



LIFE PROJECT PORTFOLIO

Project name (as stated on LIFE website): Searching for and Conceptualizing Borders

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Project Report

Introduction

This project is run by the Eur-Asian Border Lab, a research development project based at Tallinn University, which aim is to bridge the regions and disciplines in border studies.

In the academic interdisciplinary field of frontier studies, bordering has become an increasingly complex and nuanced conceptual process that is at the heart of many of the world's key developments and issues. Bordering exists in interstate migration, global pandemics, sovereignty and aggression and surveillance, while it is done subtly through different language, education, or identity policies in our daily lives. The aim of the proposed project is to bring together students from different cultural and academic backgrounds who are interested in exploring and conceptualizing borders. The idea is to learn about and see the different bordering processes in our daily lives and to use the bordering as an approach to discussing different social, cultural, or political issues.

The role of our group was to put together a document that could be used as teaching material to make people think about the nature of boundaries. We also would like to show the results of our exploration of bordering, through readings, research and finally a presentation and discussion with both our teammates and people interested in learning more.

the importance of the problem

The problem of border studies is now gaining increasing attention, especially, on the eve of the security crisis in Eastern Europe. The geographical location of Estonia places it in the midst of the confrontation between Russia and the Western world. On the other hand, the current security crisis is unique in terms of methods that have been employed by an aggressive party in order to accomplish its goals. Russia has been utilizing hybrid warfare strategies more widely than any nation before it. Many of these hybrid warfare strategies

bear a cross-border and a transnational nature. Therefore, the problem of understanding borders and bordering is extremely relevant today.

The project "Searching and Conceptualising Borders" had its aim to give students both practical and theoretical skills in understanding the notion of borders and how borders work. The project consisted of three parts, each having a particular aim. The first stage was a theoretical one whose goal was to give students from various departments and backgrounds the basic theoretical understanding of borders and bordering. It was performed mostly in the form of in-class discussion sessions.

The second and the third stage bore a more practical character. During these stages students were asked to conduct some practical work in the field of border studies. At the second stage, the students had to apply their knowledge to the problem of borders and to make a piece of work that would represent their understanding of borders. Most of the students chose a particular problem in the field of border studies and examined it through the prism of their understanding of borders.

Work division

Phase II

Each group in our project has its own boundary, which they want to dive more into and explores to present later for the other people in our project. Each group consists of two or three people. Following are the groups and the focus of their study:

Group 1: Murad and Dana want to reflect and analyze how climate change displaces people and test their theories on what effects does the event has on the contemporary border and its policies, using the frameworks given to us plus our own backgrounds in our respective fields of international relations and digital learning games to provide a unique perspective on this issue.

Group 2: Veriko and Christopher would examine the process of putting economic sanctions on countries as a function of the bordering process. We would like to concentrate on putting economic sanctions on Iran and research how this process affects people's mobility, as well as how putting sanctions on one country is

affecting bordering countries like Afghanistan, Pakistan, Iraq, Turkey and Turkmenistan.

Group 3: Hedi and Martin. The aim of our group was to study the boundaries between the communities in Lasnamäe, focusing on the linguistic and socio-cultural environment of the district. We got illustrative photographic material, and later interviewed an urbanist who had different projects in the Lasnamäe district. We were interested in borderization between Lasnamäe and other districts of Tallinn.

Group 4: Anna, Kristjan and Teele. We analyzed the NIMBY-phenomenon from a theoretical, historical and practical point of view. Applying the new vocabulary of the border studies to the phenomenon helped us to see how and why the backyards (and their borders) come into being. We also looked into two NIMBY-concerned cases – the possible construction of a nuclear power plant in Estonia and expansion of the Nursipalu training field – and made a small survey amongst people who are affected by them the most.

Group 5. Vadym & Robert. Topic: Borders in the Knowledge Production. Subject: Higher Education. Research question: Is there a border between education and indoctrination in university knowledge production?

The project has arrived at a conclusion that knowledge production in higher educational entities can be analysed through a system of notions offered by philosophy of objectivism. Therefore, two mutually exclusive categories can be applied to university knowledge production: democratic education and indoctrination. The former is related to critical thinking and academic freedom for both a student and a lecturer. The latter is just a process of imposing or instilling a teacher's views on a student denying the possibility for a student to challenge their validity.

