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CONSULTANCY
GROUP

Internationalising Higher Education



TWINNING

SUPPORTING UKRAINIAN UNIVERSITIES



UK-UKRAINE
TWINNING INITIATIVE
2022-2025
PROGRESS REPORT

JUNE 2025

SUPPORTING UKRAINIAN HIGHER EDUCATION

FOREWORD



It is with immense pride that I present this comprehensive report on the UK-Ukraine Twinning Initiative — a testament to the extraordinary power of international academic solidarity in times of crisis. What began in 2022 as an urgent response to Russia's invasion of Ukraine has evolved into what is arguably the most successful mobilisation of UK universities to support colleagues in another country. The achievements outlined in this report — 105 institutional partnerships, £70 million generated for Ukrainian universities, and over 50,000 students and staff directly engaged — reflect not just numbers, but

lives changed, futures preserved, and hope sustained. These partnerships have demonstrated that even in the darkest of times, the global academic community can come together to protect the fundamental values of education, research, and human development.

This success would not have been possible without the visionary leadership and unwavering support of key partners including Universities UK, FCDO, The Ukrainian Ministry of Education and the Fund of the President of Ukraine for the support of Education, Science, and Sports. I would also like to extend my deepest gratitude to Vivienne Stern, Jamie Arrowsmith, Martyn Cushing, Mychailo Wynnyckyj and Olga Budnyk, whose strategic guidance and commitment have been instrumental in shaping and sustaining this initiative. Equally important has been the remarkable generosity of spirit shown by universities across the UK and internationally, who opened their doors, shared their resources, and embraced Ukrainian colleagues as true partners.

As we look to the future, our commitment to Ukraine and its higher education sector remains absolute. The Twinning Initiative has proven that when universities unite behind a common purpose, they can create lasting change that transcends borders and transforms lives. This is our shared legacy — and our ongoing responsibility.

Charles Cormack

Chairman of Cormack Consultancy Group

Founder of the UK-Ukraine Twinning Initiative



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ACKNOWLEDGEMENTS



Foreign, Commonwealth
& Development Office



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The UK-Ukraine University Twinning Scheme has been made possible with the generous support of the **Foreign, Commonwealth and Development Office (FCDO)** — the United Kingdom's government department responsible for foreign affairs, international development, and humanitarian assistance. Through its funding and policy leadership, the FCDO plays a central role in promoting democratic values, resilience, and international cooperation in partner countries. Thanks to this support, international collaboration has helped strengthen the resilience of Ukraine's higher education sector during Russia's full-scale invasion. The progress achieved over the past three years has been made possible by the leadership of **Universities UK** in coordinating the initial phase of the initiative, as well as by the continued support and active engagement of the FCDO and other delivery partners throughout the project.

In Ukraine, the **Ministry of Education and Science of Ukraine** and the **Fund of the President of Ukraine for the support of Education, Science, and Sports** have played a vital role in aligning the initiative with national priorities and ensuring its broad institutional reach. Their leadership has been essential in embedding the Twinning model within Ukraine's long-term strategy for higher education recovery and transformation.

This support not only enabled the project's achievements but was instrumental in laying the foundations for long-term cooperation between the education sectors of both countries. The initiative is widely regarded as the beginning of a sustained partnership that is expected to continue advancing higher education development and fostering mutual growth in the years ahead.

The Twinning initiative has also been significantly enhanced by the contributions of international donors and philanthropic organisations. Their collective engagement has been instrumental in scaling the project's impact and ensuring that support reached a wide range of universities across Ukraine, particularly those most affected by the war.



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VOICES BEHIND THE TWINNING INITIATIVE

Twinning Initiative has been made possible through the dedication, vision, and tireless efforts of partners and individuals who have played a pivotal role in guiding and supporting its development. Their strategic insights, steadfast commitment, and collaborative spirit have not only shaped the direction of the project but also ensured its continued success.



Vivienne Stern,
Universities UK Chief Executive

The Twinning scheme is a real testament to what universities can do. The way that these relationships have flourished and developed since the outbreak of the war is remarkable. Ukrainian universities are and will be a hugely important source of future strength to Ukraine. I am deeply proud of the role that UK universities have played in helping them to continue their vital work during this awful invasion.

Olga Budnik, Advisor-Commissioner to the President of Ukraine on the Fund of the President of Ukraine for the support of Education, Science, and Sports

The Twinning initiative has become a platform for genuine collaboration between Ukrainian and British universities. In particular, the Dual Degree programme, as one of its components, has introduced a new educational format for Ukrainian students: studying in English, joint courses with leading universities worldwide, and an international academic environment — all from home. This demonstrates the quality of Ukrainian higher education and the ability of our universities to grow and develop even in times of war.





Mychailo Wynyckyj, Deputy Minister of Education and Science of Ukraine

Without a doubt the UK-Ukraine Twinning Initiative has been a resounding success, and we look forward to its expansion in the future. When we began our cooperation, our UK partners largely viewed this initiative as an opportunity to provide assistance to Ukrainian universities in our time of need. This was and continues to be highly appreciated. During our darkest hour Ukraine looked westward for support and we found true friends on the opposite side of the European continent. We are grateful. But during the past three years, the relationships forged in a paradigm of aid have blossomed into real partnerships with UK universities benefiting as much (some would say more) as their Ukrainian counterparts from the twinning experience. The key to this mutual benefit has been the establishment of joint programmes that benefit students, but also foster intellectual exchange between academics. We are grateful for the organizational efforts of Cormack Consulting for fostering Twinning, and look forward to the future expansion of the initiative under the auspices of the UK-Ukraine Hundred Year Partnership Agreement.



Charles Cormack together with the Twinning team visiting the Ministry of Education and Science of Ukraine in Kyiv on May 26, 2025

**Charlotte Surun, Chargée d'Affaires,
British Embassy in Ukraine**

The UK stands firmly with Ukraine against Russian aggression. The Higher Education sector is vital both to the UK's prosperity and security and to Ukraine's fight for freedom and future recovery.

The Foreign, Commonwealth and Development Office is proud to support the UK-Ukraine University Twinning initiative as part of our landmark 100 Year Partnership. The Twinning initiative connects British and Ukrainian universities to build lasting relationships, connect our expertise and deliver mutual benefits.

By connecting our researchers and strengthening our partnerships in science and education we can boost innovation and develop solutions to shared challenges from clean energy to healthcare – creating a more prosperous Britain, while helping Ukraine secure its democratic future.



Photo: British Embassy Kyiv



**Oleksandr Smyrnov,
Director of the Ukraine Twinning Project,
Cormack Consultancy Group**

Twinning isn't just another project, it's a crucial link between universities in the UK and Ukraine. It's helping our higher education system not only to get by but to adapt and grow, even when things are tough. Five years ago, the concept of dual degrees between UK and Ukrainian universities seemed far-fetched. Now, it's happening — giving students a chance to get a quality education right here in Ukraine, even with all the challenge we're facing. Even with nightly attacks and constant blackouts, Ukrainian teachers are still pushing through, teaching and driving reform. Our universities are becoming not just places of safety, but also centers of change. This progress is thanks to the strong support from British universities and donors. Every program we start, every partnership we build, and every student we help is part of a bigger mission that focuses on solidarity and trust. We know there are still



challenges ahead, but we've already proven that real change can happen when we work together. This shared responsibility for Ukraine's educational future is the true legacy of Twinning project — and the foundation for a new era of partnership.



**Mykola Trofymenko,
Rector of Mariupol State University**

The Twinning Initiative has been a truly transformative experience for us. It goes far beyond formal cooperation on paper – it is about real people, genuine support, and deep understanding. As this programme operates in Ukraine, with Ukrainians and for Ukraine, it responds to our needs from within. That is why the support we receive is delivered with maximum impact, precisely where it is needed most. This is not charity – it is intelligent and respectful partnership. We are genuinely proud to have the University of Hull as our strategic partner. Every joint project marks another step another step towards the recovery not only of our university, but also of our belief in the future. I am sincerely grateful to our British colleagues for seeing us not merely as victims of war, but as partners in building a democratic and intellectual Ukraine. This is exactly how academic diplomacy works – through trust, dialogue, and a shared vision.

**Professor Vasyl Karpusha,
Rector of Sumy State University**

The Twinning partnership with the University of Liverpool is not only a lifeline for our academic community but also a symbol of unwavering international solidarity. At a time when war threatens our institutions, this collaboration has helped preserve education, empower our researchers, and open new doors for our students. We are deeply grateful for this partnership that stands not just on paper, but in action, commitment, and shared values.



TWINNING IN NUMBERS

The Twinning Initiative is a testament to the power of international collaboration in times of adversity. By bringing together universities it has sparked new partnerships, strengthened academic resilience, and opened meaningful pathways for long-term cooperation. This section presents key achievements that reflect not only urgent responses to crisis but also a shared vision for rebuilding and advancing higher education in Ukraine.

105
TWINNED UNIVERSITIES
£70M+
GENERATED FOR UA UNIVERSITIES
10
**DUAL DEGREE
PROGRAMMES**
300
**STUDENTS ENROLLED
ON DD PROGRAMMES**
700+
INDIVIDUAL PROJECTS
40+
TONNES OF EQUIPMENT
48000+
ENGLISH4UKRAINE PLATFORM USERS
EMPOWERING THROUGH CAPACITY BUILDING PROJECTS
4500+
UKRAINIAN STUDENTS
2500+
UKRAINIAN STAFF

Through deep partnerships, innovative programmes, and targeted support, the Twinning Initiative is helping Ukrainian universities move from crisis response to long-term renewal. These outcomes reflect a growing network of institutions committed to shared progress and lasting impact.



MAPPING THE UKRAINIAN TWINNING NETWORK

The map below shows the locations of Ukrainian universities involved in the UK-Ukraine Twinning Initiative. Each marker represents a city where one or more universities have established partnerships with UK institutions. This visual illustrates the broad geographic spread of Twinning across Ukraine and highlights the initiative's extensive reach within the country's higher education sector.



These partnerships span a wide range of Ukrainian cities, including Cherkasy, Chernihiv, Chernivtsi, Dnipro, Drohobych, Ivano-Frankivsk, Kharkiv, Kherson, Kremenchuk, Kremenets, Kyiv, Lutsk, Lviv, Mykolaiv, Nizhyn, Odesa, Ostroh, Pereiaslav, Poltava, Rivne, Sumy, Ternopil, Uzhhorod, Zaporizhzhia, Zhytomyr and more. Together, they form a resilient academic network that not only bridges borders but also strengthens the foundations of a future-focused, globally connected Ukrainian higher education system.



