vivek Goel](#), Principal and Vice-Chancellor of The University of Waterloo used the headline: A terrible tragedy is unfolding before the world as President Putin, the leader of a militarized totalitarian regime, continues his unprovoked assault on Ukraine and its people. On March 8 University of Alberta President [Dr. Bill Flanagan](#) “condemn Russia’s actions and stand with Ukraine.” On March 18 UOttawa expressed solidarity with

[U7+ alliances](#): “The Presidents of the U7+ Alliance member universities stand in solidarity with Ukraine, the Ukrainian people, and Ukrainian universities, and with all those who are affected by the violence currently perpetrated by the Russian government.”

### Academic contributions to understanding the escalation

Several university leaders mentioned the academic responsibilities and response-ability of their membership. For example, La [Sorbonne](#)’s President identified “*the support of our community, and especially our members whose research focuses on these geographical areas*”. On March 8 [Mount Royal](#) posted: “Mount Royal faculty in policy studies, business, psychology and more are contributing to the public conversation on this shocking conflict, providing commentary and analysis to try to make sense of this situation as it continues to unfold. This is a critical role for universities as community thought leaders as we also turn to each other for support.” [Waterloo](#) also noted that they “are facilitating opportunities for faculty members with academic expertise on international relations, cybersecurity, and European history, to talk with media and help make sense of this global upheaval.” Late responding [Dalhousie](#) provided a list of how their academics had contributed to understanding the situation. Dr. Annette Trimbee, President of [MacEwan University](#), praised their connections to Ukraine: “The Ukrainian Resource and Development Centre is a renowned source of research, expertise and intercultural relationship-building. I am grateful to the centre for hosting a virtual session with our community today to share knowledge and trusted sources of information and suggest tangible ways to support Ukraine, individually and institutionally.” [UVic](#), the

[UAlberta](#) and the [UofT](#) also acknowledged how their leading Ukrainian research centres contribute to public dialogue.

### Russians in Canada

In Canada’s multicultural and inclusive society many leaders were quick to warn against confounding Putin’s actions with students and staff of Russian origin. For example, on March 15 [President Dr. Lynn Wells](#) states: “Brock has provided daily assistance to students of Ukrainian and Russian descent.” [UofT](#) acknowledges academic “members of our Russian community who oppose the war and seek a peaceful resolution.” As has already been stated, they noted the courage of many Russian academics and students to stop Putin.

### Racism

Several institutions condemned the racism that surfaced in the early days of the exodus of women and children from so many regions of Ukraine. On March 21, International day for the elimination of racism, [Dr. Joanne MacLean](#), University of Fraser Valley President made her first and only posting about the invasion: “I encourage everyone to see the events happening globally through this inconvenient, but irrefutable truth. As academics, I encourage us all to address the racial biases that exist in the framing of the refugee discourse, experience, and policies across the world.”

### Humanitarian perspective

Post-secondary institutional leaders in Europe and among those who made any post in Canada extended concern for students and faculty in their own institutions as well as partner academics in Ukraine and Russia. The president of [La Sorbonne](#) announced daily monitoring of the situation “in order to support the

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## University Response to the Russian Invasion of Ukraine

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members of the Ukrainian scientific community and Ukrainian students who are displaced in border countries". On March 1, the Vice Chancellor of the [University of Cambridge](#) acknowledged the courage of Ukrainian citizens to seek safety and the "Russian citizens taking a brave stand against the war, often at great personal risk." Like the majority of institutions that made statements, on March 4 [Julien Abord-Babin](#), Senior Strategic Communications Officer of Colleges and Institutes Canada (CIC) identified internal support mechanisms for affected students and faculty. "Canada's colleges and institutes have many learners from both Ukraine and Russia as part of their communities and they are offering support to all individuals affected. We applaud these efforts and offer our ongoing assistance."

### An attack on democracy

While the majority of Canadian university leaders did not connect the invasion to democracy, [Waterloo's Vivek Goel](#) writes: "The University of Waterloo and all of academia play a vital role in preserving democracy by offering a safe place for free inquiry and preparing our students to be global citizens. The assault on Ukraine represents an assault on democracy and our deepest values." Others mentioned a return to democracy in Ukraine. [UofT](#) posted: "On behalf of the University of Toronto, I condemn this decision and the violence and aggression it has caused. I strongly support all diplomatic efforts to achieve a swift end to the war, and the return of peace, security and democracy." On March 3 [Athabasca University's Dr. Peter Scott](#) described how we all watched "in horror and sadness as the attacks on Ukraine have claimed the lives of its citizens, threatened freedom and democracy, and risked an even larger global conflict." [Dr. Philip Steenkamp](#), president and vice-

chancellor of Royal Roads University, advises that our goal is to find "solutions rooted in equity and justice, solutions that can endure. We stand with and among those who are working to end this war, and all wars. And we stand with everyone committed to restoring democracy and peace in Ukraine."

### Local connections

Where there are Ukrainian Canadian settlers, primarily in Western Canada, university presidents frequently alluded to their local Ukrainian community, often standing with it, and not Ukraine per se. For example, [Brandon](#): "We know that many members of the BU community are connected to that area, and you may have family or friends who are directly affected. Our thoughts are with you."

Others identified the connection to racism and the need to recognize that many Russians in Canada stand against Putin's actions. Dr. Philip Steenkamp, President and Vice-chancellor of Royal Roads University, addresses and connects the invasion of Ukraine to wars familiar to his student body: "The injustice of this war is overwhelming. The injustice of all war is overwhelming, whether it's in Kyiv or Kabul, Syria or Myanmar, Yemen or Ethiopia, the drug war in Mexico or the guerrilla war in Colombia. Many in the Royal Roads family know this firsthand. So we at Royal Roads rededicate ourselves today to the work of finding solutions: solutions rooted in equity and justice, solutions that can endure. We stand with and among those who are working to end this war, and all wars. And we stand with everyone committed to restoring democracy and peace in Ukraine."

Discourse analysis aims to make explicit the purposes and effects of the selection of different types of language. Overall, leaders of prestigious and leading world institutions recognized Russia's invasion

of Ukraine, expressed concern for their student body and faculty members and support for academics and their collaborators and endeavours in both countries, acknowledged the important role of their academics to understanding what is taking place on the global stage and affirmed hope for peace, freedom and restoration of democracy. Universities commented on the invasion. Some Anglophone universities expressed compassion toward their local Ukrainian Canadian settler populations, admonished the mistreatment of international students from Asia and Africa, particularly at border crossings, but used carefully crafted language so as not to appear to take a stand on the "conflict." In contrast, European universities recognize their role in educating their public for understanding. Perhaps the width of the Atlantic dissipates the threats of nuclear weaponry, displaced persons, and the hard-fight for democracy of many recent and aspiring E.U. and NATO members. No doubt we see the exercising of the Magna Charta Universitatum's "institutional autonomy."

**«Результати дискурсивного аналізу публічних заяв очільників канадських та деяких європейських вишів свідчать, що у своїх заявах вони визнають вторгнення Росії в Україну, висловлюють стурбованість та підтримку студентам та викладачам в обох країнах та визнають важливу роль науковців у розумінні того, що відбувається, і висловлюють сподівання на мир, свободу і відновлення демократії».**



### HREC Director of Education Speaks to Students at New Jersey Catholic High School about the Holodomor

On 10 May 2022, Valentina Kuryliw, the Director of Education of the Holodomor Research and Education Consortium was an invited Guest Speaker via Zoom to educator Dr. Sue Kenney's "Genocide and Film" class at the Immaculate Heart Academy Catholic High School in the Township of Washington, New Jersey, USA. Kuryliw was asked to speak about the personal experiences of her survivor parents and other family members during the deliberate mass starvation of the Ukrainian people in the

**«10 травня 2022 року Валентина Курилів, директор відділу освіти Науково-освітнього центру вивчення Голодомору, була запрошеним гостем на уроці «Геноцид і кіно» д-ра Сью Кенні в католицькій середній школі «Академія Непорочного Серця» в містечку Вашингтон штату Нью-Джерсі, США. Пані Курилів попросили розповісти про досвід її батьків та інших членів сім'ї, які вижили під час Голодомору 1932-1933 років в Україні. Учні раніше вивчали історію Голодомору і з нетерпінням чекали на розповіді пані Курилів, батьки якої пережили цю трагедію».**

lead to genocide, the UN Convention's Article 2 and intent in genocide, why certain people are targeted in genocide, the importance of eyewitness survivor testimonies, her own family history and birth in a Displaced Person's camp in Germany after WW2. Her family, like so many others at the time, survived life under two totalitarian regimes

1932-1933 Holodomor in Ukraine. The all-girls school students had been taught about the history of the Holodomor and looked forward to listening to a child of two survivors speak. Parental permissions were given for recording and photographing the session.

Kuryliw talked about how 31% of those who brutally starved to death during the Holodomor were children, the five basic stages of human rights abuse that



and the death of many Ukrainians under both.

She spoke also about the men in her family. Her father Ivan's history of being arrested as the son of a kulak, being thrown out of school in grade 3 because "kulaks don't need an education," and being sent to the Belomorkanal labour camp to build the canal between the White Sea and the Baltic Sea by hand in Russia's far NW where he slaved until summer's end in 1932. After this he was frequently surveilled, arrested and in and out of prison for years. Her grandfather Karpo was arrested in 1928 for being opposed to collectivization, his store was confiscated, since he was considered an "enemy of the people" as a kulak, and he perished in prison in 1937. His wife Ulyana was thrown out of their home in the winter of 1930 with her five children. The neighbours were forbidden from helping her or her children. Valentina's mother Nadia was 11 at the time of the Holodomor. Her mother Tatiana worked in the kolhosp (collective farm) from dusk to dawn. Her husband Semen was a carpenter who worked in the local distillery that produced alcohol –the distillery never lacked for rye grain during the Holodomor. He repaired all the machinery there. Every day the discarded chaff from the fermented grain was thrown into a large pit outside the distillery that Kuryliw's grandmother would painstakingly collect daily, wash, dry and grind to turn it into a kind of bread to eat. Kuryliw also recounted some of her mother's memories from the Holodomor. Because her grandfather ended up with pneumonia

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### HREC Director of Education Speaks to Students at New Jersey Catholic High School about the Holodomor

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and was the only one that could repair all the machinery, his family received a sack of grain and a sack of sugar from the state, which helped keep the family alive during the worst period of starvation in 1933.

Kuryliw also spoke about the cover-up and denial of the Holodomor by western journalists like Walter Duranty, and about western governments who ignored the situation and did not want to be involved. She spoke about Raphael Lemkin, the grandfather of the term “genocide,” and about James Mace’s contributions in revealing the truth about the Holodomor. And she spoke about Russia’s current war against Ukraine and Putin’s stated genocidal intentions for the imaginary and so-called “denazification” of the majority of the Ukrainian people, about the mass civilian burial sites in Irpin, the use of filtration camps and the “re-education” of the remaining survivors in Ukraine. Valentina Kuryliw suggested students use the UN Convention on the Punishment and Prevention of the Crime of Genocide (1948) and compare what happened in the 1932 Holodomor to



what is happening in today’s genocidal Russian war against Ukraine.

Kuryliw concluded by discussing American aid, social justice and what we as citizens of democracy can do in the ongoing global fight for democracy. Students asked questions afterwards about how the legacy of the Holodomor has affected Valentina on a personal level generationally, about how things work in a totalitarian system, and about the changing world order.

### HREC Recommended: How to Talk to Kids About the War in Ukraine by Marsha Skrypuch

Award-winning Canadian author of literature for youth, Marsha Forchuk Skrypuch: How to Talk to Kids About the War in Ukraine (VIDEO).