Thus, the border between democratic education and indoctrination is a set of objective criteria that should be applied whenever a new theory or a concept or a view is introduced. Using such a criterion enables one to approach knowledge production critically and not to restrict academic freedom to a teacher only (a

situation when a teacher decides what is useful for a student and what is not, suppressing the voices of resentment and rejecting violently anything that does not comply with his or her views). The absence of this set, that is, the absence of a border, results in propaganda in the knowledge production.

Phase III report

At the third stage, students conducted some field work related to border studies. The main method to attain the final goal was field interviews with people whose work is related to borders: customs officers, border guards, members of the refugee centre, etc.

Group 1 - Hedi Tammsalu, Martin Dislis, Veriko Dundua, Anna Maslova

Group continued researching the topic: Exploring Lasnamäe- A Journey through Borders, Identities, and the Third Space. For the research group interviewed Maria Derlõš, Urbanist and community cooperation strategist. She's a leader of the NGO Lasnaidee associations and she's been involved in numerous projects researching and evaluating urban spaces in Lasnamäe. The interview dived deeper into researching inner borders and border-crossings that happen inside the Lasnamäe district through practical examples of communal participation in various urbanist projects.

Group 2 - Kristjan Väli, Robert Kuusk, Teele Pärn, Vadym Bondar.

The group interviewed Anu Viltrop, who is the CEO of the NGO (Non-Governmental Organization) Slava Ukraini, which was founded in 2022 after the large-scale invasion of Ukraine. The aim of the NGO is to help Ukraine with humanitarian aid and expertise. The aim of the interview was to explore how the war has changed the border dynamics between Ukraine and Estonia, as well as between Ukraine and the Western world in general.

Group 3 - Raaj Christopher Das, Dana del Carmen Guagnelli Medina , Murad Mirzazade

The group formalized their previous research into a series of questions to ask Benjamin Klasche, Lecturer of Politics and International Relations at Tallinn

University, his approach on “wicked problems” and how it related to de-problematizing migration crises caught our attention and led us to an interview with him regarding our subject of climate change-induced forced migration and how to address the various topics brought on in previous phases of the project. We finished finding ourselves deeply immersed in the predictions of an evolving landscape shaped by climate-induced migration, prompting us to contemplate our individual and collective roles in fostering resilience and inclusivity in the face of these transformative forces.

As a result, students received both theoretical understanding of border and bordering and learnt how to apply their knowledge to solve real-life problems.

Communication to Stakeholders

Following the way groups' projects are paved we can come to an understanding that stakeholders within the context of searching and conceptualizing borders encompass a diverse range of actors with distinct roles and interests. National governments and policymakers hold a central position, shaping borders through legislative measures and diplomatic engagements. International organizations, including entities like the United Nations and regional bodies, contribute to global discussions and standard-setting. Local communities residing in border regions provide firsthand experiences that influence the understanding of borders. Academia and researchers, spanning disciplines such as international relations and environmental studies, contribute valuable insights and analyses. Non-Governmental Organizations (NGOs) advocate for marginalized groups affected by border policies, while businesses and trade organizations influence economic considerations related to borders. Media and journalists play a crucial role in shaping public opinion and narrative framing. Environmental advocacy groups contribute perspectives on the ecological impact of borders. Indigenous communities, with unique historical and cultural perspectives, offer valuable insights. Humanitarian organizations address the consequences of border-related issues, providing aid to displaced populations. Recognizing and engaging with this

array of stakeholders is essential for a holistic approach to comprehending and navigating the complexities of borders.

Sustainability of the project

Outstanding presentations/study materials will be posted on the Eur-Asian Border Lab's webpage and/or displayed at the international Symposium on Bridging the Gaps in Border Studies that will take place at Tallinn University, on January 18-20, 2024.