RATIONALE

Since the launch of Russia's full-scale invasion of Ukraine in February 2022, the Ukrainian higher education system has been under immense and sustained pressure. According to various estimates, around 5 to 8 million people have been forced to flee the country, including over 6,000 academics. More than 120 universities have suffered damage or have been completely destroyed, and over 40 higher education institutions have been forced to relocate from areas of active hostilities.



Karazin University in Kharkiv after the attack by a Russian ballistic missile on March 2, 2022

Ukrainian universities continue to face a complex array of challenges:

- The safety of students and academic staff remains under constant threat.
- There is a continued outflow of intellectual capital, with both students and researchers leaving the system.
- Severely damaged infrastructure hampers teaching, research, and day-to-day university operations.
- Widespread power outages disrupt the delivery of education and digital learning.

Despite these severe conditions, Ukraine's academic community continues to show extraordinary resilience — adapting, rebuilding, and striving to maintain continuity of education and research wherever possible.

One of the most important mechanisms that has emerged to support Ukrainian higher education during this crisis is the Twinning Initiative. Founded by Cormack Consultancy Group in collaboration with Universities UK International, and supported by the Foreign, Commonwealth & Development Office, The Fund of the President of Ukraine for the support of Education, Science, and Sports and the Ministry of Education and Science of Ukraine. Twinning is a unique model of institutional partnership designed to deliver tailored, flexible, and sustainable support to Ukrainian universities.

One of the key enablers of the UK higher education sector's effective response to the crisis in Ukraine was the involvement of **Cormack Consultancy Group (CCG)** – a UK-based consultancy specialising in the development of international higher education partnerships. As highlighted in the independent review conducted by Halpin Partnership and Universities UK International (2023), CCG played a critical role in connecting UK universities with Ukrainian institutions and relevant government bodies.

CCG's deep understanding of the Ukrainian context, strategic foresight, and operational capacity were instrumental in launching and scaling the Twinning Initiative at pace. Many participants in the Halpin review emphasised that the sector's response would likely have been fragmented or less coordinated without CCG's involvement.

At its core, Twinning creates one-to-one, strategic partnerships between Ukrainian institutions and international universities – primarily from the UK. Each partnership is designed to respond to the individual needs and priorities of the Ukrainian university. This can include emergency support such as equipment and resources, as well as longer-term collaboration in the form of joint research projects, academic exchanges, professional development, co-development of programmes, access to online courses, guest lectures and applications for external funding.

Over the past three years, Twinning has grown from an emergency solidarity measure into a robust and evolving platform for strategic cooperation and internationalisation. As of early 2025, more than 100 Ukrainian universities have been matched with international partners, forming a dynamic network of support, innovation, and shared academic vision.

Twining demonstrates that even in times of war, international higher education partnerships can thrive – built on trust, commitment, and a shared goal of protecting and advancing education in the face of adversity.

HOW TWINNING RESPONDS TO THE CHALLENGES OF WAR

At the heart of the Twinning Initiative lies a strategic mission: to build partnerships, safeguard education, and strengthen resilience across Ukraine's higher education sector. Born in response to the devastating consequences of the full-scale Russian invasion, Twinning has become a vital mechanism for sustaining academic life and supporting institutional recovery during wartime.

The initiative fosters tailored partnerships between Ukrainian and international universities, supporting the continuity of teaching, research, and institutional development through coordinated, multi-level assistance.

- 1. The development of deep bilateral partnerships** that promote long-term academic collaboration and institutional solidarity.
- 2. The strengthening of institutional, academic, and research capacity**, helping universities to adapt and grow despite ongoing disruption.
- 3. Facilitated communication and coordination mechanisms between all participants** to ensure timely and efficient collaboration.
- 4. Access to external funding**, including international grants, technical assistance, and charitable contributions aimed at supporting university recovery and development.
- 5. The engagement of key stakeholders**, fostering expanded international academic cooperation and policy dialogue.
- 6. Increased global awareness of the challenges faced by Ukrainian education** and the importance of international solidarity.
- 7. The creation of a support network platform** that enables the exchange of ideas, knowledge, and best practices among all participating institutions.

Today, Twinning has evolved into a large-scale, structured programme that brings together over 100 Ukrainian universities with more than 100 international partners. It stands as a strategic platform not only for crisis response but for long-term renewal and advancement of Ukrainian education and science.



KEY ACHIEVEMENTS OF THE TWINNING INITIATIVE

Financial Support for Ukrainian Higher Education

The Twinning Initiative has mobilised over £70 million in support for Ukrainian higher education institutions. This includes direct financial assistance including but not limited to technical aid, donor contributions, joint projects, and capacity-building initiatives.

Institutional Partnerships

A total of 105 institutional partnerships have been established between Ukrainian and UK universities. More than 63 university pairs have developed long-term cooperation plans for the next 3-5 years, outlining sustained academic, research, and educational activities funded through internal resources and external donor support.



Signing of the Memorandum of Strategic Cooperation between Sumy National Agrarian University and the Royal Agricultural University – February 2025





Visit of the management and scientists of the Ukrainian State University of Railway Transport to the University of the West of Scotland – August 2023



Memorandum of Understanding signing ceremony between the University of Nottingham and the Ukrainian Catholic University – September 2022

Since 2022, these partnerships have collectively implemented over 700 individual projects across areas such as research collaboration, student mobility, curriculum development, institutional capacity building, and resource sharing. This demonstrates not only the scale but also the adaptability of Twinning – with many partnerships expanding year after year to include both repeated and entirely new activities.



Dual Degree Programmes

10 dual degree master's programmes have been developed between ten Ukrainian and ten British universities. By the end of 2024, 300 students were enrolled, with 200 more expected to join in 2025. The project has secured funding through the 2025–2027 academic years, ensuring stability and relevance to Ukraine's post-war recovery and workforce development.



Website



In-person roundtable dedicated to Dual Degree programmes' launch – November 29, 2023

List of the Dual Degree Programmes:

- **Sustainable Agriculture and Food Security** (Sumy National Agrarian University – Royal Agricultural University)
- **City Management and Smart Sustainable Cities** (Alfred Nobel University – Coventry University)
- **Marine Power Plant Operation** (Kherson State Maritime Academy – University of Plymouth)
- **IT for Sustainable Energy Development** (Ivano-Frankivsk National Technical University of Oil and Gas – London South Bank University)
- **Psychological Well-being and Mental Health** (Lviv Polytechnic National University – Nottingham Trent University)

- **Organisational Transformation and Sustainable Development** (Simon Kuznets Kharkiv National University of Economics – Abertay University)
- **The Future of Heritage: Culture, History, Literature** (Ukrainian Catholic University – University of Nottingham)
- **LLM in Artificial Intelligence, Digital and Cyber Law** (Yaroslav Mudryi National Law University – Edge Hill University)
- **Sustainable Logistics and Supply Chain Management** (Ukrainian State University of Railway Transport – University of the West of Scotland)
- **Computer Science and Software Engineering** (Kharkiv National University of Radio Electronics – University of Warwick)

In 2025, the first cohort of graduates from the dual degree master's programmes completed their studies, marking a key milestone in the UK-Ukraine partnership. Equipped with international expertise and cross-cultural experience, they are now ready to contribute to Ukraine's recovery, reconstruction, and future development.



Graduation ceremonies of dual degree programmes between Sumy National Agrarian University – Royal Agricultural University and Ivano-Frankivsk National Technical University of Oil and Gas – London South Bank University – March-April 2025

Generators4Ukraine

With support from British universities and private donors, **9 generators were installed** at higher education institutions in Kyiv, Poltava, Zaporizhzhia, Mykolaiv, Ostroh, Lubny, and Uzhhorod. Funding has been secured for up to 22 additional generators, and further fundraising is ongoing through the Generators4Ukraine campaign. The initiative helps Ukrainian universities remain operational during power outages, ensuring continuity of education.



Website



Generators installed at universities in Kyiv, Zaporizhzhia, Mykolaiv and Poltava.

English4Ukraine

The platform English4Ukraine was launched by Mariupol State University in partnership with Cormack Consultancy Group and Reallyenglish to improve English language proficiency in Ukrainian higher education. In just eight months, the project has engaged **452 institutions** and **over 48,000 users**, including university staff and students, military personnel, veterans, internally displaced persons, and civil society representatives. The platform supports Ukraine by improving access to quality English learning and strengthening international engagement.



Website

Research Collaboration – UK-Ukraine R&I Twinning Grants

As part of the UK-Ukraine Twinning Initiative, Universities UK International (UUKi) awarded Research and Innovation Twinning Grants to support 33 joint projects between British and Ukrainian universities. These projects addressed shared scientific challenges and helped build lasting academic partnerships.

With a total investment of £4.5 million from the UK Government, the initiative aimed to strengthen the research capacity of Ukrainian institutions during wartime and support their integration into the European and global research community. The funding enabled joint publications, staff exchanges, workshops, and capacity-building in key areas such as energy, health, climate resilience, and digital innovation.

The grants not only reinforced existing collaborations but also paved the way for future joint research and funding applications, including to Horizon Europe.

A full list of awarded projects is available on the UUKi website: [Successful UK-Ukraine R&I Grants Awardees](#)

These grants played a vital role in keeping Ukrainian science globally connected and promoting resilient, innovative partnerships.

EU Grant Writing Courses

Five series of grant writing training workshops were delivered by Cormack Consultancy Group, reaching 127 Ukrainian educators and administrators. These workshops strengthened participants' skills in developing competitive proposals, enhancing their capacity to access international funding and support institutional development in Ukraine's higher education sector.



COIL Training Webinars

Two four-week cycles of Collaborative Online International Learning (COIL) webinars were delivered by The Hague University of Applied Sciences and Cormack Consultancy Group, with the participation of 48 Ukrainian university representatives.

Humanitarian Aid

Ukrainian universities have received over 40 tonnes of humanitarian aid from partner institutions. This support includes laboratory and IT equipment, teaching materials, furniture, and other essential resources critical for sustaining operations in damaged or displaced institutions.



Computer equipment delivered to universities in Kyiv, Poltava and Uzhhorod from British partners

These achievements reflect the breadth and adaptability of the Twinning initiative — evolving from emergency support to a comprehensive framework for long-term cooperation and recovery. With continued commitment from all stakeholders, Twinning is laying the foundation for a stronger, more resilient, and internationally connected Ukrainian higher education system.

