

Twinning Satisfaction Survey (TSS) Y2

Findings and Recommendations

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Summary

This report provides an overview of findings from the Twinning Satisfaction Survey (TSS) for Year 2.

Overall, survey participants reported high satisfaction with their Twin institution and CCG's management of the Twinning Initiative. Namely, the findings show that the vast majority of respondents (85%) expressed satisfaction with the developments of their Twinning partnerships and nearly 90% reported contentment with communication with their Twins. The qualitative responses provided a detailed insight into the barriers to collaboration that respondents are facing with their Twin institutions. As the Twinning Initiative matures during the second year of implementation, the main obstacles include communication breakdowns, insufficient resources (including funding and staffing), logistics, and administrative/ organisational barriers. Recommendations for improving Twinning practice fall into three main categories: 1) Technical, which involves changes to day-to-day Twinning management practices; 2) Programmatic, which involves suggestions to incorporate services, types of events, or types of collaboration as part of the Twinning Initiative; and 3) System-wide or forward-looking projects to strengthen Twinning or rebuild Ukraine after the war, which require significant involvement from external stakeholders to be accomplished.

In the following section, we outline the data collection procedures used in the survey, followed by a presentation of the main findings and recommendations for improving Twinning.

Method

The survey was structured into two main sections:

In **Section 1**, respondents were presented with two Likert scale questions (very satisfied, satisfied, somewhat satisfied, dissatisfied) to gauge their satisfaction levels with overall Twinning developments and communication with their Twin partner. Then, a multiple-choice question asked if the respondent's institution had team members specifically allocated to work with the Twinning Initiative at the time of the survey. This was followed by two multiple-choice questions and one open-ended question concerning the perceived barriers to Twin-Twin cooperation. Respondents whose institution had more than one Twin were prompted to indicate this and complete an additional set of Section 1 questions for up to two additional Twins.

Section 2 focused on the respondents' perceptions of Cormack Consultancy Group's (CCG) management of the Twinning Initiative. It began with a Likert scale question (very satisfied, satisfied, neutral, and dissatisfied), allowing respondents to express their overall satisfaction with CCG's facilitation process. Following this, a four-item question matrix with a four-point Likert scale (satisfied, neutral, dissatisfied, and N/A if the participant was not personally involved in one or more stages) prompted respondents to report their level of satisfaction with various aspects of the Twinning process. Additionally, an open-ended question allowed respondents to include additional comments or recommendations on improving Twinning. Subsequently, a multiple-choice item asked respondents to indicate the country where their institution is located. Finally, respondents were asked to indicate whether they were the primary Twinning contact for their institution at the time of the survey.

The survey was prepared using Microsoft Forms, a web-based form builder in the Microsoft suite of products. This format was chosen due to its user-friendly nature (including the option to be completed on a computer, cell phone, or tablet), ability to collect anonymous submissions, branching logic features, and capacity to collect data from respondents who do not have a Microsoft account.

The survey was accessible to respondents from 30 January 2024 through 27 February 2024. Initially, the invitation and survey link were shared with all Twinning representatives on 30 January. Subsequently, two rounds of follow-up emails were sent to encourage the Twinning representatives to participate: one on 19 February, and another on 21 February.

Response Rate and Final Sample

Twinning representatives were eligible to participate if their institution had been twinned at the time of the survey distribution phase.

The response rate is calculated as the total number of responding individuals divided by the total number of eligible individuals. A total of 72 responses were received as of 27 February 2024, out of an estimated 202 total Twinned institutions at the time of the survey, translating to a 35.6% response rate.

- Of those who completed the survey, 52 respondents (72%) were from Ukraine, and 20 were from the UK (28%).
- For the total sample, 75% of respondents reported that their institution has staff members specifically allocated to work with the Twinning Initiative, with 82% of respondents identifying themselves as the primary Twinning contact for their institution.
- Four of the respondents entered responses related to a second Twin¹. Unless otherwise noted, this report focuses on the relationship between a respondent's institution and Twin 1.

Findings

In the following sections, we present the findings of the survey. Section 1 details the findings related to respondents' perception of the relationship with their Twins and explores the barriers to cooperation. Section 2 outlines the findings related to respondents' satisfaction with CCG's management of the Twinning Initiative and addresses recommendations for improvement.