When it comes to general sense outside of our project, Ensuring the sustainability of our project involves a comprehensive framework that prioritizes eco-friendly practices, minimizing environmental impact, and integrating sustainable technologies. We have meticulously planned stakeholder cooperation by establishing clear communication channels, conducting regular engagement workshops, and incorporating feedback sessions to capture diverse perspectives throughout the project's lifecycle. Our approach to sustainability encompasses a proactive stance in addressing potential conflicts of interest and fostering transparent communication channels. By considering the ecological implications of our research methodologies, we aim to create a long-lasting positive impact. Stakeholder collaboration is a core element, emphasizing inclusivity and understanding through ongoing dialogue. We have implemented a relationship management strategy that focuses on building trust, which is critical for sustained cooperation. Conflict resolution mechanisms are in place to handle potential challenges, ensuring a smooth and productive collaboration process. Through these efforts, the project seeks to not only meet its immediate goals but also lay the foundation for enduring success and positive environmental outcomes.

Project action plan

The Project timeline was separated into four main stages

- Phase I: students examine how borders have been conceptualized in the interdisciplinary field of border studies and gain the necessary vocabulary and methods (academic phase); we will read key texts and meet to discuss these every week (2-3 articles per week, 4 weeks in total)
- Phase II: each group is 'searching' for a border, or identify a bordering process that he/she wants to focus and learn about, and create a presentation in the form of a poster, a video, a photo essay, a blog (or something else) accompanied by a written conceptualization (6 weeks)
- Phase III: in groups of 2, students find and interview a practitioner who works with or on borders as a part of his/her daily job (2 weeks). .
- Phases II and III are conducted in an organized format in which the students meet at different stages to brainstorm and share their approaches, ideas and experience, and present their work to others.
- Phase IV: Presentations to others

Week 1 (Sept 18-24)	Seminar I	Examine how borders have been conceptualized in the interdisciplinary field of border studies and gain the necessary vocabulary and methods (academic phase). Reading materials are provided by the project supervisor.
Week 2 (Sept 25-29)	Seminar II	Examine how borders have been conceptualized in the interdisciplinary field of border studies and gain the necessary vocabulary and methods (academic phase) Reading materials are provided by the project supervisor.
Week 3 (Oct 2-6)	Seminar III	Examine how borders have been conceptualized in the interdisciplinary field of border studies and gain the necessary vocabulary and methods (academic phase) Reading materials are provided by the project supervisor.
Week 4 (Oct 9-13)	Seminar IV	Examine how borders have been conceptualized in the interdisciplinary field of border studies and gain the necessary vocabulary and methods (academic phase) Reading materials are provided by the project supervisor.
Week 5 (Oct 16-20)	Meeting to share ideas	

Week 6 MIDWEEK (Oct 23-27)	Work in groups	
Week 7 (Oct 30-Nov 3)	Meeting to share info, ideas etc.	
Week 8 (Nov 6-10)	Work in groups. No meeting	
Week 9 (Nov 13-17)	Presentatio n of phase II work of groups.	
Week 10 (Nov 20-24)	Meeting to discuss questions related to phase III	
Week 11 (Nov 27-Dec 1)	Work in groups	
Week 12 (Dec 4-8)	Work in groups	
Week 13 (Dec 11-15)	Meeting to discuss final presentati on	

Research results for phase III

Group 1:

Researching cultural borders inside Lasnamäe is not an easy task. Historically, the district seen as a Russified and Sovietized district of Tallinn has been through many changes throughout time. There have been a lot of NGO programs to cut down the cultural borders between Russian-speaking and Estonian-speaking populations. Nowadays, Lasnamäe can be seen as a third space, where communications happen between languages. On the question – of how to overcome those cultural borders and motivate people to communal involvement, answers are given by

people initiating communal NGO processes. The answers they provide throughout their experience are – continuous, non-stop, small, bilingual projects which are interesting and near to people's homes, which encourages interaction between people from different age groups and different backgrounds. Interviewing Maria Derlõš, an Urbanist and community cooperation strategist gave us a practical example, of how those fictitious borders quickly disappear and how people with different language skills are using their body language to communicate and overcome the divide. The biggest challenge is sustained, long-term projects and involvement in communal practices, that can break down any barriers and turn neighbourhoods into a thriving community.