"If we believe in the concept of “never again” we cannot simply look away from the war in Ukraine. We need to talk with our kids, and to inspire each person in acts toward good.

As the author of war literature for young people, I have spent my life framing difficult information in a way that’s empowering and respectful. This video was recorded at the request of the Brantford Public Library just as Russia first attacked Ukraine. In the video, I give suggestions on how to talk to kids about war with honesty, accuracy and respect, but in a way that addresses fear and empowers acts of kindness."

Please, watch the video recording of Marsha Skrypuch’s talk here:

<https://www.youtube.com/watch?v=omIpeNjRt8&t=2s>



## Regional Highlights: British Columbia

### B.C. developer offers Ukrainian families rent-free apartments in new building

For the second time in as many weeks, a Ukrainian family will be moving into a new purpose-built rental building in Metro Vancouver where they've been invited to stay for free for the rest of the year.

**«Власник Woodbridge Homes у Ванкувері, бабуся та дідусь якого іммігрували до Канади з України, вирішив запропонувати дві квартири у будинку українським сім'ям, які були вимушені залишити Батьківщину. Сім'ї будуть жити у помешканні безоплатно до кінця року».**

All but two of the 144 units in Port Moody development The Moody had been leased when the war began. The owner of Woodbridge Homes, whose grandparents immigrated to Canada from Ukraine, decided to offer the remaining

suites to Ukrainian families fleeing their homeland.

"I think having the family connection really made us think and stop and pause," said Judy Howard whose husband Jamie owns the company. "We thought we could do it, and without any hesitation we just went, 'We are going to do it.'"

They reached out to a local Ukrainian settlement organization and were soon connected to a mother with two daughters who needed a place to stay. They moved in two weeks ago.

"The daughter is in high school already, the other daughter is 18 months and she is doing her thing being a sweet little young girl, and the mother has landed a job at the local Thrifty Foods already working at the deli," said Howard.

The second family, the Kovalivs, are landing at Vancouver International airport on Thursday. The

couple has three young children, and when Howard told friends and colleagues that Woodbridge Homes would be offering them housing at The Moody, they wanted to help.

"It was instant, I didn't even have to ask people. I just started talking about it, and before we knew it, we had people donating money, food, toys, clothing, kitchen, bedding, towels -- you name it. We had everything we needed," said Howard. Other developers also donated the furniture.

With the second family soon to arrive, Howard just hopes they feel welcome in Canada.

"Getting those kids into school would be a big step for those parents, and if the community around them embraces them," Howard said. "I think the biggest thing is feeling safe and comfortable."

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

### Vancouver restaurant owner welcomes sister and nephew who fled Ukraine

At Kozak Ukrainian Restaurant in Vancouver's Gastown neighbourhood, co-owner Iryna Karpenko is training her newest employee: her sister Tetiana Rozlach.

"Of course it feels good, I am happy to see them smiling," said Karpenko of her sister and 11-year-old nephew, who fled Kyiv a month ago as the Ukrainian capital came under attack.

"It was terrifying, because we woke up on the 24th, it was an explosion near our house, and near our son Mykyta's school," said Rozlach.

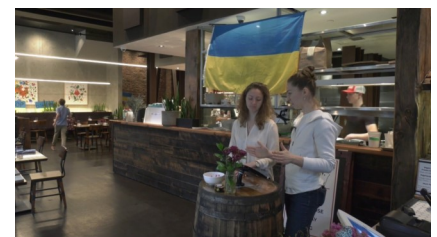
She knew she needed to get her son to safety, and that his father would have to stay behind in Kyiv.

The two crossed the border into Poland, where a family friend helped them get flights to Germany. They stayed there for two weeks while Karpenko arranged for visas for her sister and nephew to come to Canada.

When mother and son landed in Vancouver on March 28, Karpenko was overcome with emotion. Now that she's in Vancouver, Rozlach is eager to work at the three Ukrainian eateries owned by her sister and brother-in-law. And she won't be the only newcomer working there. Karpenko has already hired five other Ukrainians who recently arrived in B.C.

Both Mykyta and his mother have quickly fallen in love with Vancouver, but they plan to return to Kyiv after the war.

Source: <https://bc.ctvnews.ca/vancouver-restaurant-owner-welcomes-sister-and-nephew-who-fled-ukraine-1.5846705>



## Regional Highlights: Alberta

### U of A to waive tuition costs for Ukrainian international students affected by Russian invasion

The University of Alberta is offering up to a million dollars in financial support to Ukrainian students who may be suffering financial hardship because of the Russian invasion, per U of A president, Bill Flanagan.

"As we continue to watch the devastation occurring in Ukraine, the University of Alberta has a particular responsibility to respond," said Flanagan Tuesday in a news release. He added the school has longtime ties to Ukraine and the Ukrainian community in the city.

"We're also home to the Canadian Institute for Ukrainian studies, this is the largest institute devoted to Ukrainian studies in any Canadian university," he said.

The University announced it will also help with living costs and expedite applications for Ukrainian students for the 2023 school year.

**«Альбертський університет пропонує до мільйона доларів фінансової підтримки українським студентам, які знаходяться у скрутному фінансовому становищі через вторгнення Росії», - зазначає президент університету Білл Фланеган».**

Despite this, much of this information is still not known to the 50 or so Ukrainian students currently enrolled in various programs at the university.

"The University's support is extremely appreciated," said Natalie Hanas, President of the

Ukrainian Students Society.

Her concern is whether students are even going to find out.

"There's a little bit of a gap in getting the students to be aware of the fact that this exists," she said.

During the pandemic, classes on the U of A campus went online. For many students from abroad, it meant going back home.

Up until two weeks ago, PhD student Dymtro Yesypenko was in Edmonton.

Yesypenko came here last year to work on his PhD in Polish and Ukrainian literature in the Modern Languages and Cultural Studies program.

After the war broke out, he returned to Ukraine to help his parents escape to neighbouring Slovakia, where they were able to secure two free months of housing at the Slovak Academy of Science in Bratislava.

Yesypenko said the first year of his work in Edmonton was funded through bursaries, he feels that any help from the University will be appreciated and is badly needed by students.

"I'm not sure people are able to come back," he said. "This martial law, if you're a young person, a male person it's impossible to leave."

It's a reality U of A PhD students Ivan Shmatko, 33, and Iaroslav Kovalchuk, 29, are realizing.

They were in Ukraine when the



Dymtro Yesypenko, middle, sits with his family in Kyiv. (Submitted by Dymtro Yesypenko)

war broke out.

Shmatko says he and his partner escaped a village north of Kyiv which was being attacked by Russians, by driving his partner's parents' car for 26 hours to western Ukraine.

Now with the war, he says his educational ambitions are currently on hold.

"I don't know if we'll somehow be conscripted in the end," said Shmatko, who is staying in the Ukrainian border city of Uzhhorod. "Even if we are allowed to leave, I'm not sure that we'll want to leave the country."

Kovalchuk has a year and a half left to finish his PhD, he says the financial aid will help, he's just not sure he'll get a chance to access it.

"If it's ok to leave I'll do that, but I mean it's so uncertain," said Kovalchuk, who is staying with his aunt.

"Maybe in the summer if things settle down, I'll go back to Canada and work on my dissertation, but if things go bad, maybe I'll have to put on hold my plans for a PhD."

Source: <https://bit.ly/3NjV5Xg>

## Regional Highlights: Alberta

### Ukrainian Instructor in Central Alberta Flies Home to Help Against Russians

When he is in Canada, Yevgen Mykhaylichenko teaches and researches autonomous farm equipment at Olds College in central Alberta.

*«У Канаді, Євген Михайличенко викладає курси з автономного сільськогосподарського обладнання в Олдс-коледжі в Альберті. Перебуваючи наразі в Україні, він навчає військових інструкторів, як використовувати безпілотники на передовій».*

When he is in Ukraine, he instructs military trainers on how to use drones so that they can inform soldiers on the front lines – or zero-line, as they refer to it – how to use this technology to their benefit.

Mykhaylichenko flies back and forth between Ukraine and Canada every three weeks to help his country in the ongoing war against the invading Russians.

He says it is his duty to help his country, and the Ukrainian military feels his skills are best suited to helping with technology. Technology is proving to be crucial in their fight..

“It helps our Ukrainian Armed Forces to predict attacks from Russia’s side and also to eliminate some risks,” Mykhaylichenko said. “It helps to coordinate and correlate shooting from our rockets, so it’s just mainly for surveillance.”

He says the training he gives goes a long way to helping the soldiers protect themselves and defend their country.



Yevgen Mykhaylichenko with members of the Ukrainian military. Photo: Yevgen Mykhaylichenko

“Let’s say you are surrounded,” Mykhaylichenko said. “We build drones with an efficient payload that can bring you first aid or some smoke bombs that can hide you.”

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

### 'We appreciate every kind word': Community BBQ held to welcome Ukrainian refugees

As Ukrainians continue to flee their war-torn country, many who have already left, have found asylum in Canada. On Sunday hundreds gathered at Bowness Park for a community barbeque to welcome Ukrainians refugees to the city. Several local organizations were also there to provide information about resources and support, including employment advice.

"So that includes everything like basic needs, like housing support, food security, so gift cards for grocery stores," said Anila Lee Yuen, president and chief executive officer of Centre for Newcomers. "It includes helping to get children into schools, and get them registered."

Lee Yuen says the demand for help won't slow down anytime soon.

"We've probably served closer to 300 Ukrainian individuals," she said. "They may all be representing families or may be individuals on their own, but we are still expecting within the thousands."

For those who have received any assistance, they say a little goes a long way.

"We appreciate every dollar, we appreciate every kind word, we appreciate any piece of food, any clothes the world will give us," Yelshynova said.

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



## Regional Highlights: Saskatchewan

### 'My wife and daughter are in safety': Dozens of Ukrainian refugees welcomed in Saskatoon

Dozens of Ukrainian refugees received a warm welcome from the Saskatoon Ukrainian community during a rally at River Landing on May 12.

*«Десятки українських біженців тепло зустріла громада Саскатуну під час мітингу в Рівер Лендінг, який зібрав понад 200 учасників, котрі прийшли, щоб висловити свою солідарність з народом України».*

Organizers said many have left behind their husbands, fathers and sons who are fighting on the frontlines of the war in their country.

Victor Filipov was able to make it out of the country with his wife Ulia and his two-year-old daughter.

“I feel that my wife and daughter are in safety,” Filipov said. “We’re very happy to be in Canada where we are making our new life.”

The three fled Mariupol for the

nearby country of Georgia before arriving in Canada on April 28.

“When we leave Mariupol, a lot of houses were demolished, no school, hospitals, no energy, water, heating. All this destruction by Russian soldiers,” he said.

The Stand With Ukraine Rally drew in roughly 200 people, who showed their solidarity with the country facing Russian aggression.

One of those in attendance was Max Palichuk, who left Ukraine in 2008 but still has many family and friends back home.

“It’s pretty tough to wake up every morning and see if they’re online, if they answer your texts, whatsoever so it’s very important to me that we bring as much attention to Ukraine as possible,” he said.

The demonstration was one of many put on across the country by the Ukrainian Canadian Congress.

“We’re looking for the government to send heavy armaments to



Ukraine and for NATO to stand up to Russia,” said Ukrainian Canadian Congress Saskatoon branch Vice President Pat Tymchatyn.

While many people at the rally have family and friends back in Ukraine, Tymchatyn sees the rally as a chance to bring people together and celebrate Ukrainian Culture.

“The more we’re together, the more we feel community support,” she said.

Several people who attended the rally wore a traditional Ukrainian shirt called a Vyshyvanka. Ukrainians will be celebrating Vyshyvanka Day on Thursday.

