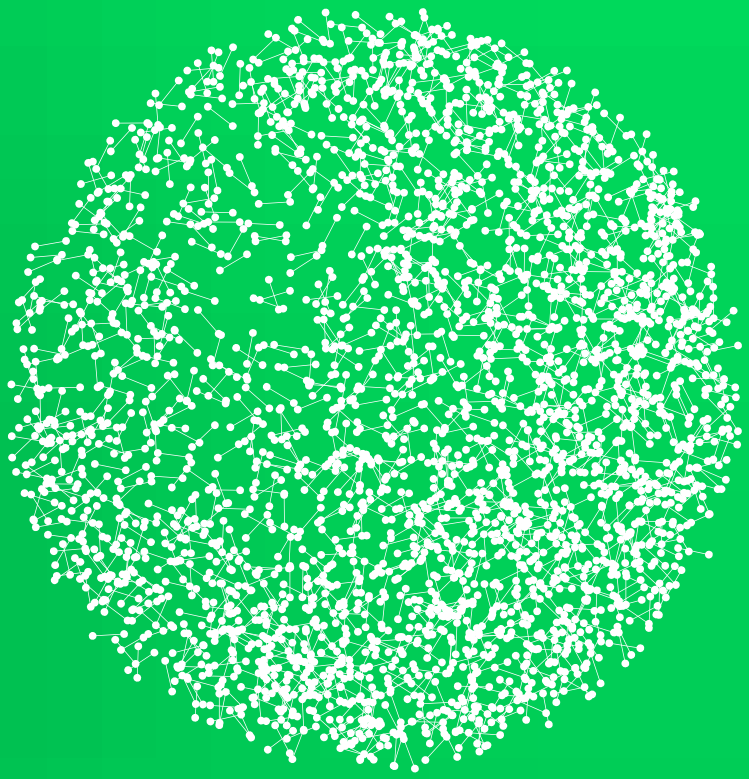
Conference on the Ukraine Crisis

RESPONSES FROM THE EUROPEAN HIGHER EDUCATION AND RESEARCH SECTORS



CONFERENCE REPORT

International Science Council
The global voice for science

Kristiania University College

#ScienceForUkraine
scienceforukraine.eu

allea All European Academies

The conference took place virtually on 15 June 2022, from 09:00 to 14:00 CEST.

Conference host:	International Science Council (ISC)
Organizing committee:	Kristiania University College
	Science for Ukraine
	All European Academies (ALLEA)
Technical support:	Conference Consultancy South Africa

This report was drafted by Erin Buisse (ISC Senior Consultant), Joel Bubbers (ISC Senior Consultant) and Vivi Stavrou (Executive Secretary of the Committee for Freedom and Responsibility in Science and ISC Senior Science Officer).

DOI: 10.24948/2022.04

REFERENCE: International Science Council. 2022. *Conference on the Ukraine Crisis: Responses from the European higher education and research sectors*. Paris, International Science Council.

Design: Mr Clinton

Cover: Freepik.com

TABLE OF CONTENTS

SUMMARY OF CONFERENCE PROCEEDINGS

MAIN DISCUSSIONS

The *Conference on the Ukraine Crisis: Responses from the European higher education and research sectors*, held virtually on 15 June 2022, brought together over 150 stakeholders across Europe, including many Ukrainians, to reflect on assistance provided to date for academics, scientists[1], researchers and students who are at-risk[2], displaced[3] or refugees[4] as a result of the war in Ukraine, and to put forward recommendations for mid- to long-term support, including the rebuilding of the higher education and research sectors after the conflict. At the time of the conference, nearly five months had passed since the war broke out in February 2022, forcibly displacing millions of Ukrainians, including some 8 million seeking refugee or temporary protection status outside the country[5] and at least another 7.7 million internally displaced[6]. While it is clear that the humanitarian response is moving from the immediate emergency phase into that of a protracted crisis, there is a call from the Ukrainian government to look towards the reconstruction of the country after the war, and thus to developing assistance programmes that will enable people to return once it is safe to do and allow the Ukrainian higher education and research sectors to thrive.

> **Ukraine is an extraordinary crisis of existential magnitude for its citizens, for its infrastructure, including both its physical and human infrastructures of education and science. But it is a crisis that has existential implications extending much more broadly. The potential for the deep and lasting geostrategic divisions which may now have been created to have significant impact not only on geostrategic matters but on the critical agendas of the global commons, including sustainability, is real.**
>
> **Peter Gluckman, ISC President**

The right to education and science and to benefit from advances in science and technology is enshrined in Article 27 of the Universal Declaration of Human Rights[7], as is the right to engage in scientific inquiry, pursue and communicate knowledge, and associate freely in such activities. Unfortunately, academic and scientific freedom is under attack in many places, including in Ukraine, which threatens both individual scientists and also higher education and science systems and infrastructures. The loss of a country's science system deals a damaging blow not only to domestic scientific investment, teaching and research, and to long-term growth, but given that modern science is a global activity,

also to the global network of scientists and research infrastructure. The conveners of this conference were particularly interested in maintaining academic and scientific cooperation and in exploring how science recovers from catastrophe, specifically in this case by creating collaborative responses for rebuilding a modern science and research system in Ukraine.

While many Ukrainian academics, students and researchers are seeking safety and opportunities away from the crisis, conference speakers highlighted the need to support Ukrainians remaining within the country's borders. Many of these individuals may either be unable to leave the country due to certain restrictions or choose to remain despite facing numerous challenges. There is a need to assist ongoing research efforts in Ukraine; suggested solutions include financial support for remote working contracts, technological and laboratory supplies, access to facilities and virtual opportunities for research, teaching and studying. Research grants are competitive and favour the established and the exceptional, and not the scholars and researchers who are not working on or leading research projects. There is a need to consider financial support for National Research Foundation of Ukraine grants that have been interrupted by funds being redirected towards the war effort – both competitive grants and grants aimed at keeping staff at work. Some projects would be able to start or continue their work, but without this funding they cannot, which leads to systematic failure.

> **Continuity and access to learning remains challenging, especially for students and teachers who remain in dangerous regions. In safer regions, access may be hindered due to damaged infrastructure and internet networks, or limited supplies. Air-raids, often several times per day, cause constant interruptions.**
>
> **Honourable Serhiy Shkarlet,**
> **Minister of Education and Science, Ukraine**

Many current opportunities to support academics, researchers and students are residential, based in host countries, and are hugely beneficial to those who can access them. There are often restrictions or limitations on who is eligible. Science for Ukraine noted that in its database of opportunities and grants for affected researchers and scientists, virtual mobility grants make up only a fraction of available grants and opportunities. Increasing such grants would allow for remote work, which would enhance flexibility, for example allowing the researcher to remain in Ukraine or to have the possibility of carrying their grant over to a third country or back to their home country on their return. In addition, mobility allowances are needed to support scholars with families who do relocate to other countries.

A collective, centralized and proactive approach to providing support, such as establishing a dedicated European fellowship scheme that includes facilitating access to existing European funding programmes, may be a solution to address challenges faced by independent institutions or governments. The European University Association noted that there is a lot of potential for educational collaboration between European universities, which can be supported by European and national programmes such as inter-university partnerships. This could contribute to accelerated rebuilding and enhancement of Ukrainian higher education after the war.

The support of individual Russian institutions and persons is a contested topic. Some organizations, like the International Science Council, have decided that while denouncing the invasion of Ukraine and the atrocities, it is important to enable pathways for dialogue and peacebuilding after the war. They advocated that efforts can and should be made to support those in Russia who protested against the war and may be under significant risk. Other individuals and organizations have blocked support for or engagement with such individuals and organizations.

There was, however, collective agreement about the important value of science, research and higher education, which should be protected and preserved during a crisis. Speedy access to quality higher education and to research activities following disruption and displacement is critical in supporting stability, as well as in strengthening a country's resilience to future shocks. There is a need to have more sustainable structures in place that can deal with crises like Ukraine, enabling global responses to be better prepared in the future.

As an agency responding to one humanitarian crisis after another, there is a need to have a more predictable and dependable response to the higher education and scientific sectors in the emergency context. We need to learn from these recent experiences with Ukraine and Afghanistan.

Manal Stulgaitis,
Refugee Education and Complementary Pathways
Expert, United Nations Refugee Agency

> **Scientific collaboration and science across national borders require investment and effort. Collaboration has a cost that funders often do not choose to recognize. But it has benefits – it creates resilience. Where there is collaboration, students and fellows and scientists can find temporary homes; when they return, they can bring equipment and reagents, they will bring ideas and new colleagues, and a faster recovery is possible. Scientific collaboration across borders should become seen as a critical strategic need by all countries.**
>
> **Peter Gluckman, ISC President**

COLLECTIVE RECOMMENDATIONS

Recommendations focus on high-level policies aimed at national governments, multilateral organizations, the global science ecosystem of international science organizations and systems, individual disciplinary unions and associations, and universities. Suggested actions for the implementation of each recommendation are outlined in detail in the conference report.

Seven recommendations were made for supporting academics, researchers, students and higher education and science systems affected by conflict and catastrophe.

1 RESPONSIBILITY

Governments, the higher education, scientific and research community must work together to deliver their national commitments to recognizing and supporting the right to education and science within their country.

RATIONALE

National governments have already signed and committed to international instruments and documents, but further action is needed to ensure their implementation within their country. At a minimum, particular attention should be paid by national governments, in consultation with relevant stakeholders, to fulfilling their obligations by:

→ Acknowledging the fundamental right to science and education, including the right to access quality higher education, participate in and enjoy the benefits of scientific progress and its applications;

→ Putting in place management, programmatic and financial mechanisms to protect higher education and scientific personnel, systems and infrastructure during human-induced disasters and war, and to enable recovery and rebuilding efforts. National governments must be capable of rapidly scaling these mechanisms, should there be an emergency situation in their country, with clearly identified contact points and reporting lines to responsible ministries.

2 INTERNATIONAL SOLIDARITY

Governments, the higher education, scientific and research community must work together to deliver their national commitments for supporting the participation of at-risk, displaced and refugee scholars and researchers in their home country or a third country if necessary.

RATIONALE

There is an urgent need for national governments to uphold their commitments under Article 27 of the Universal Declaration of Human Rights and Article 15 of the International Covenant on Economic, Social and Cultural Rights, and be held accountable as agreed in these treaties. These high-level commitments specifically outline funding and support across international borders and a global response to support countries affected by crisis or conflict. Measures to fulfil such commitments will need financing and policies that address how to keep existing educational and research systems functioning, and the provision of support mechanisms and protection to scholars and researchers, regardless of their displacement status or location due to a crisis. They will need to include standing structures, budget lines and policies to support higher education and research systems across borders, on both a temporary and long-term basis.

3 OPENNESS

The international scientific and research community should empower conflict-affected science systems with the means to rebuild by fully adopting the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommendation on open science.

RATIONALE

'Open science'[8] represents the democratization of science and, in an interconnected scientific world, is crucial for enabling fragile or conflict-affected countries to rebuild or develop their higher education and research systems because of the otherwise prohibitive costs of participating in the current 'closed' scientific model. Likewise, open science is essential for enabling displaced scholars and researchers to access educational and research resources and continue their work.