Group 2:

The interview with Anu Viltrop, the CEO of the NGO Slava Ukraini, sheds light on the nuanced aspects of the Russian-Ukraine war and its impact on Estonia and the Western world at large. She emphasizes that the media's focus on the Ukraine war has brought the two countries closer together. "We both have the same enemy beyond the border, and it has made everything more understandable," Viltrop said. She highlighted that even before the war, there was a substantial Ukrainian community in Estonia, which largely went unnoticed at the time. The war has brought attention to the existing connections between many Ukrainians and Estonia, further diminishing the border between Ukraine and Estonia and their people.

Viltrop also pointed out that the war with Russia is particularly relevant to Estonia and its people because we share a physical border with Russia, who is the aggressor in this case. Consequently, we feel the same threat as Ukraine did. Thus, countries that are physically further away from the threat experience less anxiety related to the war. "Maybe we could draw a parallel with conflicts elsewhere in

the world. The farther it is from Estonia, the easier it is to forget or feel less connected to it. It certainly has that human aspect to it."

Viltrop brings out interesting facts about how border crossing has changed over the last couple of years. When the large-scale attack on Ukraine first started on February 24, 2022, the Polish government, NATO, and the Western world generally approved easy border crossing from Poland to the EU, recognizing the need to resituate people from harm's way quickly. However, as time went by, the process became more sophisticated. For example, there were issues with documents for Ukrainians who lived in the occupied regions of Ukraine since 2014, as they held Russian passports. Even though they traveled through Russia to Estonia, they might not have been able to cross the border into Europe.

Group 3:

The project on The Transformative Effects Of Climate Change-Based Forced Migration On Contemporary Border Concepts has yielded a wealth of theoretical insights and predictions. Our research has illuminated potential scenarios, offering valuable perspectives on the evolving landscape of forced migration and its implications for border dynamics. Theoretical assumptions delve into the intersectionality of climate-induced displacement and geopolitical borders, providing a nuanced understanding of the challenges and opportunities ahead. The findings underscore the urgency for stakeholders to adopt proactive measures, emphasizing the need for global cooperation, inclusive policies, and sustainable practices. As we navigate a future shaped by climate change, stakeholders are presented with a crucial opportunity to contribute to the creation of adaptive and equitable border concepts that prioritize resilience and address the complexities of climate-induced forced migration.

Self-reflection report about the learning

Veriko Dundua:

During the project, I was able to participate in very diverse fields of activities. The first phase of the project was intensive learning about different types of bordering processes, and it gave me a very clear understanding of how broad and diverse the research could be in the field of border studies. In the second phase pair project, I was able to dive deep into theoretical research of bordering processes through the lens of economic sanctions. The third phase was very practical, in which I was able to join the team in researching local communities and cultural borders inside the nation-state. In this phase, we identified and interviewed a professional, who's job involves having practical experience with such cultural borders and analyzed the interview. The entire experience gave me a better understanding of how academic research is planned and carried out and the practical experience of working in a team researching the local community gave me a little window into the everyday life of Estonia.

Kristjan Väli:

The project was well put together in terms of study materials and practical assignments. It provided a lot of insight into a topic that is new to me. In everyday life, you don't really think about borders and bordering as much. However, studying the theory behind it all really makes sense, and you start to see things differently.

As my team researched the common ground of the NIMBY phenomenon and border processes, I learned how some processes in society have very non-linear outcomes. For example, I conducted a small survey that showed people don't really care about the positive aspects of atomic energy because the negativity outweighs it. Additionally, I had the opportunity to practice a lot of English since the entire project was conducted in English.

Teele Pärn:

The project of searching and conceptualizing borders gave an insight to contemporary border studies – what are the main topics, questions and perspectives in the field. Course plan was put together very well, starting from more theoretical side and concluding in group works. While the theoretical part provided the vocabulary and knowledge, it was the practical part that made me really recognize and analyze borders around me in the current time and place. The interdisciplinary aspect of border studies and having students from different faculties enriched the discussions and widened my perspective. As a literary studies student I was most interested in language borders and translation as a kind of bordering process. During the course I was most fascinated how the border studies are similar to several translation theories – the way borders are conceptualized today applies to translation in several aspects. It was also interesting to hear in the discussions how language is not seen as a border at all. That raised a lot of questions for me and was a controversial, yet refreshing point of view to debate with in my future studies.