EXECUTIVE SUMMARY

Transparency, collaboration, and long-term impact in inter-university partnerships are the core pillars of the Twinning Initiative. As the scheme approaches the end of its third year, all participating universities were invited to submit partnership reports detailing Twinning-related activities carried out since the initiative began in 2022. The information collected offers valuable insight for stakeholders — including funding bodies — and helps inform future strategic support for international university cooperation.

At the time of data collection, there were 105 registered Twinning partnerships. Participation in both the initiative and reporting is entirely **voluntary**, based on the **commitment** and **goodwill** of UK and other international institutions to support Ukrainian universities in sustaining their operations and rebuilding stronger.

This report draws on data submitted by 58 partnerships. It reflects activities conducted across the past three years, though it should be noted that some partnerships joined later and therefore reported a shorter period of engagement.

Due to the volume and variety of submitted information, this summary focuses on overarching trends.

Growth and Scope of Twinning Activities

From the 58 reports, it is evident that partnerships have expanded significantly over time — with new initiatives emerging each year, alongside recurring collaborations. As relationships between universities have matured, the number and complexity of activities has increased.

Collectively, the participating partnerships have implemented over 798 distinct projects since 2022. These include joint research initiatives, student, faculty and staff mobility programmes, curriculum development, infrastructure support, and resource sharing. Notably:

- **78% of reporting partnerships engaged in research activities.**
- **74% delivered student-focused initiatives.**
- **64% reported sharing of resources and equipment.**

These trends reinforce earlier observations that research cooperation and comprehensive academic exchanges are fundamental to building strategic, long-term partnerships.

Measurable Impact

Twinning activities have delivered tangible benefits: Over 4,500 Ukrainian students and more than 2,500 academic and administrative staff have directly participated in mobility programmes, professional development initiatives, and joint academic projects. These figures do not include the tens of thousands of individuals indirectly impacted through activities such as English4Ukraine, capacity-building programmes, and resource provision.

Key Success Factors of the Twinning Initiative

Effective partnership and coordination:

A coordinated approach made it possible to maximise the use of available resources, avoid duplication of efforts, and establish a sustainable network of mutual support between Ukrainian and UK universities.

Supportive policy and regulatory environment:

Timely changes in government policy and state-level support enabled the rapid mobilisation of resources. At the same time, certain procedural barriers remain and require further improvement.

Sufficient and accessible funding:

Significant resources were mobilised directly by UK universities, government bodies, and donor organisations. This ensured prompt support for Ukrainian partners during the initial stages of the project.

Challenges and Barriers

Partnerships were also invited to report on barriers that limited or delayed their ability to implement Twinning activities. The most frequently cited challenges included:

- **Limited access to funding**
- **Capacity constraints (particularly on the Ukrainian side)**
- **Damaged infrastructure and power disruptions**

Despite these constraints, the majority of partnerships have shown strong commitment and adaptability, often finding creative solutions to continue their cooperation.

In particular, Ukrainian universities located in regions directly affected by the war continue to play a vital role in supporting local communities and contributing to regional recovery. These institutions have the potential to significantly drive Ukraine's economic development and reconstruction through sustained international partnerships.

However, they face additional persistent challenges beyond physical damage and infrastructure disruptions:

- **Limited understanding of the Ukrainian context** among international partners — including cultural, administrative, and resource-related differences
- **Financial barriers** such as cross-border transfer restrictions, sanctions, and complex bureaucratic procedures

Despite these constraints, targeted international collaboration can help stabilise institutions, maintain academic continuity, and build long-term resilience within Ukraine's higher education sector.

Final Note

This report is based solely on quantitative data and does not aim to provide qualitative assessment of project outcomes. Readers are encouraged to consult individual partnership submissions to explore the full diversity, scale, and ambition of Twinning activities in detail.



DATA COLLECTION

CCG asked each Twinned pair to complete a progress report comprising 10 categories of Twinning activities (Table 1), chosen to demonstrate the wide range of activities carried out by Twinned pairs. The sample included all Twinning institutions registered for the scheme and assigned a Twin as of January 2025.

Table 1: Activity categories in 2025 3-year Twinning Progress Report

Category	Definition	Examples
Focus Area: Student-focused activities		
Student Mobility	All Twinning activities that involve students moving across national boundaries for a limited time and not as part of a degree-granting partnership.	Summer school (UG or PG) at Twin institution; professional or clinical residency at Twin institution.
Other student-oriented collaboration or support	This is a broad category that may include any other type of student-focused collaborative activity that does not fit in the categories above and which does not involve a mobility component.	Joint student academic projects, performances, or research activities; collaboration between student unions.
Focus Area: Faculty and staff-oriented activities		
Faculty and staff mobility	All activities that involve faculty or staff moving across national boundaries for a defined period as part of the Twinning framework.	Faculty and staff mobility (Ex. Short-term appointments; training visit; in-person guest lecture at Twin institution).
Faculty and staff professional development	All training or professional development activities aimed at faculty or staff as part of the Twinning framework but which a) do NOT involve moving across national boundaries or b) fall within the broader category of research-related activities.	Ex. Subject-area or other specialised training; pedagogical or curriculum-development upskilling; English for Academic Purposes (EAC).
Focus Area: Research		
Research activities	All collaborative activities that ultimately aim at knowledge generation or dissemination that take place within the Twinning framework. (If there is an embedded mobility component in a research activity, the former should be reported separately in the faculty and staff mobility section.)	Grant applications in support or through partnership; joint research projects; online guest lectures or webinars; networking events; conferences; joint supervision of PhD students.



Focus Area: Technical and material support		
Technical and staff support	This is a broad category that includes sharing of specialised knowledge or skills to help support the Twin institution with a concrete task or goal in mind.	Support from staff at Twin institution in planning or running a student recruitment campaign; providing access, training, and / or support for operating a Learning Management System (LMS).
Resources and equipment	This is a broad category that encompasses the distribution of funds, material resources, or equipment from one Twin institution to another.	Direct donations; materials and supplies; office furniture; computers and other IT equipment; software licenses; lab equipment and reactives; capital equipment; library resources.
Focus Area: Capacity building		
Joint capacity-building projects	Collaborative projects that aim to strengthen institutional or systemic capacity through formal cooperation, often involving consortia, third-party funding, or strategic development goals.	Joint development and implementation of capacity-building projects under Horizon Europe, Erasmus+ (where eligible), or other national/international and private funding frameworks.
Focus Area: Communication		
Public-facing communications about Twinning Activities, milestones etc.	All outward-facing communications produced by Twinning partners to inform external audiences about partnership activities, outcomes, or values	Communications and events associated with the partnership; publications (e.g. annual reports, research reports); media relations activity (e.g. press releases, briefings, presentations, in interviews); websites (e.g. on institutional home page or a page listing donor, social media stories)
Focus Area: Barriers		
Internal Challenges	Details of any internal challenges either or both institution encountered that impacted the ability to establish or grow the partnership.	Limited bandwidth, insufficient resources, lack of institutional support.
External Challenges	Details of any external challenges either or both institution encountered that impacted the ability to establish or grow the partnership.	Limited financial support, inadequate facilitation from CCG, lack of access to relevant information.



REPORT COVERAGE AND ACTIVITY OVERVIEW

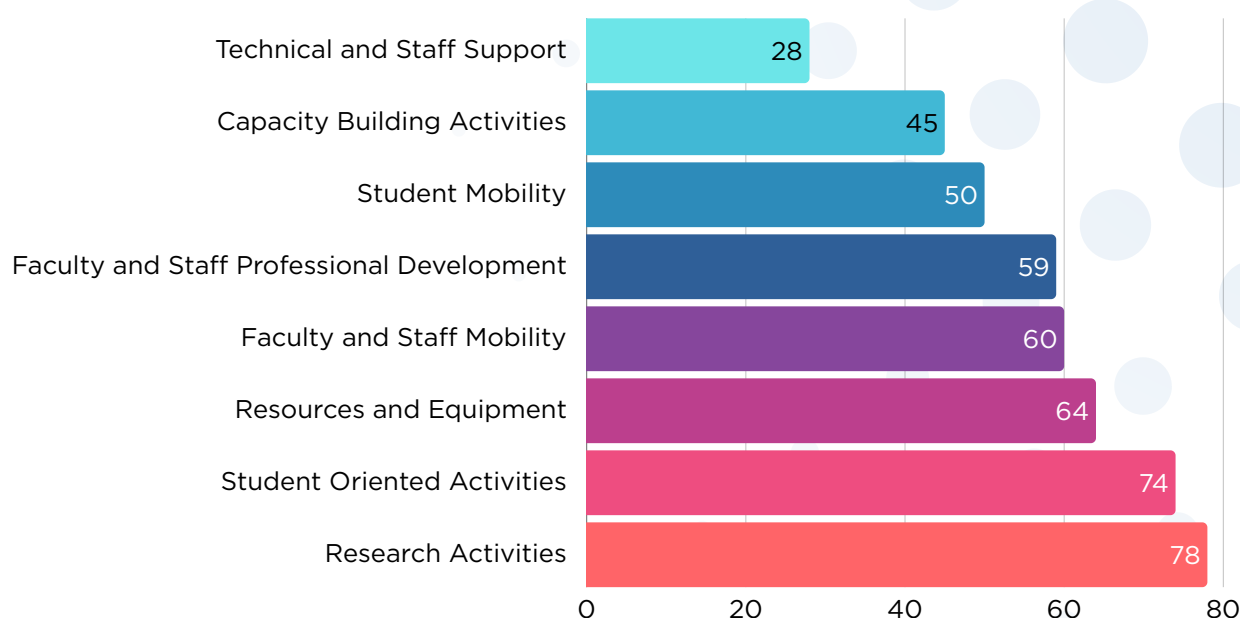
Out of 105 Twinned pairs eligible to participate in the reporting process, 58 partnerships submitted completed reports, resulting in a response rate of 55%.

Reported Activity by Focus Area

Figure 1 presents the percentage of Twinned pairs that reported engagement in each of the Twinning focus areas. The most commonly reported activity type was research, with 45 partnerships (78%) engaged in collaborative research efforts. This was followed by student-focused activities, reported by 43 partnerships (74%).

Resource and equipment support was implemented by 37 partnerships (64%), while faculty and staff mobility and professional development were reported by 35 (60%) and 34 (59%) partnerships, respectively. Student mobility was undertaken by 29 partnerships (50%), and capacity building projects by 26 partnerships (45%). The lowest participation was in technical and staff support, with 16 partnerships (28%) reporting engagement.

Figure 1: Percentage of Twinned pairs who engaged in each focus area category.



