


## UNIVERSITY EDUCATION, CONFLICTS, BORDERS AND COOPERATION: INTERDISCIPLINARY PERSPECTIVES BETWEEN BRAZIL AND UKRAINE<sup>1</sup>

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The dossier "University education, conflicts, borders and cooperation: interdisciplinary perspectives between Brazil and Ukraine" brings together national and international articles that problematize the complex relations of higher education in conditions of crisis, cross-border cooperation between cultures and fields of knowledge. With interdisciplinarity as a horizon, the manuscripts discuss how universities can build bridges across disciplinary boundaries in order to promote peaceful coexistence in regions marked by conflict and division. The texts address the potential of internationalization and university cooperation. Overall, this issue provides a thought-provoking and timely contribution to debates on the role of higher education in building more just and peaceful societies.

In the article "**Transboundary pollution of the environment as a teaching topic at universities**", Ukrainian researcher Mariia Ilina investigates the teaching experience related to environmental pollution within the framework of environmental economics at higher education institutions in

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Ukraine. To do this, she uses curriculum for subjects related to the economics of the use of nature as a source. Using methods of structural-semantic analysis, comparative analysis and qualitative content analysis, the author examines the extent to which the programs actually discuss the issue of transboundary pollution. From the study, it emerged that the main attention in the programs is paid to pollution of the environment of Ukraine and its regions, while transboundary pollution is considered indirectly in the context of global environmental problems. The research presents the following results: 1. The issue of transboundary pollution is not sufficiently addressed in environmental economics courses taught in Ukraine. This topic is covered in more detail in environmental safety subjects; 2. There is a significant limitation in the understanding of the economics of the use of nature as a field of knowledge due to insufficient coverage of transboundary environmental problems; 3. An important component of the natural environment, such as biodiversity, is ignored in curriculums; 4. It is necessary to integrate a transboundary context into environmental economics programs to provide a more complete and modern approach to teaching this subject.

In "**Cross-border cooperation in the field of university education between Ukraine and Poland**" Andrii Holod and Olha Chetyrbuk examine the historical context, current practice, types and thematic directions of cooperation between universities in both countries, assessing the advantages, challenges and proposing alternatives for development in the field of university education. The authors consider the main forms of cooperation between Ukrainian and Polish universities to be the Erasmus+ program, joint scientific projects, double degree programs (between the Ivan Franko National University in Lviv and the University of Warsaw), international summer schools, student organization clubs, the "Ukraine-Poland: intercultural dialogue" project, the International Summer School "Modern Problems of European History" and others. The advantages of cross-border cooperation in the field of education are



the strengthening of international relations, the exchange of experiences, academic mobility, joint research, etc. According to the study, 1) the quality of education is the main condition for establishing fruitful international cooperation; 2) the quality of university education is negatively affected by the lack of funding: although the Law of Ukraine "On Education" establishes the norm of spending on education at the level of 10% of GDP, this indicator sometimes reaches only 7%; 3) one of the ways to solve the problem of insufficient funding of education would be the transition from the predominant use of state funds to other forms of funding, including through international foundations.

In the text "**Value coordinates of the resilience of students under martial law in Ukraine**" Zhanna Virna, Oksana Ivanashko and Svitlana Lysenko discuss the specifics of measuring and assessing the psychological resilience of young people under martial law. The study was based on the results of a survey of Lesya Ukrainka Volyn National students using an online panel (n=162). The article highlights the main negative factors that aggravate young people's socio-psychological adaptation to wartime conditions. The authors state that the general context of frustration significantly affects the emotional characteristics of people in this age group, which is associated with the formation of adequate resilient reactions and changes in value orientations. The statistical-mathematical data was processed by distinguishing two groups according to vitality indicators (students with a vitality level above the average value (63.6%), students with a vitality level below the average value (36.4%). The study presents a generalized psychological profile of respondents' value orientations in the conditions of martial law in Ukraine and an analysis of the following parameters: openness to change, self-affirmation, preservation and self-survival. Complexes of interrelations between sustainability indicators and value orientations of respondents in their basic dimensions were highlighted by means of correlation analysis. Thus, the performed interpretations of the value



orientations of students' resilience in the conditions of martial law in Ukraine conclude that: 1) among students with a high level of resilience, correlations show the predominance of such dimensions as "openness to change" and "self-overcoming", which fit into the psychological profiles of "controlled independence" and "altruistic activity"; 2) among students with a low level of vitality, pronounced correlations are located in the dimension of value orientations "self-affirmation", which indicates a pronounced desire to satisfy one's own interests and maintain a reputational image.

In the text "**Multidimensional university internationalization strategies: the case of Unioeste**", Rafael Mattiello, Naiani Borges Toledo and Larissa Terra Langer discuss the evolution, construction and dimensions of university internationalization strategies, through a case study of multidimensional internationalization applied by the Western Paraná State University (Unioeste, in portuguese), through the actions carried out by the International Office, also known as the International and Interinstitutional Relations Office (ARI, in portuguese). According to the authors, the main obstacles to multidimensional university internationalization, especially with regard to teaching, research and extension activities, are economic issues. The study concludes that: 1) in the case of Unioeste, the main challenge for motivating internationalization at home is the lack of technology in the classroom for recording or transmitting face-to-face activities on virtual teaching media; 2) in relation to academic mobility, the biggest challenge is financial, given that scholarship opportunities are scarce.