4 INCLUSION

All stakeholders must ensure that programmes and opportunities are designed inclusively to avoid exclusion of specific groups of at-risk, displaced and refugee scholars and researchers based on characteristics such as language, family status, gender, disability, cultural background and psychosocial wellbeing.

RATIONALE

There is no 'one-size-fits-all' approach that can provide an adequate response. Instead, programmes and opportunities need to have an inclusion lens that considers the specific needs of different participant groups when planning and designing support measures. This includes the need for more holistic or integrated assistance to address the psychological, social, financial, physical and professional needs and wellbeing of individuals and their families.

5 MOBILITY

Stakeholders must work together to develop global mechanisms and coordination structures that facilitate secure academic and scientific mobility - to ensure the potential of displaced and refugee scholars and researchers is not lost.

RATIONALE

Crises are complex in nature and require collaborative solutions across the humanitarian, higher education, research and scientific communities as well as partnerships with donors/funders, policy-makers and civil society. Mobility is a critical ingredient to enabling the human drivers of higher education and science systems to survive and thrive during crisis so that they can drive recovery in its aftermath, but this mobility is often hindered by uncoordinated or insufficient policy responses. Bringing together valuable experience, knowledge and resources in a coordinated manner will improve efficiency, reduce duplication of efforts and lay the foundation for structures and mechanisms that can be activated to respond more quickly to future crises.

6 FLEXIBILITY

All stakeholders must recognize the evolving needs of academics, researchers and students by designing more flexible programmatic and funding models that enable changes in location and allow for both remote and in-person participation.

RATIONALE

Funding and programmes to offer virtual support to individuals affected by crises is a new request emerging from the Ukraine crisis. It addresses issues such as travel restrictions and continuity of work, but challenges more traditional programme design. Further exploration and advocacy are needed to respond to the request for virtual support. In addition, the need for more holistic or integrated assistance to address the psychological, social, financial, physical and professional needs and wellbeing of individuals and their families continues to be highlighted.

7 PREDICTABILITY

Stakeholders must work together to develop sustainable frameworks within and between national scientific, higher education and research systems that enable a more predictable and effective approach to the phases of preparedness, response and rebuilding in the aftermath of conflict or disaster.

RATIONALE

Crises will continue to happen around the world, either through conflict, climate change or other disasters. There is a need to consider how countries, organizations and international agencies can more effectively prepare for, respond to and rebuild after such crises. While it is necessary to focus on immediate lifesaving needs at the beginning of an emergency, it is also essential to keep long-term goals in mind and to build on lessons learned. Multilateral science organizations are well-placed to drive this inter-partner lesson learning and framework development.

CALL TO ACTION

All interested parties and stakeholders are encouraged to share the findings of this report as widely as possible and consider what steps they might take to implement the recommendations contained within, particularly for those actors responsible for programming or policy in Ukraine context, and in other countries and regions affected by war and conflict.

In addition to publishing the results of the conference via this report, the co-organizers will disseminate the recommendations through media articles and participation in relevant events. The co-organisers will work with their membership and networks to advocate for the uptake of the recommendations above, including through a wider research initiative on the effectiveness of the current policy framework for conflict and disaster management in the global science sector.

Co-Chairs ISC and ALLEA will also convene the Ukraine Working Group, a platform for Ukrainian and international stakeholders in the science sector, to explore further engagement opportunities. This will include planning a follow-up conference in early 2023 to renew the focus on these recommendations and generate new insight on the evolving situation in Ukraine. Any interested parties are encouraged to contact the co-organizers to share any commitments, ideas, questions or support required to maximise the impact of the report's findings on stakeholders in the Ukrainian context.

https://council.science/publications/ukraine-crisis-responses-from-european-higher-education-research/

1. Unless specifically referred to, the report includes scientists within the more inclusive 'researchers' category. Drawing from the International Science Council (ISC), the following definition of science is referred to: 'The ISC has a broad understanding of the sciences, in all their diversity, covering science as a collective institution with a broad range of practices and values, but also scientists as a community.... The word science is used to refer to the systematic organization of knowledge that can be rationally explained and reliably applied. It is inclusive of the natural (including physical, mathematical and life) and social (including behavioural and economic) science domains. It is recognized that there is no single word or phrase in English (though there are in other languages) that adequately describes this knowledge community. It is hoped that this shorthand will be accepted in the sense intended.' (ISC, 2021)

2. The following are considered categories of risk and include those living in a war zone or situation of protracted crisis; definitions from Scholars at Risk (as noted by Inspireurope, 2020) are included.
   - 'Risk due to the content of a scholar's work, research or teaching being perceived as threatening by authorities or other groups. When the development of ideas, exchange of information and expression of new opinions are considered threatening, individual scholars/researchers are particularly vulnerable.' (Inspireurope, 2020, p.9)
   - 'Risk because of the individual's status as an academic or researcher. Because researchers undertake frequent international travel, and have international contacts, this gives them a certain professional standing or prominence. This can mean that attacks on one such high-profile scholar are an efficient means of sending a message to others, quickly creating a chilling effect.' (Inspireurope, 2020, p.9)
   - 'Risk as a result of their peaceful exercise of basic human rights, in particular, the right to freedom of expression or freedom of association.' (Inspireurope, 2020, p.9)
   - Risk of discrimination or persecution on grounds of ethnicity, religion, sexual orientation or gender identity.
   - Risk of natural hazards leading to a humanitarian disaster.

3. The term displaced, as defined by the United Nations High Commissioner for Refugees (UN General Assembly, 1946), 'applies to a person who, as a result of the actions of the authorities of the régimes... has been deported from, or has been obliged to leave, his country of nationality or of former habitual residence, such as persons who were compelled to undertake forced labour or who were deported for racial, religious or political reasons.'

4. According to the 1951 Convention on Refugees (UNHCR, 2010), a refugee is 'someone who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it.'

5. UNHCR. Regional Bureau for Europe. Ukraine Situation Flash Update #17, 17 June 2022. https://reliefweb.int/attachments/9334a85a-f2a7-4906-8521-ef7a9220922c/Ukraine%20situation%20flash%20update%20No%2017%2017%2006%202022.pdf

6. UN OHCHR, 2022.

7. UN, 1948.

8. 'The essential attributes of open science are: open access to the record of science and to the data of science; access to the digital infrastructures that enable widespread engagement and communication; and open engagement between scientists and other societal actors.' (ISC, 2020)

BACKGROUND

The UN Refugee Agency reports that 6.1 million Ukrainian refugees have fled the country[1] following the Russian invasion. A much larger number of Ukrainians are internally displaced. Governments and humanitarian organizations have responded rapidly to the immediate humanitarian crisis, but there is now growing concern about how to broaden areas of protection and support with a longer-term perspective in mind. Institutions in the higher education and research sectors have mobilized to provide immediate support but may also play a key role in helping to keep Ukraine's higher education and research sectors as operational as possible, and in preparing for the rebuilding of these sectors as soon as it is viable to do so.

Science for Ukraine, All European Academies (ALLEA), the International Science Council (ISC) and Kristiania University College jointly organized an online conference on 15 June 2022. The conference sought to bring different stakeholders together to discuss best practices, begin planning for medium- to long-term actions to support and redevelop Ukraine's higher education and research sectors, and to strengthen relationships within Europe. Maintaining and extending in-country and international research collaborations, alongside preserving existing and rebuilding damaged education and research systems and infrastructure, will ultimately serve to lay the groundwork for peace that collectively benefits societies and people across borders.

This is neither the first, nor is it likely to be the last time that large numbers of academics, students and researchers will be displaced, and it is necessary that the lessons learned are not forgotten.

→ It is important to emphasize short-term interventions that can have smart consequences for the long term and to understand what sustainable, resilient and responsive structures are needed to better respond to such situations now and in the future.

→ It is essential to harness the current level of support towards Ukraine to push for fairer and more humane policies and systems for at-risk, displaced and refugee scholars from all regions of the world.

1. https://data.unhcr.org/en/situations/ukraine

CONFERENCE AIMS

The conference aimed to bring together key stakeholders in Europe to address the international crisis of the war in Ukraine, specifically its impact on academia and scientific research. Participants considered current initiatives and their intended impacts, as well as identifying future actions needed to rebuild the Ukrainian higher education, research and development sectors. Recommended actions resulting from the conference proceedings will likely be applicable to future crises and should be incorporated within existing policy frameworks and international documents. Such initiatives outline the wellbeing and protection of individuals as well as the preservation and rebuilding of the knowledge, systems and structures of the academic and scientific sectors.

PARTICIPANTS

This collaborative conference brought together 150 participants from at least 27 countries, many of whom were from Ukraine. Invited guests included members of the higher education and research sectors, relevant government bodies (e.g., ministries of education, science and technology), funding and donor agencies, publishing industry and non-governmental humanitarian organizations.

CONFERENCE DISCUSSIONS

SESSION 1 WELCOME

MODERATOR: **Alison Meston,** *Communications Director, International Science Council*

This workshop is focusing on how the higher education and research sectors in Europe can contribute to meeting the ongoing needs of scholars, researchers and students displaced by the war in Ukraine and how to assist in plans to rebuild after the war. It brings together stakeholders from both inside and outside of Ukraine, including those directly affected by the war and those working to provide assistance at local, national and international levels. Science and scholarly research can act as a platform for dialogue, even in times of war, and can therefore be a resource on which to capitalize to avoid loss of life and disruption, including that to scientific research and infrastructures. The objectives and intended outcomes of what we trying to achieve in this workshop are the following:

OBJECTIVES	INTENDED OUTCOMES
1. To share and identify best practices for how the European higher education and research sectors can offer impactful support that addresses the actual needs of Ukrainian university students, scholars, and scientists.	1. A shared list of recommended and/or best practices and programmes for European higher education and research stakeholders to support Ukrainian university students, scholars, and scientists.
2. To identify priorities for medium- and long-term plans for the ongoing support and rebuilding of the scientific and academic systems of Ukraine to ensure resilient higher education and research structures and systems.	2. A set of priority actions and recommendations (at both programme and policy level) for the European higher education and research sectors to guide medium- and long-term support for rebuilding the scientific and academic systems of Ukraine.
3. To maintain momentum for advocacy and support for the Ukrainian higher education and research sectors beyond the initial emergency response.	3. Outline plans for a future meeting that builds on the outcomes of this conference.

SESSION 2 KEYNOTE 1: Setting the scene

SPEAKER: **Honourable Serhiy Shkarlet**, *Minister of Education and Science, Ukraine*

Note: This session was in Ukrainian with live interpretation to English

Russia has waged warfare against Ukraine for 112 days[2], killing people, forcing Ukrainians to leave their homes, forcing lecturers and institutions of professional higher and postgraduate education to move and digitalize educational processes, forcing scientists and innovators to look for opportunities to continue their work abroad. The war is ruining infrastructure, limits access to high-quality education for students, and is causing significant losses to the economy and environment, and a global food crisis. A total of 1,972 educational institutions have been damaged and 194 have been destroyed. About 15% of the research infrastructure of higher education and other scientific institutions has been damaged, including unique scientific equipment and facilities, research laboratories and research equipment sharing centres. More than 133 institutions have been relocated and in 24 regions higher educational processes are carried out remotely.