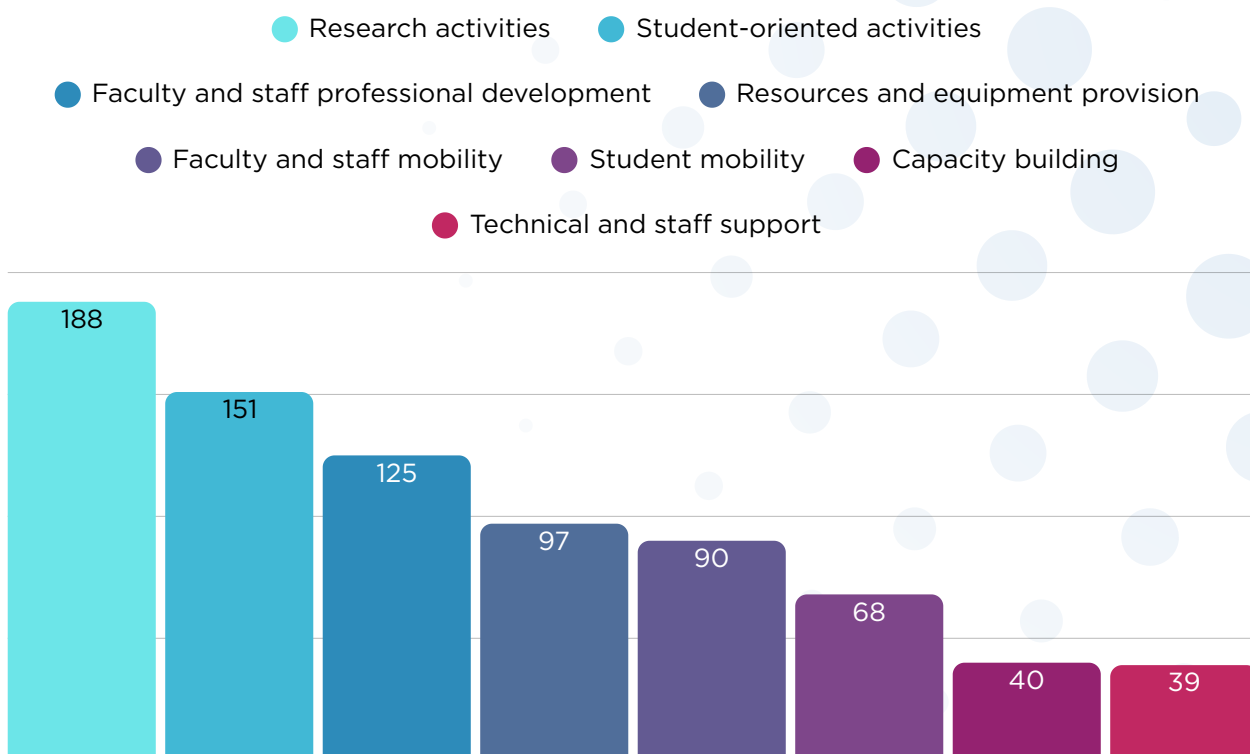
Total Number of Projects by Activity Category

In total, 798 individual activities were reported by the 58 responding partnerships over the three-year period. Figure 2 provides a breakdown of these activities by category:

- **Research activities represent the largest share, accounting for 188 activities (24%)**
- **Student-focused activities: 151 activities (19%)**
- **Faculty and staff professional development: 125 activities (16%)**
- **Resources and equipment provision: 97 activities (12%)**
- **Faculty and staff mobility: 90 activities (11%)**
- **Student mobility: 68 activities (9%)**
- **Capacity building: 40 activities (5%)**
- **Technical and staff support: 39 activities (5%)**

These figures reflect a broad and diverse level of collaboration across Twinning partnerships. However, it is important to note that volume alone does not fully capture the variety, depth, and strategic value of the activities conducted within each category.

Figure 2: Total reported projects and activities by category.



These figures reflect a broad and diverse level of collaboration across Twinning partnerships. However, it is important to note that volume alone does not fully capture the variety, depth, and strategic value of the activities conducted within each category.

Reported Activity by Number of Individuals Engaged

A total of 6,990 students and staff members were reported as directly engaged in Twinning activities across relevant categories. It is important to note that not all activities required reporting on participant numbers, meaning the actual number of individuals who benefited from Twinning initiatives is likely higher than indicated. Additionally, this figure does not include participants involved in:

- **Research activities**
- **Resource and equipment provision**
- **Technical and staff support**
- **Capacity building projects**

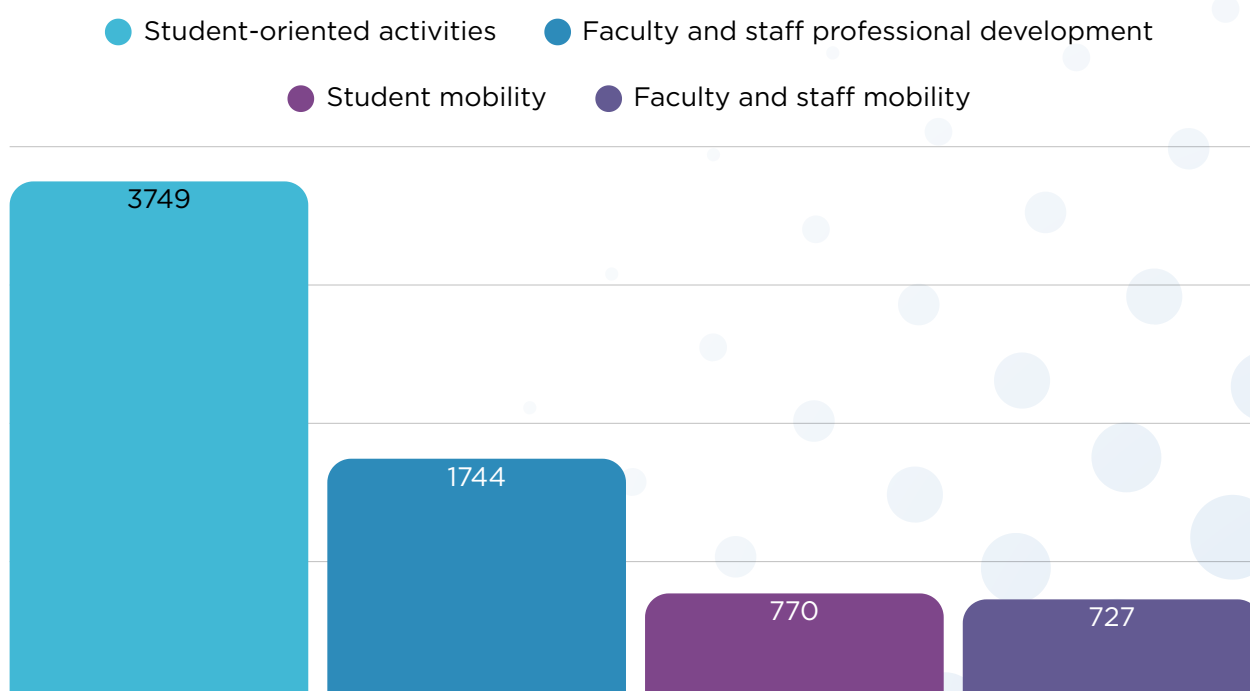
These categories typically involve indirect beneficiaries or institutional-level support that is not easily captured through individual participant data.

Among activities with recorded participation figures:

- **Student-focused activities accounted for the largest share, with 54% of all recorded participants.**
- **Faculty and staff professional development represented 25%.**
- **Student mobility comprised 11% of the total.**
- **Faculty and staff mobility had the smallest share, engaging 10% of individuals.**

For a full breakdown of participation by activity category, refer to Figure 3.



Figure 3: Activity Categories by number of students/staff engaged.