In "**The internationalization of Higher Education from the perspective of collaborative networks**", Egeslaine de Nez, Manuir José Mentges and Marília Costa Morosini address the internationalization of Higher Education and focus on Latin American territory and the construction of knowledge in the Global South. From a dimension restricted to a few postgraduate programmes, focused on research and centred on researchers



and students, internationalization is expanding in conjunction with the globalization process, and is now focused on teaching, and also on university extension. The results of the research show that the internationalization of higher education through collaborative networks offers vast potential for the development of both the institutions and the people involved. By promoting collaboration between different institutions and cultures, it provides opportunities for the exchange of knowledge, experiences and practices, thus enriching quality. The authors also point out that by expanding educational horizons, these initiatives contribute to the training of global and culturally competent professionals who are prepared to face the challenges of the contemporary world.

In the article "**The internationalization of Higher Education and educational policies for involuntary immigrants at UNILA as possibilities for humanitarian reparation**", Alisson Vinícius Silva Ferreira and Lucienne Martins Borges present an overview of the development and results of 10 years of affirmative action policies for involuntary immigrants at the Federal University of Latin American Integration (UNILA), a university focused on internationalization in solidarity, situated in an intercultural context and on an international border. In this context, they provided an overview of the construction of affirmative action policies for involuntary immigrants at UNILA. By analyzing the historical process of building affirmative action policies at the university, the authors identified that there is a way of sustaining and expanding its policies aimed at local integration, but there is also a gap to be filled with regard to cooperation agreements involving states and universities in the students' and professors' countries of origin.

In "**University and student condition: experiences of welcoming and supporting students**", Anne Karoline Cantalice Sena and Mariana Lins de Oliveira, based on their concern about the living conditions of students in higher education, discuss: what actions have been taken by the Student



Support Office at the Education Center of the Federal University of Paraíba - campus I to welcome students? How did they present themselves when they returned to classes in 2022? What were their main complaints? In this context, the main objectives of the discussion are to critically present and analyze the actions carried out by the Student Support Office. Among the actions carried out, they highlight moments of listening through the Student Listening Project and spaces for learning and exchanging experiences, through the Education Center Exhibition and the Sextô project. The authors argue that there is an urgent need to reflect on the challenges in the university environment that directly affect the well-being of students in the country, more specifically in the Northeast region of Brazil.

In the article "**Overcoming disciplinary boundaries: a look at interdisciplinarity**" Ana Carolina Neumann Barbiero, Valdir Gregory, Enaide Severo de Araujo and Osvaldo Vaz Furtado, from a collective writing, resulting from the discipline Interdisciplinary Frontiers, offered in partnership between the State University of Western Paraná - UNIOESTE, the Federal University of Mato Grosso - UFMT and the University of São Paulo - USP, carry out a systematic bibliographical review of the main challenges in overcoming the traditional barriers between disciplines in order to achieve interdisciplinarity. The authors argue that the fragmentation of knowledge, rooted in the traditional educational structure based on specific disciplines, is identified as a barrier that limits the integrated vision of learning. The interdisciplinary approach emerges as a necessary response to overcome these barriers and promote a more holistic and contextualized understanding of knowledge. The interconnection between different fields of knowledge not only enriches the student's understanding, but also stimulates critical vision and the ability to make meaningful connections.

In "**Motivation and Graduate Studies: a study of graduate students in Business Administration at a Federal University in Minas Gerais**", Débora



Dias Resende, Laize Almeida de Oliveira and Mônica Carvalho Alves Cappelle analyze the motivation of graduate students in business administration from the perspective of self-determination theory. From a methodological point of view, they used qualitative research with data collected through semi-structured interviews and documentary research. The results of the research show that postgraduates are extrinsically motivated, with a variety of degrees depending on the situations and activities. External and introjected regulation is predominant in activities and classes that are not of interest to the students, while integrated and identification regulation is evident in classes/activities of interest. Finally, the authors argue that in order to increase the degree of motivation among postgraduates, a process of transformation based on dialog, integration, participation and greater student autonomy is necessary.

Finally, the dossier ends with the article "**Challenges and opportunities for university incubators: an integrative analysis**", in which Fernando Rodrigues Peixoto Quaresma, Lúcia Córdula dos Santos, Leidson Lima dos Santos and Francisco Gilson Rebouças Porto, through an integrative literature review (2021-2023) using the PubMed, Web of Science, Scopus and SAGE Journals databases, examine the barriers and facilitators in the collaborative processes faced by university incubators. The spatial scope of the research includes studies carried out on the American, European, Asian and African continents. The results of the research show a consensus on the existence of cultural, institutional and organizational differences between the collaborating parties and the need to overcome obstacles associated with communication, personal relationships, asymmetry of objectives, lack of resources and cultural differences between university and industry-company for lasting and successful partnerships.

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