Halpi

Responding to International Humanitarian Crises

August 2023

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Foreword

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Of course, this has not always been easy – the sector has had to }æçå*æc^ÁæÁ&@æ} *å} *Á] [|å&ˆÁ|æ}å•&æ]^Áæ}åÁ&[} •åå^¦Áâc•Á[¸}Á, }æ}&åæ|Á constraints. However, one element is consistent: that the UK sector is at its best when it is collaborative.

We are incredibly grateful for the contributions of all colleagues to this report, via interviews, case studies, and focus groups. The voices of those at the forefront of the response have driven our analysis. The inclusion of voices from the Ukrainian sector has been our priority and we thank our Ukrainian colleagues who have volunteered their insights so humbly and generously during what is an unimaginable time for many.

As we look to the future, we hope that the lessons learned from the sector's response to the war in Ukraine will ensure that the UK's higher education sector is best placed to respond to other crises in other contexts.

The research demonstrates that the sector's responses are most fruitful when they are coordinated, sustainable, and locally situated. We hope that this report stimulates a new conversation on how we build such factors into our future responses across the UK.

Susie Hills

Halpin Partnership

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10. In times of crisis, education must remain a priority. Article 26 of the Universal Declaration of Human Rights protects the right to education and should be maintained in <u>emergency situations</u>. It is through collective efforts and humanitarian support that the UK has contributed to continuing access to both higher education and research in Ukraine. Not only is education important in continuing personal attainment, it also supports participation in rebuilding and reconstruction, as well as future economic activity.

11. Here we make recommendations for action that would ensure the higher education sector is better placed to respond to future international humanitarian crises. These are broad recommendations, explored further in the body of the report and intended for universities, policymakers, funders, and third sector organisations involved in humanitarian response.

General lessons

12. L1 – Locally led

response, through recovery and rehabilitation, to reconstruction and development. Š[} *^¦Ác^¦ { ĖÁ[ ]cä[} •Á-[¦Á•˘•cæä}^åÁ, }æ}&å} *Á•@[˘|åÁà^Á^¢]|[¦^åÁæ•ÁæÁ]¦å[¦äc^Áà^Å* [ç^¦} { ^}cÁ bodies including FCDO and DSIT, and public bodies including UKRI and others in discussion with representatives of the sector and its partners. These discussions should include an upfront exploration of the deliverables, expected outcomes and restrictions of particular funding streams.

For UK institutions

16. L5 – Effective leadership and governance at an institutional level

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20. P^¦^Á¸^Áã}c¦[å˘&^Á•[{^Á[-Ác@^Á*^}^¦æ¦Á,}åã}*•Á[-Ác@^Á¦^•^æ¦&@ÉÁ*¦[˘]^åÁæ¦[˘}åÁc@^Á¦^^Á differentiating elements of this humanitarian response: partnerships and coordination, policy and regulation, and funding.

Partnership and coordination

21. A key theme – and one of the differentiators in the sector response to the invasion of Ukraine when compared with other humanitarian crises – has been the coordinated, connected,]æ¦c}^¦•@â]Áæ]]¦[æ&@ÉÁV@â•Á˘}â,^åÁ¦^•] }•^Á@æ•Áæ¦*˘æà¦^Á}cÁà^^}å•^^}Áà^-[¦^ÊÁ[cÁ[}¦^Á in our collective efforts to support other humanitarian situations, but also in our response to other collective challenges. UUK and its members have been at the heart of that response à˘c^•˘]][¦c^åÁà^Áæ«Á•â*}â,&æ}c^¦[˘]Á[-Á•^&c[¦Áæ¦c}^¦•Áã}*¦åã}*ÁÂÔÔÕÉÁÔ ˘}&â¦Á-[¦ŒcÉÜâ•\Á Academics (Cara), Jisc, Student Action for Refugees (STAR), UK Council for International Student Affairs (UKCISA), Royal Society, The British Academy, Society of College, National and University Libraries (SCONUL), the Royal Academy of Engineering, the Academy of Medical Sciences and Refugee Education UK (REUK).

22. The research, however, highlighted the opportunity for greater coordination. Our engagement with the Welsh Sector Committee group, for example, proposed opportunities for resource sharing across institutions. In this instance, several Ukrainian universities that were situated in close proximity to each other within Ukraine, had been partnered with Welsh sector universities via the UK-Ukraine Twinning Initiative. This geographical connection had been 'discovered' in conversation between universities after twinning arrangements had been made, rather than being a planned or communicated outcome, and the Welsh Sector Group felt this a lost opportunity for resource and knowledge sharing across institutions. It was also felt that the potential to engage with partners beyond the sector had not yet been fully optimised, nor had the sector's potential role in providing a connection into Ukraine for organisations that wanted to provide support but lacked the connections or capabilities to act alone.

23. CCG, a UK-based consultancy specialising in the development of international higher education]æ¦c}^¦•@â]•ÊÁ¸æ•Áâå∙}câ,^Áå}Ác@^¦^•^æ¦&@Á]¦[&^••Áæ•Áæ¦A\^^Á}æà¦^¦Á[-Ác@^Á¦^•][}•^ÊÁ CCG was referred to UUK as an organisation that came with a strong understanding of the Ukrainian sector, and established links into Ukrainian universities and Ukrainian government departments. An almost universal theme in our various interviews, focus groups and informal discussions was the critical role that CCG had played in connecting the UK sector through twinning, to universities and other key institutions in Ukraine. Many felt that the strength of the UK HE sector's collective response was largely because of the involvement of CCG. CCG brought not only knowledge of the local context which had allowed for accountability to those affected by the invasion, but also the strategic foresight and operational capacity and capability to respond.

24. This highlights the low level of pre-existing partnerships between UK and Ukrainian universities. It also highlights a lack of collective knowledge of some countries, including Ukraine, in our sector bodies. This knowledge gap may be, for example, in understanding the research landscape or the strategic priorities of a country's higher education system. The UK government's International Education Strategy includes priority countries, with sector and government focus being primarily on those countries, developing knowledge exchange and strategic partnerships that will strengthen the UK sector's position internationally. It is not necessarily the case that those priority countries are also those most likely to need humanitarian support. Developing better knowledge and understanding of other geographies that are more ¦â\^¦^Âc[Á^¢]^¦â^}&^Á@˘{æ}âcæ¦âæ}Á&¦âã•â•Áâ&¦âcâ&æ¦Ác[Áæ}Á^~~^&cãç^ÉÁ^~,&â^}cÉæ}åâ¦^¦}^çæ}cÁ¦^•][}•^ÊÁ This is knowledge which can be developed through universities and relayed to government through ongoing research and knowledge transfer activities. Organisations such as the British Council, which are embedded in country and employ local staff could, for example, provide critical insights.

25. This position is no doubt strengthened by the formation of the new UK Higher Education Humanitarian Group that draws on the sector's collective knowledge and experience. The group has emerged from a collective response to the war in Ukraine with an ambition to create an even broader collective response and includes, amongst others, representatives of several

universities, REUK, Cara, and the British Academy. The group brings together the expertise, knowledge, and experience needed in responses of this kind whilst also aiming to inform a continuous improvement approach to the sector response. Particularly in countries or regions which are not well known or understood by UK universities, it is essential that the sector builds partnerships with those that have a well-developed knowledge of the environments of those most at risk of humanitarian crisis, as well as the ability to identify those countries most at risk. The British Council, embedded in multiple countries and employing local staff could, with a broader remit, bring real strength in this respect.

Policy and regulation

26. A further differentiator has been the government's clear and demonstrable support for Ukraine, the rapid response to the invasion and subsequent changes to the policy and regulatory environment. These are discussed in more detail in the research data section below and have undoubtedly enabled the strong and connected response evidenced in the research. Visa regulations were seen as an ongoing inhibitor to some sector initiatives and the regulatory concessions, particularly given the sustained nature of the invasion, were considered not to have gone far enough.

27. Maintaining a sustained and connected partnership for humanitarian response will also position the UK sector's collective efforts towards a greater voice in future policy and regulatory change, meaning the sector is more prepared to respond to future humanitarian need. Again, there is a role for the newly formed UK Higher Education Humanitarian Group which brings together academic and operational expertise. It has the potential to be a key enabler in our continued response to the invasion of Ukraine and to other humanitarian needs – but only if the group engages broadly across the sector and with sector partners to ensure a comprehensive inclusion of voices and objectives, including those with experience of the host country seeking support, and connections with policymakers and regulators.

Funding

28. The availability of funding has also been a key differentiator and enabler. It is notable that the {æb[¦âc^Á[~Á~˘}åâ}*Á&[{{âcc^åÁc[Ác@^Á¦^•][}•^Á@æ•Á&[{^Áåâ¦^&c|^Á~¦[{ÁWSÁPÒQ•ÊÁÙâ*}â,&æ}cÁ,}æ}&åæ|Á¦^•[˘¦&^•Á@æç^Áà^^}Á]¦[çâå^åÁc@¦[˘*@ÁWSÜQÊÁc@^ÁØÔÒUÁæ}åÁc@^ÁU~,&^Á~[¦ÁÙc˘å^}c•Á (OfS), for example. Funding bodies raised concerns regarding how to ensure due diligence, transparency and accountability of distributed funds and this raises complex questions regarding c@^Á{^æ•˘¦^{^}c•Á[~Á~˘&&^••Áâ}Á&[}'â&cÁ[¦Á[c@^¦Á@˘{æ}âcæ¦âæ}Á¦^•][}•^Áâc˘æcâ[}•ÊÁÜ^•^æ¦&@Áâ}ç^•c{^}cÊ~}å^åÁàˆÁÖÙQVÁ~[¦Á¢æ{]|^ÊÁæ¦^Á|â\^|^Ác[Ácæ\^Ácâ{^Ác[Áå^|âç^¦Á•â*}â,&æ}cÁ¦^•˘|c•Áâ}Á Ukraine. It is challenging to allocate the normal performance measures that would come with WSÁ~˘}å^åÁ¦^•^æ¦&@Á*¦æ}c•ÊÁY@^¦^Á*[ç^¦}{^}cÁæææ}åÁ@æ•Áà^^}Á[~,&âæ|Áâ^ç^|[]{^}cÁ•••â•cæ}&^Á (ODA), this is also subject to different impaubi1 1 T4o44400510044bler in 1.0003

30. On 24 February 2022 Russia invaded Ukraine and has since conducted a full-scale military assault on the country.

31. It is within this context that the higher education sector has come together with sector bodies to provide support for Ukrainian universities, staff and students. The higher education sector has

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world research infrastructure, and international exchange of knowledge and personnel. The country's own research infrastructure is also strong, with incredible talent across the sector. Maintaining Ukraine's position in the international science community has been central to several responses of UK HEIs to date.

40. In 2019, <u>0.43%</u> of Ukraine's GDP was spent on research and development and in 2020, 0.41%. For comparison, GDP expenditure for the same years in Poland was 1.32% and 1.39% respectively. For Slovakia, a close but much smaller country, it reached 0.83% and 0.91%. This â}åå&æc^•Áæ}Áæ{ àâcâ[˘•Á•ˆ•c^{ÉÁà˘cÁ[}^Á&[}•c¦æâ}^åÁà^Á,}æ}&âæ|Á¦^•[˘¦&^ÉÁP[¸^ç^¦ÉÁW\¦æâ}^q•Á <u>involvement</u> in nine Horizon 2020 projects and its associated membership of Euratom, EUREKA, and the Science for Peace and Security NATO programme, demonstrate that its hope for development through collaboration is strong.

41. Much of the country's ambition pivots on this desire to connect. Efforts to align Ukrainian higher education with European standards, to integrate into the European Research Area, and to work with those institutions of highly ranked global status have been prevalent throughout our research. The connectivity created in crisis response activities so far may well accelerate the incredible partnerships already nurtured by Ukrainian universities.