Continuity and access to learning remains challenging, especially for students and teachers who remain in dangerous regions. In safer regions, access may be hindered due to damaged infrastructure and internet networks, or limited supplies. Air-raids, often several times per day, cause constant interruptions. One current focus is on the importance of organizing and conducting safe admission exams, particularly for applicants from temporarily occupied territories and zones of active hostilities. The Ministry of Education is also working on the project 'Digital educational passport for each Ukrainian', a specialized platform that systematically records all available information about students' academic qualifications.

Science, technology and innovation are playing key roles in the rapid recovery of war-affected regions of Ukraine. Together with foreign partners, the Ukrainian government has been working on the following tasks to:

- → Support scientists and innovators under martial law;
- → Relocate institutions of higher education and other scientific institutions;
- → Create opportunities to allow internally displaced persons to continue scientific, technical and innovative activities;
- → Improve the institution of academic mobility;
- → Develop programmes in support of scientists and innovators who return to the country

2. At the time of the conference.

after they were forced to leave it;

→ Implement the principles of open science and innovation;

→ Accelerate the integration process into European and global research environments.

Recent achievements of the Ukrainian government as a direct result of the above measures include:

→ 30 March 2022 – **Ukraine became the 39th full member of COST** (European Cooperation in Science and Technology), an organization that finances scientific and technical research networks.

→ 3 May 2022 – Verkhovna Rada of Ukraine **ratified the Agreement on Ukraine's Participation in the Horizon Europe Research and Innovation Framework Programme and the Euratom Research and Training Programme of the European Atomic Energy Community (2021–2025)**. Ukraine completed the required national procedures and fully joined both programmes, and from now on Ukrainians will be able to participate in these programmes on equal terms with representatives from EU member states. An extremely important decision for us is that Ukraine is exempted from membership fees for participation in EU programmes in 2021–2022. The released funds of UAH 531 million will be directed to urgent needs for the development of science and innovation to ensure peaceful coexistence in the world.

→ 13 May 2022 – **The procedure for exercising rights to academic mobility was determined.** Its implementation will make it possible to guarantee the right to a safe education for displaced students and will facilitate their return to Ukraine after the war. Also, the implementation of this procedure will guarantee the right to secure working conditions for scientific and educational workers, thus maintaining the intellectual potential of Ukraine, as primary employment jobs will be kept for up to two years.

→ **The selection of nominees for the Heroes of the Heavenly Hundred scholarship has begun** among students who affirm the ideals and values of the Revolution of Dignity through their active civil position.

→ **An annual Prize of the Cabinet of Ministers of Ukraine** has been announced to recognize the development and implementation of innovative technologies in the production and marketing of domestic innovative products. Up to five prizes will be awarded annually.

→ **The annual 'Young Scientist of the Year' competition has been launched** by the Council of Young Scientists under the Ministry of Education and Science of Ukraine. They also hold informative and promotional events online for scientists, start-ups and

entrepreneurs who have innovative ideas as a means of support in lieu of a number of national instruments of financial support that cannot be implemented due to the sequestration of the state budget.

- → **The Telegram Info Science Bot has been operating**, and about 150 publications have been posted on the support possibilities for Ukrainian scientists and innovators, in Ukraine and abroad. We are grateful to every country, institution, organization and individual who continues to support our scientists and innovators during this difficult time.
- → **The 'Science and Business' platform continues to operate** in Ukraine. This is an online platform for communication and effective interaction between businesses and the research community. The proposals registered on the platform take into account the current situation and relate to the areas of national security, military and technical sciences.
- → 9 June 2022 – **The European Commission agreed, within the framework of the European Innovation Council programme for 2022, to offer grants totalling EUR 20 million in support of the Ukrainian innovation community**. It will provide direct financial support of up to EUR 60,000 for at least 200 Ukrainian technology start-ups that remain and work in Ukraine, as well as for those relocating to the EU during the war. Such support will increase the ability of Ukrainian innovators to interact with participants of the European innovation ecosystem and will allow them to enter new markets and receive benefits from European funding instruments.

The Ukrainian government has been actively developing regulatory and legal acts, working to create conditions for the development of the innovative ecosystem – a combination of scientific and industrial potential and the activation of international cooperation in the field of innovative activities – and ensuring technology transfer and commercialization of scientific results, as well as increasing the volume of innovative products and selling products with high profitability, which will make it possible to speed up the recovery of Ukraine and its economy.

SESSION 3 ROUND TABLE: Impact of the war and responses from the higher education and research sectors

MODERATOR: **Luke Drury**, *Vice-President, Federation of European Academies of Sciences and Humanities (ALLEA); Irish coordinator for Science for Ukraine*

HIGHER EDUCATION AND RESEARCH NEEDS IN UKRAINE

SPEAKER: Anton Panteleimonov, *Vice-President for Research and Teaching, Karazin University, Ukraine*

The war in Ukraine has destroyed university infrastructure and caused many students and staff to flee. Karazin University is located in eastern Ukraine. It once had 15,000 students, but now only about 1,000 remain. However, there are efforts to try to continue learning where and when possible, as education must continue even though there is a war. There is a need to train managers at all levels within higher education about the basics of crisis management and to develop a nationwide programme for rebuilding universities in Ukraine.

RESPONSE FROM EUROPEAN UNIVERSITIES

SPEAKER: Henriette Stöeber, *Policy Analyst, European University Association*

The European University Association (EUA) brings together around 800 higher education institutions in Europe, but unfortunately had to suspend all but one of its Russian members, due to their explicit support of the war in Ukraine. EUA has been working on the topic of inclusion of researchers and students with an at-risk or refugee background since 2015 and is continuing to do so in the current crisis, with the involvement of universities across Europe. EUA helps share good practices, enhance programming and advocates at the policy level.

After the start of the war, the European higher education and research communities expressed support to the Ukrainian education sector, condemned the invasion, and engaged with measures to support Ukrainians, providing support for students and academics, including accommodation, medical care and transport. There is a growing awareness of the need to provide support to allow the Ukrainian higher education sector to continue to function and of the potential for enhanced collaboration between Ukrainian and European universities. The EURAXESS platform is used to share details of employment opportunities and information for students. Universities are now allowed to use additional funding towards increasing the mobility of Ukrainian students, hosting them for up to 12 months, although still within the quite strict provisions of the existing work programme; there are

no direct scholarships currently but hopefully will be in the future. EUA has a vast array of good practice examples with programmes like language and bridging courses, buddy programmes and psychological and study support.

At the institutional level, it is not easy to move from ad-hoc to long-term sustainable support. One way is to include refugees and displaced scholars in the institutional diversity and inclusion strategies that are in place at most universities in Europe and enable support programmes to embed a longer-term and more sustainable perspective. At the policy level there is a need for flexible European programmes for students and researchers from any country that can be enhanced in times of crisis. There is a lot of potential for educational collaboration with European universities, such as inter-university partnerships, that can be supported by European and national programmes and could contribute to accelerated rebuilding and enhancement of Ukrainian higher education after the war.

RESPONSE FROM EUROPEAN ACADEMIES

SPEAKER: Oleksandra (Sasha) Ivashchenko, *Science for Ukraine*

Science for Ukraine (S4U) is a non-profit volunteer organization that mobilized at the start of the war to collect information about available support and opportunities for scientists, much of which is decentralized and difficult to find. S4U also provides exchange information and limited assistance to establish international collaborations between Ukrainian and international universities. S4U categorized opportunities into three categories: short term (placements of several weeks to three months), mid-term (three to six months) and long term (up to four years).

The number of opportunities in the S4U database has grown to more than 2,200, but most of these are residential and based outside of Ukraine. Non-residential opportunities are a very small fraction of the whole database. Unfortunately, not all the available positions are being filled, often because they are residential and may not be in the same country as where the scientist is located (or the scientist cannot leave Ukraine), or they are not in the same discipline. It is important to start establishing collaboration with scientists who are based in Ukraine and to consider non-residential or fully remote opportunities.

S4U key recommendations include creating more remote opportunities; asking organizations to actively register opportunities in the S4U database so they can be shared with Ukrainian scientists; providing more support for less-experienced scientists, teachers and lecturers;

and centralizing financial support that links with Ukrainian national efforts to encourage capacity building.

RESPONSE FROM THE SCIENCE SECTOR

SPEAKER: Vivi Stavrou, *Executive Secretary, Committee for Freedom and Responsibility in Science; Senior Science Officer, International Science Council*

The International Science Council is a non-governmental organization, the largest grouping of organized science, with nearly 230 international science organizations across the social and natural sciences. The ISC works at a global level to catalyse and convene scientific expertise, advice and influence on issues of major concern to both science and society.

The right to science and to benefit from advances in science and technology is enshrined in Article 27 of the Universal Declaration of Human Rights, as is the right to engage in scientific inquiry, pursue and communicate knowledge, and associate freely in such activities[3]. The ISC's *Principle of Freedom and Responsibility in Science*[4] asserts that the free and responsible practise of science is fundamental to scientific advancement and human and environmental wellbeing. This principle sets up the freedoms that scientists should enjoy and their responsibilities.

Scientific freedom is under attack in many places. This is a recurrent phenomenon in times of crisis and very definitely rising. The most common cases are threats to the freedom of expression and movement of individual scientists, followed by cases of political interference with academic leadership and national scientific governance. War and attacks on the right to science represent threats to the integrity and existence of scientific culture, systems and infrastructure. The fracture and loss of a country's science system deals a damaging blow not only to domestic scientific investment, teaching and research, and to long-term growth, but also to the global network of scientists and research infrastructure.

In response to the outbreak of war, the ISC published a statement on 28 February 2022 condemning the invasion of Ukraine. After extensive consultations, the Council decided not to formally exclude any ISC members and to keep avenues for dialogue open with Russia and Belarus. The view was that maintaining certain links between scientists will

3. UN, 1948.
4. https://council.science/what-we-do/freedoms-and-responsibilities-of-scientists/

ultimately serve to build post-conflict peace, while suspending all links will weaken the Council's capacity as a global scientific community to address common challenges.

Science in Exile (SiE) is a science sector effort to address societal dislocations brought about by wars and human-induced disasters. Launched in 2021 by the International Academy Partnership, the United Nations Educational, Scientific and Cultural Organization–The World Academy of Sciences (UNESCO–TWAS) and the ISC, SiE is a global platform bringing together efforts to support affected scientists, including advocacy work to launch the SiE Declaration on '*Supporting at-risk, displaced and refugee scientists: A call to action*'[5], and to run a stakeholders' crisis group, as the need arises (in 2021 the focus was on Afghanistan, this year it is on Ukraine).

Challenges moving forward include research on how science recovers from catastrophe, specifically in this case by creating collaborative responses for rebuilding a modern science and research system in Ukraine. This requires a balance between short- and long-term responses. Mid- to long-term recovery and modernization plans should include measures that can be activated immediately, aimed at ensuring the survival of scholars and researchers in Ukraine and allowing them to continue their research. Higher education and science need to be on the agenda when global leaders develop programmes and make funding commitments for Ukraine. There is a need for practical and actionable ways forward, negotiating strategic alliances across different sectors for the reconstruction and sustainable growth of science, and for the protection of future generations of scientists in Ukraine. This means looking at crisis management and preparedness in the higher education and science sectors and developing a rebuilding agenda.

RESPONSE FROM THE NGO SECTOR

SPEAKER: Joel Hanisek, *Policy and Programme Manager, Scholars at Risk Europe*

Scholars at Risk (SAR) is an international network of higher education institutions and associations, whose mission is to protect threatened scholars and promote academic freedom. SAR represents more than 540 institutions across 40 countries. SAR tends to think about scholar protection in terms of the long haul and is currently providing placements for around 300 threatened scholars per year. Placements are usually for one to two years, paired with protection and advocacy.