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

### 'This is coming together so fast': Saskatoon family prepares to welcome Ukrainian refugees

In as little as three weeks, a Saskatoon family will be expanding their household as they prepare to welcome Ukrainians displaced by the Russian invasion. They’re looking forward to having their household expand. They’re bringing their long-time friend’s children to stay with them in Saskatoon.

It’s that generosity to open hearts and homes that the Ukrainian Canadian Congress Saskatchewan, which is overseeing some of the refugee influx, sees a lot these days.

“The outpouring of support from Saskatchewan people has been incredible,” executive director Danylo Puderak said.

That welcoming attitude, combined with the facts that many people in Ukraine have connections here and the cost of living is lower, makes our province one of the popular choices. The provincial government is also making it appealing, Puderak said.

“Many that want to come here are welcome to come here and you have access to all provincially-funded settlement services, medical care and you can have a job,” he said.

Source: <https://cutt.ly/XJcZ2pM>

*«Привітне ставлення та родинні зв’язки в Саскачевані в поєднанні з нижчою вартістю життя робить провінцію популярною серед біженців з України».*

# Regional Highlights: Manitoba

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## University of Manitoba expands support to scholars, students at risk due to war in Ukraine

May 11, 2022 — As the invasion of Ukraine continues to endanger the lives, pursuit of education, and academic freedoms of students and researchers, the University of Manitoba is expanding supports available to those affected. This includes a commitment of up to \$1.755 million to support Ukrainian undergraduate and graduate student and researchers to come to UM to continue their studies and work that has been disrupted as a result of the war. Going forward, protocols established as a result of the war in Ukraine will guide how UM responds when future geopolitical conflicts arise elsewhere in the world.

### STUDENT SUPPORT

Effective immediately, UM will waive all application fees for international undergraduate and graduate students who are Ukrainian citizens and are applying to the University of Manitoba for Fall 2022.

UM has also committed to providing the following funding for students:

#### Undergraduate Students

- Up to ten, 4-month long research experience internships at up to \$7,000 each
- Up to ten, 2-term awards of up to \$36,000 each for tuition and compulsory fees, books and supplies, and optional accommodation in residence/meal plan. Wrap-around supports\* provided, with [UM Emergency Bursaries](#) available for eligible living expenses if not staying in residence.

\* Wrap-around supports include: academic advising, peer-to-peer matching program, career planning and related supports, work-study placement, academic learning centre programs and one-to-one tutoring, off-campus housing support if required.

#### Graduate Students

- Up to ten, 4-month long research experience internships of up to \$7,500 each
- Up to ten, 1-year stipends of up to \$25,000 each for graduate students

“Not unlike those who are pursuing a higher education around the world, students in Ukraine were striving to achieve their goals and aspirations, to support their families, and to make lasting contributions to our world,” says Laurie Schnarr, Vice-Provost (Students). “It’s critical that their studies are not disrupted further by war, which is why UM is offering a safe, supportive place to continue their post-secondary education.”

### RESEARCHER SUPPORT

UM has also joined the [Scholars at Risk Network](#) (SAR), an international network that protects scholars suffering grave threats to their lives, liberty and well-being by arranging temporary research and teaching positions at SAR institutions as well as by providing advisory and referral services.

In addition to joining SAR, UM is pledging the following funding for scholars from Ukraine:

#### Scholars

- Up to twenty, 1-year academic stipends for research and/or teaching at up to \$50,000 each

“As the invasion of Ukraine persists, it’s clear that this is a global tragedy on many levels,” says Digvir Jayas, Vice-President (Research and International). “As Manitoba’s only research-intensive university, UM recognizes the threat this war poses to the pursuit of knowledge, advancement of ideas and scientific discovery. It is paramount that such work is not thwarted, and that those scholars who do this work can continue without fear for their personal safety.”

Interested students should visit the prospective student section of the [Ukraine support](#) website. Scholars from Ukraine interested in applying for funding should email [umukraine \[at\] umanitoba \[dot\] ca](mailto:umukraine@umanitoba.ca)

For further information about supports available to student and employees affected by the invasion of Ukraine, visit <https://umanitoba.ca/community/ukraine-support>

Source: <https://bit.ly/3GLD6Xb>

## Regional Highlights: Ontario

### University of Toronto to Welcome Students and Faculty from Ukraine amid Ongoing War

With the support of a \$3.2-million donation by the Temerty Foundation, the University of Toronto is preparing to welcome more than 200 students from Ukraine whose studies have been disrupted by the ongoing war.

**«За підтримки фонду Темертея у розмірі 3,2 мільйонів доларів Торонтонський Університет готується прийняти понад 200 студентів з України, навчання яких було перервано війною».**

The first cohort of 20 students has already begun to arrive on campus as part of an exchange initiative between U of T's Faculty of Arts & Science and the National University of Kyiv-Mohyla Academy (KMA), which is Ukraine's oldest university and regarded as its top school for the social sciences and humanities.

They could be joined by up to 100 more students in September. Up to five KMA faculty are also coming to the U of T as visiting professors.

The U of T is also accepting dis-

placed students from Ukraine through its Scholars at Risk program, which is being supported by a \$1-million matching fund for donations.

The U of T exchange effort – 2022-2023 U of T Special Exchange Program – Ukraine – is overseen by the Centre for International Experience, which handles applications from students with Ukrainian citizenship as well as non-Ukrainian nationals attending a post-secondary institution in the country. Students who come to U of T via any of the pathways overseen by the program will not need to pay tuition and incidental fees.

For the KMA exchange program, students were invited from across the breadth of disciplines offered by the Faculty of Arts & Science, with the majority planning to take courses in the humanities and social sciences. Graduate students will become members of the department most closely aligned to their current disciplines and will be provided with graduate research supervisors.

The five visiting KMA professors



are expected to lead smaller cohorts of KMA students who will be grouped by discipline to help ensure a smooth transition to U of T life. The Faculty of Arts & Science will also foster connections between the KMA arrivals and the wider U of T community.

At the U of T Mississauga, meanwhile, its summer exchange program is being co-ordinated by the Office of the Dean with support from the Office of the Registrar, International Education Centre, Student Housing and Residence Life and other student affairs and services departments.

The program is provided at no cost, and includes in-person academic activities, on-campus housing, a stipend and travel costs.

Source: <https://bit.ly/3GN0RB1>

### Etobicoke School 'a Miracle', Says Ukrainian Refugee Parent

Olha Bolshova fled Kyiv with daughters Stafaniia, 6, and Ivanka, 15, the first day of Russia's attack on Ukraine. Her girls are among more than 70 students at an Etobicoke Catholic school who have arrived in Canada since the war began.

Husband and father Serhii was able to accompany them because Stafaniia is adopted. First, they fled to western Ukraine, then to Poland, then to Canada, thanks to a cousin here.

“It was just bombing and bombing and bombing,” Bolshova said of Kyiv. “Sirens all around us. There was no safe place.”

“The war particularly traumatized Stafaniia. She began crying, and her stress level was so big, she lost her ability to speak,” Bolshova said. “This school make miracle. They're with Ukrainian children, teachers, a lot of Ukrainian stuff, like songs and speaking the language. They're happy.”

St. Demetrius Catholic School has enrolled 73 students, including Stafaniia and Ivanka, who have fled Ukraine since Feb. 24 when Russia's invasion began. Principal Lily Hordienko said the school enables students to feel they belong.

(Continued on page 17)



## Regional Highlights: Ontario

### Etobicoke School 'a Miracle', Says Ukrainian Refugee Parent

(Continued from page 16)

“We know we can’t protect them from what’s happening; they’ve lived it, seen it, heard it,” Hordienko said. “But they see the trident (a national symbol for independent Ukraine), the Ukrainian flag, hear the Ukrainian language, and it’s comforting. It offers them an easier transition.”

Hordienko said although the small school has grown nearly 25 per cent to 325 students, they have the support to welcome even more Ukrainian students.

The Toronto Catholic District School Board (TCDSB) has enrolled more than 170 elementary and secondary students from Ukraine, a board spokesperson said in an email.

**«Шкільна рада католицької системи Торонто зарахувала понад 170 учнів початкової та середньої школи з України».**

Approximately 90 per cent of students arrived since February are enrolled in the board’s three Ukrainian heritage Catholic elementary schools in Etobicoke: St. Demetrius, Josyf Cardinal Slipyj and St. Josaphat.

Families and school staff respond-

ed by purchasing or collecting ongoing donations of clothing, backpacks, toys and personal hygiene items for Ukrainian students and their families.

The school has distributed upwards of \$20,000 in gift cards to its students’ families, Hordienko said. Each family receives a \$100 **Walmart** gift card, a \$100 grocery card, student uniforms, clothing, toiletries, even food.

Two students raised \$4,000 selling handmade beaded bracelets for \$1 each. And staff organized a fundraising “play and stay” event.

St. Demetrius school has raised \$20,000 through its Heart of Ukraine T-shirt sales, with proceeds split between the **Canada-Ukraine Foundation** (Ukraine Humanitarian Appeal) and **Unite with Ukraine**, Hordienko said.

“The St. Demetrius community is very giving, and reaches out to their network,” Hordienko said. “This awful experience has brought out a lot of good in a lot of people.”

TCDSB Ward 2 trustee Markus de Domenico said the board is “removing all barriers for students,” including waiving international enrolment fees, building portables and providing supplies, including 30 laptops.



Olha Bolshova holds her daughter Stefania, 6, at St. Demetrius Catholic School.

“We’re ensuring the students are getting into school, and the board is providing emotional and social support in Ukrainian,” de Domenico said. “It’s a human tragedy. The barbarism we’ve seen toward the Ukrainian people is absolutely unmatched. We’re all doing our part to help Lily.”

Neighbouring St. Demetrius Byzantine Catholic Ukrainian Church is running a summer children’s camp July 4 to Aug. 26 at the school. Donations are being accepted to sponsor a newcomer Ukrainian child, whose camp registration is free.

“There isn’t a day goes by that a family doesn’t come in to register, and they leave with tears in their eyes overwhelmed with gratitude by the generosity,” Hordienko said. “What they’ve lived through is unbelievable.”

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

### “We Waited at the Border for 20 Hours”: A School Principal on Her Harrowing Escape from Ukraine

I was born and raised in Lviv Oblast, a province in western Ukraine. In the early 1990s, I moved to Canada with most of my family, eventually settled in the GTA and became a Canadian citizen.

Ukraine always remained in my heart, so I stayed heavily involved in the local Ukrainian-Canadian community. I ran Saturday programs at the St. Volodymyr Ukrainian School in downtown Toronto, and I was also the chair of the Toronto branch of the Ukrainian Canadian School Board. In addition, I served as chair of the National Ukrainian Education Council, which is part of the Ukrainian Canadian Congress.

In late 2020, I got an offer to become principal of Novopecherska School in Kyiv, Ukraine’s capital. At that point, I’d never thought about returning to Ukraine. I had only visited my native country once in the past 27 years, but the job seemed like a great opportunity. Novopecherska was one of the best schools in the country. I decided to take the position. I wanted to contribute to improving education in Ukraine.

(Continued on page 18)

## Regional Highlights: Ontario

### “We Waited at the Border for 20 Hours”: A School Principal on Her Harrowing Escape from Ukraine

(Continued from page 17)

My new school was wonderful. It had the most devoted teachers and students I'd ever worked with, and there was an incredible atmosphere of learning and freedom of expression.

That atmosphere was a remarkable transformation compared to my childhood memories. When I left Ukraine, it had just become independent, and it was still stuck in a fearful Communist mindset. When I returned, people were not afraid to voice their opinions and be themselves. The biggest difference was in the children. They were free-spirited and knew so much more about the world than previous generations.