42. The war has undoubtedly exacerbated some systemic issues in higher education and brought others to the forefront. Graduate competencies often fall short of labour market needs, research and teaching infrastructure has been damaged, and the loss of (mostly male) personnel to military efforts is increasing resource pressures. A low-tech structured economy, coupled with prioritisation of wartime spending, leaves little resource for research and development. The objectives of the NRFU may now be placed even lower on the education agenda.

43. Despite this, Ukraine's higher education system remains strong in the face of adversity. Its government's <u>Draft Recovery Plan</u>, which places education and science at the centre of reconstruction, highlights key opportunities under the themes of its system, funding, and]æ¦c}^¦•@â]•ÈÁV@^Á]|æ}Á}[c^•Á-æ&c[¦•Á•˘&@Áæ•Ác@^Á|[¸Á,}æ}&âæ|Áæ˘c[}[{ˆÁ[-ÁPÒQ•Áæ}åÁc@^Á|[••Á[-Á @˘{æ}Á|â-^Á&æ˘•^ÁåÁà^Ác@^Áâ}çæ•â[}Áæ•Á•â*}â,&æ}cÁàæ¦¦â^¦•Ác[Á^å˘&æcâ[}Á¦^-[¦{ÈÁP[¸^ç^¦ÉÁâcÁæ|•[Á proposes internationalisation through collaborative projects and involvement of international

UK higher education in 2023

45. Whilst the challenges faced by the UK higher education sector have no comparison to those being experienced by colleagues in Ukraine, they are relevant to this research in that they contextualise the constraints and challenges of any response. The UK sector has been â} '˘^}&^åÁà^Áçæ¦â[˘•Á-æ&c[¦•ÊÁâ}&|˘åâ}*Á&@æ}*^•Áâ}Á*[ç^¦} {^}cÁ] [|â&â•^ÊÁæÁ}^¸Á¦^*˘|æc[¦^Á landscape, technological advancements, socioeconomic shift, and global events.

46. PÒQ•Áæ¦^Á*¦æ]]|â}*Á¸âc@Á,}æ}&âæ|Á]¦•••˘¦•^Áâ˘^Ác[Á¦^å˘&^åÁ˘à|â&Á-˘}ââ}*ÊÁ&¦^æ•^åÁ&[{]^câcâ[}ÊÁ æ}åÁ˘}&^¦cæâ}câ^•Á•˘¦¦[˘}ââ}*Ác˘âcâ[}Á-^^•ÊÁV@^Á*[ç^¦} {^}cÁå^&â•â[}Ác[Á,¢Áå[{^•câ&Ác˘âcâ[}Á -^^•Á˘}câ|ÁG€G Í ÐG Î ÊÁæ|[}*•âå^Ác@^Áâ {]æ&cÁ[-Á•˘•cæâ}^åÁ@â*@Áâ}'|æcâ[}ÊÁæ¦^Ác[*^c@^¦Á&|^æcâ}*Áæ¦ &@æ||^}*â}*Á,}æ}&âæ|Á^}çâ¦[} {^}cÊV@^ÁÒ[çåå ËFJÁ]æ}å^{ â&Á@æ•Áâå•¦˘]c^åÁ¦^ç^}˘^Á•c¦^æ{ •Ê¸âc@Á potential long-term implications for funding and sustainability.

47. Despite the UK continuing to be an attractive destination for study, global competition for international students is strong. The policy environment is also challenging, with the UK government seeking to reduce net migration. The UK research environment has also been â{]æ&c^åÁåà^Áà[c@Á] [|â&^Á&@æ}*^Áæ}å, }æ}&âæ|Á&@æ||^}*^•Áç•ÊÁ[•cË]æ}å^{â&ÊV@^Á&@æ}*^•Áæ&&•••Á to European research funding post-Brexit and tightening UK government resources all add to the , }æ}&âæ|Á]¦•••˘¦•^Áà•â} *Á^¢]^¦iâ}&^ååâ^Ác@Á•^•&c[¦Ë

48. Universities are autonomous bodies in the UK. In England, universities are regulated under new][¸^¦•Áà^Ác@^ÁU-,&^Á-[¦ÁÙc˘å^}c•ÊÁ¸@â&@Á-æ||•¦å˘}å^¦Ác@^ÁPâ*@^¦ÁÒå˘& æcâ[}Áæ}åÙ^•^æ¦&@ÁŒ&cÁ 2017, but they have broad decision-making powers. The diverse arrangements for accountability and regulation in Northern Ireland, Scotland and Wales provide for the same autonomous status and resultant capacity to act.

49. Ukrainian universities are similarly governed through a combination of legal regulations (the Law of Ukraine on Higher Education), institutional governance and administrative structures. Both •ˆ•c^{•Áæå@^¦^Ác[Ác@^ÁÓ[|[*}æÁ]¦[&^••Á¸âc@Á•â{â|æ¦Áæ&æå^{â&Á˘˘æ|â,&æcâ[}Á-¦æ{^¸[¦\•Áæ}åà[c@Á systems enjoy elements of autonomy that are not seen in all countries.

Higher education and the war in Ukraine

50. The UK higher education sector response to Ukraine has been broad, with coordinated programmes ranging from the UK-Ukraine Twinning Initiative to the Researchers at Risk Fellowships Programme, and through scholarships and student support.

51. Those responses have been enabled by a shift in the government policy environment, one which has removed many of the barriers of immigration, though only to an extent. Policy introductions, including the Homes for Ukraine programme, were agreed to make the visa process both faster and simpler in comparison to other crises.

52. Most notable in the context of the response to Ukraine has been the UK-Ukraine Twinning Initiative. The scheme, conceived and facilitated by CCG, has been a new and unique response and it is through this twinning scheme that the voices of Ukrainian universities have been ¦^'^&c^åå&|^æ¦|^Áâ}Ác@â•â¦^][cË

53. From research that contributes to better understanding of the causes and consequences of humanitarian crisis and which adds to policy development, to innovations in public health, åâ•æ•c^¦Á{ æ}æ*^{^}cÁæ}å&[}'|âcÁ¦^•[|˘câ[}ÊÁc[Á-å˘&æcâ[}Áæ}åÁc|æâ}â}*Ác@æcÁ]¦^}æ¦•Áâ•c˘å^}c•Á ~[¦Á&æ¦^^•¦å^Á@˘{æ}âcæ¦âæ}Áæâ&ÊÁc@^ÁWSÁPÒÁ•^&c[¦Á@æ•Áæ|¸æ^•Á@æåÁæ¦æ•â*}â,&æ}c[|^Áâæå⦕••â}*Á global humanitarian crises. Universities actively collaborate with international organisations, NGOs, and others to support capacity-building initiatives, knowledge exchange and other programmes. These various responses have not always been coordinated and this brings the potential for duplication, omission, and lost impact in crisis scenarios where all resource matters æ}åÁ^ç^¦ˆÁåàæˆÁ&[˘}c•ÁÒÒ-,&â^}&â^}&^ÁåÁcâ{ ^|â}^••Áæ¦^Á\^^Ë

54. The sector response to Ukraine indicates a step change in that response, both in the scale of the response and also in that it demonstrates greater coordination. UUK has been central to the coordinated response – one which has seen widespread support from universities and from sector partners, such as: Cara, JISC, STAR, The British Academy, SCONUL, and Refugee Education UK.

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55. Changes to policy and the availability of funding have also been critical. The change in the UK government's support for students, allowing access to both UK fees and the UK loan book have à^^}Áả}•c¦˘ { ^}cæ|ÉÁæ•Á@æç^Á&@æ} *^•Ác[Áçả•æÁ¦^*˘|æcả[}•ÉÁæ|c@[˘*@Ác@^Á|æcc^¦Á@æ•Á¦^ { æả}^åÁÁâ-,&˘|cÁ to negotiate and has arguably not gone far enough.

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61. Here we cover the three main responses as evidenced in the research:
    - The UK-Ukraine Twinning Initiative
    - The Researchers at Risk Fellowship Programme
    - Scholarships and student support

    We also touch upon other notable initiatives that were raised through the course of our interviews.

UK-Ukraine Twinning Initiative

62. The UK-Ukraine Twinning Initiative has been a notable driver in mobilising the response of UK universities. Delivered by CCG and supported by Universities UK, the twinning scheme embodies a facilitative and consultative partnership approach, connecting institutions in crisis with those in the position to help.

63. Born in March 2022 following the expression of primary needs from Ukrainian HEIs, the scheme formulates a collaboration model with a three-part rationale: to maintain the integrity of Ukraine's HE system, to prevent brain drain, and to help Ukrainian universities to emerge with new skills, experiences, and capabilities. The scheme forges relationships between Ukrainian universities and similar UK universities and is intended to produce long-term, capacity-building, and mutually à^}^‚&åæ|Å]æ¦c}^¦•@å]•ÈÁ

64. The needs-based and collaborative approach to crisis response is encapsulated by the programme. The great unity of the UK sector has been noted, but this breadth of commitment required coordination. Pivoting the response on a single entity may have been a risk, but there are indications of early success, with over 100 partnerships currently in place and universities continue joining the scheme. The coordinating, 'matchmaking' mechanism needed to connect institutions in crisis with capacity builders was, in many ways, found in CCG.

65. The policy environment surrounding the invasion of Ukraine, in which governments of respective countries shared their condemnation of the war and held open communication, has been enabling. CCG's direct links to Ukrainian governmental departments may have fast-tracked the ability to assess need and adapt to the country's education landscape. This was further bolstered by the shared institutional values – at some levels – between UK and Ukrainian universities, especially surrounding research quality, European research projects, and women in academia.

66. In meeting the need to preserve the integrity of Ukraine's HE system, CCG's approach has been one of capacity building. The creation of dependencies should be avoided in crisis response, to protect in-country capacity to rebuild and reconstruct through education. The facilitative and consultative role has been key in the matchmaking process. As a facilitator, CCG has overseen the partnership process – chairing meetings between partners, showing those with willingness to help how they could deploy resources in concrete and meaningful ways, and supporting English language training. In its consultative role, it has prompted some UK (and Ukrainian) university leaders to rethink their models of internationalisation and has demonstrated the power of

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68. Beyond this, <u>the research and innovation grants</u>Áæ}}[˘}&^åÁ[}Ác@^Á,¦•cÁæ}àç^¦•æ¦^Á[~Ác@^Á twinning scheme will see 33 partners begin collaborative research projects. Funded by Research England and delivered by UUKi, this is not only a further example of in-country capacity building which focuses on key areas of Ukraine's economy, but direct participation within these respective systems. This has also extended to student mobility, with over 1000 students from both countries currently engaging in online and in-person exchanges, and some Student Unions have also been linked to support peer-to-peer relationships. Internationalisation is happening at institutional and individual levels.

69. The coordination of a project of this magnitude has inevitably created areas of challenge, both through CCG and the HEIs involved in partnering. Some were circumstantial – language barriers, loss of power and connection, or the displacement of key individuals – and some systemic. Many of our conversations alluded to concerns about twinning arrangements appearing as a PR exercise, rather than meaningful and consistent ways to support education through crisis. Where •˘&&^••Á{^æ•˘¦•Áæ¦^Á¦æ¦*^¦^Áæ}&å[cæ¦ÁæcÁ¦•^•}cÉÁc@^¦^Áâ•Á•[{^Áåâ-,&˘|c^Áå}Áå^{[}•c¦æcå}*Ác@^Á impact of these relationships.