SAR received a significant number of applications from Ukraine, but many applicants have

5. Science in Exile, 2022.

found alternative and more immediate forms of support in Europe. SAR has worked with network members to highlight opportunities and resources such as short-term fellowships offered by PAUSE, the French national programme for scientists, and the bridging grants for Ukraine's researchers offered by the Alexandre Humboldt Foundation.

SAR is also involved in the Inspireurope project, composed of 10 partner organizations across Europe, launched in 2019 to highlight the ongoing needs of researchers at risk. Inspireurope focuses on sharing good practices across institutional, national and European levels and developing publications and policy recommendations.

Following a grant from the European Commission to Marie Skłodowska-Curie Actions (MSCA) a new scheme, MSCA4Ukraine, is expected to open for fellowship applications the second half of 2022. It will enable researchers from Ukraine to continue their research in academic or non-academic organizations in any EU member state or Horizon Europe-associated country. It will also aim to facilitate their reintegration into Ukraine when conditions for their safe return are met. Researchers can either be doctoral candidates or postdoctoral researchers; they must be either Ukrainian nationals, stateless persons or nationals from third countries other than Ukraine who were residing in Ukraine and who have been displaced on or after 24 February 2022.

It is important to continue to encourage the development of dedicated European and national coalition schemes for researchers and students at risk from all countries. Building this type of policy infrastructure is a concrete way to better prepare to meet any future crises. Other recommendations include encouraging distance learning and double affiliations or joint degrees that facilitate and sustain connections. SAR is advocating for national- and European-level fellowships, and sustainable funding for them so that they can be scaled up and provided regularly as needed. SAR will remain dedicated to these longer-term fellowships and commitments.

RESPONSE FROM THE INTERNATIONAL HUMANITARIAN SECTOR

SPEAKER: Manal Stulgaitis, *Refugee Education and Complementary Pathways Expert, United Nations Refugee Agency*

As an agency responding to one humanitarian crisis after another, there is a need to have a more predictable and dependable response to the higher education and scientific

sectors in the emergency context. We need to learn from these recent experiences with Ukraine and Afghanistan. There must be a transition with a predictable road from the immediate emergency to the long-term impacts. One based on the value of investing in higher education, which ensures that young people can continue their education, despite being displaced, can go on to higher education, and have the skills, abilities, qualifications, etc. to be able to return home and contribute to the reconstruction of their home country. It's imperative in the way that we look at humanitarian work as a continuum into real true meaningful development outcomes in the long run.

UNHCR started focusing on higher education access only in the past decade, once it was clear that there is a strong role that the humanitarian sector must play in response to higher education needs in emergency contexts. The UNHCR approach is outlined under '*15 by 30*', which is an objective to achieve 15% enrolment in university by displaced young men and women by 2030 – currently that number stands around 3%.

The UNHCR response in Ukraine supports the national governments that are responding to the crisis, mainly the immediate neighbouring countries that are receiving and hosting most displaced people. The Ukrainian government remains incredibly engaged in the response. This includes supporting the work of the professors remaining inside Ukraine, who are on the front lines wearing their fatigues and delivering their lessons via a digital platform to university students who remain enrolled. The Ukrainian secondary school leaving exam was recently made available online to many young people who have been displaced, enabling thousands of young people to get their secondary education qualification and creating a pathway for future higher education opportunities.

The concept of building back better is supported by Ukrainians, meaning that rebuilding post-conflict is not only about repairing the damage, but also building more robust, more innovative, more sophisticated and more responsive higher education and research sectors. European universities could be helpful in not just reconstructing but enhancing Ukraine's higher education in the future, through things like shared access to tools, training, research repositories and libraries.

The objective of the UNHCR scholarship programme for higher education is to align with policy approaches and funding within Europe to complement existing scholarships so that young people can enrol in September without missing another year of education. The UNHCR is willing to cooperate with other institutions and welcomes collaborations.

SESSION 4 BREAKOUT GROUPS: Identifying solutions and recommendations for the ongoing support and rebuilding of Ukraine

MODERATOR: **Joel Bubbers**, Senior Consultant, *International Science Council*

During this session, participants were split into breakout groups, each addressing a different topic to identify recommendations. Groups first worked to select top recommendations from a curated list created from recent and relevant documents. They then identified gaps and advised on additional recommendations. The findings of each group were presented during the plenary.

GROUP 1: Opportunities for international research collaboration support of Ukrainian scholars and scientists

FACILITATOR: Oleksandra (Sasha) Ivashchenko, *Science for Ukraine*

Description

This group explored how to help Ukrainian scholars and scientists continue their research in the short to medium term (one to three years). This includes addressing how to continue with research during the war, whether remaining in Ukraine or leaving the country. What means are necessary to support the continuity of research projects that may have been disrupted for a variety of reasons, from interruption/lack of funding sources to loss of infrastructure (building, materials, tools, institution closure, etc.), inability to access data or publish findings, and other security concerns? What role can the higher education and research sectors play in the provision of international research collaboration in support of the research that was/is being conducted (both before the war and now) by Ukrainian scholars and scientists?

Discussion points

→ There are Ukrainian researchers who are internally displaced in Ukraine and who do not want to go abroad, or cannot. Male students cannot leave the country although in some cases male scholars with scientific degrees are allowed to leave. There are also other exceptions, such as men with more than three children, or students who are enrolled in universities abroad. Researchers are not sent to the front lines.

→ Lots of projects have been awarded in Ukraine but most funds have been redirected to war efforts. There needs to be a way of directing funds to support research. Projects recommended in competitive calls by the National Research Foundation of Ukraine that did not manage to get under way because their funding was redirected to military purposes should be able to start and continue with their work. However, without the funding they are unable to, leading to systematic failure.

- → Financial support is needed for the relocation of researchers' families, language training, child support and temporary housing.
- → Opportunities should be explored within the private sector to expand research placements for Ukrainian scientists.
- → Placement duration is linked to uptake by people, making it difficult to find appropriate matches of opportunities with people. For short-term placements, scientists are more open to changing their field and projects. For the long term, it is more important to have an appropriate match with the field of expertise.
- → There is a need to increase collaboration with Ukrainian institutions.
- → More online and virtual opportunities are needed to accommodate the diverse needs and interests of scholars, researchers and students both inside and outside of Ukraine.
- → The offering of grants to Russians and Belarusians on an equal footing with Ukrainians should stop.

GROUP 2: Placements for at-risk and refugee scholars and researchers

FACILITATOR: Jacek Kolanowski, *Polish Young Academy*

Description

Placements for at-risk, displaced and refugee scholars, students, technical staff and workers have been a critical part of the response from the higher education sector to support those individuals fleeing the war in Ukraine. There is, however, great variation in such placements, including the selection/prerequisite requirements, duration, target groups, funding/support package, purpose, etc. Due to the immediate necessity of providing assistance to the large numbers of people leaving Ukraine, programmes may have been developed quickly and/or as a temporary solution. Given that the duration of the war is unknown and that many Ukrainians hope to return to their home country when it is safe to do so, it is important to think about how such placements at institutions can be designed or adapted in preparation for longer-term support with the post-war recovery and reconstruction of Ukraine in mind.

Discussion points

- → There is a need to make recommendations more specific and concrete and to clearly outline how to implement them beyond high-level policy statements. Recommendations should also clearly identify target groups, such as separate approaches for students, researchers or scholars.
- → The interests of individuals could be different from those of the Ukrainian government in rebuilding the country post-war. Investing in individuals should also be part of the long-term goals alongside the rebuilding of science and research infrastructure.

- → Developing tools and offers to train and aid individuals in navigating the European and international science policy scene is critical in ensuring integration of refugee scholars into existing frameworks and enabling them to use the existing resources more effectively.
- → There are a significant number of people who cannot leave Ukraine. Support and opportunities need to be provided to those remaining in Ukraine or they should be supported to go abroad if there is an opportunity to do so.
- → There is a need to build the capacity of institutions/governments/donors to enhance long-term support for researchers and students, for example, through enhancing national support programmes, policies and coordination structures, and data collection.
- → Grants or opportunities should be flexible and follow the researcher when they move. Financial support should also include supporting families of researchers.
- → There is a need to hold to account the parties violating domestic or international law.

GROUP 3: Collaborating for the long term for Ukraine

FACILITATOR: Arash Bordbar, *UNHCR*

Description

The war in Ukraine has shocked the world, displacing millions of people as infrastructure across the country continues to be destroyed. The destruction has disrupted the lives of people, including the ability of students and scholars to study and work, and has caused a dismantling of parts of the Ukrainian higher education and science systems. Humanitarian efforts often focus on the emergency response in meeting basic needs that are lifesaving. However, as the crisis drags on, questions are raised about the future of Ukraine. Once the war is over, it will take time to rebuild people's lives, infrastructure and systems so that the country can thrive again. How can the response by the higher education and research sectors provide support that both meets immediate needs, but also has an eye to planning for the long term, particularly around rebuilding the Ukrainian higher education and science systems, and academic and scientific infrastructure after the war?

Discussion points

- → Policy recommendations that are noted in various United Nations documents need to be more practical and specific for uptake by governments and institutions. Unfortunately, these international declarations are easy to ignore, and more practical actions are needed.
- → Recommendations need to include words around equality and inclusivity.

- → Before the war there were already some issues in Ukrainian higher education institutions. There is a need for the legal system to encourage academic freedom and for different parties in academia to work towards rebuilding national scientific systems post-conflict.
- → The Ukrainian system needs international cooperation. The Ukrainian government used research funds for the military and is not necessarily valuing research. There is a need to advocate to the government about the importance and necessity of science and research.
- → Mid- to long-term recovery and modernization plans should include emergency measures, active immediately, aimed at ensuring the survival of scholars and researchers in Ukraine and allowing them to continue their research.
- → Opening access to online databases and journals for Ukrainian institutions is important (e.g., the Research4Life initiative[6]).
- → Rebuilding should focus on building an improved system of higher education and science, involving the international community, placing value on higher education and research, promoting open access centres and resource sharing. Ukraine has more universities per person than any other European country, but the indicators are not good. There is a need to restructure the Ukrainian educational and research system, so it is an equal partner in terms of quality. Solutions could include merging universities.
- → Research and investments are needed in preparedness and crisis management training for the higher education and science sectors.
- → Programmes and opportunities should allow distance or virtual participation.
- → Flexibility for those Ukrainians with Russian passports should be included in programmes. They are refugee scholars. In this respect, a separate or sub-programme could be easiest to relieve the pressure on resources trying to distinguish eligibility, applicant information, etc.
- → It is important to create sustainable networks of researchers in Ukraine and Eastern Europe, and to support them properly.

GROUP 4: Collaborating for the future

FACILITATOR: Tom Odhiambo, *UNHCR*

Description

Unfortunately, the humanitarian crisis resulting from a war or conflict, like that in Ukraine, is something that is far too common in today's world. Current crises have displaced more than 80 million people to date, and are disrupting people's lives and destroying whole systems and infrastructure. Humanitarian efforts often focus on the emergency response in meeting

6. www.research4life.org

basic needs that are lifesaving. However, as a crisis drags on, questions are raised about the future and how to rebuild. When looking at other ongoing crises and those that have ended, what lessons can be learned or approaches used to plan for the long term, particularly around rebuilding, protection and preparedness of the higher education and science systems, and academic and scientific infrastructure before/during/after a humanitarian disaster?