1. Perception of Twin-Twin Relationship and Barriers to Cooperation

The main objective of this section was to evaluate the perceptions of Twinning institutional representatives regarding their relationship with their Twin institution(s) and to uncover any barriers to cooperation encountered by the respondents at the time of the survey.

Respondents were first asked to use a 4-point Likert scale (very satisfied, satisfied, somewhat satisfied, and dissatisfied) to indicate their overall level of satisfaction with:

- a) Developments within their Twinning partnership, and
- b) Communication with their Twin partner.

In general, the findings suggest a notably high level of satisfaction with the Twinning partnerships. The vast majority of respondents (85%) expressed satisfaction with the developments of their Twinning partnerships (see Figure 1), while nearly 90% reported contentment with communication with their Twins (see Figure 2).

¹ Four respondents indicated that their institution had a second Twin. None of the respondents expressed dissatisfaction with their second Twinning partnership. Among them, two reported no breakdown in communication, while the other two mentioned experiencing communication issues either in the past or currently. None of the respondents reported having three Twins.

Figure 1: Respondents' satisfaction with overall Twinning developments (Twin 1).

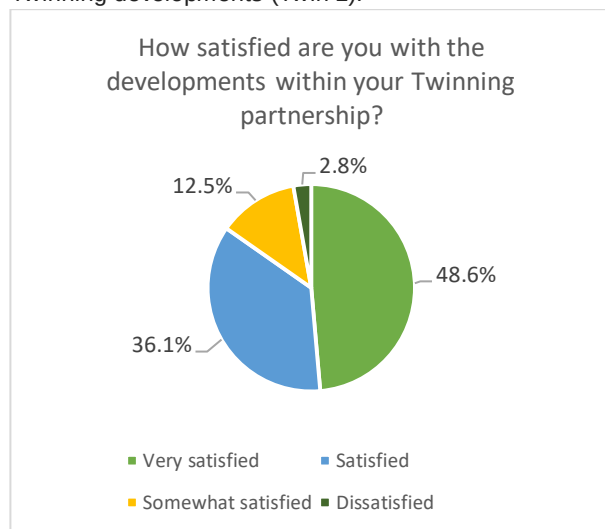
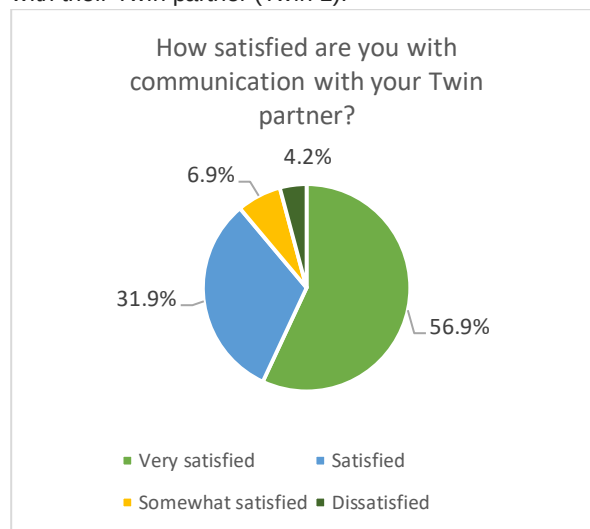


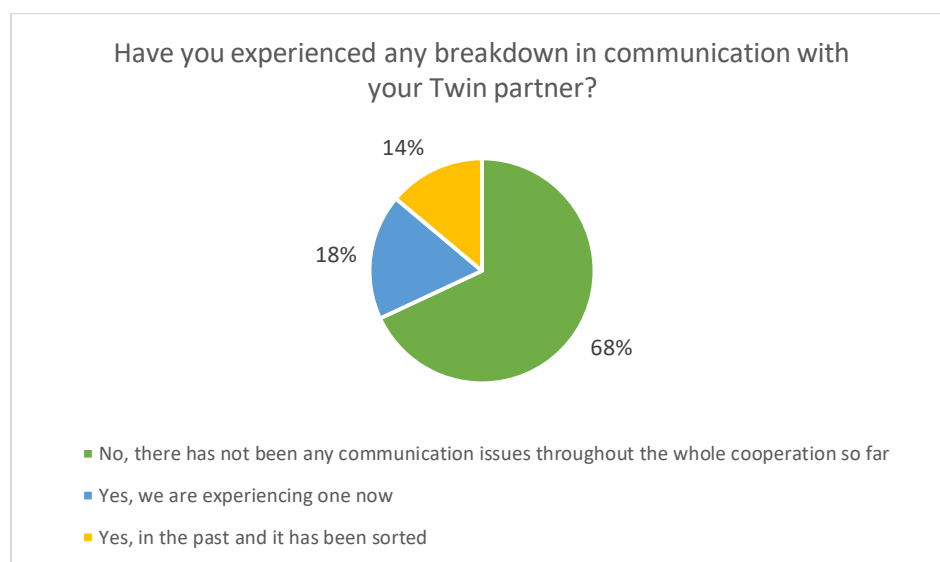
Figure 2: Respondents' satisfaction with communication with their Twin partner (Twin 1).