That year was the best period of my life, both professionally and personally. Despite all the uncertainty, I felt safe in Kyiv. I even considered buying an apartment there and making a permanent move.

In the months leading up to the Russian invasion in February, I heard troubling news of escalating tensions in the region. The Canadian government sent several letters warning Canadian citizens in Ukraine about the growing threat of war, advising people like me to get out of the country. In the early morning hours of February 24, I heard explosions in the distance. I realized that Kyiv was being attacked by the Russian military. My partner and I decided to leave the country right away. We tried to go to the nearest airports, but they were all closed. A childhood friend offered to give us a ride to the city of Boryslav in my home region of Lviv Oblast—a 600 kilometre drive that took 18 hours. A relative then took us to the Polish border.

About 23 kilometres from the bor-

der, we hit a log jam. There were more cars than I could count, all filled with people trying to leave Ukraine and escape the war just like us. Some of the people around us said they'd been waiting in traffic for more than 30 hours. So we left my relative's car and decided to walk. It took four hours to reach the border, where we found a crowd of people, packed together like sardines, waiting to be processed through the first customs checkpoint.

My partner and I waited 20 hours in that crowd. There was no room to sleep, and you risked losing your spot if you left to go to the bathroom, so we all stayed put. I didn't see anyone eating anything. I hadn't eaten for almost an entire day, but the situation was so intense that I didn't even realize I was hungry.

Most of the Ukrainians at the border were mothers with young children. Men of fighting age weren't allowed to leave the country because they might be needed for military service. Many of the men would bring their families and wait with them at that first checkpoint, and then say goodbye as their wives and children passed the gate. It was heartbreaking to watch families cry as they were split apart. A lot of the mothers had to leave behind strollers and many of their possessions because the area was so packed that it was impossible to get through with them. So they just carried their kids in their arms for hours on end.

Thankfully, once we finally reached the border, we had no issues crossing. There were Ukrainian volunteers waiting for us on the other side with coffee, soup, blankets and diapers. I'll always be grateful for those volun-



**«У січні 2021 р. українська канадка Тетяна Сунак залишила свій дім у Міссіссугі, щоб обійняти посади директора в престижній школі Києва. Коли почався напад Росії, вона та її партнер намагалися повернутися в Канаду, але аеропорти не працювали, а на кордонах утворилися величезні затори».**

teers and what they did for us.

On February 27, three days after we left Kyiv, we arrived at Pearson. My partner and I are lucky that we have our home in Mississauga. Many Ukrainian arrivals aren't so lucky.

I'm still in shock that the invasion is actually happening. It's so hard to believe. Still, I carry a lot of hope within me. I'm optimistic that the Canadian government will make the immigration process for Ukrainian refugees as easy as possible in the coming weeks and months, because they are in desperate need of help and safety. I also hope that humanity as a whole will learn some lessons from this war. We cannot have dictators like Putin manipulating and bullying the world like this. We need to put in place measures that prevent this kind of conflict from happening ever again.

Source: <https://bit.ly/3meNI70>

## Regional Highlights: Maritimes

### Newfoundland and Labrador Welcomes Second Airlift of Ukrainians

Today, the Honourable Gerry Byrne, Minister of Immigration, Population Growth and Skills, welcomed a second Provincial Government sponsored airlift carrying 177 Ukrainians at St. John's International Airport.

The airlift that departed Warsaw, Poland and landed in St. John's, was again coordinated by the Ukrainian Family Support Desk, a Provincial Government initiative launched on March 2, and on-the-ground in Poland since March 17 to provide safe haven to Ukrainians fleeing the illegal Russian invasion of Ukraine.

All arriving Ukrainians have been granted the Canada-Ukraine Authorization for Emergency Travel Visa that legally allows them to live and work in Canada for up to three years. Ukrainians arriving in Newfoundland and Labrador under the Emergency Travel Visa will also receive provincial Medical Care Plan and Prescription Drug Plan coverage. The province has also announced that Ukrainians will be able to have their Ukrainian drivers licenses converted to Newfoundland and Labrador licences.

After arrival, most Ukrainian newcomers were transported to pre-arranged accommodations in the capital region to rest and begin adjusting to their new surroundings, while others travelled on to stay with family and friends throughout the province.

This transition period will be eased for many individuals and families because of the pre-arrival support provided by the Ukrainian Family Support Desk, including:

- Resume translation services;
- Facilitating job interviews with local employers (a number of Ukrainians have already accepted jobs);
- Immigration navigation and processing;
- Pairing Ukrainians with accommodations; and
- Engaging the Association for New Canadians to activate specialized settlement services and supports.

Thanks are extended to the people of Newfoundland and Labrador for supporting Ukrainians and helping to make this airlift possible. For lists of the skillsets of arriving Ukrainians and local employers who have hired them, as well as ways people can contribute to the effort please see the backgrounder below.

The Ukrainian Family Support Desk continues working with Ukrainians who have expressed an interest in coming to Newfoundland and Labrador.

Source: <https://cutt.ly/4KowMTA>

## **Invitation to contribute to the ULEC Newsletter**

**Please share your experiences or observations with us!**

**We look forward to receiving your contributions!!!**

**Contact us at [ulec@ualberta.ca](mailto:ulec@ualberta.ca)**

# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Michigan

*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, Monash University.*

*This newsletter offers an interview with Svitlana Rogovyk, Lecturer in Ukrainian Language and Culture at the University of Michigan. The interview took place in late 2021.*

## **What is the Ukrainian program at the University of Michigan like? How and when was it launched? What is the history of your Program?**

I would like to emphasize that the University of Michigan offers not only Ukrainian language and culture courses as electives, but also a full-fledged undergraduate academic program with a Minor in Ukrainian. Our Program graduates receive a degree in Ukrainian Language, Literature, and Culture. Since its launch, around 12 students have received it. This puts us in a unique position, as no other academic institution in the United States offers such an opportunity for their students.

The history of the Ukrainian Program at the University of Michigan, Ann Arbor goes back to the 1950s, when our Department started to offer Ukrainian language courses. Until the 1950s, there had been only a Russian Program, which was gradually developed

**«Українська програма в Мічиганському університеті є єдиною програмою у США, яка пропонує другу спеціальність з україністики».**

into the Slavic Program, one of the oldest in the United States. Polish was the first language that was offered in addition to Russian and then Ukrainian was introduced in our Department. Since then, we have never stopped offering at least one Ukrainian language course per year.

When speaking about the Ukrainian Program at Michigan, I cannot but mention the legendary Prof. Assya Humesky, who brought Ukrainian language education in North America to a new level. She is the author of one of the first academic textbooks on the Ukrainian language, which many instructors used and are still using in their language courses. Interestingly, when in the 1950s Assya joined the Department, she was asked to write the first textbook on the Russian language, which she did. It was called 'Modern Russian', and then later she wrote the 'Modern Ukrainian' text-

book. Clearly, without her our Program would not be where it is now, at least not as visible.

The Program itself was launched in 2008. When Assya retired, we lost a tenure track position in Ukrainian studies. At that time we offered only two years in Ukrainian language, which I have been teaching since 1996. In 2008 I was offered the position of Slavic Language Program Director and it allowed me to develop a different philosophy and vision for our less commonly taught Slavic languages, including Ukrainian. I did not want to lose what had already been a 60-year tradition at the University of Michigan: diversity and inclusion in teaching and learning of such rarely taught Slavic languages in American academia. Instead of constantly worrying what if the course is canceled because of low enrollments, I asked myself: why don't we just create a Program to be more visible in the University community? So, the program was initiated almost out of despair. Notably, a bit later, Yevhen (Eugene) Bondarenko joined the Program as a Lecturer in Slavic Languages and Literature, and he currently teaches some Ukrainian language and culture courses.

Currently, we have 11 students learning Ukrainian in years 1, 2 and 3, and we are constantly seeking new ways to further develop and sustain our Minor in Ukrainian. Since its beginnings, we have enhanced it with a number of advanced language, culture, film, and poetry courses. We try to strengthen the Program via possible internships in Ukraine, roundtables, guest lectureship, etc.

Though it is not a big program, it is vibrant and multifaceted, the program that integrates Ukrainian studies into a much broader intellectual context. In other words, the study of Ukraine brings an important comparative perspective to international and interdisciplinary studies at the University, thus opening avenues for graduate students, including those in our Ph.D. program.

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# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Michigan

(Continued from page 20)

## **What is the main focus of the Ukrainian program at the University of Michigan?**

Since the dissolution of the Soviet Union, Ukraine as an independent state has occupied an important strategic position with respect to the security and stability of all of Europe. We always emphasize that position in our content courses. Our language courses incorporate a strong cultural component, as, in my view, one cannot teach language without teaching its culture. We also promote Ukrainian as a critical language for Americans, as the American government is constantly looking for specialists in Ukrainian. And this is what I always emphasize in our promotional materials.

## **What were some of the challenges and barriers that you faced? How did you overcome them?**

As I mentioned earlier, the Ukrainian Program was launched in 2008. Two years later, federal budget cuts were announced. Noteworthy, the Program was financed by a Title VI grant from the Department of

*«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».*

Education. In 2010, that grant was cut, and we were left almost without financial support. Being a Program Director, I had to come up with some solutions. In 2012, I received a faculty travel grant from the Weiser Center for Emerging Democracies at the University of Michigan. I proposed to establish connections and partnerships with organizations in Ukraine to offer internships for current and future students to go to Ukraine and gain valuable international experience and knowledge of another culture. In this way, they could also develop interest in Ukrainian language and culture as well as enroll in our courses upon return.

The grant and the trip to Ukraine helped me not only establish an internship, but also increase the visibility of the Program in our University community and save the Program from the chopping block. During my trip to Ukraine, I managed to have several meet-

ings with former President Viktor Yushchenko and the First Lady Kateryna Yushchenko, with whom I shared my ideas of advancing Ukrainian Studies in North America and at Michigan in particular. They showed keen interest and willingness to help. Kateryna Yushchenko helped establish some connections with Ukrainian organizations and academic institutions, which laid the foundation for future partnerships and cooperation.

In 2013, Viktor and Kateryna Yushchenko came to the University of Michigan and gave key-note speeches. Though it took me two years to organize that visit, it was like a crown on my efforts as we brought a lot of visibility to the Program in the University community. And instead of being closed, the program received even more support and opportunities for growth—we were able to develop new courses and bring more students into the program.



Viktor Yushchenko, the III President of Ukraine gives speech at the University of Michigan

**What are your enrollments?**

Since the 1980s, the Ukrainian language has been taught every year. However, please note that each level course was alternated at that time. Say, one year we offer a beginner course, next year an intermediate course in order to retain our students in the Program. As a result, the enrollments were quite low—around five students per semester. Currently, we offer three years of Ukrainian without alternating. This academic year we started with six students in the first year and six students who are taking 3-year Ukrainian which is subtitled as Ukrainian for speakers of Russian. Unfortunately, we do not have anybody in the second level this year.

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# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Michigan

(Continued from page 21)

In order to show you where we stand in terms of enrollments, here are some figures from other language sections. In the Russian Program, we have about 110 students, in Polish we have about 25, in Bosnian/Serbian/Croatian we have 12, and in Czech, our smallest program, we have three students.

Regarding culture courses, each semester we offer one or two mini courses in Ukrainian Culture, Literature or Film. Such courses are normally worth 1-2 credits and attract around sixty-eighty students each. Our idea behind these courses was to attract students into our language courses. But it was not very successful – very few students develop interest in the language through our content courses. However, offering such courses creates more visibility and awareness for Ukrainian history and high culture.