Discussion points

- → There is a need to hold governments more accountable for implementing their international/regional legal obligations and ensure that higher education institutions are aware of government obligations.
- → Governments should be supported in implementing international and regional legal obligations with regard to academic freedom and the right to enjoy the benefits of knowledge creation and the application thereof as set out in Article 15 of the International Covenant on Economic, Social and Cultural Rights[7] and Article 27 of the Universal Declaration of Human Rights[8].
- → More investment is needed in key enablers of recovery: psychological support, language training, recognition of new/existing credentials.
- → Develop structures for recovery that integrate refugee and displaced academics/students/researchers in order to create opportunities for employment and ensure that rebuilding is driven by local expertise. This could include encouraging organizations to recruit and consult individuals whose expertise is relevant.
- → More structured approaches are needed for thinking about returning and rebuilding, including the language of instruction, language programming and recognition of credentials.
- → There is a need for soft skills and housing for displaced people. Integration of families into local society is very important too, such as providing language courses, kindergartens, social benefits to disabled individuals, etc.
- → More support focusing on post-traumatic stress and psychosocial needs is required. The International Union of Psychological Science is building a repository of psychology resources for use in global emergency situations.

7. UN OHCHR, 1966.
8. UN, 1948.

SESSION 5 KEYNOTE: Collaborating for the long term

SPEAKER: Sir Peter Gluckman, *President, International Science Council*

The crisis in Ukraine is of existential magnitude for its citizens, and for its infrastructure, including both its physical and human infrastructures of education and science. But it is a crisis that has existential implications extending much more broadly. The potential for the deep and lasting geostrategic divisions which may now have been created to have significant impact not only on geostrategic matters but on the critical agendas of the global commons, including sustainability, is real.

The ISC's obligation is to protect the global voice of science and condemn the invasion, but also to see that science could be a critical component of rebuilding in the future.

Science has become more challenged, more politicized in recent years in that acceptance of denial of scientific knowledge has become a badge of partisan affiliation in some places, and disinformation and manipulated knowledge is now central to much of the domestic and multilateral political space. And the paradox goes further; war is, at its heart, not only a human conflict, it is also a technological competition. Science as the basis of technology is a factor that fuels conflict.

As the world enters a more fractured geopolitical framework, science must work hard to build and maintain the global framework rather than get caught in extreme nationalism. A challenge for society is to find forms of government regulation that would ensure society uses science wisely. Scientific relationships between countries have started to come into the political focus and broader scientific sanctions of various forms have been applied by a variety of institutions or countries in response to the Ukrainian war. These are blunt tools which will hurt science, but it is not clear they have effects as sanctions.

The future of Ukraine is uncertain. There is a need for mechanisms to coordinate assistance and support from the higher education and science sectors during such emergencies. Hopefully, in rebuilding Ukraine, there's an opportunity to create new international partnerships between Ukrainian scientists and those in many countries around the world to build that global network of knowledge and practice.

Let me say something more about Ukraine which I fear is not getting sufficient emphasis – mental health concerns are already rising for young people globally, exacerbated greatly by the COVID lockdowns, and this will have implications for some time. Recovery is often taken to mean physical recovery of institutions and infrastructure, but recovery is only complete when people feel they have agency and autonomy returned.

There is a need to think more systematically about how science is a global activity that must be sustained. Further pandemics, further refugee crises exacerbated by climate change, will likely lead to further geostrategic instability. More systematic approaches for enhancing global scientific cooperation across borders need to be given greater emphasis by countries. They require investment and effort. Collaboration has a cost that funders often do not choose to recognize. But it has benefits – it creates resilience. Where there is collaboration, students and fellows and scientists can find temporary homes; when they return, they can bring equipment and reagents, they will bring ideas and new colleagues, and a fast rebuild is possible. Scientific collaboration across borders should become seen as a critical strategic need by all countries.

The multilateral system is a weakened state as documented by the response to climate change, food insecurity, refugee crises, the COVID pandemic, the fraying of social cohesion and rising rates of social inequality and unrest, as well as rising rates of loss of mental wellbeing especially in young people. The risks are obvious – there is an urgent need to think about the science that is needed and how we do better at getting societies and policy-makers to respond to evidence-informed risk assessments.

Science has indirect diplomatic value through promoting understanding and use of a common language, and through promoting collaboration. Scientific collaboration relies on trust. Trust takes time to build, which is why we must invest in scientific collaboration now. But science also has a direct diplomatic value – in particular, it can support progression on the global commons issues, ensuring that knowledge is developed that can advance human social, economic and environmental goals. But science must also deal with challenges in part created by the geopolitical environment and the rise of a post-globalized world.

We have to be honest. The formal multilateral Track One diplomacy system is failing the world's citizens in so many ways. It did poorly in COVID – it was the scientists who worked together to make vaccines while it remains apparent that the United Nations system and the World Health Organization processes were less than optimal because of geopolitics. It is doing poorly in climate change as we continue on a path that means we will be well in excess of 1.5°C. And it allowed the brutality of war to break out in Ukraine, and many other conflicts to smoulder. Refugee crises, famine and food insecurity were already high on the agenda before January this year.

Track Two organizations, such as the ISC, must take a greater role in ensuring a global multilateral scaffold. One in which scientific cooperation becomes core to holding a shaky planet together. The war in Ukraine must be a warning sign that there will be other episodes which disrupt science, and we are not well prepared. As a scientific community we can either be passive or recognize that in finding ways to help Ukraine we must also generalize and find ways to ensure our planet's and people's futures. Scientific cooperation and diplomacy have a critical part to play in ensuring our futures. We need to recognize that global multilateral skills in scientific cooperation are going to become more important.

Discussion points

- → It is important to ensure the futures of early-career researchers, as they are very vulnerable in times of crisis. Young people find themselves with additional pressure in these very unstable and challenging circumstances. At the same time, these young researchers are engaged in addressing the issues emerging from the war.
- → Young academies reacted instantly to the Ukraine crisis, but very quickly their capacities became limited and they needed help. How can young academies form better connections with senior academies to smoothly pass on initiatives?
- → Two months ago, the ISC invited every young academy in the world to join the ISC as a free member. Young academies have many critical thinkers who need to be at the same table as senior researchers to tackle these issues.
- → One idea is to create a place or open science journal to allow students who saw their studies or research interrupted to publish at least preliminary data. This could be a good way for students who are reaching the end of their PhD studies to publish and to communicate what they are doing. It is quite normal for journals to publish long abstracts of meetings in advance of formal papers being presented.

SESSION 6 PLENARY: Gathering recommendations and summarizing discussions

MODERATOR: Vivi Stavrou, *Executive Secretary, Committee for Freedom and Responsibility in Science; Senior Science Officer, International Science Council*

The facilitator for each breakout group presented their selected recommendations for their topic. The plenary discussion looked at the recommendations put forward from each group, noted key issues or gaps and made further recommendations.

Discussion points

- → There is quite a lot of crossover in recommendations among the groups, even though they were focused on different topics.
- → Recommendations may need to be divided into high-level policy recommendations and more operational recommendations or supporting actions.
- → Notions of flexibility and mobility were highlighted in terms of how the recommendations are framed and how they are operationalized. It was noted that this can be difficult for national research agencies, funders and universities because of existing bureaucratic, security and validity reasons.
- → It's important to look at livelihood support that extends to family members of the scholars, and at ongoing psychosocial support to displaced scholars and to scholars remaining in Ukraine.

SESSION 7 CLOSING REMARKS

SPEAKER: Morten Irgens, *Dean, School of Economics, Innovation and Technology; Chief Development Officer, Kristiania University College*

Ukraine is a country with a proud scientific heritage and a strong engineering capacity. Over the last 10 years, Ukraine has developed to become an ICT hub in Europe and in the world. This development was part of a process that gradually integrated the country more closely with the knowledge economy and the rest of Europe. This was of course all thrown into some level of disarray with the war.

The higher education and research sectors in Europe have moved to provide assistance. There is a need for collaboration across stakeholders, to learn from one another and to join efforts so that Ukraine can retake its position in the modern complex knowledge economy. Efforts are moving from immediate responses to looking more long term and should think about how to build back better. Key questions remain to be addressed and more work is needed to take recommendations forward.

RECOMMENDATIONS

The following recommendations are aimed at national governments, multilateral organizations, the global science ecosystem of international science organizations and systems (scientific institutions, organizations, government ministries of higher education, science and technology, science funders), individual disciplinary unions and associations, and universities. This also includes higher education and scientific leaders, higher education students, civil society and the public at large in all countries. Recommendations focus on the high-level policies, while the supporting actions outline steps for their implementation. While these recommendations came out of the conference with a focus on Ukraine, they are applicable globally to support preparedness, response and the rebuilding of higher education and research sectors before, during and after crises.

1

RECOMMENDATION 1 – RESPONSIBILITY: Governments, the higher education, scientific and research community must work together to deliver their national commitments to recognizing and supporting the right to education and science within their country.

Rationale

National governments have already signed and committed to international instruments and documents, but further action is needed to ensure their implementation within their country. At a minimum, particular attention should be paid by national governments, in consultation with relevant stakeholders, to fulfilling their obligations by:

→ Acknowledging the fundamental right to science and education, including the right to access quality higher education, participate in and enjoy the benefits of scientific progress and its applications;

→ Putting in place management, programmatic and financial mechanisms to protect higher education and scientific personnel, systems and infrastructure during human-induced disasters and war, and to enable recovery and rebuilding efforts. National governments must be capable of rapidly scaling these mechanisms, should there be an emergency situation in their country, with clearly identified contact points and reporting lines to responsible ministries.

Supporting actions

Higher education institutions, multilateral and scientific organizations should advocate for, and provide national governments with, guidance and support on designating clear accountabilities at ministerial level for delivering national responsibilities under Article 27 of the Universal Declaration of Human Rights (about the fundamental right to science and culture, including scientific advancements), Article 15 of the International Covenant on Economic, Social and Cultural Rights (the right to participate in and enjoy the benefits of scientific progress and its applications), and the UNESCO recommendation on science and scientific researchers (Annex II of UNESCO 2017 conference recommendations to support scientific researchers with career development and facilities, mobility, participation in the international scientific community, publication and recognition).

References

Boggio, 2021; Larsen et al., 2022; Scholars at Risk, 2020; UN, 1948; UNESCO, 2017; UN OHCHR, 1966.

2

RECOMMENDATION 2 – INTERNATIONAL SOLIDARITY: Governments, the higher education, scientific and research community must work together to deliver their national commitments for supporting the participation of at-risk, displaced and refugee scholars and researchers in their home country or a third country if necessary.

Rationale

There is an urgent need for national governments to uphold their commitments under Article 27 of the Universal Declaration of Human Rights and Article 15 of the International Covenant on Economic, Social and Cultural Rights, and be held accountable as agreed in these treaties. These high-level commitments specifically outline funding and support across international borders and a global response to support countries affected by crisis or conflict. Measures to fulfil such commitments will need financing and policies that address how to keep existing educational and research systems functioning, and the provision of support mechanisms and protection to scholars and researchers, regardless of their displacement status or location due to a crisis. They will need to include standing structures, budget lines and policies to support higher education and research systems across borders, on both a temporary and long-term basis.