The survey then turned to exploring barriers to Twinning cooperation. Following the findings of the last TSS report, which underscored the importance of communication in the Twinning implementation process, this time we set out to understand whether the survey respondents have experienced any breakdown in communication with their Twin partner.

Most respondents (68%) noted that they have not experienced any communication issues so far. Significantly, however, a third reported either having had issues in the past (14%) or experiencing them now (18%) (see Figure 3).

Figure 3: Respondents' experience of breakdown in communication with their Twin partner (Twin 1).



Furthermore, the survey inquired whether the respondents had experienced any additional barriers during their cooperation, with 81% noting no further issues. The qualitative findings shed light on the obstacles to cooperation expressed by the remaining 19% of respondents, as detailed in Table 1. It is noteworthy that six respondents reported experiencing communication issues both in the past and at the time of the survey, while also elaborating on additional barriers in the open-ended section of the survey.

15 respondents shared comments on additional barriers to cooperation. Given the small sample size and overlapping categories, a quantitative illustration of perceived barriers was considered inappropriate. However, a thematic analysis of the open-ended responses revealed several key emerging themes:

- Logistical and implementation barriers (L)
- Resource barriers (e.g., funding, staff capacity) (R)
- Administrative and organisational barriers (A)
- Bureaucratic barriers (B)
- War-related barriers (W)
- Challenges building engagement between academics (E)

Before proceeding with the breakdown of the findings, it is essential to delineate the nuanced differences between logistical, administrative, and bureaucratic barriers. Logistical obstacles primarily pertain to the practical aspects of partnership coordination and implementation. Administrative barriers revolve around issues related to institutional procedures, while bureaucratic challenges encompass a broader scope, often associated with rigid structural and legislative regulations. For the purposes of this report, these barriers are categorised into different themes due to the varying levels of management they address.

Table 1: Additional Barriers to Twinning Collaboration and Corresponding Themes.

Country	Response	L	R	A	B	W	E
Ukraine	"We can't solve the issue of transporting some equipment collected by our partner in the Republic of Ireland for us" ²						
	"We would like to develop our participation in the Twinning Initiative, but unfortunately due to some administrative issues of our twin-partner (merger of two universities) the partnership remains unclear"						
	"We couldn't implement student mobility with our twin institution"						
	"At the beginning of cooperation our twinning partner was not entirely prepared in terms of regulating the necessary requirements for admitting our students for mobility. This led to significant delays with the start of the program and unnecessary expenses beared by students accordingly"						
	"Difficulties with organizing visits to a partner university for male university representatives: - under scholarship programs offered by the partner university. - on student mobility - on staff mobility"						
	"national peculiarities of educational systems, e.g. demands to ECTS, formal possibilities for certification"						
	"We have common research project proposals created, but there are not competitions to participate in with these proposals"						
	"Asynchrony in certain processes. For example, when launching a recruiting campaign for a joint master's program"						
	"There is no funding on both sides, so co-operation is very weak"						
	"Just taking time to secure clarity over what is required and the mechanics of engagement. Partly because of intermittent comms and also because of other workload at the UK university"						
United Kingdom	"Resource barriers to developing projects within tight timeframes"						
	"Tight timing deadlines which caused stress when combined with working with a country in a war regime (visas, transfers etc. take longer and processes are less apparent under these circumstances)"						

² This comment pertains to the respondent's second Twin.