Martin Dislis:

As someone who works in the field of migration, I am used to borders as tangible objects that affect my everyday work. The course has made me understand borders as something immaterial, social and in constant change and flux. I have gained a much more philosophical understanding of borders and I am also very appreciative of the interview that our group did. The role of community activities in deterritorialization is something that I would have not ruminated about without this course. I have understood that border studies is a field with with great potential to help us understand our surroundings and ever-changing world.

Hedi Tammsalu:

First and foremost, I chose the project as I wasn't familiar with contemporary border studies before. When hearing the word "border" it can easily be associated with politics. When reading the project description, I was immediately interested in the interdisciplinary approach that the project aimed to reach, showing that borders can be found everywhere in our everyday lives. Project's structure was well put together as it started off

with a more theoretical part, where we could read and learn about border studies. Second phase allowed us to put our gained knowledge into practice via researching for borders ourselves. It was very interesting to see how many different borders were taken under a focus by different groups in this phase. I also liked that in the third phase of the project we could put our research into discussion via the interview we conducted. In this phase I could personally feel that the research "came to live" and the interview added a lot to our primary findings.

Dana Guagnelli:

At the beginning of this project, I had an understanding of borders in a political and geographical sense and its effects on the world were limited to its most famous cases and the cases near my hometown and home country. Going through the process of reading various essays challenging my perception on what a border could entail, expanding it into the realm of the personal, the sociological, the philosophical and expanding what I currently knew with the more current discussions on borders was very enriching for me and has given me a few new ways to think of myself, others and the world around me. Working with mainly people in international relations, I was given a glimpse into the latest concerns and concepts this field manages and we got the opportunity to interview a scholar dealing with complex IR topics for our project, leading to a conclusion that gave me a renewed interest in sustainability issues and to reflect on my role as a migrant and how climate change affects my life and the life of people like me.

Murad Mirzazade:

Embarking on the LIFE project has been a profound journey, seamlessly blending my academic passion for borders, globalization, and a borderless world—a fascination rooted in my undergraduate years. Revisiting these themes through the lens of climate change has been enlightening, revealing borders as mere human constructs in the face of nature's transformative force. This realization, connecting climate-induced forced migration to contemporary border concepts, has reshaped my perspective on international relations. Nature's influence transcends political boundaries, and witnessing the dissolution of borders underscores the impermanence of our artificial divisions. The LIFE project has deepened my understanding of global challenges, fostering a renewed commitment to

contributing meaningfully to the discourse and reinforcing my resolve to pursue knowledge that transcends conventional borders.

Raaj Christopher Das :

Delving into varied essays on the concept of borders transformed my understanding beyond the political and geographical, into personal, sociological, and philosophical realms. This exploration, enriched by interactions with international relations professionals and an interview with a scholar in the field, ignited my interest in sustainability and prompted me to contemplate my role as a migrant in the context of climate change. Further, The LIFE project furthered this journey, intertwining my academic interests in borders and globalization with the pressing issue of climate change. It revealed the ephemeral nature of borders against nature's overarching influence, especially in the context of climate-induced migration. This experience has not only broadened my perspective on international relations but also strengthened my commitment to engaging with global challenges and pursuing knowledge beyond traditional boundaries.

Personally, my interest in sanctions, anti-money laundering, and compliance studies has found new resonance through this journey. Understanding borders and climate change has opened up novel perspectives, allowing me to connect these issues with diverse agendas in international relations. This integration of knowledge has been pivotal in shaping a more holistic view of global affairs, blending my specialized interests with broader environmental and geopolitical dynamics.

Anna Maslova:

My decision to engage in this project stemmed from a curiosity about contemporary border studies, an area I hadn't explored extensively before. Initially associating borders with political implications, the project's interdisciplinary approach immediately intrigued me, promising a broader understanding of borders in our daily lives.

The structured nature of the project was immensely beneficial. The initial theoretical phase provided a solid foundation by introducing diverse perspectives on border studies, challenging preconceptions, and expanding my conceptualization of borders into personal, sociological, and philosophical realms.

Ultimately, this project served as a transformative experience, fostering personal growth, expanding intellectual horizons, and igniting a deeper awareness of the intricate interplay between borders, humanity, and the environment.

Vadym Bondar:

Overall, the project idea was quite interesting: it suggested looking at borders in different areas of social being (in a sense of "dasein"), that is in different spheres of social interaction. This made it possible to go beyond the frames of geographical borders.