## ***Are the courses of the Program open to students from other faculties and departments?***

We do offer courses for students enrolled in the Ukrainian Minor as well as outside the program. The

**«30-35% студентів українського походження, ще 30% - це аспіранти, які досліджують українські теми, решта – це ті, які просто цікавляться українською культурою, літературою, музикою тощо».**

oldest content course was on Ukrainian poetry, developed by Assya Humesky. Later, Prof. Rohnen taught that course in both Ukrainian and English, and then I picked it up and taught it in English. The very first content course that I developed was on Taras Shevchenko's poetry, and I called it "Let My People Go". I think that the title was really catchy – I had 80 students from various departments. It was an absolute success and gave me reassurance that I was on the right track. Later, I developed a course on Slavic animation with a focus on Ukrainian animation, and Prof. Eagle developed and has been teaching a Ukrainian Film course.

With this ambition in mind, we started to develop courses and programming that showcase Ukraine as a historical place for many cultures. For example, in 2015 we launched a course "Cultures of Ukraine," which I co-taught with Prof. Krutikov. In this course rather than focusing entirely on Ukrainian culture, we showcased Ukraine as a historical place for many cultures.

Also, I always look for the possibilities for students to get some hands-on experience. Here in Michigan, we have a Ukrainian museum. A few years ago, when I was giving my students a tour of the museum, some of them expressed interest in archival work.



This is how an idea for a course with an independent field work component emerged. As part of this course requirement, students do their internships in the Ukrainian museum, in the Ukrainian school, which is a private Catholic school, or even go abroad. We have successful partnership connections with the Ukrainian Catholic University in Lviv, where our students go both for their studies and internship.

## ***What type of students are attracted to the courses, what are their backgrounds?***

Along with undergraduates, our Ukrainian Culture, Literature and Film content courses attract a number of graduate students. They can choose either English or Ukrainian as their working language.

As for students' demographics, I would say 30-35% of the students have Ukrainian heritage. Another 30% of our students would be graduate students interested in research on Ukrainian literature, history, museum studies, music, etc. The other 30% of students would be those who have a general interest in Ukrainian culture. These involve both graduate and undergraduate students, who need Ukrainian to be able to talk to their Ukrainian friends or to travel to Ukraine.

## ***You mentioned a Ukrainian school in Metro Detroit. Do the graduates of that school enroll in your Program?***

Interestingly and at the same time sadly, no. The majority of them are seeking their degrees in Medicine and Law. Though, sometimes, mainly through my personal connections, I do entice some of them into the Program. I allow them to take a language proficiency exam, and if they pass it successfully, they need only 12 credits in Ukrainian culture, literature, or history to qualify for the Minor in Ukrainian. But it is a very rare occurrence.

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# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Michigan

(Continued from page 22)

***Do you have any students who develop their interest in Ukrainian through Russian? Based on our previous interviews, it seems quite a trend for the US.***

Besides Ukrainian, I also teach Russian. And in Russian courses, I have always had students who are interested in Ukrainian or developed their interest throughout our Russian courses. Therefore, I have designed a *Ukrainian for Speakers of Russian* course that I have been offering for 3 years already. Currently, I am working on developing both course content and methodology, which will eventually result in a textbook. However, I have not gathered any statistics yet, but I must admit that I have bigger enrollments in that course than in the first-year Ukrainian.

***Does Ukraine's geopolitical position influence your program either positively or negatively?***

I would say not much. Ukrainian culture is one of the oldest and there will always be interest in it. Also, if we continue promoting its culture, its language, poetry, higher literature, music, we still will be visible, no matter what Ukraine's geopolitical situation is.

***Do you have any colleagues at the University with whom you can collaborate?***

***«Окрім курсів з української мови, літератури та культури, ми пропонуємо нашим студентам різноманітні позакласні заходи: дні поезії, дні української кухні, книжкові клуби тощо. Найпопулярнішим заходом є майстерня з писанкарства».***

When Assya was in the Department, we had a strong presence in the fields of Ukrainian culture and literature. We also had a few historians, who focused on Ukrainian topics. But they all left and right now we do not have anyone teaching the history of Ukraine. Although, with the help of our Department, we occasionally do lectureships in Ukrainian history, these are just sporadic lectures.

Can you imagine: we have no Ukrainian historian at the University of Michigan, no Ukrainian professorship in the Slavic department, but we are running a full-fledged Ukrainian Minor Program. There were times when I had to ask professors teaching Russian literature for help. For instance, I asked Prof. Eagle,

who taught a cinema course for many decades, to incorporate a Ukrainian component. He did, and now we offer a *Ukrainian and Russian Cinema* course.

So, I would say though we do not have allies in other departments, the whole Slavic Department is my ally, and I very much appreciate this.



***Do you have any specific cultural activities that draw students from both Ukrainian and other programs?***

Of course, we do. We would not probably exist if we did not. The list of our events is quite extensive. But the event that always draws a big audience is an annual pysanky workshop. Over the years, it has become a university-level event, popular with both students and faculty.

We also have poetry days, book discussions, days of ethnic foods, etc. Sometimes my students have great ideas for our events. For example, one of my students even conducted yoga classes in Ukrainian. And I always support my students' initiatives.

***Do any of the events attract community members? How does the community-university engagement play out at your institution?***

We have a very good collaboration with the Ukrainian Women's League of Ann Arbor. In pre-Zoom time, we would meet once every two months for Ukrainian lunches, book discussion, or guest lectures. During President Yushchenko's visit, the Ann Arbor community helped us a lot with the organization of the visit, while the community in Metro Detroit helped us with the promotion of the event.

The Metro Detroit community is quite active, they organize Ukrainian events and always invite us. However, it is located an-hour-and-a-half drive from Ann Arbor, and participation in those events is quite challenging. But at least once a year, I would take my students there and give them a tour of the places associated with the Ukrainian community.

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# Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Michigan

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***Has your collaboration with the community ever yielded any financial support for the Program?***

We have a small fund, established by the Ukrainian community that we use for special lectures. My ambition is to establish a Ukrainian Program endowment fund in order to ensure its sustainability.

***What do you think students will identify as the highlight of the program at the University of Michigan?***

I would illustrate that by a quote from student evaluations. I think this is very representative of many of our students. One of the comments read: "After graduating the Program, I plan to continue working with *Ukraïner*." They are talking about a translation project that our students work on in our language courses instead of midterms and finals. They prepare English subtitles for series of videos about Ukraine produced by the volunteer-run *Ukraïner* project. Students get so involved in this project that even after finishing the Program, they still work on it. This work involves a lot of listening and speaking in Ukrainian, which, in turn, makes them lifelong learners.

***«Мое основне завдання на сьогодні – це створення донорського фонду, який би забезпечив стабільність нашої програми. Наприклад, він би допоміг профінансувати викладацьку позицію з україністики».***

***How are you planning to sustain the Ukrainian Program at Michigan?***

My primary goal is the establishment of an endowment fund. Right now, the sustainability of the program primarily rests on my enthusiasm and my leadership role in the Department, but it will not last forever. The endowment fund can support a professorship or at least a lectureship in Ukrainian studies in the long run and ensure more permanent stability of the Program, overall.

In order to secure the future of the Ukrainian Program, we are currently petitioning a joint faculty po-

The highlight of the Program would also be the interdisciplinary approach, which allows for courses with a more internationally angled focus on Ukrainian topics. This enables our students to look at current Ukrainian issues from the perspectives of their research and personal interests.

THURSDAY, MARCH 13 // 12-2 PM // HENDERSON ROOM, MICHIGAN LEAGUE

**INTERNATIONAL INSTITUTE ROUND TABLE**  
**Crisis in Ukraine: Domestic and International Implications**

**PAULINE JONES LUONG**  
Political Science (Moderator)

**ZVI GITELMAN**  
Political Science / Judaic Studies

**MIKHAIL KRUTIKOV**  
Slavic Languages and Literatures / Judaic Studies

**OKSANA MALANCHUK**  
Institute for Social Research

**EKATERINA MISHINA**  
National Research University-Higher School of Economics / U-M Political Science

**SVITLANA ROGOVYK**  
Slavic Languages and Literatures

**GRETA UEHLING**  
International and Comparative Studies

Follow the discussion and post questions during the live webinar  
**#UkraineUMich**  
**@iimichigan**  
Live stream will be available at [iimichigan.umich.edu](http://iimichigan.umich.edu).

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Photo by Ivan Bandura

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sition in Russian and Ukrainian studies. Hopefully, it will happen. And of course, I will be fighting for that. This is my priority for the next couple of years.

***What are you most proud of over these decades of leadership?***

First of all, I am proud of the fact that the program exists, whereas the enrollments in Humanitarian programs are rapidly decreasing across the world. I am proud that I have the support of many of my colleagues at the Department. I am proud that my enthusiasm and the work that I do makes a difference in my students' lives. When they write me thank you letters, saying that my courses have shaped their career paths I could not be happier.

***What advice would you give to those who would like to start a Ukrainian program at their post-secondary institution?***

If some department would like to start a Ukrainian program, I would advise them to get at least one great enthusiast on board, who would be the backbone of the program and willing to do all the work. The rest will come. And then I can give advice to that person on how to build and successfully run a Ukrainian program.



# Ukrainian Bilingual Program Graduates:

## Zenon Markevych (Зенон Маркевич)

*For more than 40 years Ukrainian Bilingual Programs (UBP) have been promoting Ukrainian language and culture in public schools across the Canadian Prairies. The UBP offers students a number of subjects taught in Ukrainian, such as Ukrainian language and culture courses, health, art, music and physical education, which total up to 50 per cent of the school day. In this issue, we celebrate Zenon Markevych who graduated from the English Ukrainian Bilingual Program at Austin O'Brien High School in Edmonton.*

***What are some of your best memories of being in the Ukrainian Bilingual (UB) program? Please provide a few examples.***

Some of my favourite memories from the UB program are following along with the Ukrainian Orange Revolution in 2004 and learning about the significance of the movement and how it was impacting modern day Ukraine. Also, watching Ukrainian music videos, and listening to modern Ukrainian music was very enjoyable as it helped build a cultural connection between our learning in Canada with life in contemporary Ukraine. Yet another memorable moment for me was writing the Lviv University language proficiency exam. Allowing us to apply our education from the UB program and see how it compared to the standards in Ukraine was a unique experience. A few of my classmates even went on to study and take a course in Lviv during their time in university. I also have many great memories with my classmates, many of whom I was lucky enough to go to school with from K-12.

***What are some lasting benefits of having been in the UB program?***

I would say that a lasting benefit of the UB program is the friendships that I developed with my classmates. Many of us stayed together from kindergarten to the end of High School, and we developed very strong bonds that still exist to this day. I keep in touch with several of my classmates, many years after graduating together.

***Do you feel that your education in the UB program was a constructive preparation for your further education and/or career path? Please provide a few details.***

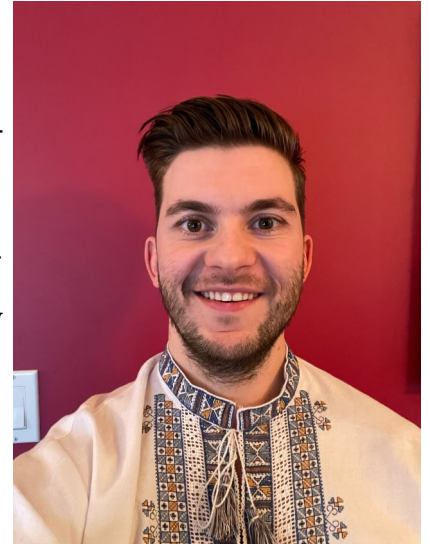
My current career doesn't involve many elements that I gained from the UB program, but that does not mean that it hasn't helped in establishing myself towards my current career trajectory. One of the biggest benefits of the UB program is that it helped me to build a strong connection with the Ukrainian community, through which I have met many other people who I have subsequently worked with or for during my time in university and afterwards.