70. In response, CCG conducted a <u>Twinning Satisfaction Survey</u>Á¦^|æcâ}*Ác[Ác@^Á,¦•c^^æ¦[-Á]æ¦c}^¦•@â]•ÉÁV@^Á{æå}Á[à•cæ&|^•Ác[Á]æ¦c}^¦•@â]Áå^ç^|[]{^}cÁ¸^¦^Áåâå^}cà,^åÁæ•Áæå&\Á[~Á funding, bureaucratic delays, non-responsiveness or slow responsiveness, and the general circumstances faced by Ukrainian partners who remained in-country. Beyond this, the ~[˘}åæcâ[}•Á~[¦Á]æ¦c}^¦•Á*Á&æ˘•å&åâå-,&˘|cà•åÁâ•Á[{^Á&æ•^•ÉÁXæ¦˘^Áæ|â*}{^}cÁ¸æ•Á}[c^åÁæ•Á important for many, and where partner institutions had environmentally unsustainable research •]^&âæ|â•{•Á•å-[¦Á^¢æ{]|¦ÉÁå•cãc˘cå[}æ|Áçæ|˘•Á,^•Á,^¦^Á^^^}Ác[Áà•å&[{}]¦[{[â•^åÉÁV@^Á,ç^Ë^^æ¦Á commitment required of the partnership was also an unfamiliar arrangement for those with much •@[}¦c^¦Á,}æ}&åæ¦|Á|æ}}â}*Á&^&|^•Áåc@^¦Á}c^¢cÁæ}åÁ\^^Á¦à•¸^ÁÁ[-Ác@^Á@[•cå•Á•cÁ¦[æcÁæ}^Á*ç^}Á cã{^Á{˘•cÁæ|•¦Áà•Á^åÉÁV@^ÁÁ[}¦c}]^Ác&[}c¢cÁ[-Ác@^^ÁWSÁPÒÁ|æ}å•&æ}^ÊÁ[-Á¸@â&@Á,}æ}&åæ¦Á sustainability is a concern, has been explored earlier in the section 'UK higher education in 2023'.

71. Interviews indicated a lack of existing cooperation between UK and Ukrainian institutions. This is supported by, for instance, the 2019/20 HESA Aggregate Offshore Record which shows only 295 Ukrainian students studying either directly with, or in partnership with, a total of 11 UK universities (including the Open University and University of London distance learning

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UK experience, CCG is also exploring twinning opportunities with other countries, too. However, the repeatability of the initiative would not be possible everywhere – especially in terms of differing academic standards and regulations, diverse cultural values, and different political environments. The twinning process is likely to have hastened the Ukrainian higher education sector ambitions to develop through partnerships and connected infrastructure.

76. The initiative has highlighted the need for an organising central agent to coordinate logistics, communications and to affect relationship building. The twinning scheme has been just that – the essential matchmaker mechanism that has needs-based and collaborative support at its core. If the design or content of the programme is not replicable beyond the European relationship, this element certainly is. Whilst it is too early to assess the success of individual twinning relationships, the psychological impact of wide-scale support has certainly been felt by Ukrainian partners.

Researchers at Risk Fellowships Programme

77. In partnership with Cara, The British Academy launched its 'Researchers at Risk' Fellowships programme in direct response to the Ukraine crisis. The initial £3m package of support, provided by UK Government, was announced in April 2022 and applications opened in the same month. The programme aimed to offer additional support to existing programmes across institutions and partnerships with Cara and was intended to allow recipients of the fellowships to continue their research and gain new skills, whilst developing collaborative relationships with their UK equivalents.

78. Drawing on existing alliances, the scheme is supported by the Academy of Medical Sciences, the Royal Academy of Engineering, and the Royal Society. Six core disciplines are covered by the scheme: natural sciences, medical sciences, engineering, humanities, social sciences, and the arts. Financial contributions to the running of the programme have been abundant, with ›€ÈÍ { Á-¦[{ ÁV@^ÁÞˇ~,^|åÁØ[ˇ}åæcã[}ÊÁ›Í€Ê€€€Á-¦[{ ÁÙŒÕÒÁÚˇà|ã•@ã}*Áæ}åÁ›F { Á[ç^¦Á,ç^Á^^æ¦•Á ~¦[{ ÁV@^ÁŠ^ç^¦@ˇ|{ ^ÁV¦ˇ•cÊÁV@^Á&[}c¦àà ˇcã[}Á[~Ác@^ÁWSÁ*[ç^¦} { ^}cÁ¸æ•Áæ|•[Á•ã*}ã,&æ}cÁ¸âc@Ác@^Á initial £3m package supplied upon the scheme's inception and a further £9.8m announced in June 2022. The £12.8 total was supplied via the Department for Business, Energy, and Industrial Strategy, now recognised as the Department for Science, Innovation, and Technology.

79. The fellowships span a two-year period with recipients awarded £37,000 - £42,550 (if the maximum of 15% uplift is granted) per annum for the course of the programme. Applications had to be made via a UK institution, who would name the applicant, the researcher at risk, and a designated mentor. Both awardee and mentor had to produce a joint statement alongside a risk |^cc^¦Á•ˇ]]|ã^åÁà^ÁÔæ¦æÁæ}åÁ᳁æÁ,}æ}&æ|Á•cæc^{^}cÁæå}Áb^•cã,&æcã[}ÁV@^Áæ{^åÁæ]|ã&æ}cÁæ|•[Á@æåÁ to act as a visa sponsor and identify six months of accommodation for the researcher at risk to reside in. An institutional statement also had to be supplied, covering these details.

80. Awardees were selected based on the perceived strengths of the UK host in providing a supportive academic and residential environment, as well as the compatibility of the awardee, mentor, and institution.

81. Fellowships were subsequently managed in-house, with mentors acting as a single point of contact and coordinator of individuals on the scheme. One award holder said the programme is "playing a vitally formative role in [her] life in the UK – it keeps [her] positive, focused, and motivated." The structure provided by the scheme, as well as the wraparound support provided, has been a great asset.

82. U}^Áã}c^¦çã^ ¸Á]æ¦cã&ã]æ}cÁ•¦]^å㸠&æ||^Á¦æ㕁^åÁå&@æ||^}*^•Á̂Áã}Á¦^|æcã[}Ác[Ác@^ÁÜ^•^•æ¦&@Á•Á[\Á model. Some related to the balance of support between the scheme provider and the hosting ˇ}ãç^¦•ãcˆÊÁQ}Ácã{Á^•Á[-Á&ã•ã•ã•ÊÁâ&Á¸æ•Áæ|•[Á}[c^åÁã&@æcÁ&^@^¦^Á{æ^Á}^Á᳁Á&^-^^|â}*•Á[-Áã㯁[|æcã[}ÊÁ |[••ÊÁæ}åÁ]•^&@[[|[*ã&æ|Áåã•c¦^••Ác@æcÁ{æˆ^Á{æ\^Áã}c^¦*æcã[}Á}Áâã-,Á&ˇ|cˇ¦ÊŒ•â&ã^Á-¦[{Ác@^Á^{[cã[}æ|Á impact of invasion or other crisis situations, there will also be an element of intercultural competence to navigate. The operations and professional environment of a UK academic setting may differ to that of Ukraine and other countries, creating some disparities in the ability of academics from each background to connect, collaborate, and align their research objectives.

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83. There was also an implication during some of our discussions that, as much as developing the capacity of schemes like this one is important, there must be a matched capacity available within UK host institutions. Schemes of this kind depend on UK institutions to provide the equipment, •æ&^ÊÁæ}åÁæåãåâcã[}æ¦Á•^¦çã&^•Ác[Ác@^Áæ¸æ¦å^^Áæ}åÁ¸@ã¦•cÁc@^Á¸æ&åãæ¦Ác㦃}åÁãÁ•Á\^¦^Ác[å&[ç^¦Á primary research and living costs, the availability of these resources may be scarce. This is]æ¦cã&ˇ¦æ¦¦^¦^¦çæ}cÁã}ÁæÁ¸æ&åãæ¦¦^Á&[}•c¦æã}^åÅ•^&c¦¦Áæ}åå}æåãåâcã[}Ác[Á&ˇ¦¦}}cÁ•¦c¦ˇ&c¦¦æ¦Áã••^•Á in the UK concerning housing and school places, which may well impact the dependants of those selected. Regional diversity within the UK is also important to consider in this framework, with the majority of scholars hosted by institutions based in England and Scotland. However, it ãå^}cã¸^•Ác@^Á]æ¦cã&ˇ¦æ¦¦^*^}^¦[ˇ•Áã•cãˇcã[}•Á[¦-Ác@^Á¦••æ¦¦^]¦^•^}c^åÁ¦¦^ã*ã[}•Á[-ÁYæ¦•Ã®æ}åÁ Northern Ireland.

84. The visa routes chosen by applicants and their institutions was a considerable lesson learnt since the beginning of the scheme. The Homes for Ukraine (Ukrainian Sponsorship Scheme)]¦[çãå^åÁc@^Á{[•cÁ•ˇ]][¦cÃ-[¦Á'^^ã¸*ÁW\¦æã}ãæ}•Áæ}åÁc@^ã¦Áå^]^}åæ}c•Á¸@ã¦•cÁ@æçã¸*Á[å&¦^¦ã&æ¦Á -^^•Á¸@ã&@Áæ¦^Á]¦¦•^}c•Áã}{[•cÁ-Ác@^Á[c@^¦Áçã•æÁ•&@^{{•ÊÁQ}•cãˇcã[}•Á-æ&^åÅ•[{^Áâã-¸&ˇ¦cˆÁ navigating this visa route as the scheme does not account for organisations applying as sponsors providing accommodation. In many cases in the early rounds of the scheme, individual •][}•[¦•@ã]•Á¸^¦^Á{[¦^Á^æ•ã¦^Áãå^}cã¸^åÁã}¸åãåˇcˆ][¸Éç[¦ˇ}cæ^^æ¦•Ãc㦃æ}}æ¦[}ÁÊÁc@^ã^¦æ¦¦-¸¦Á volunteers offering sponsorship than at the beginning of the crisis.

85. The programme, akin to the scholarships described in this report, has great strength in its ability to become a 'blueprint' for action in future crises. The ability to activate such a scheme, which protects the intellectual potential of a country in crisis and the professional development of its academics, is powerful. This is particularly relevant to areas of post-war capacity building and regional development on a local level and on a personal level, the ability to pursue and be ˇˇ|,||^åÁà^Á^åˇ&æcã[}ÁEV@^¦^Áæ¦^Áæ¦•Á[æ*¦^æcå•cã^}Á*c@•åÁÁ^Á¢[•ˇ¦Ác[{¦æ}Á[c@^Á&[ˇ}c¦ˆ•¦^•^æ¦&@Á system. The UK's strong emphasis on rankings and impact may be unfamiliar to a guest for example, but the funding structures this gives way to may be a great opportunity for Ukrainian academics who wish to pursue research in strategic priority areas.

86. Exposure to different systems, skills sharing, collaboration, and protection of intellectual potential in-country are all demonstrated by schemes like Researchers at Risk. The ability of the sector to work together in coordinating mechanisms that best meet recipient needs should be celebrated. Although challenges in culture and capacity must be navigated, the insights of those in receipt of fellowships shows the power of the programme to reframe crisis experiences. Primarily, it allows c@[•^Á{[•cÁæ&Á¦¦ã•Á\Ác[¦Á ˇ¦•ˇ^Ác@^ã¦Áæ&&æå^{ã&Á*[æ&Á[æ•Áãa^åÁ}åÁ•[{^Á•&æàã¦ãcˆÁæ{[}*•cÁâã•]¦æ&[{}cÊ

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89. However, the integration into civic life does pose some challenges. This is particularly evident in current structural issues in UK regions and emphasises the importance of considering the local context of the host country in any given time of crisis. This includes, for example, current housing shortages which places further pressure on local authorities tasked with hosting refugee families and is particularly challenging when the university purpose is considered. In providing an educational route to refuge, the student may be hosted but with no extra capacity available to æ|•[Á@[•cÁc@^Á•c˘å^}cq•Á-æ{ã|ˆÈÁV@ã•Áã•Áã}c^}•â,^åÁà^Ác@^Á|æ&\Á[-Á][|ã&^Á•˘][|cÊÁ•˘&@Áæ•Ác@^Áã}æàã|ãc^Á of universities to host larger groups of refugees under the proposed second phase of the Homes for Ukraine scheme and also extends to primary, secondary, and further education, where dependants may require placement in local schools. Where university extension into the locality is a great enabler of support services and feelings of belonging and inclusion for those displaced, there may be systemic blockers to the success of full integration into regional communities. The recent policy change disallowing international postgraduate taught students to arrive in the UK

94. Other support measures have included summer schools, languages training, and catch-up content for those where core learning has been disrupted. At the University of Plymouth, the <u>Hello Project</u>, a buddying scheme created for international students, has been adapted for students of their university and their twinning partners in Ukraine. The scheme fosters peer connections, promotes cultural exchange and creates a mechanism for peer support.