As for the project per se, the idea of any project or course is to teach students and participants some new skills and methods which they could subsequently implement in other similar spheres. However, this particular project was more about using skills and knowledge that one had already possessed in order to accomplish the tasks.

Furthermore, in the theoretical part there was little if not time devoted to methodology which resulted in certain difficulties during the third phase of the project.

Extras

Phase III interview questions

Group1:

1. With your own words, can you describe your daily work?
2. Can you share more about what inspired you to become an urbanist and community builder?
3. From your practical experience of creating urbanist projects, do you think there's some sort of border/divide that exists between Estonian and Russian-speaking residents of Läsnamea that needs to be bridged?

4. As the leader of MTÜ Lasnaidee, how do you collaborate with local residents in exploring and valuing the urban space in Lasnamäe? Can you share some successful community engagement initiatives?
5. What was the approximate involvement rate of Russian and Estonian-speaking residents in the urban community projects that your NGO has designed?
6. Have you observed those projects (like communal gardens and flea markets) successfully eliminating any type of divide between the residents creating a cohesive, collaborative atmosphere? Can you bring any example from your memory that stands out for you?
7. How have you observed the integration of Estonians and Russians in Lasnamäe? Are there specific challenges or success stories that stand out in terms of fostering a sense of community among diverse residents?
8. In the context of inclusive planning, what challenges have you encountered in ensuring that both Estonian and Russian voices are heard in shaping the urban environment of Lasnamäe?
9. Looking ahead, what do you see as the future priorities or challenges in the field of urbanism and community collaboration, especially in Tallinn?

Group 2:

Sissejuhatus

Introduction:

1. Kui hästi Teie isiklikult mäletate päeval, mil Putin alustas suuremahulist sõda (või siis, nagu ta ise ütleb – “sõjalist eriooperatsiooni”) Ukraina vastu. Millega parajasti tegelesite?
How well do you remember the day when Putin started the full-scale war against Ukraine? What was this day like for you?
2. Kui rääkida tunnetuslikust piirist, siis mil määral teie tundsite toona – 2022. aastal – Ukraina kaugust? Kas pigem tundsite, et see on ikkagi meist niivõrd kaugel, või ühtäkki oli Ukraina palju lähemale tulnud?
How would you describe the distance between Estonia and Ukraine in 2022 – did Ukraine feel as a distant country or had it suddenly come closer?
3. Miks te arvate, et säärane piiri nihkumine toimus? Uudised teles, raadios ja lehes või pigem ikkagi miski muu?

Why did this shift happen? Was it due to the amount of news in TV, radio, papers, or something else?

4. Mis te arvate, kas Ukraina piir tegi mingi muutuse ka teiste eestlaste jaoks? Või mitte ainult eestlaste, kogu läänemaailma jaoks?
What do you think – did Ukrainian borders move cognitively closer for other Estonians too? What about the other Western societies?

Slava Ukraini:

5. Millega Slava Ukraini praegusel ajal tegeleb?
Describe the work of Slava Ukraini today.
6. Kui palju Ukraina meie abi jätkuvalt vajab?
How much of our help is still needed in Ukraine?
7. Kui lihtne või keeruline teie MTÜ tegevus on? Kuuldavasti on annetajate huvi pehmetl öeldes leige. Miks te arvate, et see nii on?
How easy has your work been in Slava Ukraini? You have been losing donators. Why?
8. Kui keeruline on Ukrainaga asjaajamine – paberimajandus, kontaktide leidmine, usaldusväärsus? Tegemist on Euroopa Liidu välise riigiga, ent tundub, et ukrainlastega on natuke lihtsam?
How easy it is to work with Ukraine – paperwork, finding reliable contacts? It is not an EU country – is it an obstacle?
9. Mis te arvate, kas sõja kannatuste pärast on muutunud ka see piir, kuidas asjaamine Ukrainaga käib?
Do you see that the sufferings of the war have changed the work processes with Ukraine?
10. Slava Ukraini skandaal, mis siis lahvatas Johanna-Maria Lehtme ümber – mis oli selle põhjus?
What were the key aspects of the Slava Ukraini scandal concerning Johanna-Maria Lehtme?
11. Kuidas Ukraina elanikud eestlasi näevad? Kas nende jaoks oleme lihtsalt üks läänemaailma riik või tuntakse meiega suuremat lähedust?
How do Ukrainians see Estonians? Are we just another Western country to them or do they feel a more profound closeness to Estonians?