***When you compare your schooling in the UB program with that of peers that did not have that experience, what stands out for you?***

The biggest thing that stands out for me is the connections that I made with my classmates, and the connections I made with my own heritage. Having talked to many others, it has become quite clear that my schooling experience was quite unique and special in that my specific group of peers all got along very well and it was in no small part due to our shared desire to learn about our common heritage as Ukrainian Canadians.

***Are you currently involved in your local Ukrainian community? If so, please provide a few details. If your involvement was in the past, please also provide a few details.***

Yes I am still very involved in the Ukrainian community. I currently sing with the Viter Ukrainian choir and dance ensemble. I am also a member of Plast Ukrainian Youth Association where I have spent many years as a leader and counsellor for younger members. I also attend and volunteer at various Ukrainian cultural events such as UFest, Ukrainian Day at the Ukrainian Village, Vegreville Ukrainian Pysanka Festival among many others.



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# Ukrainian Bilingual Program Graduates:

## Zenon Markevych

(Continued from page 25)

***Are you maintaining your Ukrainian speaking skills? If so, please elaborate.***

I do try to maintain my Ukrainian speaking skills. When I'm speaking with my parents we try to speak in Ukrainian, and sometimes with my siblings as well. In my choir we sing in Ukrainian, and we also try to learn about the meaning and emotions that our pieces are trying to convey. At Plast events and camps we speak in Ukrainian as it is a core value of the organization.

***Do you plan to raise your children in the Ukrainian language and culture? If so, would you consider sending your children to the UB program? Why or why not?***

I absolutely plan on raising my children in the Ukrainian language and culture. When I reflect upon my life so far, it's quite clear to me that so many of my amazing life experiences and relationships have developed through my involvement in the UB program and the greater Ukrainian community. The language and cultural components learned from the UB program acted as a springboard to connecting with the greater Ukrainian community and organizations. Not only that, but the UB program helped me explore my own personal history and identity, and what it means to be someone with Ukrainian heritage, and how important that is in my life.

***Looking back, what tips or advice or feedback would you offer the UB program for improvement and successful continuation?***

One of the areas of improvement needed for the UB program is managing the level of difficulty and learning in the program to keep both native Ukrainian speakers and non-native Ukrainian speakers engaged in the program. Sometimes there can be a big disparity in linguistic knowledge in the classroom and depending on the curriculum, this can either overwhelm the students that don't have external supports with learning Ukrainian or be too simple and boring for those students who perhaps are recently from Ukraine and have already advanced knowledge of the topics being learnt.

*«Одним із незабутніх моментів мого навчання у двомовній програмі було написання міжнародного іспиту на визначення рівня володіння українською мовою. Цей екзаме́н дав нам змогу пересвідчитися, наскільки наші знання відповідають стандартам сучасної української мови. Цікаво, що деякі мої однокласники під час навчання в університеті їздили в Україну і брали курси у Львівському національному університеті».*

## Resources

### Canadian Association of Ukrainian Studies



The Executive of the **Canadian Association of Ukrainian Studies** condemns in the strongest possible terms the Russian Federation's unprovoked, brutal invasion of Ukraine, which has come eight years after its occupation of the Crimea and the start of the Russian-sponsored war in the Donbas. We call on our colleagues in Canada and around the world to follow up on their statements in support of Ukraine, which we greatly appreciate, by incorporating the topic of Russian aggression into their courses, hosting teach-ins or talks about the Russian Federation's war against democratic Ukraine, and engaging with the media and politicians in all countries. We call on the Canadian government to step up its support of Ukraine and its measures against the Russian Federation. We stand with the heroic people of Ukraine who are fighting the Russian aggressor.

# Ukrainian Bilingual Program Graduates and Future

## Teachers: Sophia Salouk (Софія Салюк)

**Where did you study Ukrainian? How did these different programs contribute to your knowledge of the Ukrainian language and culture?**

My parents immigrated to Canada from Ukraine 29 years ago. Ukrainian language and culture is very important in my family and fortunately Edmonton's Ukrainian community is very large and offers opportunities for participation in a variety of programs and organizations. I was raised in a Ukrainian household where I had the chance to learn and speak Ukrainian with my family. From a young age I began learning how to read, write and speak Ukrainian in Saturday school at Рідна Школа. Once I had graduated from Рідна Школа, I enrolled in the Ivan Franko School of Ukrainian Studies (Курси Українознавства) where I furthered my knowledge on Ukrainian language, geography, literature, and history.

**«Українська двомовна програма у школі Св. Кевіна пропонувала багато культурних заходів та різноманітні можливості, які покращили моє володіння мовою».**

While attending Saturday school, I continued my Ukrainian education by enrolling in the Ukrainian bilingual program at St. Kevin's Catholic Junior high school. I had the opportunity to meet so many students my age who also came from Ukrainian backgrounds and wanted to learn more about the language and culture of Ukraine. The Ukrainian bilingual program at St. Kevin's offered many cultural activities and various opportunities that increased my proficiency in the language. At the end of grade 9 I began exploring different high school options and made the decision to continue in the Ukrainian bilingual program at Austin O'Brien high school.

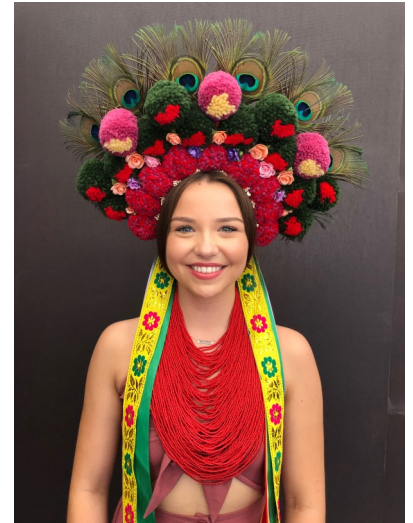
At this point in my life I truly fell in love with learning Ukrainian history, literature and expanding my vocabulary. I quickly came to the realization that I did not want to stop my language learning journey. In my final year of high school I realized that I wanted to continue learning Ukrainian in a post secondary institution. In 2018 I was accepted in the Faculty of Arts at the University of Alberta with a major in French as

a second language and a minor in Ukrainian as a second language. In my second year in university I transferred to the Faculty of education and decided to major in Ukrainian as a second language and minor in French as a second language. I was taught such riveting and informational Ukrainian courses by exemplary Ukrainian professors such as Dr. Alla Nedashkivska, Dr. Olena Sivachenko and Dr. Daria Polianska. Every Ukrainian / Slavic course I took at the U of A was unique, I was not only able to strengthen my grammar, written accuracy and oral skills but I had the chance to learn about modern and contemporary topics. The Ukrainian courses at the U of A were my favorite classes to attend, I was able to create long lasting friendships and be immersed in a Ukrainian community at the university. I have received many amazing opportunities from learning Ukrainian such as receiving various awards and scholarships for high academic success in Ukrainian studies, completing the National University of Lviv Certificate for Entrance Exam Completion and also having the opportunity to travel around Ukraine with my classmates after graduating from Курси Українознавства.

**Do you have any special memories from these programs?**

I have made many long lasting friendships from the Ukrainian program. Thanks to Рідна Школа and Курси Українознавства I met two of my best friends. We all share the love for Ukrainian culture and language and are proud patriots of Ukraine. I remember that all three of us often dreaded waking up early on Saturdays to go to Ukrainian school, but as we've grown up and matured, we now realize how lucky we were to have not only learned the Ukrainian language, but also gained a greater understanding of the sacred traditions and the historic culture of Ukraine. One of the best trips of my life was travelling to various cities in Western

(Continued on page 28)



**«Кожен предмет з україністики/славістики, який я вивчала в Альбертському університеті, був унікальним, я не лише змогла покращити свою граматику, грамотність на письмі та в усному мовленні, але й мала можливість дізнатися багато цікавого на сучасні теми».**

# Ukrainian Bilingual Program Graduates Future

## Teachers: Sophia Salouk (Софія Салюк)

(Continued from page 27)

Ukraine with my graduating Saturday school class. We were able to visit the historic sites that we learnt about in school and truly witness Ukraine's beauty.

***Tell us a bit about your musical background/training, your favourite Ukrainian songs, singers, bands and artists.***

I attended a musical elementary school (Suzuki Charter School) where each student chose a classical instrument to play. We had lessons during and after school. I began taking piano lessons from kindergarten up until grade 11. I had the chance to participate in many recitals at the jubilee as well as the Meyer Horowitz Theatre at the University of Alberta. I have always had a love for music, especially classical music. I frequently played traditional Ukrainian songs on the piano and was able to play these songs at my church for certain celebrations or events. Not only do I enjoy traditional Ukrainian folk music, but I also love Ukrainian pop/rock music. One of my all time favorite Ukrainian bands is Okean Elzy. This band expresses themselves through in-depth lyrics and unique music style. My favorite song for this band is "Обійми", it is a powerful song with a deep message that is beautifully sung. I enjoy when Ukrainian artists combine traditional folk music with modern day house/ pop melodies. Kira Mazur is a great example of a Ukrainian singer who composes songs that contain traditional Ukrainian style while incorporating up beat notes. I have recently been listening to Kira Mazur's "Народна" and "Я би" on repeat. I would have to say that my favorite Ukrainian song would be "Черемшина", the lyrics are poetic and the gentle melody gradually becomes deeper and more powerful throughout the song.

***What inspired you to become a Ukrainian language teacher? In your opinion, what makes a great teacher? In what ways do you wish to inspire your students?***

Ever since I was young I always knew that becoming a teacher was my calling. When I was applying to the Faculty of Education at the U of A, I recalled all my past junior high and high school classes. The two classes that stood out to me most were my language courses; Ukrainian and French. I had exceptional teachers and I truly had a passion to learn those languages. My high school Ukrainian teacher, Daria Porochiwnyk, was the one who inspired me to teach Ukrainian. I always enjoyed her class and she truly cared about each and every one of her students. She made me appreciate the Ukrainian language and always helped me succeed. Daria is the type of teacher who devotes herself to the subject she teaches, I could always tell how much she enjoyed her job and it was evident that she had a passion for Ukrainian language and culture. We often joked that I would one day take over her position and carry on her legacy at Austin O'Brien.

My goal as a future teacher is to mirror Daria Porochiwnyk's outstanding educational qualities. I believe fostering meaningful relationships with students is what makes a great teacher. Strong relationships with students enhance their motivation and promotes their learning. They also create a connection between the teacher and the student. I hope to be able to inspire my future students through a language class. I want them to see the value of languages and how important they are in every day lives. I want students to enjoy learning Ukrainian and look forward to my class, just how I always looked forward to Daria Porochiwnyk's classes

***Over the last two years of the COVID pandemic, education has been conducted online. What do you see as the future of digital technology and social media platforms in Ukrainian language education?***

Due to the COVID-19 pandemic I, just as all other students, had to convert to online learning. This was a very new experience for me and quite unfamiliar. For a teacher, remote learning requires an extreme amount of patience and adaptability. For a student, it requires motivation and persistence. I had the chance to take a few language classes online during the COVID pandemic. For example, Daria Polianska did an exceptional job of keeping all her students engaged. She introduced many new forms of digital technology in this class so we as students had the opportunity to express our creativity through various apps and social media platforms. We explored different Ukrainian websites and YouTube channels that kept us thoroughly engaged in our online classes. I see an enormous increase in use of digital technology and social media in the classroom especially in Ukrainian education and other language classes. There are so many diverse Ukrainian platforms that teachers can bring into the class that can greatly benefit students.