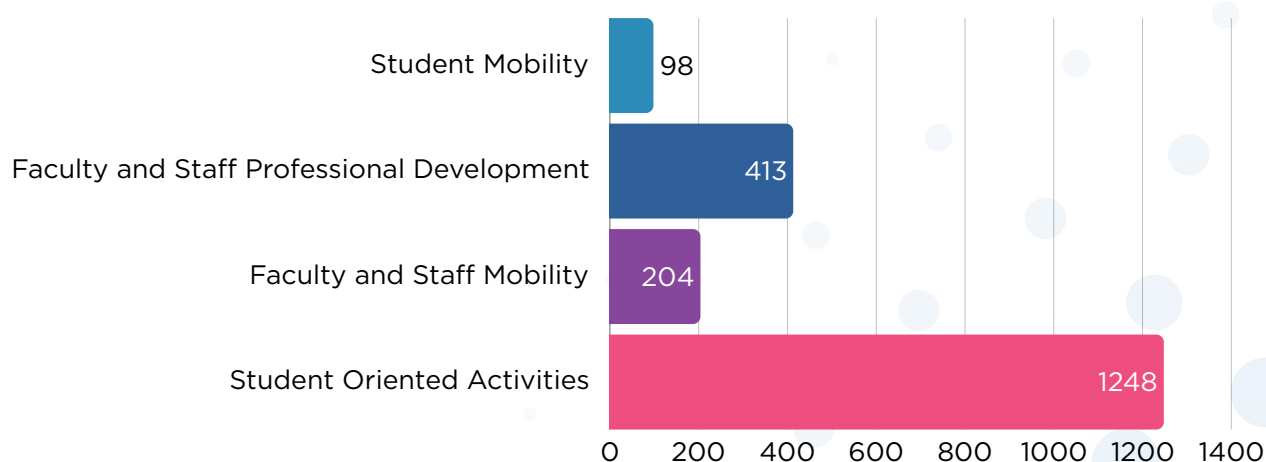
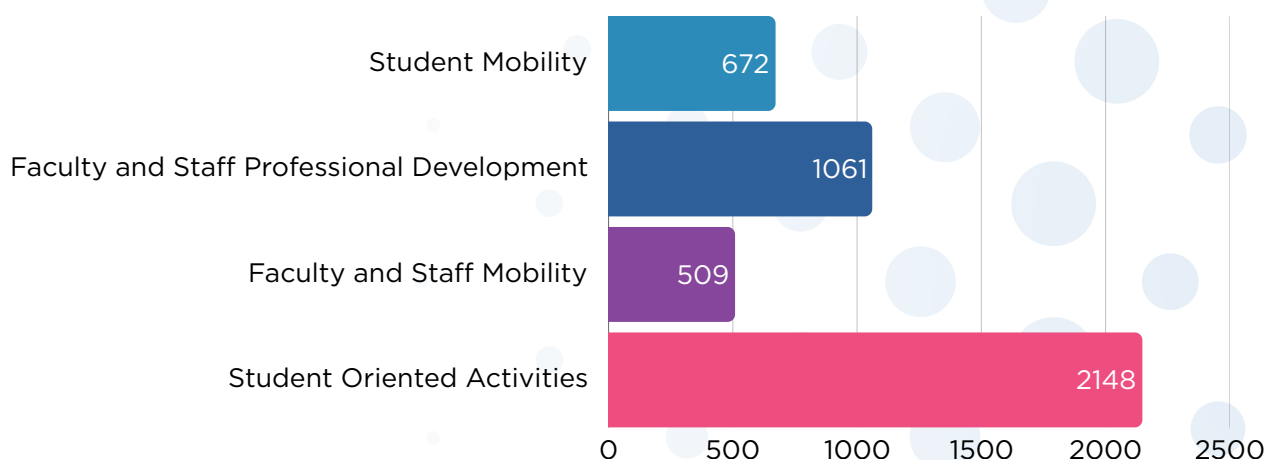
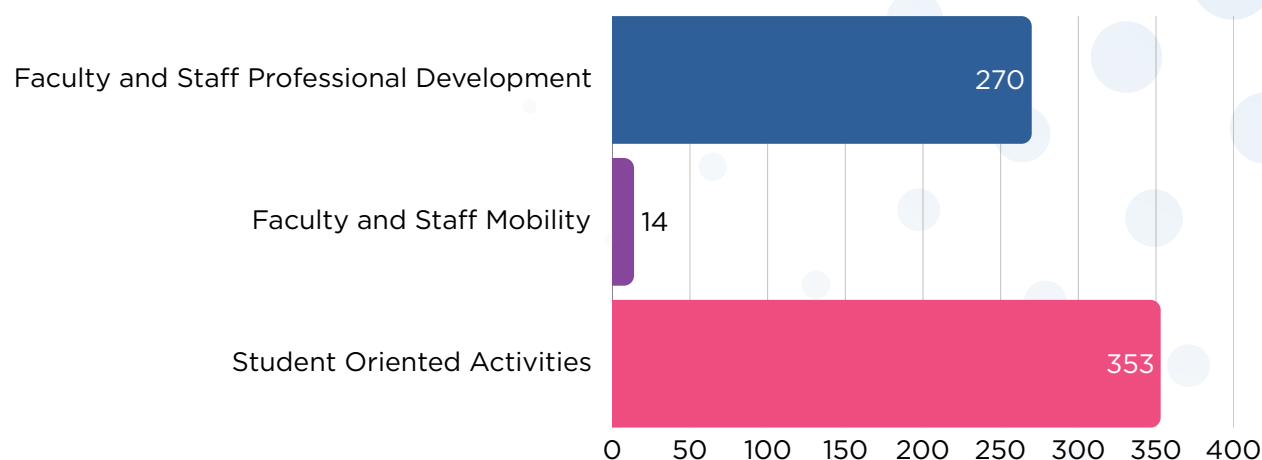
Reported Activity by Gender of Participants

Gender-disaggregated data reveals a significant predominance of female participation across all Twinning activity categories. In total, 4,390 women were recorded as participants, compared to 1,963 men. An additional 637 individuals were listed without gender data. In every reported category, the number of female participants exceeded that of male participants. The most significant gender disparity was observed in student mobility, where 87% of participants were female (672 women vs. 98 men).

Other categories with notable imbalances include:

- **Faculty and staff mobility, where 70% of participants were female (509 women vs. 204 men)**
- **Faculty and staff professional development, with 61% female participation (1,061 women vs. 413 men)**

The most balanced category was student-focused activities, where 57% of participants were female (2,148 women vs. 1,248 men). Additional details are provided in Figures 4, 5, and 6, which show gender distribution across all reported categories.

Figure 4: Distribution of male students/staff engaged in eligible activities**Figure 5: Distribution of female students/staff engaged in eligible activities.****Figure 6: Distribution of students/staff engaged in eligible activities, where gender is unrecorded**

These findings highlight the need to further explore gender dynamics in programme design, particularly with regard to encouraging male participation in mobility and development programmes.

Reported Activity Costs

As part of the data collection process, Twinned pairs were asked to report costs associated with their Twinning activities, where applicable. Financial data varied in structure and level of detail, depending on the activity type, the number of participants involved, and institutional reporting practices. Some pairs reported lump-sum figures, others detailed per-student breakdowns, while some indicated that costs were covered by internal university budgets without disclosing amounts.

A number of activities were still under development at the time of reporting and had not yet incurred or confirmed any associated costs. Out of the 798 total activities reported, 248 included financial data. The total recorded expenditure across these projects was £11,579,236.60.

Reported Costs by Activity Category

Student mobility costs

Of the 68 student mobility activities 40 recorded some form of associated costs, two were recorded as free. The total cost associated with student mobility projects across all recorded partnerships were £2,404,425.54. Costs vary greatly depending on the type of project, the costs range from £0 for virtual mobility projects to £1,706,000 for three years of student study abroad for over 200 students. Many of these costs include air travel, accommodation, visas, living allowance, some reports included the costs associated with providing free accommodation, while others listed that accommodation was provided by the university which makes a direct comparison difficult.

Student-oriented activities costs

Of the 151 associated activities, 35 mention costs involved, 54 list the project as having no direct costs due to being online. The total cost across these 35 projects was £1,052,610.45. Listed costs were associated with providing scholarships, staff costs, travel and living costs and programme development costs.

Faculty and staff mobility costs

90 faculty and staff mobility activities were recorded, of these 45 list costs and 5 list no cost (due to being online programmes). The total across these 45 projects was £856,255.57. Costs vary depending on length of mobility and number of people involved, costs were largely associated with flights, visas, accommodation and living expenses.

Faculty and staff professional development costs

Of the 125 associated activities, 10 had costs listed and 15 were recorded as free or with no associated costs. The total cost across these 10 activities was £312,000. Those who included costings listed programmes and curriculum development, staff costs and mobility costs. Activities recorded as having no cost were largely online programmes.

Research activities costs

Of the 188 research activities listed, 47 list costs and 23 activities are recorded N/A or free. The total cost across these 47 activities was £6,228,144.65. This category has the largest sums of money associated per activity due to research funding and grants, the project costs range from £400 to over £1,000,000. Activities recorded as having no cost were largely online, workshops or joint papers.

Technical and staff support

Of the 39 technical and staff support programmes recorded only 1 had costs listed, £5,000 for a capacity building staff visit. 12 were listed as having no cost associated with the programme, examples of these projects include workshops, materials access, mentorships and general collaboration.

Resources and equipment costs

97 resources and equipment activities were recorded, 61 recorded costs, 9 were recorded as having no associated costs. The total cost across these 61 activities was £391,612.97. Costs included laptops, software, generators, books, office equipment and clothing and costs ranged from £130 to £40,000, this is largely due to some projects listing individual material costs and some compiling costs, also dependent on the type of equipment. Those listed as free are donations, access given to online resources and materials that could be internally produced by the partner university.

Capacity building activity costs

Of the 40 capacity building activities recorded, 9 record associated costs, 5 list no costs and 10 mention still being in the planning phase/not costed yet. The total across the 9 costed activities was £329,187.38. Costs range from £3,000 to over £200,000 depending on the size and scope of the project. Those listed as no cost include marketing projects and training sessions.

Summary

Reported cost data from Twinning activities demonstrate the wide variation in financial scale between activity categories. While some initiatives — particularly virtual learning and mentorship schemes — required minimal investment, others, such as mobility and research, involved substantial resource commitments.

Research-related activities accounted for over half of all reported spending, underlining their strategic importance and dependency on structured external funding. Mobility programmes — both for students and staff — represented the next most financially intensive category, largely due to travel and accommodation costs.

These findings highlight the need for sustained and flexible funding mechanisms to ensure continued support for high-impact collaboration, particularly as Twinning partnerships scale up and shift from emergency assistance to strategic development.

Barriers

Participants were asked to provide information on any internal or external barriers that impacted their ability to establish or grow their Twinning partnerships. 36 partnerships shared the challenges they had faced. More than 50 internal challenges were reported. These were grouped into 10 broad categories (see Table 2). The most commonly reported issue was institutional capacity, with 13 responses highlighting a lack of academic or administrative staff and limited staff time. 10 partnerships noted insufficient financial resources, pointing to a lack of internal funding or limited access to project-based financing. 8 institutions reported infrastructure issues related to the war, such as electricity blackouts, damage to buildings, and ongoing security risks. 7 partners reported language-related difficulties, including low English proficiency, time required to translate documents, and challenges with using simultaneous interpretation.

5 responses described logistical challenges, including travel and visa problems, transportation of goods and funds, and difficulties aligning schedules. 5 partnerships also reported challenges in matching staff and project priorities across institutions. 3 reported high staff turnover, which affected continuity. 2 mentioned difficulty maintaining contact with their partner, while one noted the absence of a structured communication system. 1 partnership also noted low student engagement in the exchange activities.

Table 2: Internal barriers to Twinning projects noted by institutions

Category	Examples	Number of challenges
Institution capacity issues	Lack of staff, staff time, administration issues.	13
Insufficient financial resources	E.g. lack of internal funding, no specific funding streams.	10
Infrastructure issues	Electricity blackouts, security risks, damage to buildings.	8
Language issues	Low English proficiency, time taken for translations, cost of simultaneous translator	7
Difficulty finding activities to meet organisational priorities at both institutions	Lack of staff or activities that fully match priorities, low staff engagement.	5
Logistical challenges	Travel issues, transport of goods, difficulties synchronising schedules, difficulties transferring money.	5
Staff turnover	Issues related to frequent staff change.	3
Lack of contact from partner	Difficulty getting in contact with partner.	2
Need for structured communication channels	An absence of clearly structured framework for regular exchanges limited interaction.	1
Student engagement	Low student engagement in exchange	1



Over 45 external barriers were reported by Twinned pairs, which were grouped into 8 broad categories. The majority of challenges (20) were related to funding for projects, particularly the lack of external funding calls which would have allowed more projects to develop and grow. Security and infrastructure issues were mentioned 8 times including safety concerns, inability to work in some areas and internet problems. Logistical challenges were also mentioned 8 times, including paperwork issues, bank sanctions meaning funds could not easily be transferred and delivery problems. 4 issues related to immigration barriers were mentioned including difficulties in obtaining visas and the fact that men were not allowed to leave Ukraine early in the war meant engagement in exchange was not as high as desired. 2 partners highlighted low student and staff engagement and high dropouts from programmes due to external circumstances. Some barriers mentioned by one partnership were: projects related to sensitive government information caused difficulties working with a foreign partner; a lack of opportunities to promote twinning projects to wider audiences; and differences in medical and education standards as well as professional licencing between countries.