	"Some activities encounter administrative barriers, normally on our side (the UK university), but we have been successful in overcoming most of these, and have appreciated the flexibility from the Twinning organisers"						
	"English Language, Ukraine partner is very reliant on one staff member translating all conversations during meetings. Teaching staff have no English Language and we are unsure how this is affecting the delivery of the Dual Award"						
	"Funding to support staff exchanges, willingness of academics to engage (on both sides), limited understanding of how the twinned university's research areas align with ours, language barriers to partnerships"						
	Times Mentioned	6	4	4	2	2	2

Qualitative thematic analysis revealed that respondents predominantly identified logistical/implementation challenges, resource scarcity, and administrative hurdles as the primary barriers to successful cooperation. This reaffirms the recurring trend observed in the Year 1 Quarter 3 (Y1Q3) TSS report, where both resource limitations and logistical issues were identified as the principal challenges. UK Twins reported resource constraints more frequently, while all other barriers were identified as equally prevalent on both sides of the cooperation.

Logistics

Firstly, it is imperative to acknowledge the multifaceted nature of the challenges reported. For example, logistical and implementation issues often stem from a lack of resources, such as limited finances, staff capacity, or knowledge.

Two respondents highlighted logistical challenges due to language barriers on the Ukrainian side. One commentator expressed concern about potential implementation issues, stating:

"Teaching staff have no proficiency in English, and we are uncertain how this affects the delivery of the Dual Award."

Although there seems to be a notable decrease in language-related barriers compared to last year's TSS, **it remains crucial not to underestimate the significance of prioritising staff professional development as cooperation progresses.**

Notably, some respondents did not delve into the details of their perceived obstacles, leaving room for interpretation regarding the root causes of their issues. For example, one respondent indicates:

"We can't solve the issue of transporting some equipment collected by our partner in the Republic of Ireland for us."

While this may appear to be a logistical issue on the surface, there could be additional administrative or bureaucratic challenges that need addressing, such as communication issues, discrepancies or delays in documentation, varying customs regulations, and geopolitical factors.

Similarly, another respondent mentioned:

"We couldn't implement student mobility with our twin institution".

Although this response does not clarify the reasons for the failure to implement student mobility, one can interpret that it refers to implementation difficulties. These challenges could arise from a lack of resources, the complex administrative and bureaucratic landscape, especially in a war environment, or a combination of these factors. Hence, **in order to ensure the initiative's long-term success, it is imperative to address the aforementioned challenges by identifying their underlying causes.**

Resources

The challenges arising from a shortage of resources persist and escalate compared to previous TSS reports. This trend is particularly noticeable in the recommendations provided by respondents, as depicted in Tables 2 and 3. The majority

of resource constraints were reported by respondents from the UK, highlighting the critical need to seek external support for International Partners amidst the ongoing war in Ukraine and the decreasing resources available at UK institutions.

War-related barriers

Unlike the findings of the previous TSS report, this assessment highlights a diminished emphasis on war-related barriers among respondents. Only two respondents explicitly cited the ongoing conflict as a factor contributing to their challenges. This shift in focus may be attributed to the more mature stage that many Twin partnerships have reached, as well as the prolonged nature of the conflict, leading respondents to become accustomed to the hostile conditions. However, it is reasonable to infer that despite being less prominently discussed, the war continues to indirectly impact collaborative efforts, even if it garners less explicit attention.