# Ukrainian Bilingual Program Graduates and Teachers:

## Susanna M. Lynn (Сусанна Линн)

***Where did you study Ukrainian? How did these different programs contribute to your knowledge of Ukrainian language and culture?***

I had the benefit of taking part in our Ukrainian bilingual programs in Saskatoon from K-12, as well as Ukrainian cultural summer camps. When I graduated from high school, I moved to Edmonton and spent several years at the University of Alberta, in both academic and professional capacities. While working in different contracts during, and outside of, degrees, I completed a BA (Ukrainian Language and Literature with a French Language and Literature Minor), a certificate in Translation, an MA (Slavic Languages and Literatures), and a B.Ed (Secondary Education; UKR & ESL). All of these programs contributed immensely to my knowledge of Ukrainian language, culture, history, and literature, especially because of the dedicated teachers and professors who went above and beyond to ensure we had high quality courses and education.

A special highlight, however, was the opportunity to attend spring intersession courses in L'viv, Ukraine, where I completed my 400-level Ukrainian language credits in a true immersion setting at the Ivan Franko National University of L'viv. I had previously been to several places in Ukraine, but this allowed me to spend time in one area with a focused goal supporting language. We were in a world fully steeped in Ukrainian where everyday things became language lessons, such as grocery shopping at different markets, dealing with our own apartments/roommates, navigating society and so on. When I felt like I could really express myself through jokes, speak more freely as I would in my first language, was able to quip back, follow along with fast-paced lectures and tours only in Ukrainian, and even barter at the markets or stores, I knew my time there had left an indelible mark on my language learning. While I was very focused on my studies, I also made a point of taking advantage of the amazing extra curriculars in and around L'viv, such as the arts, culture, and music scenes, which enriched my experiences greatly. I will never forget the people I met, and the places I visited.



There were so many events and such rich cultural and faith-based programming that I can't possibly do it justice here. We had concerts, gatherings, Easter basket blessings with a huge school meal afterwards with everything you'd put in the basket, we made pysanky and pasky and babky, we sang kolyadky for Christmas and Sviat Vechir, made kolachi, and learned about and ate the 12 dishes, as well as everything in between. I remember one Oblyvanyi ponedilok in particular early on ("pour-over Monday" or Wet Monday) after Easter when we came back to school where the boys got to splash all of the girls with water. They chose to interpret this as needing to soak every last one of us head to toe with cold buckets of water. We didn't forget this, and got them back later that spring in a year-end water fight where we painstakingly filled probably triple the amount of water balloons that they did. The next year, they didn't dare to douse us with as much water on Oblyvanyi ponedilok, and since we continued on with each other year to year until Gr.8, those types of running jokes and shared experiences just multiplied and really made our classroom a community.

We had a special relationship with the sisters of St. Joseph because St. Goretti at the time housed the Ukrainian bilingual program, and we partnered with the Senior's home and sisters (on the same block as the church connected to our school, St. George's Ukrainian Catholic Church). We spent time there on a regular basis and attended services and talks, learned many skills and spent time with the seniors and sisters. They were always so kind and gracious with us, and we loved getting to know each unique resident. On one occasion, there were a few wheelchairs lined up in the hallway that weren't being used and some of the residents

(Continued on page 28)

# Ukrainian Bilingual Program Graduates and Teachers:

## Susanna M. Lynn (Сусанна Линн)

(Continued from page 29)

encouraged us kids, in Ukrainian, to take them for a ride. We decided to have wheelchair races down the hallway, with residents cheering us on. It was all going well until the sisters saw us! Fortunately, they were kind in their response. We did feel the service was extra long that visit, though.

Another time, we were at St. George's and a pigeon who just happened to be white somehow got into the church and flew up into the dome. We had just learned about the symbolism of the dove in icons, and one kid cried out, "It's the Holy Spirit!" really loudly, and minor chaos ensued. The priest didn't skip a step though, and even spoke about the Holy Spirit and Holy Trinity in his homily, during which the pigeon stayed still and just cooed. When we all got up at the end to leave, the bird started flying around us again as we exited, and we talked about that for weeks. Whenever I see a white pigeon I'm transported back to that moment and just laugh about it.

Another time, we were learning to make varenyky from different babusias for school, and they had different ways of pinching them into a design. They didn't agree with each other, and we caught on, so we started seeing who could make the most and the fastest in each design without them telling us to do it again or fix it to see what would happen. They were quietly competing now too, and I'm sure they were starting to count the rows on the trays, but then a helper came and whisked away the trays for freezing. I would bet that most of us can make some pretty good varenyky now partially based on experiences like that!

***Tell us a bit about your musical/cultural background/training? What is your favourite Ukrainian song/singer(s)/band(s) and why? Favourite artist and why?***

Growing up, music and culture were a big part of my life. While my family celebrates heritage through immigration from more than one country, we were especially involved in the Ukrainian community, which has a strong presence in Saskatchewan. To give a few examples, I was involved in Ukrainian choirs, took Ukrainian dance, volunteered at church and at community events, and also learned to play the tsymbaly from my sister Bohdahnika, who learned from Barney Ryshlo. Having a background with some other instruments, and having completed musical theory examinations, I was able to take over teaching tsymbaly to a small studio of students, and continued this when I first came to Edmonton as well. I participated in festivals, concerts, weddings, and performances over the years, mostly for music or singing with a small group or with a choir. Music is really important to Ukrainian culture especially, because countless stories and traditions are embedded in Ukrainian music, regardless of the genre.

While folk and liturgical music have a special place in my heart, some of my current favourite artists also include more recent singers and musicians. Some who come to mind are Onuka, Okean Elzy, Dakha Brakha, Odyn v Kanoie, Antytila, Kazka, Go\_A, Boomboks, Khrystyna Soloviy, and Mandry. I think of these artists because of their innovations, messages, incorporation of traditional musical aspects with new interpretations, and I appreciate music you can feel in your bones that's inspiring or just has a really good beat.

(Continued on page )

*«Я маю диплом бакалавра з української та французької мов та літератур, сертифікат з перекладознавства, ступінь магістра зі словянських мов та літератур, диплом вчителя середньої школи . Усі ці програми значною мірою допомогли мені у вивченні української мови, культури, історії та літератури. Значну роль у цьому, також, відіграли віддані своїй справі вчителі та викладачі, які доклали усіх зусиль, аби ми отримали якісну освіту. Кульмінацією мого навчання став літній курс УКР 400 у Львові. Раніше я відвідувала Україну, але літній курс дозволив мені повністю зануритися у мову та культуру, де повсякденні речі перетворилися на уроки мови, наприклад, купування продуктів на базарах, оренда житла, постійне спілкування з місцевими жителями тощо. Я завжди пам'ятатиму людей, з якими я познайомилася, та місця, які я відвідала».*

# Ukrainian Bilingual Program Graduates and Teachers:

## Susanna M. Lynn (Сусанна Линн)

(Continued from page 30)

Some of my favourite literary works are from Ukrainian authors such as Lina Kostenko, Oksana Zabuzhko, Yuriy Vynnychuk, Serhiy Zhadan, and Yuriy Andrukhovych. Each one of these authors' works are impressive in and of themselves, but I also admire aspects of the lives they lead, and the courage they have to write with such truth, creativity, and conviction. I also consider these traits to be something I aspire to as a teacher.

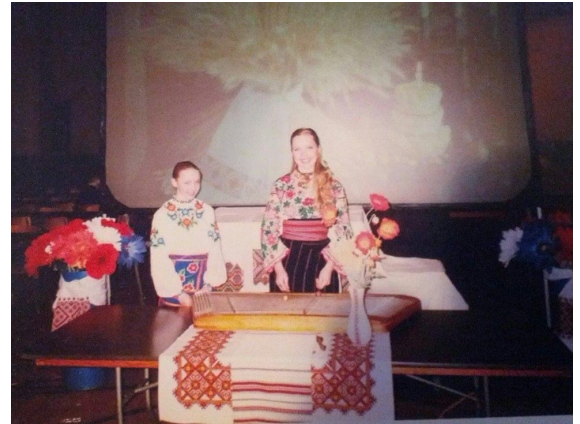
***What inspired you to become a Ukrainian language teacher? In your opinion, what makes a great teacher? In what ways do you wish to inspire your students?***

I enjoyed working at the University of Alberta, especially my last contract there working with projects to support Indigenous Language Teachers. However, I felt a very intense pull towards Education that eventually became so strong that I risked a lot to go back to school and get my after degree. I remember the pull being so strong that I actually made an Excel spreadsheet with pros and cons of several situations to really make sure I was weighing the situation from multiple points and not just my heart and soul. Looking back, most things I've done pointed to being a teacher--I just took a different road there than most people. I enjoy working with adults, but working with children is especially awesome and I love it. They have a unique view of the world that is essential to everything we do, and it's wonderful to work with them everyday.

I think being a teacher is not only a profession, but who you are as a person, serving your communities through learning. I've been fortunate to have several incredible teachers and professors, people whom I admire and respect, and they were part of the inspiration to be a teacher as well. They showed me many things that make a great teacher: passion, dedication, striving for excellence, empathy, faith, humility, integrity, and a healthy dose of humour through it all. Ideally, I'd like to inspire my students to persevere and never give up on your aspirations or dreams (and also to let yourself have dreams because they're very important). For example, I personally know how difficult it can be to learn a second or third language, especially if you don't speak it at home. I learned Ukrainian primarily through school and church, and I learned French as an adult after never having taken even one French class my entire life. I believe you never stop learning a language, even your first language, but I'm proud of what I've achieved so far. Even if it means going back to university like I did, or going to any post-secondary or polytechnic at all during regular, or trying times like a pandemic here, I'd like to inspire them to always fight for their aspirations to be realized through whichever ways make it possible.

***Over the last two years of the COVID pandemic, education has been conducted online. What do you see as the future of digital technology and social media platforms in Ukrainian language education?***

Historically, Ukrainians and the Ukrainian language have fought linguistic genocide, among many other oppressions, for centuries. I think any semblance of equity would come in the form of having similar resources and access available for Ukrainian that are currently available for English, Russian, German, French, etc. on various platforms and interfaces. We've come a long way, and there are more resources available online now than even a few years ago. However, I think these resources need to be made more quickly, in collaboration with Ukrainian language speakers and educators, and also with those who understand Ukrainian culture so that the two are embedded in each other as they are meant to be. The online world provides new opportunities, and it is another space where I sincerely hope Ukraine and the Ukrainian language will be given, at the very least, a chance to dream and have aspirations realized.



At the Vesna Festival in Saskatoon, Saskatchewan with my younger sister, Elizaveta, who was also one of my tsymbaly students.

# Global Highlights: Poland

## You Can Study Ukrainian Anywhere in Poland

Комунікаційна платформа ООН Life спільно з компаніями Out Of Home представляє на своїх носіях прості та корисні вирази польською та українською мовами. Поляки та українці можуть тренуватися у вимові цих виразів та побачити, наскільки дві мови схожі.

Прості вирази, які люди використовують в повсякденному житті, з'являлися на цифрових екранах у великих польських містах, на вулицях, а також у підземних переходах та торгових центрах. Таким чином, і поляки, і українці зможуть навчитися, як почати розмову у гарній формі. Вирази та фонетичну транскрипцію підготувала професорка Варшавського університету, д-рка Світлана Романюк, українка, віце-декан факультету прикладної лінгвістики. Її графічні дизайни створив pro bono Іжегож Щешка. Вони прості,

комунікативні та привертають увагу завдяки своїм яскравим кольорам.