Table 3: External barriers to Twinning projects noted by institutions

Category	Examples	Number of challenges
Funding issues	Lack of funding, uncertainty around funding, lack of external funding calls	20
Security and infrastructure issues	Security, safety, infrastructure difficulties, instability, inability to work in some areas	8
Logistical challenges	Confusion or delays caused by paperwork issues, bank sanctions, delivery issues	8
Immigration barriers	Issues with student/staff visas, men not allowed to leave Ukraine early in Twinning	4
Engagement issues	Low student/staff engagement, high dropouts due to external circumstances	2
Project sensitivity issues	Project contains sensitive information making foreign collaboration difficult	1
Lack of media for promotion	Lack of media opportunities to promote projects	1
Difference in quality standards	Differences in medical and education standards and professional licensing between countries	1

Communication

As part of the reporting process, Twinned pairs were asked to provide links to any public-facing communications related to their partnership or Twinning activities. This could include announcements, news stories, social media posts, event pages, or institutional updates.

39 partnerships submitted links to approximately **350 communications materials**. These ranged from social media posts and press releases to dedicated partnership web pages, articles in national and university-level media, video reports, and conference presentations.

Given the strategic importance of visibility, public recognition, and stakeholder engagement, these materials provide valuable insights into how Twinning has been presented and understood by broader audiences — both in the UK and Ukraine.

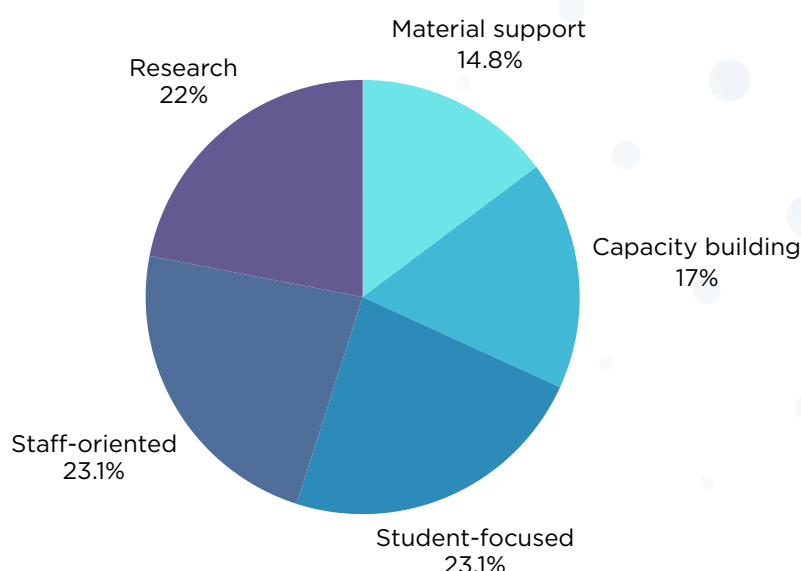


ANALYSIS OF LONG-TERM COOPERATION PLANS

This section provides a list of suggested activities to pursue following the official completion of a 3-year Twinning Initiative's framework as the next steps to support sustainable long-term cooperation between the twinned universities. It is offered to explore funding opportunities to support the activities listed below in the form of focused projects that will help universities to sustain their cooperation and will further invest in the internationalisation of higher education in Ukraine, will boost capacity of Ukrainian higher education sector, will serve the purposes of rebuilding according to the rebuilding priorities of Ukraine. The activities are derived from the existing long-term cooperation plans agreed between the twinned pairs as well as insights gathered through extensive consultations with various higher education stakeholders in Ukraine.

To ensure clarity and effective communication, all activities have been organised into broader categories. This categorisation aims to enhance understanding and provides a clear structure for presenting the Initiative's future vision on the prospect projects. It should be noted that long-term cooperation plans include other categories of activities, however, those represented in the document are the ones that are common for most of the plans between twinned universities.

Percentage by category



Plans' duration

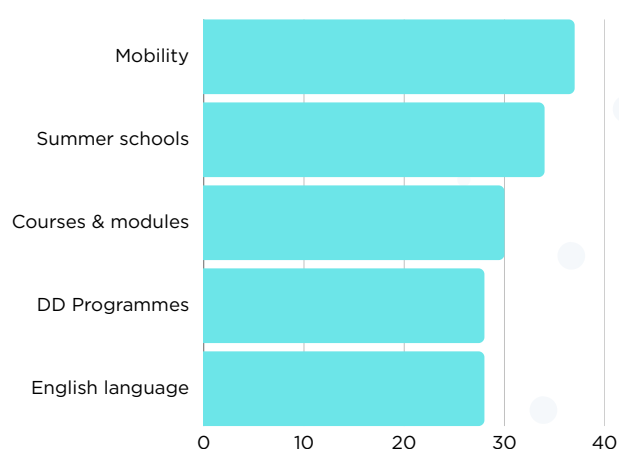
1 y	2%
2 y	28%
3 y	23%
4 y	18%
5 y	11%
NM	18%



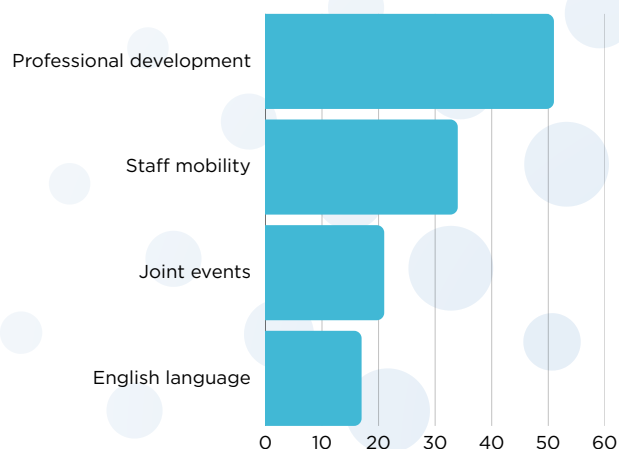
BRIEF OVERVIEW

This section outlines 62 long-term cooperation plans developed within the Twinning framework. All analysed plans include activities in at least two categories, reflecting a comprehensive and sustained approach to institutional partnership and capacity building.

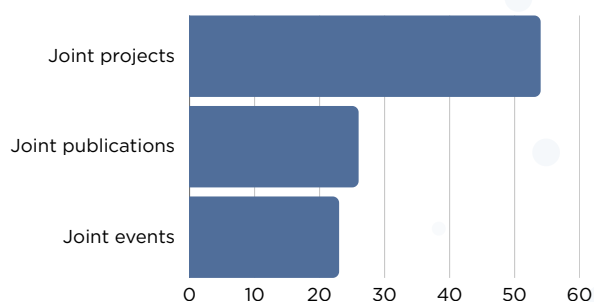
Student-oriented activities



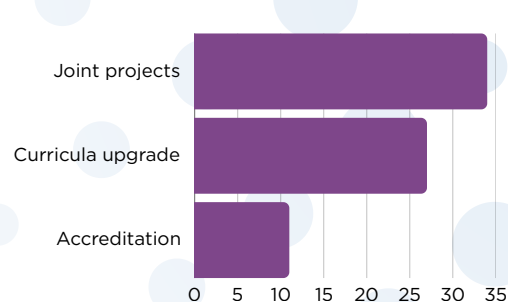
Staff-oriented activities



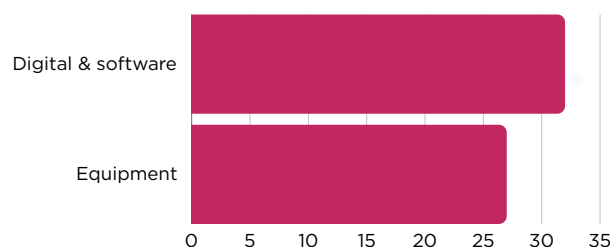
Research activities



Capacity building activities



Material support



PROPOSED ACTIVITIES

This section outlines a proposed list of key activities designed to strengthen and sustain collaboration within Twinning projects. Focusing on targeted areas, these activities aim to promote long-term partnerships, enhance capacity building, and ensure effective cooperation between institutions involved in Twinning initiatives.

Categories breakdown:

Student-focused activities

- Dual degree programmes
- Summer schools
- Joint PhDs

Faculty and staff-oriented activities

- Pedagogical Development Workshops
- Knowledge sharing in online education
 - Development of online programmes
 - Best practices in selling online programmes/courses (e.g. microcredentials)
- Leadership development: Women leadership in academia
 - Entrepreneurship accelerator for women
- Mental health training for staff

Capacity building activities

- Internationalisation
 - Training on development of internationalisation strategies
- Curriculum development/review of curriculum according to best international standards
- Development of improved policies and practices relating to research integrity, ethical practice, equality, diversity and inclusion

Research

- Development of joint research projects

Infrastructure & digital systems support

- Development of digital learning environments (e.g. LMS and BMS platforms)
- Support for online learning delivery (staff training and implementation)
- Provision of equipment (e.g. laptops, servers, scientific equipment) — including previously used devices.

TWINNING RECOGNITION

Since its launch, the Twinning Initiative has received growing recognition across the academic, policy, and international development communities. It has been highlighted in key reports, featured in international forums, and acknowledged through awards and mentions that reflect its impact and innovative approach. This recognition underscores the value of collective action and the importance of global solidarity in times of crisis.

Winner of the PIEoneer Marketing Campaign of the Year Award (2023)



#TwinForHope campaign, delivered by **Cormack Consultancy Group** in partnership with **Universities UK International** and **Waterfall, UK**, was awarded the PIEoneer Marketing Campaign of the Year Award 2023 for effectively raising awareness of the Twinning Initiative. The campaign inspired new partnerships, attracted funding, and positively shaped public perception of international academic solidarity in response to the war in Ukraine. The award was presented at the PIEoneer Awards ceremony in London, recognising the campaign's significant impact across the global education sector.

Twining Highlighted in UUKi's Independent Evaluation Report (2023)

The Twinning Initiative was prominently featured in **Responding to International Humanitarian Crises: Lessons from the UK Higher Education**



Sector Response to the Invasion of Ukraine, an independent evaluation commissioned by **Universities UK International** and conducted by **Halpin Partnership**. The report recognised Twinning as a unique, coordinated response to a humanitarian crisis, with Cormack Consultancy Group acknowledged for its pivotal role in leading and sustaining the initiative. The evaluation highlighted the strength of collective action within the UK higher education sector during times of crisis.