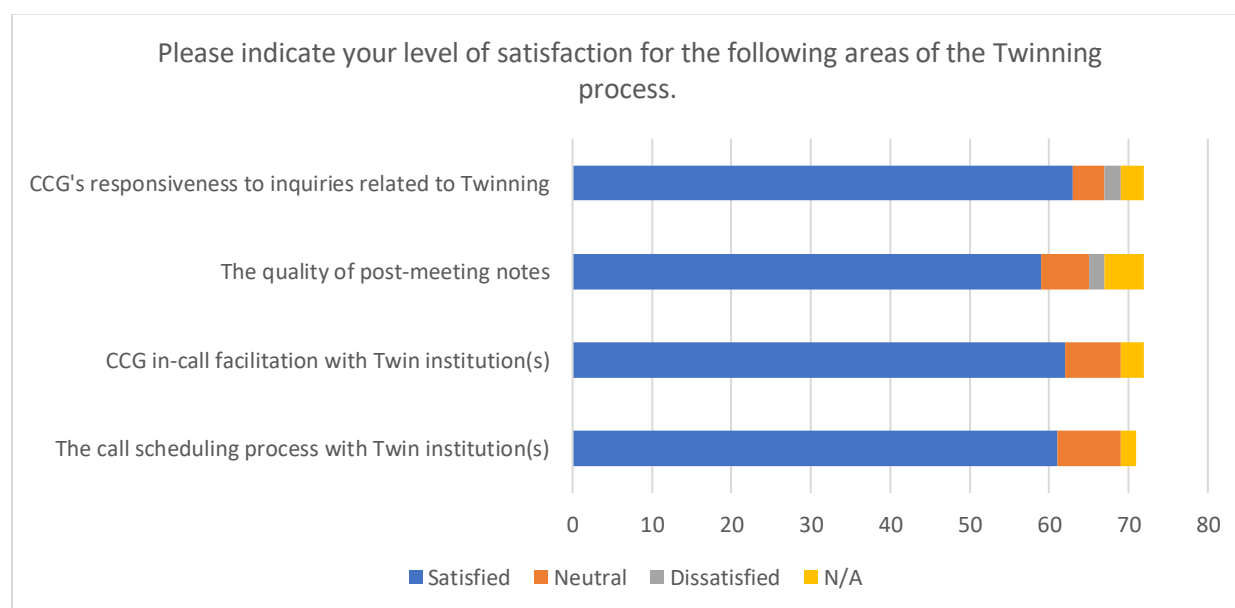
2. Respondents' Satisfaction with the Twinning Process

The second key aim of the survey was to assess the level of satisfaction with various aspects of Twinning Management. Respondents were asked to use a 4-point Likert scale (dissatisfied, neutral, satisfied and N/A if the participant was not personally involved in a given stage) to indicate their level of satisfaction with the following:

- CCG's responsiveness to inquiries related to Twinning
- The quality of post-meeting notes
- CCG in-call facilitation with Twin institution(s)
- The call scheduling process with Twin institution(s)

Overall, the responses suggest a high degree of satisfaction with the Twinning Management process, with satisfaction rates exceeding 80% for each aspect (see Figure 4). These rates closely mirror those from the Year 1 reports, suggesting a consistent experience over time.

Figure 4: Respondents' Satisfaction with Key Aspects of the Twinning Process.



Nonetheless, it is important to note that some dissatisfaction with certain aspects of the Twinning process was recorded. Namely, two respondents expressed dissatisfaction with the quality of post-meeting notes, two with CCG's responsiveness to inquiries related to Twinning, and one with the scheduling process. Answers to the open-ended prompt to offer recommendations provided additional context to these responses, which are summarised in Table 2. Please note that "N/A" or "No comment" responses are not included.

Table 1: Open-ended Comments and Recommendations on How to Improve Twinning.