«Разом із керівниками маркетингових відділів AMS, Jet Line та Wąrecho ми подумали про кампанію, яка була б дружньою до тих, хто знайшов у нас притулок, але водночас якоюсь корисно для нас усіх. Так народилася ідея розмовника для тих, хто хоче вивчити найбільш вживані фрази як, польською, так і українською».

Ми хочемо з часом додавати нові фрази і таким чином продовжувати кампанію. Ми знаємо, що російськомовні українці читають і розуміють українську, тому вивчення польської мови на рівні розмовника також призначене для них», – каже Катажина Ратайчик, ООНlife.org.

Кордон з Польщею уже перетнули понад 2,5 мільйони людей, які втікали від війни.



**“Ukrainian in Poland can be studied through visual ads prepared by Prof. Svitlana Romaniuk from the University of Warsaw.”**

Значна частина українців йде далі, але більшість залишається. Тільки у Варшаві, за словами президента Рафала Тшасковського, їх близько 300 тисяч.

Source: <https://cutt.ly/VJ38bdE>, <https://cutt.ly/4J35isW>

## 2022 Ukrainian Language Orthographic Contest

June 6th, 2022—SGH Warsaw School of Economics and the Polish Language Foundation, in partnership with the University of Warsaw and the Embassy of Ukraine in the Republic of Poland organized the Ukrainian Language Orthographic Contest “2022 SGH Ukrainian Language Dictation.”

The dictation was followed by a public lecture “Political Slogans in the 2019 Presidential Elections in Ukraine: Volodymyr Zelensky’s Ascent to Power” by Prof. Svitlana Romaniuk from the University of Warsaw.

Source: <https://cutt.ly/2J8epXs>



Орфографічний Конкурс в SGH Warsaw School of Economics  
**ДИКТАНТ СГН УКРАЇНСЬКОЮ МОВОЮ 2022**  
6 червня 2022 року о 11.00, Головна аудиторія

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## Global Highlights: Russia

### Russian Journalist Muratov To Auction Nobel Medal

The editor in chief of the independent Moscow-based newspaper Novaya gazeta, Dmitry Muratov, will be selling his Nobel Prize medal later this month to help Ukrainian refugees, Dallas, Texas-based Heritage Auctions says.

**«Лауреат Нобелівської премії миру головний редактор російської "Новой газеты" Дмитрій Муратов виставив медаль премії на американський аукціон Heritage Auctions. гроші, отримані на торгах, планують переказати ЮНІСЕФ на програми допомоги постраждалим від війни дітям з України».**

his medal on March 22, saying that the money will be used to assist Ukrainian refugees who had to flee the country because of Russia's invasion.

Since early March, Muratov and his newspaper have avoided reporting what is happening in Ukraine because of official Russian censorship and the threat of criminal prosecution for journalists who do not follow the government line.

Russian media watchdog Roskomnadzor has banned

The current bid for the medal that will be auctioned on June 20 is \$260,000, Heritage Auctions said.

Muratov, who was awarded the 2021 Nobel Peace Prize for his journalistic work in Russia, announced his decision to auction



Dmitry Muratov receives his diploma and gold medal at the 2021 Nobel Peace Prize award ceremony in Oslo on December 10, 2021.

the description of Russia's action in Ukraine as an invasion or a war, instead insisting it is referred to by its official name -- a "special military operation."

A recent law signed by Russian President Vladimir Putin envisages prison sentences of up to 10 years for individuals who violate the rule.

The penalty for the distribution of what authorities deem "deliberately false information" about the Russian military that leads to "serious consequences" is 15 years in prison.

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

### Russian Artist Who Used Price Tags For Anti-War Protest Forcibly Committed

An artist in Russia's second-largest city, St. Petersburg, who was arrested for using price tags in a city store to distribute information about Moscow's unprovoked invasion of Ukraine, has been forcibly committed to a psychiatric clinic for examination, a move that echoes a Soviet-era practice to silence dissidents.

Skochilenko is accused of replacing price tags in a supermarket on March 31 with pieces of paper containing "knowingly false information about the use of the Russian armed forces."

**«Російську художницю заарештували за використання цінників у продуктовому магазині для поширення інформації про вторгнення Росії в Україну. Її примусово відправили до психіатричної клініки для обстеження. Це дуже перегукується з методами боротьби радянської влади з дисидентами».**

Skochilenko has said her actions were not about the army but instead an attempt to propagate peace.

In early March, President Vladimir Putin signed a law that allows for lengthy prison terms for distributing "deliberately false information" about Russian military operations as the Kremlin seeks to control the narrative about its war in Ukraine.

The law envisages sentences of up to 10 years in prison for individuals convicted of an offense, while the penalty for the distribution of "deliberately false information" about the Russian military that leads to "serious consequences" is 15 years in prison.

Source: <https://cutt.ly/4J8hPKt>



### Support for Ukrainian as Sole State Language Jumps Amid Russia's War – Poll

**Russia's war has led to a jump in the number of Ukrainians supporting Ukrainian being the sole state language: now it is 83% nationwide. This position has especially strengthened in the south-eastern regions, where more Ukrainians had traditionally supported an official status for Russian. As well, more and more Ukrainians report willingness to switch exclusively to communicate in Ukrainian. These are the results of the sixth national poll by Rating Group conducted on issues of language in Ukraine on 19 March.**

За останнє десятиліття спостерігається стала динаміка зростання кількості тих, хто вважає українську мову рідною: з 57% у 2012 році до 76% у 2022 році. Російська за 10 років втратила з 42 до 20%. У цій динаміці слід звернути увагу на наступні тенденції. Перше: помітні зміни у мовній самоідентифікації відбулися між 2012-2016 роками, причинами яких стали: а) реакція суспільства на експерименти тодішньої влади у мовній політиці; б) події Революції Гідності; та в) тимчасова окупація Криму та окремих територій Донецької та Луганської областей. Друге: позитивна динаміка у самоідентифікації відбулася за рахунок зміни ставлення до української мови у центрі, а також на півдні та сході країни.

Водночас, практичний бік справи має дещо інший вигляд: мовна самоідентифікація та мова в побуті – це дві різні площини. Можемо констатувати стаке зменшення російськомовного сегменту українців: у 2012 таких респондентів було близько 40%, наприкінці 2021 – 26%, а на початку війни – 18%. Натомість, «перегік» російськомовних відбувається у сегмент «двомовних» (з 15 до 32%). Кількість тих, хто постійно користується лише українською вдома зростає незначно з 44% до 48%.

Процес переходу на іншу мову спілкування не є одномоментним і потребує

певної адаптації. Сьогодні важливо, що дві третини тих, хто користується двома мовами у побуті готові найближчим часом перейти виключно на українську. Серед російськомовних – таких третина.

Безпрецедентне єднання суспільства на тлі війни різко вплинуло і на ставлення до статусу мови: сьогодні абсолютна більшість (83%) за те, щоб українська була єдиною державною мовою в Україні. Така думка домінує в усіх макрорегіонах, вікових та мовних групах. З іншого боку за надання державного статусу російській мові до війни виступали майже чверть, а сьогодні – лише 7%. У мирний час за надання статусу державної російській мові традиційно виступали мешканці півдня та сходу. Але навіть у цих регіонах таких було лише третина, а сьогодні їх кількість зменшилась майже вдвічі.

На сьогодні, дані свідчать, що мова є швидше регіональною особливістю, але не способом мислення. Для прикладу, у грудні 2021 року серед двомовних росію агресором вважали 65%, серед російськомовних – половина. Водночас, у сегменті україномовних кожен десятий мав проросійські погляди. Прихильність до росії визначалася не так мовою спілкування, як політичними поглядами та впливом

пропаганди і коригувалася з рівнем підтримки проросійських партій (ОПЗЖ, Наші, Шарій).

Сьогодні більшість (67%) вважають, що ніяких проблем між україномовними та російськомовними громадянами в Україні не існує. 19% вважають, що мовна проблема існує, але вона не є настільки важливою. Лише 12% вважають, все таки, що це питання є загрозою для внутрішньої безпеки. Важливо, що тези про наявність проблеми у мовній сфері є популярними не серед російськомовного населення, а саме у західних регіонах, де українська домінує в усіх сферах. Важливо, що згідно з попереднім дослідженням, лише 2% українців вважають, що росія прийшла захищати російськомовних громадян України – цей міф українці не прийняли.

Підсумовуючи можна зробити наступні **висновки**:

- Рівень мовної самоідентифікації українців стабільно зростає.
- Перехід на українську у побуті відбувається еволюційно.
- «Мовна проблема» не має підтримки у більшій частині населення і суто політичний і частково локальний характер.

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

# Helpful Learning Resources For Refugee Children From Ukraine

## Український онлайн-заклад “Школа з собою” пропонує послуги учням та батькам

Український онлайн-заклад “Школа з собою” пропонує послуги учням та батькам. Є також можливість зареєструватися зацікавленим учителям та психологам.

Для учнів 1-10 класу, які зараз перебувають в Україні чи за кордоном та не мають можливості повноцінного навчання у своїй школі, працює проєкт “Школа з собою”.

Онлайн-школа проводить уроки за українською навчальною програмою та надає психологічну підтримку батькам та дітям. Навчання безкоштовне і відбувається на спеціально розробленій інтерактивній платформі з постійним доступом до матеріалів уроків.

“Школу з собою” можна відвідувати:

- у першій половині дня за повноцінним розкладом;
- у другій половині дня в межах факультативного навчання: окремі предмети української школи та шкільний клуб (мистецтво, IT-скіле тощо).

Контактна інформація: <https://schooltogo.online/>

Електронна пошта: [kids@schooltogo.online](mailto:kids@schooltogo.online)

Координаторка школи: Анна Трішичева.



School To Go is an educational project implemented by Ukrainian volunteers with the support of Soficreo. Our school is a quick reaction to the beginning of the war in Ukraine.

Education, as the main mission of the school, is skills, understanding, creativity and wisdom. School is the people and relationships that help children grow and learn to think. We successfully implement all these components online.

Our team of teachers and psychologists provide training and psychological support to students, regardless of where they are and where they plan to go.

The goal of SchoolToGo is for every Ukrainian child to get back into the classroom with Ukrainian-speaking teachers and classmates via our platform. We try to provide our students with knowledge on the same level as their peers in other countries; we have the same goals for the future.

To allow Ukrainian teachers and classmates to stay in touch, the Slovak company Soficreo translated its educational platform Teemea into Ukrainian and is offering it to all Ukrainians fleeing from the war.

Slovaks developed the education platform during Covid, when some pupils had to be in quarantine, so they could communicate with their class online. Now, they are inviting Ukrainians to establish their classrooms in the online environment.

“They can stay in touch with their classmates and with their schools being anywhere in Europe,” Pavol Riška, CEO of Soficreo, told The Slovak Spectator.

The first online lesson took place on March 1 thanks to several Ukrainian teachers who started organising themselves on the platform. Riška explained that once on the platform, it is entirely up to the teacher how they will organise their classes. The company provides the platform and IT support.

He is aware that children may not need to study maths or history so much at the moment, but to have space to share their feelings and receive support. Riška added that capacity is not limited and as a Red Cross volunteer he tries to spread the word about educational opportunities, so even people at the border hotspots will receive information on where their children can participate. He said that all Ukrainians can participate, no matter where they have found a safe haven.

The company launched a registration website where an interested person can decide on whether to apply as a teacher, psychologist or child. Parents can register for their children.

Source: <https://cutt.ly/RJ8xoOk>

## UKRAINIAN LANGUAGE EDUCATION CENTRE

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<https://www.facebook.com/ukrainian.language.education.centre/>

**Website:**

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

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

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

## How You Can Support Ukrainian Language Education

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

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