95. In other areas however, obstacles have been encountered. In hosting those displaced by the invasion, a huge amount of wraparound resource is needed. This may include counselling services for those dealing with trauma, as well as the creation of bespoke safeguarding policies tailored to the needs of refugee experienced individuals. There is also likely to be a discrepancy between institutional capacity and recipient need. Where scholarship schemes and hosting opportunities have been vast and abundant, recipient numbers are understandably low, and places oversubscribed. In some cases, academic standards have also been a challenge. It was noted during some interviews that there is a lack of alignment of academic abilities between UK æ}åÁW\¦æå}àæ}Á•cˇå^}c•Áˇ}å^¦cæ\â} *Á^ˇˇâçæ|^}cÁ]¦[*¦æ{ { ^•Á[-Á|^æ¦}â} *ÈÁV@â•Á&¦^æc^•Áåå-,&ˇ|câ^•

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101. There are indications that some capacity is being dedicated to reconstruction and rebuilding post-war. The British Council, for example, has begun conversations with Advance HE to develop a Future Leaders programme. Led by the Ukrainian team, the programme intends to support those who will lead the work to reconstruct and reequip Ukrainian higher education, post-invasion. The programme was designed by Advance HE in consultation with the Ministry of Education and Science, Ukraine President's Fund on Education, Science and Sports,

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106. Over the course of the research, we conducted interviews with over 30 individuals, as well as a series of informal exploratory conversations. A full list of interviewees has been supplied in Appendix 3.

107. When discussing the various responses to the crisis, interview participants most frequently referred to resources – whether they be people, physical or digital infrastructure – and to policy. For that reason, the data is grouped into the following themes:

- People
- Government and policy
- Ø˘ } åâ } *Áæ } åÁ, } æ } &åæ|Á•˘]] [¦c
- Digital capabilities
- Local context

108. Details of the research methodology and limitations of the study can be found in Appendix 2.

People

109. As with many situations requiring universities to mobilise quickly, it is the creative efforts of individuals at the core of institutional responses. From individual fundraising to the rapid design of international programmes of support, HE colleagues have been the driving force behind the UK sector's response.

110. In the highest levels of leadership – whether that be government, sector bodies, or Vice Ô@æ } &^|| [¦•Á.ÁæÁ&|^æ¦Á•c¦˘&c˘¦æ|Á} ^^åÁ@æ•Áà^^}Áâå^}câ, ^åÈÁV@^Á•˘* * ^•câ[} Á[-ÁæÁ±[} ^Ác[Á{ æ } ^ɸ approach became a consensus theme across many interviews, where several colleagues saw { ^¦åcÁâ}ÁæÁ•â} *|^Á|^æåâ} *Áæ*^}câ¸@[Á@æåÁ•]^&â,^åÁ|â}•Á[-Á¦^•] [} •åàâ|åc^ÈÁÚæ¦câ&˘|æ¦‘ |Á} Ä   T

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114. No matter the seniority of the responding individuals, the value of bottom-up collaboration should be emphasised. A mechanism for those in crisis to articulate their needs and priorities is important for advice to then be disseminated through senior leadership. This also means that having a lean response team is key; in one of our interviews this was described as being a team where lines of accountability are clear, but also minimal. Decisions can be made quickly, and core stakeholders are involved. This may be a crisis response team that can be activated and deployed where needed. However, it should be noted that those currently coordinating responses within universities are largely doing so on a voluntary basis, in addition to their daily ¸[¦\|[æåȦQ}Á{æ}ˆÅˇ}àç^¦•àcà^•Ȧ¦^• [˘¦&^Å@æ•Å}[cÅà^^}Å•]^&à,&æ||ˆÁæ||[&æc^åȨ

115. As with all international projects in the sector, intercultural competence is important and can often bring sensitivities to a partnership. The response in the Czech Republic for example – a country which also shares a Slavic language with Ukraine – included cultural preservation measures. The <u>Lex Ukraine</u> package supports teaching in Ukrainian at school level. In the UK

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120. In response to a written question on behalf of the Department for Education, the then Secretary of State Andrea Jenkyns replied, "the department has made clear to providers that they should àˆÀæ•Á'^¢âà|ˆÀæ•Á][••âà|ˆÁ¸@^}À&[}•âà^¦â}*Áæ]]|â&æcâ[}•Á~[¦ÀŽõáÀc@[•^À~¦[{ÀW\¦æâ}^È+ÀY@^¦^Á ˘}âç^¦•âcâ^•Á¸^¦^Á¸â||â}*Ác[Àà^À'^¢âà|ˆÀ@[¸^ç^¦ÈÁâcÁ¸æ•À[~c^}À*[ç^¦}{^}cÀ[[|â&â^•Áââ•ææà|â}*Ác@^{È

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125. There was also a suggestion during our interviews that the government's Global Britain rhetoric

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141. The Office for Students' 'Regulatory advice 5: Exempt Charities'[1] draws the attention of universities in England to obligations in relation to assets and funds, as follows:

"The attention of providers that are exempt charities is drawn in particular to the legal obligation to apply their assets and funds only in the furtherance of their charitable purposes. This means that a charity must not use its assets (including land and buildings) and funds to give someone or a group of people a personal or private benefit, unless this is incidental. It must consider carefully how it spends its money so that it can explain how its decisions are, for example, advancing education. These responsibilities apply to all the funds and assets of providers that are exempt charities, and not just to the public funding or grant that a provider may receive."

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145. Financial support can be a huge enabler in the ability of UK institutions to successfully respond c[Ác@[•^Áâ}Á&¦ã•ã•ÈÁP[¸^ç^¦ÈÁ,}æ}&âæ|Á¦^•[˘¦&^•Á•@[˘|åÁà•Áå^]|[^•åÁæ]]¦[]¦âæc^|^Á.Á¸@^c@^¦Ác@ãcÁ be in scholarships, time, or people, and limitation should be exercised - but this also largely depends on circumstance. The treatment of Ukrainian students as Home students reduced the ,}æ}&âæ|Á}^^åÁc@ãcÁ{æˆÁà•Á{[¦^Á]¦^çæ|^}cÁâ}Á[c@^¦Á&¦ã•ã•Á•^ÁåÁä•Áæ}[c@^¦Á^¢æ{]|^Á[-Á{˘|cã]|^Á systems working together to bring about truly meaningful responses. In those institutions not directly under military attack, it is the building of human capital and intellectual potential that is {[¦^ Áçæ|˘æà¦Ác@æ}Á,}æ}&âæ|Á•^•[˘¦&^ÈÁØã}æ}&âæ|Á•]][¦cÁ&æ}Ác¦æ}•~[¦{Ác@^Á•˘]][¦cÁ[~^¦^åÁc[Á those in crisis, often being able to mobilise this support more quickly and enable the continuity of education when it is most important. However, this resource must be allocated appropriately and with some restriction.

146. Š[}*^¦Ác^¦{ÉÁc@^Á}^^åÁc[Á{[ç^Á~¦[{Á-˘}åã}*Ác[Á,}æ}&â}*Áà^&[{^•Á[¦^Á&¦ã&â&æ|ÈÁÚæ¦c}^¦â}*Á ^~^&cãç^|^Á¸âc@Ác@[•^Á•^}^&âæ|ã• â}*Áâ}Áå¸^ç^¦[]}{^}cÁ,}æ}&â}*Á•Á,[˘|åÁ¦[çãå'Á^¦[}•^¦Ëc^¦{Á Á[]cã[}•Á and sustained support, particularly as the war in Ukraine ends and the country looks to rebuild âc•Á^â@â*@^¦Á&ã˘&æã[}Á•^^&c[¦ÈÁV@^¦^Á•^^æ¦&@Á^çãã^}&^Á&^åÁÁæÁ\Á[-Á,}æ}&â}*Á*Á[]cã[}•ÈÁV¦æ}•~}æcã[}æ|Á Education initiatives also offer a potential model through which UK and Ukrainian universities could partner to generate revenues for reinvestment. Those partnerships would need to continue to be developed on an equal footing and to be driven by Ukrainian knowledge and capability needs.

Digital capabilities

147. A key enabler in the sector's capacity to respond to crisis has been the facilitative role of UK universities. One area noted to exemplify this has been digital enablement. IT has underpinned the success of many responses – from online content sharing to virtual summer schools, and even the provision of 'anatomy.tv' for medical students. Many resources had already been developed throughout the pivot to online learning during the pandemic.

148. Digital capacity is also weaved into Ukraine's recovery plan. This includes the complete digitalisation of education data and information for the State Education system. This will be transformational for future forecasting and policymaking. The current role of digitalisation, however, has been in accelerating the UK's ability to connect, share, and communicate.

149. The response of JISC meant resilience could be built in-country. Prior to the invasion, Ukrainian institutions were largely relying on local servers to store research data and educational content. The loss of these servers risked being a single point of failure in institutional capacity to continue the delivery of course materials and communications throughout the war. By supplying cloud provision, by means of concessions and vouchers, institutions have been able to undertake emergency data back-up of these materials. Providers holding EU-funded OCRE contracts, including Microsoft, have led this initiative. JISC's connectivity with other National Research and

sharing of resources was less straightforward. Where a university has purchased resources, such as academic journal catalogues, the licence only extends to those using IP addresses linked to the host institution. It was not a case of simply sharing access, as legislative requirements pose a barrier. This impacts certain service provisions too: when offering mental health support via online platforms for example, insurance and licence regulations in the recipient country must be navigated.

153. Aside from legal and regulatory challenges, digital provision has still been a catalyst for the strength of the UK sector's response. The ability to see and speak with Ukrainian partners via digital conferencing tools has been key in developing healthy relationships, not to mention in establishing and driving activities in the UK-Ukraine Twinning Initiative. The Displaced Student Opportunities UK portal, in association with STAR, Refugee Education UK and Universities of Sanctuary, offers a portfolio of opportunities available at UK universities for refugees and people •^^\â}*Áæ•ˆ|ˇ{ÈÁW•^¦•Á&æ}Á,|c^¦Ác@^â¦Á•^æ¦&@Áà^Áâ{{â*¦æcâ[}Á•cæcˇ•ÊÁ|^ç^|Á[~Á•cˇåˆÊÁ[]][¦cˇ}âc^Á type, and location. Although the portal was kickstarted by the response to Ukraine, it is hoped this will be an evolving framework for future crises too. This has been explored in Case Study 8.

154. The continuity of existing programmes of education is also important to personal and economic development during and post-crisis and online models of learning may be one solution. The Open University, a sector leader in the remote HE offering, delivered a webinar on online learning to over 800 participants from Ukrainian HEIs, demonstrating great interest in the online approach. At a basic level, a similar model may be a framework for educational continuity in crisis. More detail has been provided in Case Study 3.

155. Digital infrastructure has been the catalyst for many institutional responses to date. At its most basic, facilitating the communication between UK and Ukrainian HEIs to assess real needs, again emphasises the bottom-up approach to partnerships. At its most complex, it may even underpin the sharing of UK learning models internationally to support the continuation of learning å˘!â}*Á&[}'â&cÊÁY@^¦^Áˇ}âç^¦•âcâ^•Á@æç^Áà^^}Á{[•cÁ~æ&â|âcæcäç^ÊÁâ*âcæ|Á&æ]æ&âc^Á@æ•Áà^^}Á&^}c¦æ|È

Local context

156. Akin to the emphasis on considering the context of the host sector in crisis response, the local &[}c^¢cÁ[~Ác@^Áæ~^&c^åÁ&[ˇ}c¦^Á{ˇ•cÁæ|•Á[Áà^Áæ&\}[¸¸|^å*^ÁÈÁQ}Ác@â•Á&[}'â&cÊÁ•â{â|æ¦Á¦^•^æ¦&@Á and academic structures have facilitated or accelerated responses. In other areas, differing structures have hindered responses. Although challenging at times, the UK sector has been æà|^ÁcÁ[Á¦^•][}åÁc[Ác@^Á^^å•Á[~ÁW\¦æâ}âæ}Áâ}•câˇcâ[}•Á^•,&å^}c|^Áå Áæ]]¦[]¦âæc^|^ÊÁV@â•Áâ•Á|â\^|^Ác[Á differ across geographies.