PIEoneer Progressive Education Delivery Award (2024)

Cormack Consultancy Group, jointly with **Mosaik Education**, received Progressive Education Delivery Award 2024 from The PIEoneer Awards for the Twinning Dual Degree Project. The initiative was recognised for student mobility challenges, prevents brain drain and preserves the quality of Ukraine's higher education in the face of war. The initiative is a cost-effective model of supporting students to remain and contribute to rebuilding the nation, a blueprint for responding for future crises.

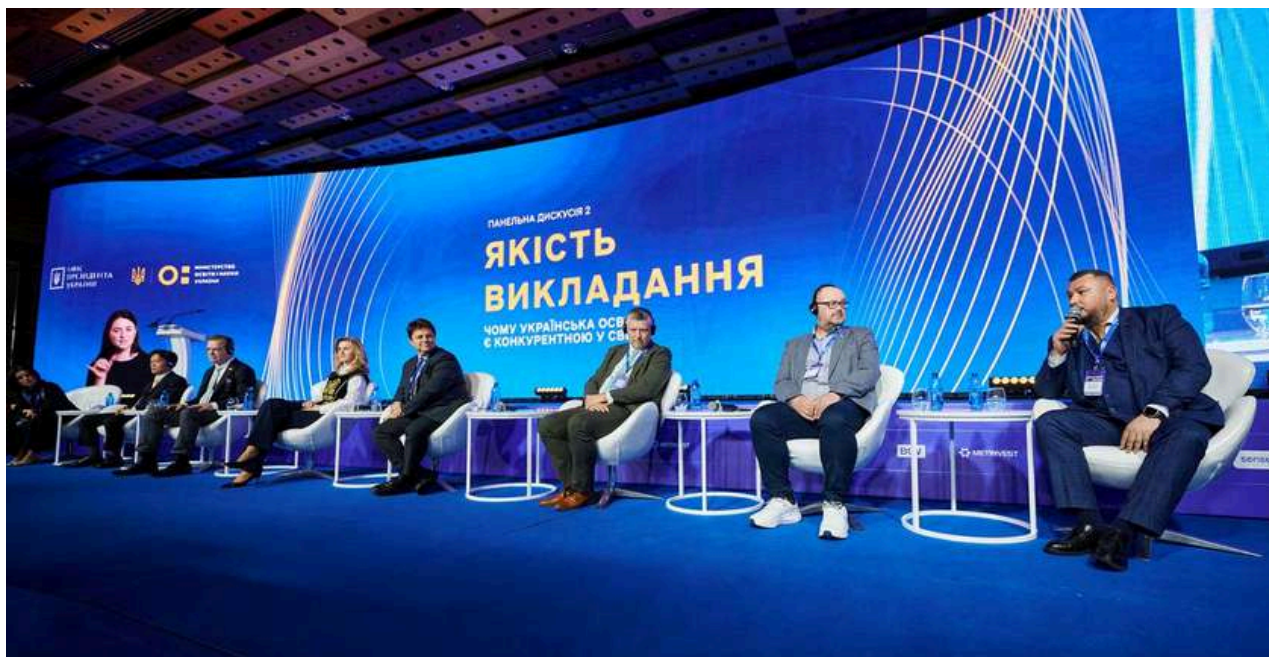


Higher Education Partnerships in Conflict-Affected Regions Report – British Council (2025)

The Twinning Initiative was featured as one of seven international case studies in the **British Council's Higher Education Partnerships in Conflict-Affected Regions** report. The study highlighted Twinning as a leading example of how structured, long-term, institution-to-institution collaboration can support higher education systems in times of crisis. It was recognised for its role in preserving the integrity of Ukrainian universities, mitigating the effects of brain drain, and maintaining access to quality education despite ongoing conflict. The initiative was also noted for promoting inclusive academic partnerships and contributing to the resilience and future recovery of Ukraine's higher education sector.

CONCLUSION AND RECOMMENDATIONS

The Twinning Initiative has demonstrated remarkable resilience, adaptability, and impact since its establishment in response to Russia's full-scale invasion of Ukraine in 2022.



Charles Cormack at the Education of the New Ukraine conference in Kyiv, Ukraine – May 2025

Over the past three years, partnerships between Ukrainian and international universities, particularly those from the UK, have significantly expanded, delivering nearly 800 distinct activities across key areas such as research collaboration, student and staff mobility, professional development, and infrastructure support. The active involvement of nearly 7,000 students and staff underscores the extensive reach and critical importance of the initiative, while the substantial financial commitments exceeding £70 million highlight the dedication of international and domestic partners.

Despite these notable achievements, ongoing challenges remain, especially related to sustainable funding, infrastructure limitations, and logistical and administrative barriers. The Twinning Initiative has demonstrated remarkable resilience, adaptability, and impact since its establishment in response to Russia's full-scale invasion of Ukraine in 2022.

Key Lessons and Strategic Principles

The experience of the Twinning Initiative strongly reinforces the importance of the following principles for future international academic cooperation in crisis and recovery contexts:

1. Sustained partnership and effective coordination. Future initiatives should replicate this collaborative approach, combining coordination led from both within the affected country and externally. This dual-track model enables stronger mutual understanding, more agile decision-making, and the most effective deployment of resources across institutions.

2. Supportive policy environment. Ongoing engagement with policymakers and regulatory bodies is essential to streamline administrative and visa procedures. Reducing such barriers improves the efficiency of international cooperation and enables more timely responses in crisis situations.

3. Strategic and transparent financing. Clear and accountable mechanisms for distributing funding and monitoring its impact are essential to ensure the continuity and scalability of university partnerships in crisis settings. The Twinning experience highlighted the importance of flexible, needs-based financing structures that respond to both emergency and long-term development goals — from supporting displaced universities and purchasing generators, to launching joint degree programmes and funding collaborative research.

Building on this success, future initiatives should continue to apply transparent allocation criteria, align with national recovery priorities, and secure sustained multi-year commitments.



Second International Twinning conference in Warsaw, Poland – June 4-5, 2024

Factors Supporting, Enabling, or Inhibiting Responses

An independent review conducted by Halpin Partnership and Universities UK International in 2024 analysed the operational and contextual factors that shaped the effectiveness of the Twinning Initiative. These findings deepen our understanding of how the programme was implemented in practice, and which elements contributed to or constrained its success.

1. Human Resources and Leadership

Rapid mobilisation of academic and administrative staff in both Ukrainian and UK institutions was a key enabler. Despite personal and institutional disruption, partners showed exceptional commitment, adaptability, and trust-based collaboration, which proved crucial in navigating uncertainty.

2. Policy and Governance Environment

Engagement from national authorities provided legitimacy and momentum, but slow policy responses — particularly around male staff travel and recognition of joint academic programmes — posed barriers. Intermediary bodies such as UUKi and CCG helped navigate regulatory complexity and mitigate risk.

3. Financial Support and Flexibility

Early-stage funding from donors such as FCDO and private donors enabled rapid action. However, the lack of predictable, multi-year funding and complex reporting requirements made it difficult to plan for long-term impact or manage administrative burden efficiently.

4. Digital Infrastructure and Technology

While vital equipment was delivered by partners, many institutions still lacked core infrastructure, shared platforms, or the technical capacity to sustain digital collaboration. UK institutions also faced internal cybersecurity restrictions limiting digital access for Ukrainian partners.

5. Local and Contextual Realities

Proximity to conflict, displacement, and institutional type shaped engagement capacity. Successful partnerships tailored their activities to local conditions and maintained flexible, responsive planning.

Source: Halpin Partnership & Universities UK International (2024). Independent Review of the UK-Ukraine Twinning Initiative, pp. 22-29. (Unpublished report, available upon request.)



Twinning and the Higher Education Humanitarian Framework

The Twinning Initiative reflects many of the principles outlined in the Higher Education in Emergencies: Humanitarian Framework (Inter-agency Network for Education in Emergencies, 2023), which provides a structured approach for engaging higher education in humanitarian contexts. The Framework is built around four pillars:

- **Access, Continuity and Equity** – enabling displaced and crisis-affected students to continue their education;
- **Protection and Wellbeing** – ensuring physical and psychosocial safety for students and staff;
- **System Strengthening and Recovery** – investing in institutional resilience through infrastructure, digital systems, and academic capacity;
- **Alignment and Coordination** – promoting collaboration between governments, donors, and academic institutions.

Twinning's coordinated, multi-partner model and its support for digitalisation, continuity of learning, and institutional recovery align directly with this Framework. Recognising this alignment helps to position Twinning as not only a bilateral academic partnership mechanism, but also a model for strategic humanitarian engagement through higher education.

Source: Inter-agency Network for Education in Emergencies (INEE). Higher Education in Emergencies: Humanitarian Framework, 2023. Available at: <https://inee.org/resources/higher-education-emergencies-humanitarian-framework>

RECOMMENDATIONS FOR DONORS AND STAKEHOLDERS:

1. Sustain and Expand Funding Opportunities

- **Establish multi-year funding schemes** to provide stable and predictable resources, prioritising high-impact areas such as capacity building, dual-degree programmes, research collaborations, and mobility initiatives.
- **Prioritise funding calls** specifically designed to support the recovery and resilience-building of Ukraine's higher education sector.

2. Invest in Capacity Building and Infrastructure Support

- **Enhance institutional capacities** through targeted training and professional development programmes for administrative and academic staff, emphasizing project management skills and international collaboration capabilities.
- **Support infrastructure restoration efforts**, focusing on both digital and physical facilities, to ensure continuous educational and research activities.

3. Strengthen Language and Communication Support

- **Provide funding for comprehensive English language proficiency programmes** and translation services to remove language barriers, thereby improving international collaboration and partnership effectiveness.

The Twinning Initiative exemplifies powerful international solidarity and effective academic cooperation during times of crisis. Continued strategic investment in line with these recommendations will ensure the initiative's long-term sustainability, scalability, and positive impact.

UK-UKRAINE TWINNING PARTNERSHIP DIRECTORY

Below is a complete list of 105 institutional partnerships established through the UK-Ukraine Twinning Initiative, bringing together universities from across both countries in shared efforts to support academic cooperation, resilience, and long-term collaboration.