Piirid Ukraina ja Eesti vahel

Borders between Ukraine and Estonia:

12. Ma ennist küsisin, et kuidas teie tundsite, et Eesti ja Ukraina vaheline piir ligi kaks aastat tagasi muutus. Kuidas see piir praegu on? Kas see on liikumises või paigal?

Where lies the border between Estonia and Ukraine now? Is it mobile or is it solid?

13. Mis te arvate, mis tulevik selles osas toob? Kas huvi Ukraina vastu raugneb ja piir taandub jälle selleni, et tegemist on Euroopa perifeeriaga, kus käib lõputu sõda?

What does the future bring – do we see a waning interest in Ukraine, a country in ongoing war behind the borders of Europe?

14. Ukrainlased tahaks muidugi endaga määratleda Euroopa Liidu piiri ja miks mitte ka NATO piiri. Mis te arvate, kas see saab kunagi võimalikuks?

Ukrainians would like to be the border country of the EU and NATO. Do you see it happening in the future?

15. Meie jagame sarnaselt ukrainlastega piiri Venemaaga. Mis te arvate, kas seepärast me mõistame üksteise hirme paremini? Ja oleme ka per capita annetajate tipus?

We, Estonia and Ukraine, share a mutual border with Russia. Is this the reason why we understand each other's fears more profoundly? And that is why Estonians donate so much?

Kokkuvõtteks

Conclusion:

16. Mis te arvate, miks Gaza sektoris toimuv ei ole eestlasi niivõrd tugevalt mõjutanud kui sõda Ukrainas? Kas põhjus on geograafiline või kuskil mujal?
- Why do you think the war in Gaza hasn't had the same effect in our society as the war in Ukraine has? Is it only due to geographical aspects or is there another reason?*

17. Millised on teie hinnangul kõige suuremad piirid, mida Slava Ukraini peab ületama? Annetajate usaldus võitmine? Ukrainlastega asjaajamise viimistlemine?

*What are the most difficult boundaries Slava Ukraini has to overcome?
Regaining the trust of donators? Improving the collaboration with the
Ukrainian side?*

18. Mis te arvate, millised piire on suuremahuline sõda Ukrainas juurde tekitanud?
Kas need on kõik negatiivsed või leidub ka positiivseid?
*Which kind of borders are created during this war? Is there a positive aspect
to them also?*
19. Kui me uuesti vestlema kahe aasta pärast, siis kus Venemaa piir on?
When we talk again in two years, where lies the borders of Russia?

Group 3:

1. Cross-Border Collaboration

- In what borders or borderwork do you specialize in?
- What experience do you have or have you seen in regards to cross-border collaboration?
- Where do you think there needs to be more or better cross-border collaboration?
- Where have you seen this collaboration influence climate-induced displacement and/or efforts against climate change?

2. Joint Planning for Climate-Induced Displacement

- What is your position regarding climate-induced displacement?
- What kind of planning do you think goes with regards to climate-induced displacement?
- Which fields have you seen influence planning in regards to climate-induced displacement?
- Thinking of examples like the joint planning between countries on the global north with the global south, how do you think goals and responsibilities should be distributed?

3. Resource Allocation and Equitable Distribution

- What is the current state of resource allocation and equitable distribution that you've seen?

- From our discussion about joint planning, how do you center resource allocation and equitable distribution in the discussion regarding climate-induced displacement and collaboration between countries?
- How does borderwork affect allocation and distribution?
- What initiatives are you knowledgeable about regarding this subject? What do you think of their effectiveness or efficiency?

4. Humanitarian Assistance Across Borders

- Of these initiatives, do you believe they can foster borders and not just delimitations but also zones of cooperation?
- Do you believe all nations and groups have a shared responsibility for climate-induced displacement and in what way?
- Where have you seen or studied humanitarian assistance being integral to previously mentioned initiatives?
- Any closing thoughts regarding borders and climate-induced displacement?