157. A key request of the Ukrainian HE sector was that any UK responses should aim to prevent brain drain. Instead, intellectual potential should be developed within the citizens engaging with the UK sector to become capacity builders upon their return to Ukraine. The role of universities in producing graduates who will in the future contribute to Ukraine's economy is strongly ¦^&[*}â•^åÊÁæ}åÁWSÁâ}'˘^}&^å^Á{æ^Á^ç^}Áæ&&^|^¦æc^Ác@â•Á{[ç^Ác[Á}ˇ&å]}ÊÁW\¦æâ}^Á^Á~[¦Á example maintains a low-technology structure of economy, with agricultural exports totalling $27.8 billion in 2021. This is evidenced by its low expenditure on research and development compared to countries in its neighbouring regions and therefore absence of the popularisation of science among its public. This is a stark contrast to the UK sector, where research is judged according to its real-life impact and its position in an ambitious knowledge economy.

158. Y@^¦^Ác@^•^Á[•âcâ[}•Á•Áæ¦^¦^•c¦â\â}*]*|^Áåâ~~^¦^}cÊÁâæ&^[{{[[}Á[àb^&câç^Á&æ}Áà^Á~ˇ}åÊÁV@^Áâ}' ˇ•â[}Á of UK research and academic expertise may, over a far longer period, begin to stimulate Ukraine's transition towards a knowledge-based economy. This directly aligns to Goal 3 of Ukraine's Draft Recovery Plan under the Science and Innovation theme, 'the development of science and technologies in synergy with economy'. The goal aims to increase innovative activity in Ukraine's key sectors by 40%. The capacity of the UK, a country with its own goals to increase GDP expenditure on research and development and to build an economy based on knowledge and innovation, is high. In other contexts, however, such as those where women are excluded from science communities for example, the UK's position in supporting would be heavily compromised.

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159. The perceived attractiveness of the UK's HE sector, as praised by those connected most closely to UK institutions, does pose risks. Academics and researchers currently hosted by UK institutions may be recognised for their talent and recruited, or decide to remain in the UK to take advantage of its research landscape and funding offering. Organisations like CCG and Cara

Case Studies
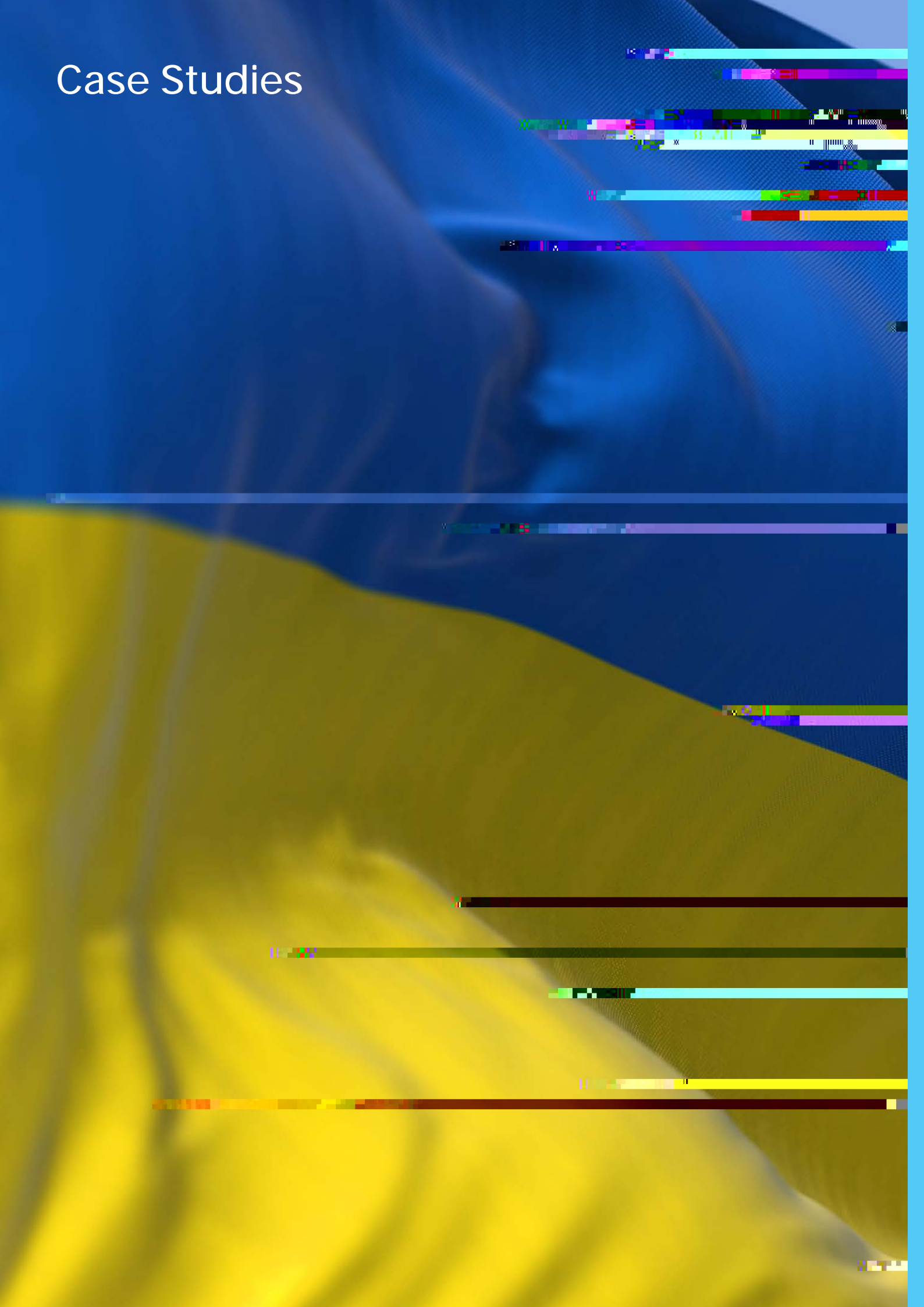
Case Studies

Here we present eight case studies, representing the range of responses employed across the sector. Each is intended to highlight a key theme in the research data. Contributors to each case study have been acknowledged in Appendix 4.

Case Study 1: Ukrainian Catholic University – which highlights a successful twinning programme, built on existing UK/Ukrainian university partnerships. The case study also highlights how twinning as a framework has been replicated successfully outside the funded scheme.

Case Study 2: Vasyl Stefanyk Precarpathian National University (PNU) – which explores the merits of UK-Ukraine research collaboration and knowledge sharing in a post-invasion context.

Case Study 3: The Open University – which demonstrates the use of digital infrastructure in underpinning pedagogical responses to the crisis, and the suitability of the established remote learning model to be replicated in future crises.

Case Study 4: Bath Spa University – which emphasises the enabling power of existing partnerships with Ukraine and the 'business as usual' continuation of activities through crisis.

Case Study 5: Newcastle University – which provides an example of English language training, a practical response to crisis, and the use of pedagogical technologies to support innovative teaching programmes.

Case Study 6: University of Leicester – which demonstrates the use of academic audit to identify areas for collaboration, and the ambition to deepen civic links in each country, beyond the higher education setting.

Case Study 7: King's College London – which showcases the University Sponsorship Model and the ambition for long-term replicability across the sector.

Case Study 8: Student Action for Refugees (STAR) – which highlights the importance of championing refugees in higher education settings and the policy environment, as well as offering advice and education to those coordinating activities in universities, ensuring appropriate support structures are in place.

About the University

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It is a private educational institution whose history dates back to the 1930s. The UCU inherited – and continues – the activities of the Greek Catholic Theological Academy, which was established in FJGÌÈFJGJÁâ}ÅŠçâçÁà^ÅT^c¦[][|âcæ}ÁŒ}å¦^^ÅÙ@^]c^c•\^âÈÁæ}åÁ¸æ•Å@^æå^åÁà^Åâc•Å,¦•cÁ¦^&c[¦ÈÁŸ[•^~ÁÙ|â]^âÈÁ

Having gathered leading intellectuals around it, the Academy became a theological and philosophical •&â^}&^•Å&^}c¦^ÈÁP[¸^ç^¦ÈÁæ~c^¦Åc@^ÁÙ[çâ^cÁ[&&˘]æcâ[}Åâ}ÁFJIÍÉÅc@^ÁŒ&æå^{ˆÁ¸æ•Å,}æ||^Å|[•^åÅæ}åÅæÁ•â*}â,&æ}cÁ˘{à^¦Á[~Å*|æå˘æc•Å•Áæ}åÅ]¦[~^••[¦•Å~Åc@^ÁŒ&æå^{ˆÁ¸^¦^Å¦^]¦^••^åÅæ}å^}åÅâ˘]Áâ}Åc@^Å

Siberian Gulag. During the period of Ukraine's independence, the institution's activity was restored in 1994 and was continued by the Lviv Theological Academy, which obtained international accreditation in 1998. On June 28 2002, the UCU was founded.

UCU is a modern, innovative University that educates future generations of professionals and leaders ~[¦ÅW\¦æâ}^Áæ}åÅc@^Á¸[¦|åÈÁæ}åÅ]¦[çâå^•Åc@^Á][]]¦¦c˘}âc^Ác[Åàcæâ}ÁÅ˘˘æ|âc^Á^Åå˘&æcâ[}}Åâ}ÁÁçæ¦â[˘•Å,^|å•ÈÁ

theology and philosophy, social sciences, humanities sciences, health sciences, applied sciences, æ}åÅà˘•â}^••ÈÁWÔWÁâ•Åæ}Áâ}å^]^}å^}cÁ}cÁ[}]]*[ç^¦¦}{^}cæ|ÁDÁ[cÈ~[¦É]¦[,cÁ,cÉæ}åÅçæ|˘^ÈÁàæ•^åÅ˘}âç^¦•âc^ÈÁ

The main foundation on which the University functions is 'Witnessing-Serving-Communicating'. At the same time, UCU cares profoundly about the preservation of Christian tradition ion ion ion on ion ialtiviion see20 1 Tf0.01
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About the University

Vasyl Stefanyk PNU is a classic, international, standards-orientated science and education centre in W\¦æâ}^ÈÁV@^ÁW}âç^¦•âcˆÁä•Á&|æ••â, ^åÁ ¸âc@Ác@^Á@â*@^•cÁ|^ç^|Á[~Áæ&&¦^åâcæcâ[}Áâ}Ác@^Á&[˘}c¦ˆÁæ}åÁ¦æ}\•Á 11th in the top 200 universities in Ukraine (2023).

Uç^¦Ác@^Á]æ•cÁ,ç^Áˆ^æ¦•ÊÁc@^ÁW}âç^¦•âcˆÁ@æ•Áâ{]|^ { ^}c^åÁ[ç^¦ÁH€Á{ æb[¦Áâ}c^¦}æcâ[}æ|Á]¦[b^&c•ÊÁ including infrastructure projects. As part of Erasmus + KA2, the University has received grants for ,ç^Á]¦[b^&c•Áæ}åÁâcâ•Áâ•Áæ¦• [Ác@^Á,¦•cÁ˘}âç^¦•âc^Áâ}ÁW\¦æâ}^Ác[Á@[|åÁæÁ*¦æ}cÁâ}Ác@^Á]¦[b^&cÊÁT [å^¦}â•æcâ[}Á[~Á Pedagogical Higher Education with the Use of Innovative Teaching Tools. Within Erasmus + KA1, the University also implements programmes of academic mobility for students and academics.