Supporting actions

1. Extend the above obligations to multilateral organizations, higher education institutions and research-producing and funding agencies.
2. Ensure programmes are capable of being rapidly scaled in emergency situations and have clearly identified contact points and reporting lines to responsible ministries.
3. Develop policies that address the inclusion of refugees into host countries' national higher education systems and lift restrictions on travel, movement or residency requirements.
4. Put in place specific policies and measures to address the special circumstances of internally displaced persons so that they are supported to continue their work within their own country during a crisis.
5. Consider the development of appropriate standing programmes that can flex as new crises emerge, such as a scientific mobility programme that will enable opportunities for scholars, students and researchers to continue teaching and research after being forced to flee to a second or third country, or to continue their work within their own country during a crisis, taking account of the special circumstances of internally displaced persons.

References

Martin and Stulgaitis, 2022; Scholars At Risk, 2020.

3

RECOMMENDATION 3 – OPENNESS: The international scientific and research community should empower conflict-affected science systems with the means to rebuild by adopting the UNESCO recommendation on open science.

Rationale

'Open science'[9] represents the democratization of science and, in an interconnected scientific world, is crucial for enabling fragile or conflict-affected countries to rebuild or develop their higher education and research systems because of the otherwise prohibitive costs of participating in the current 'closed' scientific model. Likewise, open science is essential for enabling displaced scholars and researchers to access educational and research resources and continue their work.

9. 'The essential attributes of open science are: open access to the record of science and to the data of science; access to the digital infrastructures that enable widespread engagement and communication; and open engagement between scientists and other societal actors.' (ISC, 2020).

Supporting actions

National governments should work with their scientific and research sectors to overcome any obstacles to implementing the UNESCO recommendation on open science by, for example:

1. Providing open access to research data, educational resources, software and infrastructure;
2. Enabling access to the published record of science by scientific and scholarly publishing houses and journals, specifically for at-risk, displaced and refugee scholars, researchers, scientists and students. In the case of Ukraine, awareness of existing initiatives should be raised to encourage more publishers to participate.

References

International Science Council, 2020; Polishchuk and Ivashchenko, 2022; UNESCO, 2021.

4

RECOMMENDATION 4 – INCLUSION: All stakeholders must ensure that programmes and opportunities are designed inclusively to avoid exclusion of specific groups of at-risk, displaced and refugee scholars and researchers based on characteristics such as language, family status, gender, disability, cultural background and psychosocial wellbeing.

Rationale

There is no 'one-size-fits-all' approach that can provide an adequate response. Instead, programmes and opportunities need to have an inclusion lens that considers the specific needs of different participant groups when planning and designing support measures. This includes the need for more holistic or integrated assistance to address the psychological, social, financial, physical and professional needs and wellbeing of individuals and their families.

Supporting actions

Programmes and opportunities may be implemented by national governments, higher education institutions, donors/funders, non-governmental organizations, scientific and research bodies, and other relevant organizations.

1. Provide assistance through workshops, mentoring and support structures, in addition to fellowships, scholarships and placements, which address cultural, language, professional development, community integration and psychosocial needs[10].
2. Opportunities should be inclusive and accommodating by considering intersectionality, diversity, gender and disabilities.

10. For example, the Scholar Rescue Fund (www.scholarrescuefund.org) and the Global Young Academy (https://globalyoungacademy.net/at-risk-scholars-endorsement-programme/).

3. Support programmes and placements should consider both the short- and long-term impacts of humanitarian emergencies and forced displacement, including integration into the host country, movement to a third country, return to the home country and the capacity to continue studying, working and caring for self and dependents.
4. Provide a mobility allowance within relocation schemes to support scholars with children and other dependent family members.
5. Consider allowing grants/opportunities to follow a researcher when they move (e.g., when they return to their home country, if they move to a third country, or if they are fleeing conflict).
6. Educate displaced scholars and researchers on the host country's/institution's higher education and science policies to enable faster integration and access to existing opportunities.
7. Ensure a focal point or mechanism for identifying gaps in provision within a specific crisis response (e.g., Science for Ukraine).

References

Inspireurope, 2022; Polish Young Academy of Polish Academy of Sciences, 2022; Scholars At Risk, 2020; Science in Exile, 2022.

5

RECOMMENDATION 5 – MOBILITY: Stakeholders must work together to develop global mechanisms and coordination structures that facilitate secure academic and scientific mobility - to ensure the potential of displaced and refugee scholars and students is not lost.

Rationale

Crises are complex in nature and require collaborative solutions across the humanitarian, higher education, research and scientific communities as well as partnerships with donors/funders, policy-makers and civil society. Mobility is a critical ingredient to enabling the human drivers of higher education and science systems to survive and thrive during crisis so that they can drive recovery in its aftermath, but this mobility is often hindered by uncoordinated or insufficient policy responses. Bringing together valuable experience, knowledge and resources in a coordinated manner will improve efficiency, reduce duplication of efforts and lay the foundation for structures and mechanisms that can be activated to respond more quickly to future crises.

Supporting actions

1. Create global tools to identify, recognize and endorse skills, knowledge and professional credentials across international borders[11].
2. Promote international collaboration of stakeholders within the higher education and research sectors, including universities, research-producing institutions, laboratories, and educational and scientific associations and unions.
3. Encourage cross-sectoral collaboration within and beyond the higher education and research sectors to address the complicated nature of crises, including actors such as humanitarian organizations, policy-makers, civil society and the private sector.
4. Ensure the security and integrity of virtual higher education and research collaboration spaces for scholars, researchers and students.
5. Create international funding schemes dedicated to supporting higher education and research in times of crisis, by engaging national governments, donor/funding agencies and the private sector. This could include supporting competitive calls by the affected country's national research foundations to support local research projects.
6. Create more 'one-stop shops' at either a national level or, preferably, an international level where information on placements/scholarships/dedicated programmes is available in one place to help scholars and students navigate a complex landscape.

References

Scholars At Risk, 2020; Science in Exile, 2022; UNESCO, 2020.

6

RECOMMENDATION 6 – FLEXIBILITY: All stakeholders must recognize the evolving needs of academics, researchers and students by designing more flexible programmatic and funding models that enable changes in location and allow for both remote and in-person participation.

Rationale

Funding and programmes to offer virtual support to individuals affected by crises is a new request emerging from the Ukraine crisis. It addresses issues such as travel restrictions and continuity of work, but challenges more traditional programme design. Further exploration and advocacy are needed to respond to the request for virtual support. In addition, the need for more holistic or integrated assistance to address the psychological, social, financial, physical and professional needs and wellbeing of individuals and their families continues to be highlighted.

11. For example, 'Digital educational passports for each Ukrainian'.

Supporting actions

1. Provide both on-site and virtual opportunities for research, teaching, study and career support. On-site opportunities require a physical placement, relocation or attendance at an institution, often targeting those individuals who have relocated to another country. Virtual or remote opportunities may include access to online support, learning and resources as well as funding to continue current research or work without having to travel or live in a specific location.
2. Establish dedicated national- and regional-level fellowship, scholarship and placement opportunities with dedicated funding for individuals who are displaced and refugees as well as those at risk who are still working in the affected region/country.

References

Inspireurope, 2022; Polish Young Academy of Polish Academy of Sciences, 2022; Scholars At Risk, 2020; Science in Exile, 2022.

7

RECOMMENDATION 7 – PREDICTABILITY: Stakeholders must work together to develop sustainable frameworks within and between national scientific, higher education and research systems that enable a more predictable and effective approach to the phases of preparedness, response and rebuilding in the aftermath of conflict or disaster.

Rationale

Crises will continue to happen around the world, either through conflict, climate change or other disasters. There is a need to consider how countries, organizations and international agencies can more effectively prepare for, respond to and rebuild after such crises. While it is necessary to focus on immediate lifesaving needs at the beginning of an emergency, it is essential to keep long-term goals in mind and to build on lessons learned. Multilateral science organizations are well-placed to drive this inter-partner lesson learning and framework development.

Supporting actions

1. Responses should include rapid-response, emergency measures to ensure the survival of individuals in the affected country during the humanitarian emergency, while considering mid- to long-term recovery and modernization plans as the situation develops.

2. Engage stakeholders from the affected country in discussions and plans around responses and recovery to ensure their needs are addressed and considered, including the specific distinct needs of students and scholars. Stakeholders would include the relevant ministry and government officials, and leaders from the higher education and research sectors, as well as displaced researchers, scientists, academics and students.
3. Rebuilding and reconstruction efforts should focus on building back better and support the voluntary repatriation of scholars, researchers and students once it is safe to do so.
4. Programmes and support opportunities outside of a country affected by a crisis should consider recognition/transferability of credentials and skills and the ability of individuals to continue work or studies once returning home.
5. Encourage sharing and research of learning, experiences and practices to enable better preparedness, responses and rebuilding across different crises.

References

Science in Exile, 2022.

CALL TO ACTION

All interested parties and stakeholders are encouraged to share the findings of this report as widely as possible and consider what steps they might take to implement the recommendations contained within, particularly for those actors responsible for programming or policy in Ukraine context, and in other countries and regions affected by war and conflict.

In addition to publishing the results of the conference via this report, the co-organizers will disseminate the recommendations through media articles and participation in relevant events. The co-organisers will work with their membership and networks to advocate for the uptake of the recommendations above, including through a wider research initiative on the effectiveness of the current policy framework for conflict and disaster management in the global science sector.

Co-Chairs ISC and ALLEA will also convene the Ukraine Working Group, a platform for Ukrainian and international stakeholders in the science sector, to explore further engagement opportunities. This will include planning a follow-up conference in early 2023 to renew the focus on these recommendations and generate new insight on the evolving situation in Ukraine. Any interested parties are encouraged to contact the co-organizers to share any commitments, ideas, questions or support required to maximise the impact of the report's findings on stakeholders in the Ukrainian context.

https://council.science/publications/ukraine-crisis-responses-from-european-higher-education-research/

RESOURCES

REFERENCES

The following documents were referenced in the report.

Boggio, A. 2021. The right to participate in and enjoy the benefits of scientific progress and its applications: A conceptual map. *New York International Law Review* Vol. 34, No. 2. pp. 43–77.

Inspireurope. 2022. *Inspireurope Recommendations: Expanding opportunities in Europe for researchers at risk*. Brussels, https://eua.eu/downloads/publications/inspireurope%20recommendations%20report%20final_web.pdf (Accessed 11 August 2022).

Inspireurope. 2020. *Researchers at Risk: Mapping Europe's Response. Report of the Inspireurope Project.* Brussels, https://eua.eu/resources/publications/947:researchers-at-risk-mapping-europe's-response.html (Accessed 11 August 2022).

ISC. 2021. *Science as a Global Public Good*. https://council.science/wp-content/uploads/2020/06/ScienceAsAPublicGood-FINAL.pdf (Accessed 11 August 2022).

ISC. 2020. *Open Science for the 21st Century*. https://council.science/publications/open-science-for-the-21st-century/ (Accessed 11 August 2022).

