impact on the first nations peoples on the lands we now occupy. Land acknowledgements, review of tenure procedures for faculty that allow practical research and indigenous knowledge are all examples of steps forward. This work follows the Truth and Reconciliation Commission and the 94 calls to action, including what educational institutions can do to support reconciliation in Canada. I wonder how this transformation might inform other world contexts.

The pandemic has been deeply tragic in terms of its human cost. The silver lining is that it has highlighted the need to transform our world to one that is more sustainable and life giving. Universities will continue to have a special role to play in the healing of our world, as we continue to produce graduates who have learned how to care for one another and the world around us, and the importance of the true value of kindness, grace, and community.

19 How the War in Ukraine Changes European Higher Education

by **Kateryna Astakhova**, *Rector*, **Kateryna Mykhaylyova**, *Vice-Rector for Education* and **Irina Guslenko**, *Head of the Department of Theory and Practice of Translation, Kharkiv University of the Humanities "People's Ukrainian Academy," Ukraine*

Ukraine has a developed system of higher education: 386 institutions of higher education (including 103 private ones) with more than 1 million students.[1] Given the Russian Federation's ongoing military aggression against Ukraine, the education system has had to adapt to the prevailing conditions.

We would like to share some universal and specific observations informed by these times of war. A full transition to online education and mass migration of the students and staff are among the first universal trends. Due to the COVID-19 pandemic, universities were prepared for the shift to remote teaching and learning, yet an additional layer of the complexity was to cater for a population that was physically dislodged. Driven by people's fear and desire to save their lives, chaotic migration has led to the de-prioritization of educational objectives. No Ukrainian universities had ever been forced to continue operations during a period of active war and

> ❝ The educational system of Ukraine was "unpacked;" the war set the conditions for the operations, transformation and the challenges faced within the system. However, part of the response is what might be referred to as the "internalization of higher education". ❞

migration. As such, it was difficult to respond to proposals from foreign partners to move the institution itself in this chaotic and difficult context.

Other trends observed were the displacement of some universities within Ukraine, discontinuation of the education process in some educational establishments, and an increase in differentiation between students' and teachers' educational and social practices. That is, some were in technical and social comfort; some were limited by their conditions and did not always have the opportunity to take part in all forms of the educational process; and, some did not have the opportunity to be involved in educational processes at all. In addition, many people remaining in the war zone were actively involved in volunteering and other types of community service projects. Under these conditions, the vital task of the university administration was to give social, psychological, financial, technical, and other support for teachers and students, regardless of where they were.

As a result, the educational system of Ukraine was "unpacked;" the war set the conditions for the operations, transformation and the challenges faced within the system. However, part of the response is what might be referred to as the "internalization of higher education."

One of the first challenges refers to the loss of local coordinates: both students and teaching staff instantly became scattered around the world. This means that the educational process was suddenly subject to new considerations such as time differences and the need to adjust to the (non-educational) social requirements of the host countries, etc.

It is important to stress that European countries have done their best to integrate Ukrainian citizens into their social space and partly into the economic sphere. Unfortunately, higher education has largely been overlooked in this integration. However, current practices have made it possible for Ukrainian universities to take advantage of internationalization opportunities and to develop them according to the continuously developing needs of Ukrainian students.

Current integration practices have also induced changes both in the Ukrainian and in the European higher educational systems. Many European universities were faced with the opportunity to admit new students (and teaching staff), the majority of which had no international educational and/or professional experience

outside Ukraine. Some had to overcome barriers in the language of instruction, and some were suffering from post-traumatic stress and were additionally burdened with issues relating to safety, nutrition, medical treatment, etc.

The months-long continuity of these trends became another challenge. It became a significant undertaking for Ukraine to maintain its education system while students and staff were submerging themselves in non-Ukrainian higher education institutions. As a way forward, Ukrainian education must position itself anew (in wartime!) and strive to retain its attraction while competing with higher education institutions across Europe.

Learnings from the internationalization of education can be a valuable tool for introducing the experience of foreign and globalized educational practices. Meeting European and world standards is one way of doing this. University proactiveness is outpacing centrally made decisions made by the ministry and serves as a reminder that the universities are local actors in a global world.

"Mosaicification" is another important challenge. Students and staff have become separated geographically, and the conditions under which educational activities are carried out depend on their individual situation and living conditions. The mosaic character of educational efforts has become especially evident for those faced with partially destroyed educational institutions. After all, the university campus constitutes an important part of creating unity and a shared identity and culture. The destruction of campuses is visual evidence of an attack on a shared culture that is essential to the integrity of educational institutions, especially to those that are geographically remote.

Unleashing the potential of internationalization also depends on developing social partnerships. Modern education is transforming at such a rate that the relations between the internal and external stakeholders have changed, and their range of influence has widened for the entire European education system.

Internationalization can also help address issues of effective interaction between all levels of modern education. Today the development of modern higher education requires analysis across the whole educational sector and at all levels, from preschool to lifelong learning opportunities.

Thus, we are witnessing changes in the educational process at the pan-European level, changes in and among students and staff in the European educational area, changes in educational strategies, and the need for new solutions in the field of education management. It is important to underline that Ukrainian education represents an important part of European diversity.

by **Antonio José de Almeida Meirelles**, *Rector, University of Campinas (Unicamp) – Brazil*

Higher education has undergone an intense process of specialization over the last three decades. This trend is not limited to Brazil but can also be observed in other parts of the world. On the one hand, this process had positive consequences, resulting in the formation of more qualified scientists. On the other hand, however, it brought forth the emergence and domination of avid specialization to the detriment of a more integrated and systemic view with which academe reflected on the problems of Brazil. Therein lies one of the contemporary challenges in the academic sphere: in order to deal with the complexity of the problems society faces today, higher education needs to recover its more universal character, without negatively impacting the benefits resulting from specialization.

In this context, one of the most feasible alternatives is the alignment of universities with the 17 sustainable development goals (SDGs) defined in the United Nations 2030 Agenda. The transversality of the SDGs is fertile ground for awakening and fostering the community spirit among academics without losing sight of the dialogue between the disciplines and their respective expertise. As they express problems whose origins are multifactorial, the 17 SDGs also have the power to catalyze cooperative efforts, requiring solutions that take into account numerous perspectives and a broad range of specialized disciplines. One of the most immediate effects of the universities' alignment with the SDGs would undoubtedly be the flourishing of spaces for collective and multidisciplinary action, paving the way for a more fruitful dialogue with society.

In the specific case of Brazil, a country whose shortcomings are evident and have historical roots, the adherence of academe to the SDGs would create conditions to link, in a permanent way, topics such as innovation and sustainability to the most pressing needs of society. This approximation would leverage a virtuous circle that would benefit the population, either

" Universities cannot ignore the present and the future. One of their roles throughout history has been to capture the signs of transformation and analyse them in light of their mission. It is up to universities to be the voice of these trends. "