PNU trains in seven specialties of junior bachelor's degrees, with 82 specialties and educational programmes at bachelor's level, 70 at master's level, 25 specialties of preparation of doctors of philosophy, and 18 specialties of preparation of doctors of sciences. Currently, it teaches over 15,000 students.

Support received

The University was twinned with the University of East Anglia (UEA) in summer 2022 through the UK-Ukraine Twinning Initiative offering support in response to the invasion. To develop stronger research links, more than 220 academics from both Universities joined together online in December 2022, discussing key research topics, sharing ideas, and generating new ideas for future collaborations.

In March 2023 the University and UEA, were awarded a grant for their project entitled, Preparing the Ground for Reconstruction – Decontaminating Ukraine's Soil, Eco-Entrepreneurs, and Environmental Journalism. The grant included a £131,000 funding package.

Both Universities are now working together to jointly research soil and water restoration, stimulate the development of eco-startups in Ukraine, and raise awareness of the global impact of war through journalism.

Impact of support

With this funding, the University intends to purchase a spectrophotometer and DSLR camera. £10,000 will also be given to startups in seed funding. During June 2023, representatives of PNU visited UEA, allowing active cooperation between colleagues on the 'Preparing the Ground for Reconstruction' project and the visit promoted knowledge sharing, mutual improvement, and empowerment for both parties. A number of events aimed to further development of the project and to strengthen cooperation between Universities.

Challenges identified

Whilst the collaboration has – so far – been smooth generally, some administrative and legal procedures were complex and time-consuming and this was largely due to differences in administrative systems and legal frameworks between Ukraine and the UK. Extensive planning, coordination, open communication, and a willingness to adapt and accommodate were essential to address these challenges.

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Next steps

In partnership with KCL, a series of scholarships will be made available in 2023/24 under the Pathway 2 Scholarships programme. These scholarships are open to postgraduate students from Ukraine, Ü˘••àæÉÁæ}åÁÓ^|æ¦˘•Á¸@^¦^Ác@^¦^Áâ•Á¡â•\Á[-Á]^¦•^&˘cä[}ÉÁçâ[|^}&^ÉÁ[¦Á&[}'â&cÉÁÙVÒTÁ•˘àɒ^&c•Á¸ä||Áà^Á prioritised.

The OU is currently working with CCG on several initiatives, including conversations on an Open University of Ukraine, 'DigiUni'. The OU sees its supported, remote learning model to be replicable and transferrable in times of crisis, allowing education to continue during displacement. The pivot to online learning has received great interest from Ukrainian partners and the OU will continue to share its learning and expertise as required.

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Bath Spa University (BSU) has been working in and building collaborations with Ukraine for over a decade, primarily through EU funding. During that time, it has led major projects on Academic Quality Assurance, university governance and, most recently, the teaching of journalism in Ukrainian universities. The University has also hosted multiple staff exchange visits from Ukrainian colleagues (most recently May 2023), and Bath Spa staff have been frequent visitors to Ukraine.

Erasmus-funded Ukrainian projects have included:

- EU-funded staff mobilities with Taras Shevchenko National University of Kyiv, Sumy State University (SSU), and Chernivtsi National University (ChNU) – this included mobilities with SSU and ChNU that are due to be completed by July 2023 (lead, €63k).
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- 'DESTIN: Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism', led by BSU, which focused on improving the training of journalists in Ukraine æ}åÁâ}ç[|ç^åÁFHÁW\!æâ}âæ}Á]æ!c}^¦•ÉÁâ}&|˘âå} *ÁF€Á˘ }ç^¦•âcâ^•ÉÁV@â•Áà^*æ}Áâ}ÁG€FÌÁæ}åÁ, }â•@^åÁâ}Á November 2022 (lead, €798k).
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Challenges identified

The resilience and determination of Ukrainian partners has been extraordinary, meaning that none of the University's Ukrainian collaborations has stalled, let alone failed, because of the invasion. BSU invoked 'force majeure' and sought extensions for DESTIN (successfully) and ACCELERATE (unsuccessfully); in both cases, the projects delivered on nearly all of what was planned at the outset, despite the extra challenges facing colleagues in Ukraine.

Visa restrictions limited travel from Ukraine (some Sumy colleagues were without passports for several months as they were at the UK visa centre at the time of the invasion), and whilst it is now possible to apply for visas in Kyiv again, the travelling to and from Poland to issue the visas remains disruptive and burdensome. To mitigate this, the University located project meetings in Poland, allowing Ukrainian colleagues to travel without visas. Travel to Ukraine has not been possible, which has limited the opportunities for BSU staff to engage with Ukrainian colleagues.

Erasmus+ funding, especially for staff mobilities, has been critical to the success of Bath Spa's partnerships with Ukrainian universities and yet there is no obvious UK successor to this funding scheme.

For the twinning with the International University of Economics and Humanities, the language barrier has been an occasional problem: BSU has no Ukrainian speakers on staff, and English is not yet widely spoken by IUEH staff or students.

Delivery and impact

In addition to the completion of the DESTIN, ACCELERATE, and (partially) the staff mobilities, BSU has also held multiple online seminars and lectures in Education, Literature, and Creative Writing with colleagues from IUEH, which has strengthened faculty ties; more are planned. There was an online launch event in early 2023 which involved the Vice Chancellor and Rector at both institutions, as well as the Mayor of Bath. More recently, many BSU staff and students contributed to, and participated in, IUEH's annual 'I vote for Peace' event.

Next steps

In the short term, the funding for the IUEH/BSU project is supporting a planning workshop in Poland in June for 19 University faculty and staff. This project aims to deliver training workshops, a leadership and resilience programme, research collaborations and papers, and a collaborative research and innovation strategy. Both BSU and IUEH remain committed to their partnership in the long term.

Ties between BSU, ChNU and SSU have been strengthened by the ACCELERATE project and ¦^&^}ᴄᴀ•ᴄæ~Á { [àâ|âcˆÁÇâ•âcÉᴀᴄ@^Á|æᴄᴄᴄ E | E | à

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English language speaking support for Ukrainian students 2022

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The response to date (language education)

The project provided synchronous online English language support to students in Ukraine. It brought

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Delivery and impact

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The University of Leicester was founded by public donation as a living memorial of those who served in the First World War, and this heritage of kindness remains in its DNA today as a leading University of Sanctuary. Its work in support of Ukraine has been wide-ranging, and as part of this, the University sees the twinning arrangements as a sustainable way of making a difference to the people of Ukraine both now and in the future.

The response to date

The University of Leicester has two twinned universities in Ukraine, with agreements signed with Kremenchuk Mykhailo Ostrohradskyi National University (KrNU) in December 2022 and with Poltava State Agrarian University (PSAU) in April 2023. Both Universities are located in Poltava State in central Ukraine about 150km from the war's front line.

Regular meetings every six weeks or so between Leicester and each of its twins, supported by CCG have maintained momentum from the outset. Ukraine was not a country with which Leicester had any links previously, so developing knowledge and understanding has been important. Leicester was clear from the outset that sustainable partnership needed to put research and education at the heart of discussions. An initial audit of possible academic links yielded multiple opportunities, and these bore fruit with the award of £220k of UKRI funding in February 2023, with two projects now underway

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The University Sponsorship Model is a collaborative cross-sector, participation initiative that provides a safe route to the UK, giving access to Higher Education along with support for forcibly displaced students and academics. KCL piloted university sponsorship in 2021 and expanded the initiative in response to the war in Ukraine. Working in partnership with the Open University, Newcastle University and the University of Leicester, and in collaboration with Citizens UK and Ukrainian Sponsorship Pathway UK (USPUK), King's developed a model that enables the higher education sector to help åå•]|æ&^åÅ•c˘å^}c•Åæ}åÅæ&æå^{ã&•Åc[Å,}åÅ•æ-^c^Åæ}åÅ&[}cã}˘^Åc@^ã¦Åæ&æå^{ã&Åb[˘¦}^^•ÈÁV@^Å¸ãå^¦Å ambition is to develop a model and policy that supports forced migrants worldwide. By shaping policy and providing forced migrants with unrivalled opportunities to access higher education, the University Sponsorship Model actively contributes to the UNHCR's goal to increase enrolment of refugees in higher education to 15% by 2030 and creates safe and legal higher education pathways.

Response to date

Since March 2022, KCL has worked in partnership to lead the development and delivery of the University Sponsorship Model with the OU, Newcastle University and the University of Leicester. This initiative has also been developed in collaboration with Citizens UK and Ukrainian Sponsorship Pathway UK (USPUK) as part of the Communities for Ukraine Programme. The University Sponsorship Model enables the higher education sector to implement the government's Homes for Ukraine scheme and help displaced students and academics to safely travel to the UK and keep engaged with their studies and research.

SÔŠÅ¸¦•cÅ]ã|[c^åÅ˘}ãç^¦•ãc^Å•][}•[¦•@ã]Åã}ÅG€GFÈÁà^&[{ã}*Åc@^Å¸¦•cÅ˘}ãç^¦•ãc^Åc[Åà^Åæ&&¦^ãåc^åÅæ•Å æÅÔ[{{˘}ãc^ÁÙ][}•[¦Åà^Åc@^ÅWSÅP[{^ÁU~,&^Åæ•Å]æ¦cÅ[~Åc@^ÁÜ^-˘*^^ÅÙ][}•[¦•@ã]ÅÙ&@^{^ÈÁQ}Å December 2021 under this scheme, King's resettled a refugee student and their family, who were åå•]|æ&^åÅæ•ÅæÅ¦^•˘|cÅ[~Åc@^ÅÙˆ¦ãæ}Å&[}'ã&cÈÁŒ•Åc@^Å¸¦•cÅ˘}ãç^¦•ãc^Å[Å¦^•^cc|^ÅæÅ¦^-˘*^^Å-æ{ã|^Åæ}åÅ[~-^¦Å a scholarship to one family member, King's created a pilot for a safe and legal higher education-led pathway to the UK, opening the door to broader policy change. King's Refugee Community Sponsorship Scheme has also provided a unique opportunity for a refugee student and their family c[Å,}åÅæåÅ¸^|&[{ã}*Å@[{^ÅÅ}ÅŠ[}å[}ÈÁSã}*q•Å@æ•Å]¦çãå^åÅc@¦^^å^æÅÅc@¦^^æ¦Å&@[|æ¦•@ã]Å~[¦Åc@^Å¦¦^-˘*^^Å student to undertake an undergraduate degree in Engineering, which they began in September 2022. The student has also received holistic support to enable them to thrive within the University community and beyond.

The second stage of King's ambition to create safe and legal higher education-led pathways was to engage and assist other UK universities to become Community Sponsors. To achieve this, the scheme was developed via an Economic and Social Research Council (ESRC) Impact Acceleration Grant to encourage and support other universities to resettle refugees. The invasion of Ukraine created urgency and momentum to further develop these university partnerships. At the outset of the war in Ukraine, King's acted quickly to begin developing and expanding the University Sponsorship Model and by April 2022, a consortium was created with the OU, Newcastle University and the University of Leicester.

In collaboration with Citizens UK and USPUK, a bespoke online matching portal for Ukrainian students and academics was created – the University Gateway. The partner universities use a relational matching process to carefully match the Ukrainian guests with hosts from their communities. In addition to providing holistic support for hosts and guests on all aspects of the hosting process, each partner university facilitates students' access to education and enables academics to continue their research.

The development of the University Sponsorship Model has drawn upon the strengths and expertise of the partner institutions, for example the OU's expertise in digital learning and the University of Leicester's innovative RefugEAP programme. The collaboration has increased the scope of the support the university partners can provide and enabled them to meet the needs of the individuals that have been sponsored through the model since March 2022.