Larsen, P. B., Pamintuan, M., Nielson, M., Puvimanasinghe, S., Tararas, K. and Hächler, P. 2022. *The Human Right to Science: From Fragmentation to Comprehensive Implementation?* Background document for UNESCO & Human Rights: Geneva Dialogues for Enhancing Cooperation & Effectiveness.

Martin, M. and Stulgaitis, M. 2022. *Refugees Access to Higher Education in their Host Countries: Overcoming the 'super-disadvantage'*. Policy paper for the UNESCO International Institute for Educational Planning (IIEP-UNESCO) and the United Nations Refugee Agency (UNHCR). https://unesdoc.unesco.org/ark:/48223/pf0000381505/PDF/381505eng.pdf.multi (Accessed 11 August 2022).

Polish Young Academy of Polish Academy of Sciences. 2022. Critical support for Ukraine researchers in Ukraine. https://amu.pan.pl/en/critical-support-for-ukrainian-researchers-in-poland/ (Accessed 11 August 2022).

Polishchuk, Y. and Ivashchenko, O. V. 2022. Brief communication on the open access needs of Ukrainian research institutions and universities. https://zenodo.org/record/6508022#.YvKOYfXMLOQ (Accessed 11 August 2022).

Scholars At Risk. 2020. *Free to Think 2020*. www.scholarsatrisk.org/resources/free-to-think-2020/ (Accessed 11 August 2022).

Science in Exile. 2022. 'Declaration: Supporting at-risk, displaced and refugee scientists: A call to action.' https://scienceinexile.org/sign-declaration (Accessed 11 August 2022).

UN. 1948. *Universal Declaration of Human Rights.* www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf (Accessed 11 August 2022).

UNESCO. 2021. *Recommendation on Open Science*. https://unesdoc.unesco.org/ark:/48223/pf0000379949.locale=en (Accessed 11 August 2022).

UNESCO. 2020. *UNESCO Qualifications Passport for refugees and vulnerable migrants.* www.unesco.org/en/education/higher-education/qualifications-passport (Accessed 11 August 2022).

UNESCO. 2017. Annex II: Recommendation on science and scientific researchers. Records of the General Conference, 39th session. Paris. 30 October–14 November 2017. https://unesdoc.unesco.org/ark:/48223/pf0000260889.page=116 (Accessed 11 August 2022).

UN General Assembly. 1946. *Refugees and Displaced Persons*. A/RES/62. www.unhcr.org/excom/bgares/3ae69ef14/refugees-displaced- (Accessed 11 August 2022).

UNHCR. 2010. *Convention and Protocol Relating to the Status of Refugees.* www.unhcr.org/3b66c2aa10 (Accessed 11 August 2022).

UN OHCHR. 2022. Ukraine: Millions of displaced traumatized and urgently need help, say experts. www.ohchr.org/en/press-releases/2022/05/ukraine-millions-displaced-traumatised-and-urgently-need-help-say-experts (Accessed 11 August 2022).

UN OHCHR. 1966. *International Covenant on Economic, Social and Cultural Rights.* www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights (Accessed 11 August 2022).

RECOMMENDED LINKS AND ARTICLES FROM CONFERENCE PARTICIPANTS

The following were suggested by conference participants as relevant to the conference.[12]

STATEMENTS AND ARTICLES

Alisic, E. Call for participants: Innovative and interdisciplinary scientific eyes on the refugee crisis. Global Young Academy. https://globalyoungacademy.net/wp-content/uploads/2015/11/Call-for-participants-Innovative-and-interdisciplinary-scientific-eyes-on-the-refugee-crisis.pdf

12. All links were functional as of 10 August 2022.

Duszynski, J., McNutt, M. and Zagorodny, Z. 2022. A future for Ukrainian science. *Science* Vol. 376, No. 6599, p. 1249. Editorial co-authored by the presidents of three national science academies of Ukraine, Poland and the USA. This article is an outcome of a meeting at the Polish Academy of Sciences during which representatives of international scientific institutions gathered to jointly discuss further action steps for rebuilding Ukraine's science. www.science.org/doi/pdf/10.1126/science.add4088

Gluckman, P. 2022. Together, we must help refugee researchers to thrive. *Nature*, Vol. 63, p. 793. https://media.nature.com/original/magazine-assets/d41586-022-00863-4/d41586-022-00863-4.pdf

Kolezhuk, O. and Polotska, O. 2022. Viewpoint: Ukraine needs 'Marshall Plan' for research and innovation. https://sciencebusiness.net/viewpoint/viewpoint-ukraine-needs-marshall-plan-research-and-innovation

National Academies of Sciences, Engineering and Medicine. 2022. Statement: Action Steps for Rebuilding Ukraine's Science, Research, and Innovation. www.nationalacademies.org/news/2022/06/action-steps-for-rebuilding-ukraines-science-research-and-innovation

ORGANIZATIONS

Erasmus+ Office:

→ Ukraine contact: +38 (050) 5966045 (Viber, WhatsApp); office@erasmusplus.org.ua

→ All projects under Erasmus+ funded for Ukraine: https://erasmusplus.org.ua/korysna-informatsiia/korysni-materialy/category/6-novyny-ta-baza-proektiv.html?download=484:uchast-ukrainy-v-konkursakh-prohramy-yes-erazmus-2014-2020-rr-ukraine-in-the-eu-funded-erasmus-programme-2014-2020

→ Erasmus Dashboard to support Ukrainian students and staff: https://ukraine.dev.uni-foundation.eu/

→ Information and help to find partners can be found at: www.erasmusplus.org.ua

International Science Council:

→ List of statements, offers of assistance and resources on the current war in Ukraine. https://council.science/current/news/statements-international-scientific-community-conflict-ukraine/

→ Position paper: *Science as a Global Public Good.* https://council.science/current/news/science-as-a-global-public-good/

→ Blog: An invitation for eligible Young Academies and Associations to join the International Science Council as Affiliated Members. https://council.science/current/blog/an-invitation-for-eligible-young-academies/

→ Paper: *Open Science for the 21st century.* https://council.science/publications/open-science-for-the-21st-century/

Scholars At Risk:

→ https://sareurope.eu/inspireurope/inspireurope-publications/

→ www.scholarsatrisk.org/in-solidarity-with-ukraine/

→ www.scholarsatrisk.org/get-help/

Science for Ukraine:

→ Contact: info@scienceforukraine.eu; Netherlands@scienceforukraine.eu

→ Full list of contacts: https://scienceforukraine.eu/contact

Swedish Research Council: www.vr.se

OFFERS OF SUPPORT AND OTHER RESOURCES

Results of the survey on the needs of Ukrainian Researchers in dangerous circumstances from the Ukrainian Ministry of Education and Science: https://zenodo.org/record/6413145#.YqmIx3ZBy72

All European Academies (ALLEA): European fund for displaced scientists. https://allea.org/european-fund-for-displaced-scientists/

Association for Slavic, East European, & Eurasian Studies (ASEEES): List of existing opportunities. www.aseees.pitt.edu/resources/help-displaced-scholars-ukraine

Crowdfight: https://crowdfight.org/ will open the call for 20 scholarships for two years for undergraduates and MsC students to resume their studies in Portugal.

Global Young Academy: At-risk scholars initiative. https://globalyoungacademy.net/activities/at-risk-scholars-initiative/

NEXUS 3.0 private sector funding: call is being prepared- (soon the website will be available); for more information: nunes.ana@gmail.com

Recruitment for Ukraine: Centralised portal for students and researchers seeking positions in academic institutions in Poland (in Ukrainian and English). https://ukraina.irk.edu.pl/pl/

Research4Life initiative: Provides online access to tens of thousands of scientific and professional publications for eligible countries, including Ukraine. www.research4life.org

Researcher Mental Health Observatory: Virtual Mobility Grant to a Ukrainian as part of our ReMO COST Action: https://projects.tib.eu/remo/activities/call-for-a-virtual-mobility-grant/

Review Commons: www.reviewcommons.org/ peer-reviewed preprint platform.

Ukrainian Chemistry Journal: one of the oldest scientific journal in Ukraine: https://ucj.org.ua/index.php/journal

Ukrainian Global University initiative: https://uglobal.university

ANNEXES

AGENDA

TIME	ACTIVITY
08:45	*Participants sign on*
09:00	**1. Welcome**
09:10	**2. Keynote:** Setting the scene
09:35	**3. Round table:** Impact of the war and responses from the higher education and research sectors
11:00	*Break*
11:15	**4. Breakout sessions:** Identifying solutions and recommendations for ongoing support and rebuilding of Ukraine
12:15	*Break*
12:30	**5. Keynote:** Collaborating for the long-term
13:00	**6. Plenary:** Gathering the recommendations and summarising discussions
13:50	**7. Closing remarks**
14:00	*End of conference*

SPEAKER BIOGRAPHIES

KEYNOTE 1

SPEAKER: Serhiy Shkarlet, *Minister of Education and Science, Ukraine*

Serhiy Shkarlet has a Doctorate of Economics, has authored more than 200 scientific and educational works, and has 24 years of experience in scientific and pedagogical activities. From 2010 to 2020, he served as Rector of Chernihiv National University of Technology. Dr Shkarlet was appointed the Acting Minister of Education and Science of Ukraine in June 2020, and in December 2020 was appointed the Minister of Education and Science of Ukraine.

ROUND TABLE

CHAIR: Luke Drury, *Vice-President of ALLEA*

Luke Drury is Vice-President of ALLEA, the European Federation of Academies of Sciences and Humanities, and Irish coordinator for Science for Ukraine.

SPEAKER 1: Anton Panteleimonov, *Vice-Rector for Research and Teaching at Karazin Kharkiv National University*

Anton Panteleimonov is a chemist and Vice-Rector for Research and Education at Karazin Kharkiv National University with a particular interest in international academic cooperation.

SPEAKER 2: Henriette Stoeber, *EUA*

Henriette Stoeber is a Policy Analyst in the Higher Education Policy Unit of the European University Association (EUA). Prior to joining EUA, she worked at the Hungarian Rectors' Conference and spent several years at the German Academic Exchange Service's (DAAD) National Agency for Higher Education Cooperation as a programme manager for projects on the European Higher Education Area and the Bologna Process.

SPEAKER 3: Oleksandra (Sasha) Ivashchenko, *Science for Ukraine*

Sasha Ivashchenko is completing her residency in medical physics, radiology and nuclear medicine at Leiden University Medical Center. She received a BSc and MSc in Applied Physics from Taras Shevchenko National University of Kyiv, and subsequently relocated to TU Delft, the Netherlands, as a Marie Curie PhD fellow working on nuclear medicine instrumentations. Dr Ivashchenko has worked in various institutes around Europe, and currently serves as an editor of the journal Radiology: Artificial Intelligence and for the Marie Curie Alumni Association. She is one of the main coordinators of the #ScienceForUkraine platform, which was founded on the second day of the war and has become a prominent resource for Ukrainian scientists.

SPEAKER 4: Vivi Stavrou, *Executive Secretary of the Committee for Freedom and Responsibility in Science and Senior Science Officer at the International Science Council*

Vivi Stavrou is the Executive Secretary of the Committee for Freedom and Responsibility in Science and a Senior Science Officer at the International Science Council. Ms Stavrou is a Clinical Psychologist and development worker with extensive international experience in humanitarian emergencies and post-conflict situations as a social development consultant, evaluator and researcher. She has worked with United Nations and development agencies, government ministries and services, and academic institutions in the areas of child protection, mental health and psychosocial support, health and human rights, science research management and policy, and security sector reform.