Positive	• "We'd like to thank CCG for the great twinning partner, hope there will be more project opportunities for the twinning programme!" • "Efficient, business-like and exactly the right amount of support. Congratulations." • "Everything is good" • "Satisfied with CCG as intermediary very much" • "We are vetu grateful for the cooperationa and for such opportunities to participate. We would be grateful to implement student mobility with our twin institution" • "This is our first experience working in TWINING. The organization of the work is very high quality and we gain a lot of experience in this type of activity, we are very satisfied with the work of the program" • "The level of work is up to the mark." • "The efficiency of Twinning is sufficient" • "My institution is greatly satisfied with the Twinning scheme, in terms of cooperation with our twin and the additional opportunities that CCG offers. We would like to launch and develop more joint activities with our twin in future, of course, but at the moment we have no additional recommendations." • "Everything was very good. Thank you for your work" • "We are satisfied of CCG's work and professionalism of their team." • "At this stage, given our overall satisfaction with the work of the CCG and the partner university, we have no suggestions for improvement." • "We are completely satisfied and do not have any special recommendations so far." • "In my opinion everything was organised very professional" • "Thanks, keep going!" • "We are satisfied with all aspects of the Twinning programme" • "No additional comments. You are doing a great job!" • "Our university relies mostly on our twin partner in all the opportunities offered by CCG. We appreciate their support and continuous effort to extend our collaboration to other departments and formats." • "It's working really well for us. Unless you can find any additional funding (!), I think it has been amazingly co-ordinated by CCG." • "Again, we really appreciate not only the support and ongoing dialogue with the whole Twinning team, but also the flexibility you have shown in recognition of the challenges and complexities of working under these circumstances. Interacting with our partner in Ukraine has been an extremely positive experience - they are a pleasure to work with, and are really engaged in this whole process. We would like to understand their needs and wants better, and have more in-depth conversations about the challenges faced by HEIs in Ukraine, so that we can tailor our support to be as effective and impactful as possible. These conversations are not always easy to initiate, and we have appreciated some of the online events where we hear from Ukrainian stakeholders about what our priorities should be (e.g. supporting researchers who are in Ukraine rather than just offering fellowships in UK). More of that, and more critical reflection on the benefits and limitations of Twinning activities so far, would be really useful."
Negative	• "I was confused by the involvement of a consultancy company from the start and of its role in forming the relationships (by what criteria did it designate twins - often ignoring existing partnerships between Ukrainian and UK universities?)."
Recommendations	• "We need to allocate at least one team member specifically to working with the Twinning Initiative" • "1. To provide an opportunity for Ukrainian universities to twin not only with UK universities, but also involve US and Canadian institutions in the cooperation 2. To give Ukrainian universities a chance to have multiple twin partnerships (with more than one foreign university) 3. To create Alliances of Universities within Twinning Initiative to strengthen the capacity of all twin-partners involved in the Alliance" • "To announce additional calls for our joint collaboration." • "More project calls for Ukraine-UK universities" • "To initiate several Twin-partnerships for a Ukrainian HEI, not one. As in our case one partner is only partially enough - we cannot launch any research project of dual degrees project, as our Twin-partner differs much from us, our directions of research are of no interest for them." • "Circulate best practice." • "More flexibility in funding timelines would be appreciated, given the difficulties faced by our colleagues in Ukraine. This is a minor issue, though, as there has been good flexibility and understanding already!" • "It would be great to make offline networking meetings" • "The recommendation for us is to be more persistent in putting forward proposals to expand the ways of cooperation. The recommendation for our twinning partner is to be more willing to offer possible ways acceptable."

	• "Help would be invaluable in organizing educational services, provided to students, that would lead to official certifications, that would help them plan their professional future with greater confidence." • "There is not enough time to prepare a proposal for Dual Degree programme 2024. The Call was announced on January 17, and the deadline is February 17. Our Twinning partner advised that it is better to have at least 3 months to discuss and agree all the formalities." • "Increase the number of twins in other countries/regions. We have only one in UK, but we are ready to have more." • "Our partners do everything they can to help us. It will be excellent to have some scientific programs to get competitive funding for joint research projects" • "Selecting of the Twin Universities is unclear. Our Twin partner was selected without our considerations and research/academic profiles. In my opinion, the certain criteria should be developed for clear vision of potential scope of cooperation in certain directions. It would significantly simplify the process of bilateral interactions and understanding in all spheres of collaboration." • "Generally, I'm very happy with this initiative. The only improvement I might suggest is providing more explanations to our British partners and arranging meetings for them similar to the ones which were organized for Ukrainian Universities. E.g. our British partner seems reluctant to start a dual degree program because they envisage lots of obstacles, however, they were absolutely unaware of some successful experiences and the fact that these obstacles had already been overcome by others." • "I think some kind of forum (national/regional) for UK leads would be helpful." • "I think it is important to have dedicated grant schemes to support the continuation of the twinning initiative. Furthermore, grants should not be limited to research collaboration (there are many UK/European schemes colleagues can apply for to support collaborative research), but also include collaborations on teaching and very importantly enterprise and innovation activities." • "The partnership team are generally happy with activities. The challenge as for all is to find financial sustainability to maintain key partnership activity and engagements ahead." • "It would be great to see more time allowed for projects to develop in response to funding calls." • "1. It's obvious that the partnership would develop better if partners had better financial support. 2. The dual degree calls have very limited time for preparation and a very limited budget which doesn't let partners to apply (at least in our twinning)" • "1. It would be great to organize joint conferences (on-site) where it would be possible to discuss the current state and prospects of partnerships, share best practices, and discuss future plans together. 2. Micro-grants or program grants to support joint activities." • "New funding opportunities for both universities" • "We would appreciate the opportunity to have two twins, because we have established cooperation with another university in the UK, more enthusiastic than our allocated twin." • "support and advise for issues with payment of funds to Ukraine partner has been slow"
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Out of the entire sample, 28% of respondents provided positive feedback, while 38% had no comments. Importantly, one-third of the respondents offered helpful recommendations for improving Twinning. All suggestions listed in Table 2 are revisited in the recommendations for improving practice in the following section.