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STAR is a national network bringing students together in championing the welcoming and support of refugees in the UK. Across colleges and universities, the network coordinates local volunteering,

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As well as seeing a need to harness the enthusiasm of universities to set up new initiatives, STAR was aware of the challenges of maintaining and promoting ad hoc initiatives established by individual universities. Together with partners, it saw a need for a new platform to advertise a wider variety of opportunities for displaced students and to model possible initiatives that universities could set up to support displaced students on an ongoing basis. Inclusive, long-term structures of support

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Humanitarian frameworks

In developing our framework, we have considered the United Nations Sustainable Development Goals, particularly Sustainable Development Goal 4, Quality Education. We have also drawn upon several historic frameworks and approaches, including:

• **Sphere Standards**

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- **The Humanitarian Program Cycle (HPC)**
  This framework guides the planning, implementation, monitoring and evaluation of humanitarian response. The framework consists of interconnected phases and aims to ensure a systematic and coordinated approach to humanitarian action.

  More recently, and partially in response to criticism of Eurocentricity in earlier humanitarian frameworks, several new frameworks have emerged. These include:

- **The Sendai Framework for Disaster Risk Reduction**
  This framework details seven targets and four priorities for action to prevent new and reduce existing disaster risks:
    – Understanding disaster risk.
    – Strengthening disaster risk governance to manage disaster risk.
    – Investing in disaster reduction for resilience.
    – Enhancing disaster preparedness for effective response, and to 'Build Back Better' in recovery, rehabilitation, and reconstruction.

  The framework seeks a substantial reduction in disaster risk and in lost lives, livelihoods, and health alongside the economic, physical, social, cultural, and environmental assets of persons, businesses, communities, and countries over the next 15 years.

- **The Agenda for Humanity**
  The Agenda for Humanity, adopted in 2015 at the Third UN Conference on Disaster Risk Reduction â}ÁÙ^}åæâÊÁRæ]æ}ÊÁ•^c•Á[˘cÁ,ç^Á{ æb[¦Áæ¦^æ•Á[~Áæ&câ[}Áæ}åÁ&@æ}*^ÊÁæ|[}*•åâ^ÁÍÁÔ[¦^ÁÜ^•][}•âàâ|âcâ^•ÊÁ that are needed to address and reduce humanitarian need, risk, and vulnerability. It details 24 key transformations that will help achieve them.

  Collectively these frameworks present a range of concepts that relate particularly to the ¦^•^•æ¦&@Á,}åâ}*ÈÁ

Higher Education Humanitarian Framework

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The framework acknowledges the sector's commitment to ongoing humanitarian support through teaching, research and knowledge activities whilst proposing a cycle of response through which â}•cåc˘câ[}•ÊÁ]æ¦c}^¦•@â]•Áæ}åÁc@^Á•^&c[¦Á&æ}Á&[}åâ^¦Ác@^ã¦Á[

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Table 1: Higher Education Humanitarian Framework

Comprehensive environment				

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phases of a cyclical response.

meaningful response, the framework is also designed to answer the 'so what?', or perhaps the 'should we?' by posing questions regarding when, if and how individual universities, the sector and its partners should respond, and what capacity and capability can support at various stages of the

- The need to understand humanitarian response through those who are impacted.

- The need for any response to be within the legal and regulatory capacities of the institution and geography.

responses in relation to capability and capacity can be consolidated to give a comprehensive understanding of the aggregate resources and skills available to be deployed in any given situation.

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The framework advocates for considerable time and resource being engaged in preparedness and capacity building.

It is an area in which the sector already delivers through teaching, research, and knowledge exchange. Research groups play a particularly critical role in preparedness, and a recommendation of the main body of the report is to develop a comprehensive map of research expertise that could be reviewed and engaged dependent upon the particular humanitarian situation and local needs assessment.

It is at an institutional level that universities should consider whether engagement is or is not the right thing to do prior to response to a crisis. This may be achieved through a series of questions, including:

- Do you have a comprehensive understanding of the needs of those seeking humanitarian support?
- Do you bring the right knowledge and skills to deliver support? What are these?
- Ö[Á^[ˇÁ@æç^Áæå^˘˘æc^Áæ}åÁ[}*[â}*Á,}æ}&åæ¦Áæ}åÁc@^¦Áå}~¦æ•c¦˘&c˘¦^Á¦^•[ˇ¦&^•Ác[Á•˘•cæâ}Á^[ˇ¦Á efforts? What are those infrastructure resources and how could they be deployed?
- Have you ensured that you are not duplicating existing programmes or the work of existing partners that are better placed to deliver?
- Is there anything in your policy or regulatory environment that would prevent or hamper engagement?

The analysis also leads itself to the potential heatmapping of collaborate responses. Brought together, individual responses could be used to develop a partnership or even sector ecosystem through which accountabilities be allocated to individual university or partner contributors.

This is about the skills, expertise and experience required to deliver effective solutions at an institutional and sector/partnership level and should be revisited throughout humanitarian response to ensure that capabilities are appropriate at every stage of engagement.

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- **Financial Resources**
  To support various aspects of humanitarian response, including emergency aid, medical supplies, food and water, shelter, and long-tern recovery efforts in the short, medium and longer term should be assessed and planned.

- **Logistical Resources**
  Including transportation, storage and distribution networks, procurement and supply chain management.

- **Infrastructure and Facilities**
  Access to infrastructure and resources including availability for deployment in a range of humanitarian situations.

- **Information and Communication Systems**
  These are increasingly key, ensuring accurate and timely information in relation to needs, resources, ongoing activities, and any gaps in response. They include digital capabilities and infrastructure to support and enhance data sharing and improved coordination.

Recognising that resource requirements and capabilities needs are likely to evolve through the phases of humanitarian response, the framework advocates for ongoing review of the mechanisms and interventions being deployed. Flexibility, adaptability, and coordination being essential to meet the changing needs of humanitarian crisis.

It is in this phase of the framework that there is also the potential, over time, to introduce performance indicators that are appropriate to the stage of humanitarian response.

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* The creation and periodic refresh of shared capability and capacity assessments through effective and coordinated partnerships are a key recommendation of the report which advocates for the creation of a sector-wide competencies, expertise, and resource mapping exercise.

Summary of Lessons Learnt

L1   **Locally led**

Humanitarian response should be driven by the local context and by the capacity and capability needs of those requiring humanitarian support. It is imperative that responses to humanitarian crises are led by those who are impacted.

UUKi can play an important convening role in bringing stakeholders together to understand the scale and scope of challenges and help establish the parameters of possible action.

L2   **Delivered in partnership**

The sector and its partners – including bodies such as UUK – should ensure a coordinated and connected response. It is in this response that resources are maximised, and any duplication of effort mitigated. Cross-sector coordination is critical to an effective response.

The partnership approach also enables connection with those who bring local knowledge and broader charitable purpose, enabling a comprehensive structure of support.

The partnership response should be coordinated through a central body such as UUK, with appropriate, adaptive, relevant measurement and monitoring of performance being embedded at key stages of the response.

L3   **Policy and regulation**

UK HEIs and sector bodies should work collaboratively with government bodies to enable the most effective policy and regulatory environment for delivery. Establishing a mechanism for ongoing dialogue with the FCDO, the Department for Science, Innovation and Technology (DSIT), UKRI and others directly in support of humanitarianism would ensure preparedness for future response, as well as a clear understanding of the policy and regulatory parameters of any intervention. A direct call to action from relevant ministers would no doubt also energise the sector to respond.

Identifying policy, regulatory and funding issues at an early stage would facilitate a high-impact response. A standing committee could be established of key government departments and sector stakeholders that could be mobilised as required. An early assessment of the potential barriers and the scope for addressing these can save considerable time and resources, and direct activity towards appropriate channels.

L4   **Funding and f nancing**

Sector-wide funding to support the continuation of higher education internationally, through humanitarian response, should be discussed with government bodies and other funding agencies. That discussion should include an upfront agreement of suitable performance measures of funding at each stage of humanitarian support: from preparedness to emergency response, through recovery and rehabilitation, to reconstruction and development.

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L5   **Effective leadership and governance at an institutional level**

Ownership at the institutional level is key to an effective response. There needs to be senior buy-in to ensure that advocates and champions have the support to develop an appropriate institutional response.

Individual institutional responses should be overseen by an appropriate committee with accountability to the senior team for ongoing resource allocation and monitoring. Governance mechanisms should be embedded into ongoing governance frameworks and stood up or down as needed. Responses should be supported by a business case, business plan and risk assessment within the institution's existing risk management processes.

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L6   Thorough environmental analysis

Analysis should be undertaken at institutional and sector level in order to understand the unique situations and complexities of each humanitarian situation. This analysis should include an understanding of the political, social, and cultural context, as well as an understanding of the higher education sector of the host country.

ŒÉÁc¦æ}•]æ¦^}cÁæ}åÁ[]^}Áãâ•&˘••â[}Á[~Ác@^Á&[}'â&c•Áæ}åÁ][c^}cáæ|Á&[}•c¦æå}c•Á[~Á¸[¦\â}*Á¸âc@â}ÊÁ[¦Á

Conclusion

Over the course of the research, we have observed the incredible power of the sector in uniting, &[||æà[¦æcâ]*ÉÅæ}åÅ*^}¦[˘•|^Å•@æ¦â}*Å¦^'^&câ}•Åæ}åÅâ}•â*@c•ÈŒ•Á¸^Å|[[\Åc[Åc@^Á~˘c˘¦^Å[~Å@˘{æ}âcæ¦âæ}Å crises responses, we hope that the lessons presented throughout the report will become valuable considerations.

V@^Å•^&c[¦Åâ•Å•câ||ÅÇ^¦^Å{˘&@Åâ}Åc@^Å&¦â•â•Å¦^•][}•^Å]æ•^Åæ}åÅâcÅ•@[˘|åÅà^Å}[c^åÅc@æcÅc@^Å¦^'^&câ}•Åæ}åÅâ evaluations emerging in the long-term will happen beyond this commission. We also note that there is now a need for ongoing coordination that is inclusive and draws fully upon the range of experience, expertise, partnerships, and networks available. Notably, the response itself continues to generate a new group of sector leaders who have emerged with their own experiences and expertise in the humanitarian landscape. There is also a need to introduce elements of longer-term responses that ensure preparedness for reconstruction and rebuilding the Ukrainian higher education sector post-war. To aid this, we also suggest the continuation of a repository of case studies which showcase ongoing work and outcomes as the response continues, partnerships mature, and we hopefully see a transition into peacetime.

We understand that there have been limitations to this research. Particularly, the lack of capacity for Ukrainian colleagues to fully engage in the research at this time, as well as the inability to be fully ¦^'^&câç^Å[~Åc@^Åâ{æ&cÅ[~Åâ}c^¦ç^}â[}•Å¸@âc@^¦][•âcâç^Å[¦}^*æcâç^ÈV@â•Åæ*æâ}ÈÁ¸â||Å[˘c|âçÅÅc@^Å research project.

Our ambition for the framework is that it becomes an adaptive tool for the wider UK higher education sector and that it eventually supports a deliberate and considered response to humanitarian need, with an emphasis on greater preparedness underpinned by sector coordination.

Appendix 1: Team Biographies

Susie Hills
Project Director

Ù˘•å^Á•˘]][¦c•ÁPÒQÁ|^æå^¦•Áæ}åÁc^æ{•ÉÁ[~c^}Áå˘!å}*Ácå{^•Á[~Á•å*}å,&æ}cÁ&@æ}*^ÉÁÙ@^Áå•ÁæÁ&@æ{]å[}Á[~Á best practice governance and is responsible for developing Halpin's cross-sector governance expertise. Ù@^Á@æ•Á|^åÁ@å*@Ë]¦[,|^ÉÁ&[{{]|^¢Á¦^çå^¸•Á[~Á*[ç^¦}æ}&^Á]¦[&^•••Á¸@å&@Á@æç^Áå}~[¦{^åÁ•c¦æc^*^ˆÁæ}åÁ led to operational change.

She previously worked in the charity, corporate, and HE sectors, and brings her cross-sector perspective to Halpin's clients.

Susie has worked with a number of clients on highly customised governance reviews, including University College London, Universities UK, Quality Assurance Agency, Universities of Kent and Westminster and the Royal College of Art. Other recent governance clients include University of West London, University of Sunderland, Leeds Trinity University, London Institute of Banking & Finance and University of Bath.