SPEAKER 5: Joel Hanisek, *Policy & Programme Manager for Scholars At Risk Europe*

Joel Hanisek is a Policy & Programme Manager for Scholars At Risk Europe, where he manages the EU-funded Inspireurope project and supports the activities of Scholars At Risk sections across Europe. He has a background in NGO advocacy at the United Nations Economic and Social Council, and was previously also a member of the New York-based NGO Working Group on the Security Council. He holds a PhD from Trinity College Dublin where he studied socio-religious aspects of Iran–US cultural politics in the long 19th century. His research is organized around the ethics of academic freedom in transcultural contexts and historic formations of higher education values in international exchange.

SPEAKER 6: Manal Stulgaitis, *UNHCR*

Manal Stulgaitis is an Education Officer leading on higher education for the United Nations High Commissioner for Refugees (UNHCR) from the agency's offices in Copenhagen, Denmark. She has over 15 years of experience in refugee protection, with expertise in durable solutions, higher education, urban protection, risk management, coordination, and humanitarian–development planning. Holding a professional degree in Law and a master's degree in International Law and Economic Development, she has worked in the Middle East, North Africa, sub-Saharan Africa, Asia and the Americas. She is currently working on inclusive refugee education issues, ranging from education transitions and complementary pathways to higher education in the context of fragility and development and student leadership.

KEYNOTE 2

SPEAKER: Sir Peter Gluckman, *President of the International Science Council*

Sir Peter Gluckman became President of the International Science Council in October 2021. His term will continue until the General Assembly of 2024. Peter heads Koi Tū: The Centre for Informed Futures at the University of Auckland. From 2009 to 2018 he was first Chief Science Advisor to the Prime Ministers of New Zealand, and from 2012 to 2018 he was Science Envoy for the New Zealand Ministry of Foreign Affairs and Trade. He was Foundation Chair of the International Network of Government Science Advice (INGSA) from 2014 to 2021.

Sir Peter trained as a paediatrician and biomedical scientist, publishing over 700 papers and several academic and popular books in animal science, developmental physiology, growth and development, evolutionary biology and evolutionary medicine. He co-chaired the WHO

Commission on Ending Childhood Obesity (2013–2017). He is chief scientific officer of the Singapore Institute for Clinical Sciences. He has written and spoken extensively on science policy, risk assessment, science diplomacy and science–society interactions. In 2016 he received the AAAS award in Science Diplomacy. He has received the highest civilian and scientific honours in New Zealand. He is a fellow of the Royal Society of London, the Royal Society of New Zealand and the Academy of Medical Sciences (UK), and a member of the National Academy of Medicine (USA). He holds a Distinguished University Professorship at the University of Auckland, New Zealand and honorary chairs at University College London, the University of Southampton and the National University of Singapore.

CLOSING REMARKS

SPEAKER: Morten Irgens, *conference co-organizer*

Morten Irgens is a scientist in Artificial Intelligence, Dean at Kristiania University College, and initiator or cofounder of a Canadian software company and several research labs, research institutes and scientific organizations.

MODERATOR

Alison Meston, *Communications Director, International Science Council*

Alison is originally from Western Australia and joined the ISC as Senior Communications Officer in February 2019 and was appointed Communications Director in April 2020. Her role includes developing the ISC communications and outreach strategy, supporting membership engagement and working alongside colleagues on a wide range of ISC projects. Alison holds a Master of Arts degree in Public Policy and International Law from the American University of Paris and most recently, a Programme Certificate in Climate Change Management from the University of Edinburgh. Alison has post-graduate qualifications in Journalism and Education.

RECOMMENDATIONS BY BREAKOUT GROUP

GROUP 1: Opportunities for international research collaboration support of Ukrainian scholars and scientists

Selected recommendations

1. Assist at-risk, displaced and refugee scholars and researchers with **on-site and virtual opportunities for research, teaching and study, and career support**[13].

13. Scholars At Risk, 2020.

2. Governments should adopt the **UNESCO recommendation on open science**, including open access to research data, educational resources, software, hardware and access to publishing houses and journals[14].
3. **Expand opportunities beyond academia** for scholars and researchers at risk and consider intersectionality and other diversity and inclusion issues in their support[15].
4. Develop global mechanisms to **identify and endorse the skills, knowledge and professional credentials** of at-risk, displaced and refugee scholars and researchers[16].

Additional recommendations

1. **Provide a mobility allowance to support scholars with families** in the relocation schemes (scientists often relocate with children and other dependent family members).
2. **More virtual grants** are needed as the number of currently available virtual mobility grants is not reflective of the number of people seeking them.
3. **Offer financial support for projects that have been recommended in competitive calls by the National Research Foundation of Ukraine** but have not got underway due to funding being redirected to military purposes. Some of those projects would be able to start and continue with their work, but without the funding they are unable to, risking systematic failure.
4. Make efforts to **engage the private sector in funding higher education in emergencies** and provide clear guidelines.

GROUP 2: Placements for at-risk and refugee scholars and researchers

Selected recommendations

1. **Adopt policies that support the access of at-risk, displaced and refugee scholars, students and researchers** and other higher education personnel into host countries' higher education systems[17], such as lifting restrictions on travel, movement or residence[18].
2. Assist at-risk, displaced and refugee scholars, researchers and students with **on-site and virtual opportunities for research, teaching and study, and career support**[19].
    a. Remember scholars who cannot leave Ukraine at the moment and ensure some dedicated help for them.

14. Polishchuk and Ivashchenko, 2022.
15. Inspireurope, 2022.
16. Science in Exile, 2022.
17. The UNESCO International Institute for Educational Planning (IIEP-UNESCO) and the United Nations Refugee Agency (UNHCR) have developed 15 evidence-based recommendations for facilitating refugee access to host countries' higher education institutions. https://unesdoc.unesco.org/ark:/48223/pf0000381505/PDF/381505eng.pdf.multi
18. Scholars At Risk, 2020.
19. Scholars At Risk, 2020; Science in Exile, 2022.

3. Establish a **dedicated European fellowship scheme**, including facilitating access of at-risk scholars and researchers to existing European funding programmes[20].

Additional recommendations

1. **Workshops or mentoring programmes on how to use existing resources or funding**, and on moving or relocating. Examples of approaches include:
   a. www.scholarrescuefund.org
   b. https://amu.pan.pl/en/critical-support-for-ukrainian-researchers-in-poland/
   c. https://globalyoungacademy.net/at-risk-scholars-endorsement-programme/
2. **Money should be allowed to stay with a researcher** when they move. Financial support for families should be available as well. Flexibility in what the money can be spent on and where can it be spent.

Recommendations from individuals in the group

1. It is highly important to support Ukrainian researchers who stay in Ukraine. Many of them (men aged 18–60) cannot leave their country due to the law restrictions in place during a war period. So, I suggest starting support programmes enabling a collaboration between Ukrainian and European labs remotely.
2. For refugee scholars, researchers and other higher education personnel:
   a. Ensure their security and integrity;
   b. Hold accountable any violators of domestic or international law;
   c. Provide assistance if they are threatened;
   d. Maintain and develop their skills;
   e. Identify and recognize their skills, knowledge and professional credentials;
   f. Remove any restrictions on their travel, movement or residence so that they can relocate according to where their skills can best be used, maintained and further developed;
   g. Allow access to positions in higher education and research;
   h. Facilitate academic collaboration and participation in research projects.
3. It would be great to make it possible to continue research in the field of law with funding and the ability to move (at least for a few months) to an EU country with family.
4. Encourage co-working with civil society organizations in support of individual scholars (helps regarding housing, office space, communication facilities, transport, etc.).
5. Fund programmes of assistance or mentoring by funding/educational/research institutions for researchers/students to help them navigate the existing network of offers so as not to 'waste' opportunities that are already out there.

20. Inspireurope, 2022.

GROUP 3: Collaborating for the long term for Ukraine

Selected recommendations

1. Work towards **rebuilding national scientific systems in the aftermath of conflict or disaster** and support the voluntary, safe repatriation of scholars and researchers[21].
2. Support governments to implement Annex II of UNESCO 2017 conference recommendations to **support scientific researchers with career development and facilities, mobility, participation in the international scientific community, publication and recognition**[22].
3. Ensure the **security and integrity of virtual higher education and research collaboration spaces** for scholars, researchers and students[23].
4. **Recognize the problem of attacks on higher education** (including criminal, legislative or administrative actions or restrictions), their negative consequences, and the responsibility of states to protect higher education and research communities[24].

Additional recommendations

1. Any future systems for research in Ukraine must focus on quality, administration, legal aspects, etc., including **rights to academic and scientific freedom**.
2. Science is global and diverse, global scientific endeavours are not recognized. **More international collaboration is needed**, including mobility.
3. Timing and type of recommendation is critical: recommendations should **recognize the difference between short-, mid- and long-term plans, operational and practical vs strategic policy recommendations**.

GROUP 4: Collaborating for the future

Selected recommendations

1. Provide governments with guidance and support to implement Article 15 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) – the right to participate in and enjoy the benefits of scientific progress and its applications[25].
2. Provide governments with guidance and support to implement Article 27 of the Universal Declaration of Human Rights (UDHR) about the fundamental right to science and culture, including scientific advancements[26].

---

21. Science in Exile, 2022.
22. UNESCO, 2017.
23. Scholars At Risk, 2020.
24. Scholars At Risk, 2020.
25. Boggio, 2021.
26. Larsen et al., 2022.

The group brought these two recommendations together into a single recommendation, as follows:

Provide governments with guidance and support to their international legal obligations (Article 15 of the ICESR and Article 27 of the UDHR) with regard to academic freedom and the right to participate in and benefit from scientific progress.

Two other selected recommendations were deemed equally important:

1. Review laws to **ensure that scholars, researchers and students can exercise their rights to academic and scientific freedom** and other rights, such as organized peaceful expression[27].
2. Work towards rebuilding national scientific systems in the aftermath of conflict or disaster and **support the voluntary, safe repatriation of scholars and researchers**[28].

Support governments to implement Annex II of UNESCO 2017 conference recommendations to **support scientific researchers with career development and facilities, mobility, participation in the international scientific community, publication and recognition**[29].

v Additional recommendations

1. **Require governments to fulfil their legal obligations** under Article 15 of the ICESCR and Article 27 of the UDHR by having a having a live plan in place for supporting third country higher education and science systems affected by crisis or conflict (with a clear home ministry/institution indicated).
2. Convene service providers in the therapeutic, humanitarian and skills space to put together an **integrated approach to supporting the psychological needs of displaced scholars, researchers, students and their families**. This needs to address issues including post-traumatic stress disorder, community integration, access to services, etc.
    a. A key element requiring particular focus is **language**: there's potential to convene major language providers/funders and other stakeholders to develop a longer-term response to meeting the language needs of the displaced due to the direct link between language proficiency and employment/wellbeing, etc.
3. **Ensure that displaced scientists/academics are included in longer-term structures and platforms for recovery**, especially those with relevant expertise in sectors essential for recovery.
    a. This requires more effective policy around **recognition of credentials** collected in home countries and third countries.

---

27. Scholars At Risk, 2020.
28. Science in Exile, 2022.
29. UNESCO, 2017.

International Science Council

The global voice for science

www.council.science