As depicted in Table 2, one respondent voiced a notably negative view of CCG's management of the Twinning initiative. They expressed scepticism regarding CCG's role in the Twinning process and highlighted the lack of clarity in CCG's criteria for matching twins. Interestingly, a similar sentiment was echoed by another respondent who remarked that:

"Our twin partner was selected without our considerations and research/academic profiles. In my opinion, the certain criteria should be developed for clear vision of potential scope of cooperation in certain directions. It would significantly simplify the process of bilateral interactions and understanding in all spheres of collaboration."

Additionally, two respondents suggested allowing for multiple Twinning partnerships. They expressed concerns that their assigned twins were incompatible with their institutional profiles, thus hindering collaboration activities:

"We would appreciate the opportunity to have two twins, because we have established cooperation with another university in the UK, more enthusiastic than our allocated twin."

"To initiate several Twin-partnerships for a Ukrainian HEI, not one. As in our case one partner is only partially enough - we cannot launch any research project of dual degrees project, as our Twin-partner differs much from us, our directions of research are of no interest for them."

The echoing concerns of institutional incompatibility underscore the importance of 1) maintaining consistent adherence to robust and well-defined matching criteria, and 2) ensuring clear communication prior to the establishment of Twinning partnerships. More about this recommendation can be found in the following section.

Final Thoughts and Recommendations for Improving Twinning

As the findings section illustrates, with few exceptions, survey participants reported high levels of satisfaction with their Twinning developments and with CCG's management of the Twinning Initiative. The qualitative responses provided a more detailed insight into the various barriers to cooperation and offered recommendations for improving the management of Twinning.

Recommendations for improving Twinning practices fall into three main categories:

- 1) Technical: Recommendations for amending day-to-day Twinning management practices.
- 2) Programmatic: Suggestions for integrating services, events, or types of collaboration into the Twinning Initiative.
- 3) System-wide: Recommendations concerning forward-looking projects to strengthen Twinning or rebuild Ukraine after the war. implementation of these recommendations requires significant involvement from external stakeholders.

Compared to the previous TSS reports, in the second year of the Initiative, respondents expressed fewer concerns about the technical aspects of Twinning. Instead, they focused on programmatic and system-wide suggestions. These recommendations can be summarised as follows:

Table 3: Recommendations for Improving Twinning, by Scope.

Area of improvement/growth	Recommendation	Present/Future Action
Technical	“Our Twin partner was selected without our considerations and research/ academic profiles. In my opinion, the certain criteria should be developed for clear vision of potential scope of cooperation in certain directions” “by what criteria did it [CCG] designate twins - often ignoring existing partnerships between Ukrainian and UK universities?”	- Multiple respondents across the survey emphasised the need to clarify or improve the Twin matching criteria. - CCG has implemented a meticulous system for matching universities registered for the Initiative, considering factors such as subject area, size, and research profile of the institution. - Upon proposing a match, both universities must review and confirm their interest in collaboration. Without bilateral confirmation, the Twinning partnership does not progress further. - The matching process in Year 1 and Year 2 of the Initiative differs due to the prevalence of varying types of institutions in the UK and Ukraine. UK universities are typically more comprehensive, while the latter includes a larger body of specialised institutions. Hence, the later a university joins Twinning, the more challenging it is to identify a perfect match, especially if the institution has a specific research or teaching focus. - Whenever possible, CCG incorporates requests to twin already existing partnerships into the matching process. However, existing partnerships between Ukrainian and international universities can only be considered if both institutions are registered for the Initiative at the time of matching.
	“Support and advise for issues with payment of funds to Ukraine partner has been slow” “Help would be invaluable in organizing educational services, provided to	While offering technical support and advice has been a priority for CCG, it is essential to ensure that the quality of support remains consistent across partnerships and over time.