- Alfred Nobel University and Coventry University
- Bila Tserkva National Agrarian University and Scotland's Rural College
- Bohdan Khmelnytsky National University of Cherkasy and University of Greenwich
- Borys Grinchenko Kyiv University and Queen's University Belfast
- Bukovinian State Medical University and University of Leeds Medical School
- Central Ukrainian National Technical University and Universidad Nacional de Córdoba
- Cherkasy State Technological University and University of East London
- Chernihiv Polytechnic National University and Wrexham Glyndwr University
- Danylo Halytsky Lviv National Medical University and University of Glasgow
- Dnipro Humanitarian University and St Mary's University
- Dnipro State Agrarian and Economic University and University of Guelph
- Dnipro State Medical University and University of Dundee
- Dnipro State University of Internal Affairs and Northumbria University
- Drohobych Ivan Franko State Pedagogical University and Bishop Grosseteste University
- Flight Academy of National Aviation University and Cranfield University
- H.S. Skovoroda Kharkiv National Pedagogical University and Cardiff Metropolitan University
- Horlivka Institute for Foreign Languages of State Higher Education Institution Donbas State Pedagogical University and Open University
- Hryhorii Skovoroda University in Pereiaslav and Liverpool Hope University
- Institute of Molecular Biology and Genetics of the National Academy of Sciences of Ukraine and Open University
- International University of Economics and Humanities Stepan Demianchuk and Bath Spa University
- Ivan Franko National University of Lviv and University of Birmingham
- Ivan Horbachevsky Ternopil National Medical University and University of Manchester
- Ivano-Frankivsk National Medical University and St George's, University of London
- Ivano-Frankivsk National Technical University of Oil and Gas and London South Bank University
- Kharkiv National Medical University and University of Cambridge
- Kharkiv National University of Radio Electronics and University of Warwick
- Kharkiv State Academy of Physical Culture and University of South Wales
- Kherson State Maritime Academy and University of Plymouth
- Kherson State University and University of Kent
- Khmelnytskyi National University and Staffordshire University
- King Danylo University and University of Exeter



- [Kremenchuk Mykhailo Ostrohradskyi National University](#) and University of Leicester
- [Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy](#) and University of Worcester
- [Kyiv National Economic University](#) and University of Leeds
- [Kyiv National University of Construction and Architecture](#) and Coventry University
- [Kyiv National University of Technologies and Design](#) and La Trobe University
- [Kyiv National University of Technologies and Design](#) and Sheffield Hallam University
- [Lesya Ukrainka Volyn National University](#) and Anglia Ruskin University
- [Luhansk Taras Shevchenko National University](#) and University of Bath
- [Lutsk National Technical University](#) and Edinburgh Napier University
- [Lviv National Academy of Arts](#) and The Glasgow School of Arts
- [Lviv Polytechnic National University](#) and Nottingham Trent University
- [Mariupol State University](#) and University of Hull
- [Mykhailo Boichuk Kyiv State Academy of Decorative and Applied Arts and Design](#) and University of Richmond
- [National Academy of Fine Arts and Architecture](#) and University of the Arts London
- [National Aerospace University "Kharkiv Aviation Institute"](#) and University of Bristol
- [National Technical University "Dnipro University of Technology"](#) and Lancaster University
- [National Technical University "Kharkiv Polytechnic Institute"](#) and University of Derby
- [National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"](#) and University of Sheffield
- [National University "Yuri Kondratyuk Poltava Polytechnic"](#) and London Metropolitan University
- [National University "Zaporizhzhia Polytechnic"](#) and Cardiff University
- [National University of Kyiv-Mohyla Academy](#) and University of Glasgow
- [National University of Life and Environmental Sciences of Ukraine](#) and University of Reading
- [National University of Ostroh Academy](#) and University of St Andrews
- [National University of Pharmacy](#) and Universitet Karlova
- [National University of Shipbuilding](#) and Solent University
- [National University of Water and Environmental Engineering](#) and Newcastle University
- [Nizhyn Mykola Gogol State University](#) and University of Wolverhampton
- [O. M. Beketov National University of Urban Economy in Kharkiv](#) and Florida State University
- [O. M. Beketov National University of Urban Economy in Kharkiv](#) and Loughborough University
- [O. M. Beketov National University of Urban Economy in Kharkiv](#) and Technological University of Shannon
- [Odesa I. I. Mechnikov National University](#) and Loughborough University
- [Odesa I. I. Mechnikov National University](#) and St. John's University
- [Odesa I. I. Mechnikov National University](#) and Stirling University
- [Odesa National Medical University](#) and Queen Mary University of London, Medical School
- [Odesa National University of Technology](#) and Harper Adams University
- [Odessa National Economic University](#) and Aberystwyth University
- [Odesa Polytechnic National University](#) and University of Portsmouth
- [Oles Honchar Dnipro National University](#) and University of Sussex
- [Open International University for Human Development](#) and Canterbury Christ Church University

- Petro Mohyla Black Sea National University and Swansea University
- Poltava State Agrarian University and University of Leicester
- Poltava State Medical University and University of Glasgow
- Poltava V. G. Korolenko National Pedagogical University and Queen Margaret University
- Shupyk National Healthcare University of Ukraine and Queen's University Belfast (Medical School)
- Simon Kuznets Kharkiv National University of Economics and Abertay University
- State Tax University of the Ministry of Finance of Ukraine and Glasgow Caledonian University
- State University "Kyiv Aviation Institute" and Heriot-Watt University
- State University "Uzhhorod National University" and University of Central Lancashire
- State University of Infrastructure and Technologies and University of Plymouth
- State University of Trade and Economics and Riga School of Economics
- State University of Trade and Economics and University of Salford
- Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies of Lviv and Royal Veterinary College
- Sumy National Agrarian University and Royal Agricultural University
- Sumy State University and University of Liverpool
- Taras Shevchenko National University "Chernihiv Colehium" and University of Bristol
- Taras Shevchenko National University of Kyiv and University of Edinburgh
- Taras Shevchenko National University of Kyiv and University of Maryland
- Ternopil Ivan Puluj National Technical University and Atlantic Technological University
- Ternopil Volodymyr Hnatiuk National Pedagogical University and University of Worcester
- Ukrainian Catholic University and University of Nottingham
- Ukrainian National Forestry University and University of the Highlands and Islands
- Ukrainian State University of Railway Transport and University of the West of Scotland
- Ukrainian-American Concordia University and University of Richmond
- University of Customs and Finance and University of Hertfordshire
- V. N. Karazin Kharkiv National University and University of York
- Vasyl Stefanyk Precarpathian National University and University of East Anglia
- Vasyl' Stus Donetsk National University and City University London
- Volodymyr Dahl East Ukrainian National University and Royal Holloway, University of London
- West Ukrainian National University and De Montfort University
- Yaroslav Mudryi National Law University and Edge Hill University
- Yuriy Fedkovych Chernivtsi National University and University of Lincoln
- Zaporizhzhia National University and Durham University
- Zaporizhzhia State Medical University and Cardiff University
- Zhytomyr Ivan Franko State University and University of Winchester

TWINNING CORE TEAM

The Twinning Initiative has been implemented and supported by a core team responsible for coordination, communication, and overall management. Over the past three years, the team has worked to ensure the smooth running of activities and the strengthening of partnerships between institutions involved in the programme.



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Director of the Ukraine Twinning project at Cormack Consultancy Group



Oksana Vavrenchuk

Assistant Director of the Twinning project at Cormack Consultancy Group



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Twinning Assistant Manager at Cormack Consultancy Group



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We would like to thank everyone who contributed to the Twinning Initiative – partner universities, institutions, and individuals. Your involvement and cooperation have been essential to sustaining and developing this collaborative effort over the past three years.



Except for the core team directly managing the initiative, the wider **Cormack Consultancy Group team** has played a vital role in supporting Twinning's development and impact. From its inception, launched by Charles Cormack, the initiative has benefited from CCG's strategic guidance, operational capacity, and ongoing commitment to fostering international academic collaboration. Their continued involvement has been instrumental in driving the programme forward.



Charles Cormack

Founder and Chairman at
Cormack Consultancy Group



Dr. Aziz Boussofiane

Director at Cormack Consultancy
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Gintaras Steponavicius

Director CEE+ at Cormack
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Dr. Anzhela Stashchak

Director for Projects at
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Phill Gray

Director for Partners at Cormack
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Dr. Elena Bozdog

Club Orizont Director at
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Daria Shliakhova – Executive Assistant to Chairman at CCG

Mark Edwards – Regional Director Australasia at CCG

Emily Cormack – Partner Support Specialist at CCG

Priyanka Kalapahad – Partner Manager India at CCG

John Bunter – Associate Director India at CCG

Dr. Barbara McCrory – Associate Director at CCG

Diana Brad – Operations Director at CCG

Dr. Ligia Andrei – Senior Client Manager at CCG



CORMACK
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TWINNING
SUPPORTING UKRAINIAN UNIVERSITIES

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Roger Horam – EU Funding Expert at CCG

Maryna Bilonozhko – EU Project Assistant at CCG

Bora Dimitrov – Director of Engagement and Growth US at CCG

Emily Dorso – Assistant Director at CCG

Katie Cormack – Head of Research at CCG

Madalina Bothazan – Schedule Manager at CCG

Lorena Naftanaila – Schedule Manager at CCG

Dr Blanca Torres-Olave – Director of Research at CCG

Kevin Spensley – Director USA at CCG

Karen Biazzo – Meeting Summariser at CCG

We are deeply grateful to all those who have contributed their time, energy, and dedication to the Twinning Initiative. From those working behind the scenes to those leading key efforts, each person has played a meaningful role in shaping this collaborative journey. Your commitment, resilience, and shared sense of purpose have made this work not only possible, but impactful. **Thank you for being part of this effort!**



First International Twinning conference, Lviv, Ukraine – June 2023

PARTNERS AND SUPPORTERS

The success and sustainability of the Twinning Initiative have been made possible through the invaluable support of a broad network of partners. These include governmental bodies, universities, international organisations, academic associations, foundations, and NGOs that have contributed expertise, funding, strategic guidance and many more.





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We are deeply grateful for the commitment, generosity, and solidarity shown by all our partners. Your support has played a vital role in strengthening Ukrainian higher education during an exceptionally challenging time.

Thank you for standing with Ukraine!



CONTACTS

We invite academic institutions, policy organisations, donors, and individuals to join us in supporting the renewal and resilience of Ukrainian higher education through the Twinning Initiative. Whether you are looking to explore partnership opportunities, contribute resources, or collaborate on meaningful projects, we welcome your engagement. Our team is ready to connect and work together towards lasting impact.

Stay informed about our latest updates, stories, and developments by visiting our platforms or contacting us directly by email ukraine@consultcormack.com or other platforms:



Second International Twinning conference in Warsaw, Poland – June 4-5, 2024