She was previously CSR Manager for Tesco PLC, where she was responsible for CSR policy and practice, setting and reporting on KPIs for environmental and social impact across the international business and working with the plc Board.

Susie writes regularly on governance, leadership, and management topics. She is a Trustee of the Halpin <u>Trust</u> and until recently was a member of the Board of Governors at Plymouth College of Art and Exeter College.

She was listed in 2019 as one of '50 Leading Lights' by the FT in recognition of her work on kindness in leadership.

Paula Sanderson

Úæ˘|æÁ&˘¦¦^}c|^Á¸[¦\•Áå}Á&[}•˘|cæ}&^Áæ}åÁå}c^¦å{Á|^æå^¦•@å]Á¦[|^•ÉÁÙ@^Á@æ•Á@^|åÁåÔ@å^~ÁU]^¦æcå}*ÁU~,&^¦Á roles at Middlesex University, Queen Mary University of London, SOAS University of London, and the University of Reading Malaysia, as well as senior operations roles at the University of Sydney and University of Exeter.

She is passionate about data-led strategy. A positive-change agent, she is committed to developing excellence in professional services and to the contribution of professional services to student outcomes and in supporting research, innovation and knowledge transfer.

With a background in internal and performance audit, Paula is a Fellow of the Association of Chartered Ô^¦cå,^åÁŒ&&[˘}cæ}c•ÉÁÚæ˘|æÁ@æ•ÁæÁÖÓŒÁå}ÁPå*@^¦ÁÒå˘*&æcå[}ÁTæ}æ*^{^}cÁæ}åÁ@[|å•ÁæÁ˘•cæå}æàå|åcˆË based MBA from the University of Exeter and a Masters of Tertiary Education Management from the University of Melbourne. Her doctoral research considers governance and ethics in transnational education. Paula is undertaking her executive education at the Harvard Kennedy School and is a member of the HKS Women and Power network.

Emily Owen

Emily is a trainee consultant who is committed to working in the fast-paced and ever-changing higher education landscape. With a particular passion for strategy, analysis, and diversity within the professional environment, Emily is developing her skills in higher education leadership and management via Halpin's trainee consultant pathway.

After graduating from Durham University with an English Literature degree in 2020, Emily began her career in the sector on the Graduate Management Programme at the University of Nottingham. Ü^]|æ&â}*Ác@^Á~[¦{^¦ÁŒ{àâcâ[˘•ÁØˇc˘¦^•Á}æcâ[}æ¦Á•&@^{^ÊÁc@â•Á*æç^ÁÒ{â|^Á•â*}â,&æ}cÁ^¢][•˘¦^Ác[Á university leadership and management at faculty, school, and professional service levels.

Under the mentorship of senior colleagues, Emily contributed to the creation of a 3-year departmental business plan, independently coordinated a demographic review of student residences, and presented æÁ}˘{â^¦Á[~Á,}âậ}*•Áæ}âˌ¦^&[{{^}åæcâ[}•Ác[¦â}c^¦Áæ}âˌ¦æåçâ•[¦^Áà[æ¦å•ÊÙ@^Áâ•Á][ˌ¸æÁ V¦˘•c^^Á[~ÁP^¦ÁÚæc@Ác[ÁÚˇ¦][•^ÊÁæÁ&@æ¦âc^Ẩˌ@â&@Á•˘]][¦c•Á^[˘}*Áˌ[{^}Áâˇ~|,||â}*Ác@^â¦Á^¦•[}æ¦Áæ}åÁ professional ambitions.

Emily brings experience in analytical approaches, bigger picture thinking, and seeks to identify the }æ¦¦æcâç^Áâ}Áæ}^Á•â•^cÁ[~Á,}âậ}*•ÊÁP^¦Á\^^}Á^^^Á~[¦Áåˆcæâ|Áæ}åÁ&{{Áâc{^}cÁc@Á[¦¦*æ}âˌ•æcâ[}æ¦Á*[æ¦•Áæ}åÁ values energises her work with Halpin. She is particularly interested in the strategic alignment of university planning and the contribution of all colleagues to a core organisational goal.

Beth Adams

Project Manager

Beth is a calm, pragmatic and highly experienced coordinator of projects, both within the UK and internationally. She brings to Halpin extensive project management and stakeholder management experience from the television industry, where, as a production coordinator, she demonstrated her skill at managing complex assignments from kick-off through to delivery.

After graduating from Lancaster University in 2017, Beth held roles with the Devon and Somerset Law Society and Together Drug and Alcohol Services, before embarking on a career in television production management where, over three years, she developed her skills in administration, logistics management, compliance, health and safety, and budget control.

Already a much-valued member of the Client Services team, Beth is currently working across Halpin service areas, supporting our HE clients and Consulting Fellows to ensure we deliver quality consultancy as planned.

Responding to International Humanitarian Crises
Lessons From the UK Higher Education Sector Response to the Invasion of Ukraine

2. Semi-structured interviews

We conducted a series of semi-structured interviews with UK universities, sector partners and Ukrainian university leaders. Interviews were qualitative, drawing on the experiences of those who led and delivered on the sector response to the war in Ukraine. Those interviews posed broad and open questions, asking participants to describe their involvement in the crisis response, whether at a national or institutional level, and to outline the enablers and the challenges that they encountered. A listening exercise, as far as possible, we allowed participants to drive the conversation.

Altogether, 34 individuals were interviewed across 27 separate interviews. Participants are detailed at

Appendix 3: Interviews

We interviewed 34 individuals across 27 interviews, representing universities, sector bodies, the UK government, and non-governmental organisations. Each interviewee was invited to participate in a 30-minute conversation with a member of the consulting team. Interviews took place via Microsoft Teams between April and June 2023.

The interviews were semi-structured with a series of prompt questions covering UK university responses, Ukrainian institutions as recipients, and partnerships where appropriate. Interviewees were encouraged to respond conversationally and to focus on areas they felt were important due to the exploratory nature of each session.

We would like to thank all participants for their generous contributions and expert insights. These conversations formed the basis of much of our analysis and reporting.

A list of interviewees, where consent to share this information has been given, can be found below.

Interview participants

Table 2: Participants in semi-structured interviews taking place between April and June 2023

Interviewee	Role	Organisation
Otakar Fojt	Senior Science & Innovation Advisor	Foreign, Commonwealth & Ö^ç^|[ ] { ^}ċÁU-,&^ÁÇØÔÖUᴅ
Representatives of the UK Government's Science and Innovation Network		Foreign, Commonwealth & Ö^ç^|[ ] { ^}ċÁU-,&^ÁÇØÔÖUᴅ
Mike Bright	Associate Director (International Policy)	UK Research & Innovation (UKRI)
Stephen Wordsworth / Zeid Al Bayaty	Executive Director / Deputy Director	Council for At-Risk Academics (Cara)
Charles Cormack / Anzhela Stachchak	Founder & Chairman / Director for Projects	Cormack Consultancy Group
Ann Rossiter	Executive Director	Society of College, National and University Libraries (SCONUL)
Jamie Arrowsmith	Director	Universities UK International (UUKi)
Vivienne Stern	CEO	Universities UK (UUK)
Hugo Clarke	Deputy Head of International	The British Academy
Catherine Gladwell	CEO	Refugee Education UK (REUK)
Emily Crowley / Siobhán Coskeran	Chief Executive / Campaigns Manager	Student Action for Refugees (STAR)
John Strachan	Pro Vice Chancellor (Research & Enterprise)	Bath Spa University
Jhumar Johnson	Chief of Staff	The Open University
Renata Schaeffer	Head of International Partnerships	University of Cambridge
Geoff Green	Registrar & Secretary	University of Leicester
Gavin Brown	Pro-Vice-Chancellor for Education	University of Liverpool
Dafydd Moore	Senior Deputy Vice Chancellor	University of Plymouth
Saul Tendler	Deputy Vice Chancellor & Provost	University of York

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Interviewee	Role	Organisation
Simon Meacher Gary Morton	P^æåÁ[-ÁÒ¢^&˘ɑç^ÁBÁÕ[ç^¦}æ}&^ÁU-,&^ Business Resilience Manager	Newcastle University
Leonie Ansems de Vries Nicole Mennell	Sanctuary Programme Director Sanctuary Programme Manager	King's College London
Chris Yeomans Michelle Beagan	Director of Global Engagement Senior Partnerships Advisor	University of Edinburgh
Nicholas Thomas	Director (formerly Director, British Council Ukraine)	British Council China

Responding to International Humanitarian Crises
Lessons From the UK Higher Education Sector Response to the Invasion of Ukraine

We would like to thank every individual who has contributed to our research process and the development of the framework. In particular, the project Steering Group and those who have contributed case studies or participated in focus groups.

Steering group

Jamie Arrowsmith, Director, Universities UK International

Rosie Boxall, Partnerships Manager, Universities UK International

Celia Partridge, Assistant Director Partnerships & Strategic Insight, Universities UK International

Hugo Clarke, Deputy Head of International, The British Academy

Alan Mackay, Deputy Vice Principal International and Director of Edinburgh Global, University of Edinburgh

Tania Lima, Director of Global Engagement, King's College London

Case studies

Ukrainian Catholic University

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Vasyl Stefanyk Precarpathian National University (PNU)

Contributed by Valentyna Yakubiv, First Vice-Rector

The Open University

Contributed by Jhumar Johnson, Chief of Staff

Bath Spa University

Contributed by John Strachan, PVC Research & Enterprise and Ian Gadd, Head of Development for European Projects

Newcastle University

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Business Resilience Manager

University of Leicester

Contributed by Geoff Green, Registrar and Secretary

King's College London

Contributed by Nicole Mennell, Sanctuary Programme Manager and Leonie Ansems de Vries,

Focus groups

Welsh Sector Committee

Stuart Robb, Acting Registrar, University of Wales
Sarah Taylor, Head of Strategic Development, Aberystwyth University
Cara Aitchison, President and Vice-Chancellor, Cardiff Metropolitan University
Mike Chick, Senior Lecturer and Refugee Champion, University of South Wales
Emma Frearson Emmanuel, Associate Director of Marketing, Recruitment and International, Swansea University
Kieron Rees Assistant Director, Universities Wales

UK HE Humanitarian Group

Alan Mackay, Deputy Vice-Principal International and Director of Edinburgh Global, University of Edinburgh
Celia Partridge, Assistant Director, Partnerships & Strategic Insight, Universities UK International
Philip Horspool, Director of Centre for International Training and Education, University of Leicester
Leonie Ansems De Vries, Director of the King's Sanctuary Programme and Chair of Migration Research Group, King's College London
Aleks Palanac, Head of Sanctuary, University of Leciester

Groups of Ukrainian university representatives

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Solomia Rozlutska, Academic Relations Manager, Ukrainian Catholic University
Svitlana Berezhna, Professor of Philosophy, Kharkiv National Pedagogical University H.S. Skovoroda
Ganna Krapivnyk, Associate Professor, Professor of Philosophy, Kharkiv National Pedagogical University H.S. Skovoroda

Acronym	Meaning
Cara	Council for At-Risk Academics
CCG	Cormack Consultancy Group
DfENI	Department for the Economy Northern Ireland
DSIT	Department for Science, Innovation, and Technology
ESOL	English for Speakers of Other Languages
GDP	Gross Domestic Product
GDPR	General Data Protection Regulation
HE	Higher Education
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institution
IELTS	International English Language Testing System
JISC	Joint Information Systems Committee
NGO	Non-Governmental Organisation
NREN	National Research and Education Network
NRFU	National Research Foundation of Ukraine
ODA	U~,&áæ|Åâ^ç^|[ ] { ^}cÁæ••â•cæ}&^
OCRE	Open Clouds for Research Environments
RaR	Researchers at Risk
REUK	Refugee Education UK
SCONUL	Society of College, National, and University Libraries
SFC	Scottcartment for SciennCies
	HE

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