	students, that would lead to official certifications, that would help them plan their professional future with greater confidence”	Moreover, CCG should actively encourage international partners to engage more in educational support initiatives. This will enhance the professional qualifications of Ukrainian students and contribute to the rebuilding of Ukraine in the long-term.
Programmatic	“Circulate best practice” “It would be great to organize joint conferences (on-site) where it would be possible to discuss the current state and prospects of partnerships, share best practices, and discuss future plans together”	- The recommendation to share case studies and success stories was also made in the previous round of TSS, indicating the consistently high demand for interaction between Twinned organisations. - Recommendations to circulate best practices closely align with suggestions for organising more networking activities, emphasising the need for in-person events and additional support for UK partners. - CCG has been organising a variety of events, such as online drop-in sessions and the annual Twinning conference, held in Kyiv and Warsaw this year. Recognising their significance, CCG commits to organising such events as internal resources permit. - Despite ongoing efforts, there is insufficient internal capacity within CCG to meet the demand for such events without external support. - Recommendations to accommodate multiple Twinning partnerships have emerged as another suggestion for enhancing capacity and engagement. - CCG has been actively engaging with Associations of Universities in other countries/ regions. However, due to differences in higher education funding models across states, involving International Partners from non-UK backgrounds has proven challenging. - Nevertheless, the Twinning programme remains open to non-UK Twins on a case-by-case basis, typically initiated by international institutions with the capacity to allocate adequate resources, rather than by CCG.
	“It would be great to make offline networking meetings” “It would be great to organize joint conferences (on-site) where it would be possible to discuss the current state and prospects of partnerships, share best practices, and discuss future plans together” “I think some kind of forum (national/regional) for UK leads would be helpful” “providing more explanations to our British partners and arranging meetings for them similar to the ones which were organized for Ukrainian Universities”	
	“To initiate several Twin-partnerships for a Ukrainian HEI, not one” “To give Ukrainian universities a chance to have multiple twin partnerships (with more than one foreign university)” “We would appreciate the opportunity to have two twins, because we have established cooperation with another university in the UK, more enthusiastic than our allocated twin”	
	“Increase the number of twins in other countries/regions” “To provide an opportunity for Ukrainian universities to twin not only with UK universities, but also involve US and Canadian institutions in the cooperation” “We would appreciate the opportunity to have two twins”	
	“More flexibility in funding timelines would be appreciated” “There is not enough time to prepare a proposal for Dual Degree programme 2024” “more time allowed for projects to develop in response to funding calls” “The dual degree calls have very limited time for preparation and a very limited budget”	
System-wide	“More project calls for Ukraine-UK universities” “We need to allocate at least one team member specifically to working with the Twinning Initiative” “I think it is important to have dedicated grant schemes to support the continuation of the twinning initiative. Furthermore, grants should not be limited to research collaboration (there are many UK/European schemes colleagues can	- Many respondents emphasised the lack of resources and funding as the primary challenge in sustaining their partnerships, a concern that has persisted since TSS Q3 and has become more pronounced over time. - Both International and Ukrainian partners have demonstrated a strong commitment to the programme. However, as the initiative expands, external funding sources are becoming increasingly vital

	apply for to support collaborative research), but also include collaborations on teaching and very importantly enterprise and innovation activities” • “The challenge as for all is to find financial sustainability to maintain key partnership activity and engagements ahead” • “It’s obvious that the partnership would develop better if partners had better financial support” • “The dual degree calls have very limited time for preparation and a very limited budget”	for ensuring the longevity and sustainability of partnerships. • CCG has conducted an internal Twinning management review and is dedicating more human resources to identify funding opportunities. • Diversifying funding opportunities is essential to accommodate a broader range of specialisations within Twinned institutions. However, it is highly dependent on the priorities of donors and funders accessible to CCG. While some funding opportunities and calls have been launched with CCG’s involvement, others were coordinated directly between universities and external partners. Therefore, the ability to access a more diverse range of funding calls hinges on the availability and interest of funders in supporting various types of projects and partnerships.
	• “To create Alliances of Universities within Twinning Initiative to strengthen the capacity of all twin-partners involved in the Alliance”	• This recommendation details an actionable way of increasing the resources and capacity within Twinning. Unfortunately, such an intervention is beyond CCG’s capacity.